

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	St Margaret Ward Catholic Academy
Pupils in school	1137
Proportion of disadvantaged pupils	310 (27%)
Pupil premium allocation this academic year	£267,659.08
Academic year or years covered by statement	2020- 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mr D McKenna
Pupil premium lead	Mr A Ponsford
Governor lead	Ms R Maguire

Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	7.4%
Attainment 8	50.0
% Grade 5+ in English and maths	46.8%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
To improve progress of disadvantaged to in line with national average.	Achieve FFT50 target grades for all disadvantaged pupils at GCSE	Sept 21
To improve attainment of all disadvantaged students	Achieve national average for attainment for all pupils	Sept 21
To improve attainment in % Grade 5+ in English and maths for disadvantaged students	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Reduce number of Fixed Term exclusions and detentions.	Sept 21
Continue to work on strategies to significantly improve EBacc entry numbers	Better national average EBacc Entry for all pupils	Sept 21

Teaching priorities for current academic year

Measure	Activity
<p>1. Priority 1 A holistic approach to provide effective teaching in the classroom that allows every student to make at least the progress expected of them.</p>	<ul style="list-style-type: none"> • Embed 'Effective Learning at St Margaret Ward' to guide teacher planning and practice and requires cognisance of warm strict classroom management, responsive teaching and exploiting opportunities to develop cultural capital throughout every lesson. • Monitor the impact of this guidance on the quality of learning. • Feedback from online evaluations allows for targeted coaching to support staff in developing this approach to teaching, thus ensuring all students succeed. A bespoke coaching programme for teachers will be introduced over the coming year.
<p>2. Priority 2 Effective formative assessment that ensures no student is left behind and a focus on lesson-by-lesson monitoring of 'keep in mind' students.</p>	<ul style="list-style-type: none"> • Introduce the focus on 'keep in mind' students. This is to raise the expectation that teachers identify which students need additional focus in their day to day teaching. These students may be SEN, PP, higher ability or male, or they may be students that have fallen behind during the extended school closures, but the focus should be on ensuring every student is supported to achieve and all teachers should be clear about which students are underperforming and intervene routinely to support them. • The <i>SMID report</i> data software will be introduced to give staff more access to data and to make the 'keep in mind' students more visible to classroom teachers. • A continued focus on low stakes, high challenge testing, regular review and formative feedback in class will be a priority in our CPD this year and responsive teaching is a key expectation in the teaching and learning guidance shared with staff.
<p>3. Priority 3 A carefully sequenced challenging knowledge-rich curriculum that stretches and supports all students.</p>	<ul style="list-style-type: none"> • Review and refine the curriculum in every subject to ensure students are challenged and the curriculum is carefully sequenced to ensure optimal learning. This will continue to be evaluated each year. • Knowledge-rich resource booklets have been developed in English with the support of the Midlands Knowledge Hub to raise the level of challenge and expectation. The Science department are also trialling Knowledge booklets this year. • This practice will be shared through CPD with teachers and subject leaders by the Head of English who is using this as part of their wider whole school reading and literacy NPQSL project.
<p>4. Priority 4.</p>	<ul style="list-style-type: none"> • High expectations and clear consistent routines continue to be a focus for the year. Through a consistent approach we expect teachers to teach their lessons

High expectations, clear routines and consistency across classrooms	<p>without low level disruption and to provide a learning environment where students with additional needs can focus and be supported.</p> <ul style="list-style-type: none"> • Reorientation weeks, and the reinforcement of the 'St Margaret Ward Way' and the introduction of 'line ups' and year group 'zoning' will reinforce this.
5. Priority 5. A focus on introducing an approach in all subjects to reading challenging subject specific text and supporting students to understand it will also be a priority.	<ul style="list-style-type: none"> • Introduce a targeted reading programme with a focus on challenge, vocabulary and comprehension to replace the accelerated reader programme. These will be delivered as discrete lessons to all Year 7 and 8 classes. • Staff CPD will focus on reading high quality challenging text and inference and comprehension in all subjects. • Direct Instruction will be evaluated to understand the impact this has on our younger students in our efforts to ensure they catch up with their peers.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Time, cover and teacher availability, especially if the pressures of self-isolating staff increase • Ensuring all relevant staff training is delivered and received.
Projected spending	<p>£13,438 + £14,169 + £100,000 + £26,181 + £3,062 =£156,850</p>

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>1. A planned departmental response to identify which students have been academically disadvantaged by the extended school closures and departmental strategies to support them. Where students require additional support will provide academic mentoring. This will be informed by the EEF guidance for schools and additional funding from the national Catch up fund and National Tutor programme will be used to support this.</p>	<ul style="list-style-type: none"> • Historical external exam data and findings of the recent Pupil Premium review demonstrate the need for a coherent and sustainable approach to helping disadvantaged students amongst others to catch up with their peers. The research and support from the EEF for both Pupil Premium guidance and the EEF <i>Guide to supporting school planning: A tiered approach to 2020-21</i> show that an approach that places high expectations, clear routines and high-quality teaching for all at the heart of this is proven to be most effective. Work commenced on this approach in the 2019-20 academic year and post 'lockdown' this will be developed to support those students disadvantaged by the enforced school closures. • Support for those students most in need of support will be made available through one to one and small group teaching coordinated from our AP hub and for our Year 7 students also through our Direct Instruction Programme for groups of 12. • The Principal will meet with every subject leader separately to discuss the catch-up needs in each subject area and use this information to develop a consistent strategy to support these students

	<ul style="list-style-type: none"> • The Newman Catholic Collegiate will support this process with assistance from the School Improvement Partner who will meet with the Principle to agree this strategy. • This strategy will involve support from the Academic Mentor Programme (with Teach First) and will utilise national catch up funding. • Post 16 academic mentor funding will also be used to support Post 16 students who require additional support with English and Maths.
<p>2. Priority 2 The development of a small in-house Alternative Provision hub, to support students identified as struggling to access the curriculum.</p>	<ul style="list-style-type: none"> • A number of students have been identified as having additional needs to access mainstream provision. These will be supported with a bespoke range of interventions to ensure they are able to access the curriculum in lessons and are supported with their social, emotional and mental health needs. As part of the Opportunity Area AP hub initiative, developed across the city over the last academic year, students are being provided with a network of support whilst in school to focus them on effective learning and success. • Using the next wave of Opportunity Area Funding we will develop a dedicated space that will offer additional support for those students who we know required additional support prior to the school closures, support for those struggling emotionally as a consequence of the extended school closures and additional teaching and academic mentoring to help specific students catch up. Liaison with the LA and Reach Academy will provide us with additional specialist support in the autumn term. • The aspiration is that these will be short term interventions that effectively support students back into a full time mainstream curriculum which leads to academic progress and success for all. • Core subject teaching will continue for these students in addition to their interventions with SEMH support from mentors and additional SEND support where required.
<p>3. Priority 3 A coherent approach to literacy, vocabulary and reading for inference across the school to ensure reading for inference is not the barrier to learning for some that we suspect it is. This will be done through the development of Direct Instruction for a targeted cohort of Year 7 students, the introduction of the Reading curriculum and discrete, supported reading lessons to</p>	<ul style="list-style-type: none"> • Introduce a targeted reading programme with a focus on challenge, vocabulary and comprehension to replace the accelerated reader programme. These will be delivered as discrete lessons to all Year 7 and 8 classes. • Staff CPD will focus on reading high quality challenging text and inference and comprehension in all subjects. • Direct Instruction will be evaluated to understand the impact this has on our younger students in our efforts to ensure they catch up with their peers. • A whole school literacy strategy will be developed to support students including through the tutor programme with strategies such as the weekly vocabulary challenge.

replace accelerated Reading in Years 7 and 8.	
Barriers to learning these priorities address	<ul style="list-style-type: none"> Limited curriculum time for students to catch up without missing additional new learning The current lack of a suitable area to base the AP hub (the De La Salle centre) Ensuring all relevant staff training is delivered and received.
Projected spending	<p>£64,472 + £5,000 + £50,000</p> <p style="text-align: right;">= £119,472</p>

Wider strategies for current academic year

Measure	Activity
<p>1. Priority 1</p> <p>An effective rewards system that promotes and rewards effective self-regulation that is clearly understood by all students and effectively motivates and encourages students to be responsible and respectful learners. This can be shared daily with parents through parent portal.</p>	<ul style="list-style-type: none"> That we develop the rewards system into a more simplified method of rewarding excellent behaviour, so that excellence in behaviour becomes the norm and excellence in school work develops. That students and parents know and understand what the rewards system is for and what its purpose is. That both intrinsic and extrinsic rewards are developed across the school community. That we celebrate all aspects of school community life and move the focus from the negative to the positive. That we share this information regularly with all stakeholders and also give opportunities for an increased social media presence and through the Parent Portal.
<p>2. Priority 2</p> <p>The continued refinement of remote learning to support all students in the event of individual isolation or possible partial, or full, school closure.</p>	<ul style="list-style-type: none"> The use of Microsoft Teams to provide remote learning during the school closures will be developed to work alongside classroom teaching to ensure that individual students, or in the event of a future partial or full lock-down, all affected students can access learning from home immediately. Home and remote learning protocols will be updated and shared with all staff and students. Ensure a member of staff has a TLR responsibility for the year to lead in this area.
<p>3. Priority 3</p> <p>Our own in-house alternative provision for students that struggle to access a full mainstream provision. This should be part of our graduated response to behaviour issues that builds on the AP project that commenced in January 2020.</p>	<ul style="list-style-type: none"> That we develop an area of the school and utilise this space for our own in-house AP Unit. Students are identified through a robust and appropriate methodology. Students follow a range of Level 2 courses including Eng La, Maths, Science, Religious Studies and 2 BTEC courses. We reduce the cost of external AP budget line.

Measure	Activity
	<ul style="list-style-type: none"> We ensure that our students are cared for and leave with a good range of GCSE courses, ready for the next phase of their lives. This facility provides a vehicle for targeted interventions for identified students and draw upon the expertise of the SENDCO, EWO, Family Support Worker, Counsellor and academic and pastoral mentors.
<p>4. Priority 4 A 'Touching Hearts' curriculum that includes the statutory guidance on PSHE and RSE (using Ten:ten resources) and student mental health and wellbeing</p>	<ul style="list-style-type: none"> Review the 'Touching Hearts' curriculum 2019-20 (tutor sessions and PDD) to enable the re-building of a more substantial curriculum. Map the updated 'Touching Hearts' curriculum, ensuring that all statutory guidance is met, across 7 years and ensure that all sessions are planned and resourced at least half a term in advance. All staff delivering the 'Touching Hearts' RSE programme and the RE department are to undergo Ten:Ten training. Whole staff introduction and training during INSET. Evaluation of the 'Touching Hearts' programme and monitoring of the consistency of delivery.
<p>5. Priority 5 An extra-curricular offer that engages all students in their education that is carefully tracked and monitored. We should build upon the success of outward bound, retreats, scholars programme and extra-curricular activities and look to extend this so that all students are involved in at least one activity, signposting appropriate activities to the most in need students.</p>	<ul style="list-style-type: none"> Create a recording system for the extra-curricular offer. Create a calendar of extracurricular opportunities including events, residential, retreats and visits. Signpost activities to the most in need students and endeavour to sign up the majority to at least one activity. Review the extra-curricular offer and participation levels every half term. Ensure opportunities are offered for families that require support during holidays targeting vulnerable Y6 and 7 students most in need. These will be identified initially through Primary liaison and safeguarding information.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Ensuring all relevant staff training is delivered and received. Access for all disadvantaged students to a device at home without the advent of a 'local lockdown' Limited opportunities for extra-curricular activities due to Covid-19 restrictions and social distancing measures.
<p>Projected spending</p>	<p>£7,000 + £18,830 + £13 830 + £6,300 = £45 960</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. Covid-19 restrictions prevent staff gathering together	Use of INSET days, remote technology and online inset
Targeted support	Ensuring there is an appropriate space in school for the AP hub to provide bespoke support for students that need it	User of Opportunity Area funding and current AP budget line to redevelop a space in school. Additional support provided by Reach Academy for the autumn term and through the academic mentoring programme and national tutoring service where required.
Wider strategies	Remote learning. A number of students were loaned laptops by the school during the 'lockdown'. These are now required in school as it has reopened fully. This leaves limited access for some students to laptops whilst isolating or completing home learning	Working closely with the LA and accessing support from the DfE has ensured all vulnerable students and many disadvantaged students have access to laptops and internet access at home. However the remaining 97 devices the school is eligible for from the DfE can only be accessed in the event of a local lockdown.

Review: last year's aims and outcomes

Aim	Outcome
Develop teaching and learning strategies to focus on the top attainers. This is measured through learning walks and the tracking data	Achieved Key stage 3 curriculum has been rewritten and revised to ensure extra challenge. Frequent high challenge low stakes testing has been embedded. Attainment 8, FFT 50 residuals and percentage of 5+ English and Maths all improved
Improved literacy outcomes for PP students. Measured through data point grades and Effort grades in data point collections. Accelerated Reading Programme in Y7&8.	Achieved Performance in English has improved at GCSE, comparisons between data points have proved difficult due to the extended school closures. Accelerated reader has been replaced with a reading curriculum and bespoke supported reading lessons.
Develop SoW & Curriculum in Maths to challenge higher attaining PP students.	Achieved White Rose scheme has been embedded and curriculum rewritten entirely for KS3 to ensure greater stretch, challenge and coherence. Work

Aim	Outcome																												
	with Maths Excellence Partnership is extending curriculum links between KS2 and KS3.																												
Increase opportunity and aspiration of high attaining PP students.	Opportunities increased on previous year 88% of students attending the outward bounds activities are PP, booking information for the two cancelled trips shows similar numbers of PP students involved. Covid-19 closures have limited the impact of this. The in-house honours programme was also attended by a number of PP students.																												
Improve the behaviour of PP students in classroom. Monitored through the behaviour system.	Comparisons in behaviour data show that for the first half term of 2020-21 35% of detentions were for students identified as PP, 65% were for students who were non-PP. The percentage of PP students across the school this year is 27% suggesting a discrepancy of 8%. Using the first six weeks of available detention data commencing November 2019 for comparison the number of detentions has fallen from 2,023 to 1,065. 39% detentions were students identified as PP and 61% were for non PP students. In the 2019-20 academic year the PP cohort in school accounted for 23% suggesting a discrepancy of 16%. It would be possible to infer from this that the new behaviour measures have had a positive impact on the behaviour of all students. The number of detentions has decreased by 50% and the proportion of PP students getting detentions has fallen further.																												
Decrease number of FTE with PP students.	<table border="1" data-bbox="758 1243 1380 1467"> <thead> <tr> <th></th> <th colspan="2">Sept-Mar 18-19</th> <th colspan="2">Sept-Mar 19-20</th> <th colspan="2">Sept-Nov 2020</th> </tr> </thead> <tbody> <tr> <td>Total FTE</td> <td>234</td> <td>%</td> <td>192</td> <td>%</td> <td>67</td> <td>%</td> </tr> <tr> <td>PP</td> <td>71</td> <td>30.34</td> <td>113</td> <td>58.85</td> <td>29</td> <td>43.28</td> </tr> <tr> <td>NON PP</td> <td>163</td> <td>69.66</td> <td>79</td> <td>41.15</td> <td>38</td> <td>56.72</td> </tr> </tbody> </table> <p data-bbox="750 1489 1404 2038">Whilst the percentage of PP students varies each year this indicates the impact of the behaviour strategies in school. Firstly the number of exclusions is falling and secondly the reasons for the exclusions has also changed significantly. In 2018-19 the majority of exclusions were for verbal abuse of an adult (28%), persistent disruptive behaviour (22%) and assault on a pupil (21%) with over 3% being for assault on an adult. Accounting for 74% of the exclusions. In 2019-20 the reasons had changed to 'Other' which is Refusal to follow requests (including failing to attend detention) (55.74%) and assault on pupil (22.92%) accounting for 76% of the exclusions. Measures</p>		Sept-Mar 18-19		Sept-Mar 19-20		Sept-Nov 2020		Total FTE	234	%	192	%	67	%	PP	71	30.34	113	58.85	29	43.28	NON PP	163	69.66	79	41.15	38	56.72
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Aim	Outcome
	<p>are in place to tackle behaviour more effectively and the exclusions are for less severe behaviours. Although behaviour has improved of all students this would suggest that some PP students are taking longer to adapt to the new measures in school although initial data for this year suggests this is beginning to balance out. The impact of the school closures makes accurate comparisons difficult.</p>
<p>Increased attendance rates for all PP pupils. Reduction in PA students.</p>	<p>Unfortunately it is difficult to make accurate comparisons in attendance data over the past year. The introduction of new attendance monitoring processes, the impact of significant illness in the Autumn term of 2019, the school closures between March and September due to Covid-19 and the number of students isolating through the Autumn term 2020 make accurate comparisons difficult. However for the first half term of 2020-21 the attendance of PP students in 3 year groups out of 5 improved on the previous year, despite significant numbers of students needing to isolate throughout the term.</p>
<p>Introduce the PP intense focus for transition.</p>	<p>The introduction of Christmas and Summer schools for PP students in Years 5, 6 and 7 have been well attended and close liaison with the Port Vale FC Outreach Hubb Foundation has ensured positive ongoing engagement with students and their families. Relationships and communication has strengthened between these families and the school during lockdown due to the provision in school for vulnerable students and FSM. This has improved attendance in school for many of these students.</p>