

# Pupil Premium Strategy Statement (Secondary)

1. Summary information					
School	Ursuline High School				
Academic Year	2021/22	Total PP budget	£151,845	Date of most recent PP Review	Jun'21
Total number of pupils	1,057	Number of pupils eligible for PP	159	Date for next internal review of this strategy	Jan'22

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 5 in Eng & Maths (2020-21 TAGs)	78% (2019 National Average 24.7%)	85% (2019 National Average 49.9%)
% achieving 4 in Eng & Maths (2020-21 TAGs)	98%	92%
Progress 8 score average (2020-21 TAGs)	+1.06 (2019 National Average -0.45)	+1.15 (2019 National Average +0.13)
Attainment 8 score average (2020-21 TAGs)	62.12 (2019 National Average 36.7)	66.74 (2019 National Average 50.3)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Student's preparation for learning and ability to manage independent work outside of structured school day. Preparation for lessons, homework and approach/commitment to revision less well developed than in the rest of the cohort.
B.	Students disengaged from the school ethos. This non-participation makes these students possible outliers in their relationships with students and staff in school, resulting in apathy and underperformance at KS4.
C.	Performance in particular topics within Maths. These are topics that disadvantaged students should be secure in. Disadvantaged students' performance in Maths has improved in the last academic year but needs to maintain momentum to secure consistent outcomes going forward. The performance of disadvantaged students (P8 +0.65) lags behind the achievement of the non-disadvantaged students (P8 +0.91).

D.	Student participation in Extra Curricular and enrichment activities falls behind that of the non-disadvantaged.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Application of Attendance Policy and procedures is less than effective in ensuring parity between disadvantaged and non-disadvantaged students. Communication and actions involving home contact do not yield the results required to keep disadvantaged attendance at desired levels. This can have a strongly negative academic effect in Year 10 and Year 11.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	<p><b>Maintain profile of the disadvantaged strategy, with a focus on Year 11 Maths targets, SEND/PP students and racially minoritised disadvantaged students</b></p> <p>Disadvantaged strategy group (Disadvantaged lead, HOY11 and relevant department post holders) to meet regularly to review student level information to meet the needs of individual students. Staff will be made accountable for knowing the needs of students and make targeted interventions to remove barriers to success.</p> <p>Regular monitoring and tracking of each student's progress in Maths takes place. This identifies areas of weakness, undertakes QLA processes and determines individualised intervention to close the gap between Disadvantaged and non-Disadvantaged students.</p> <p>SEND/PP students (x12) and racially minoritised disadvantaged students (x17) are known closely to all staff and bespoke plans put in place to remove barriers and ensure progress</p>	<p>Overall greater than +0.53 P8 Score.</p> <p>Maths score in advance of +0.53 and no gap to English for the same students.</p> <p>Using in school measures to ensure Disadvantaged student's progress will be in line with the cohort with 80% making 3 levels of progress (expected) and 40% making 4 levels of progress (above expected).</p> <p>All students who are underachieving (2 grades off their target grade) in Maths will have been identified and interventions will be in place. Intervention staff will know the areas of weakness for each student.</p> <p>SEND/PP students and racially minoritised disadvantaged students make the same progress as the rest of the disadvantaged cohort.</p>
B.	<p><b>Disadvantaged students across KS3 (Year 7&amp;8) and KS4 (Year 9&amp;10) to have equal extracurricular participation levels to non-Disadvantaged.</b></p> <p>Students will participate in more extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips, all recorded through Serviam Passport. All staff to ensure that Disadvantaged students are offered and</p>	<p>No gap between Disadvantaged and non-Disadvantaged students in completion of Serviam Passport.</p> <p>Serviam Passport data to reflect the % of disadvantaged students in each year group.</p>

	<p>taking up the same opportunities as non- Disadvantaged students (with overall participation taking COVID19 factors, e.g school closure, into account).</p>	
<p><b>C.</b></p>	<p><b>Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</b></p> <p>These are students with an attendance of less than 90%. This was 27 students in 2020/21 (22% of these were students from racially minoritised backgrounds).</p>	<p>Overall attendance among disadvantaged pupils increases to school target of 96%.</p> <p>Persistent absentees across Year 7-11 reduces by 25% to 20 students.</p> <p>Percentage of Persistent Absentees from racially minoritised backgrounds stays below 25%.</p>

<b>5. Planned expenditure</b>					
<b>Academic year:</b>		2021/22			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A - Year 11 Maths targets are achieved in 2020/21</b>	Splitting the year group (7 form entry) teaching of Maths into 8 teaching groups.	<p>The offer of high quality teaching to all students across year groups in maths by making class sizes smaller.</p> <p>High quality teaching for all – as identified as a building block for success in the NFER research relating to disadvantaged pupils. The EEF teaching &amp; learning toolkit identifies the positive impact reducing class sizes has on attainment. Increased opportunity to provide feedback on learning. Positive value score EEF toolkit</p>	<p>HOF to impart specific and effective resources and scheme of learning to ensure high quality teaching across the year group.</p> <p>Intervention staff will work on gaps in learning/areas of weakness provided by the subject teacher. DTT approach. 1:1 withdrawal catch up intervention in place for prioritised students.</p> <p>Disadvantaged lead will work closely with Maths department to monitor and support the implementation of the strategies.</p>	<p>HOF and Key stage co-ordinators</p> <p>Intervention staff</p> <p>Disadvantaged lead</p>	Jan '22
<b>Total budgeted cost</b>					<b>£60,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>A - Year 11 academic targets are achieved in English</b></p>	<p>1:1 / small group English lessons, additional to timetabled lesson. These are delivered by an English intervention specialist teacher.</p> <p>Timetable for this resource is reviewed half-terminly to focus on key students.</p>	<p>Some of the disadvantaged students need targeted 1:1 support on specific areas in English. Disadvantaged students who are underachieving by 2 or more grades have been identified for this support.</p> <p>'Deploying staff effectively' has been identified in the NFER research as a building block for success when supporting disadvantaged pupils</p>	<p>Weekly review log will address individual needs. HOF/post holders and disadvantaged lead along with DH (standards) will identify students.</p> <p>Regular tracking of progress will take place. Disadvantaged lead will monitor progress through data analysis half terminly.</p>	<p>English teacher working on 1:1 intervention</p>	<p>Regular discussion of students through strategy group and Raising Standards agenda.</p> <p>Half terminly impact review after half terminly analysis.</p>
<p><b>A - Year 11 academic targets are achieved in Science</b></p> <p><b>Focus on SEND/PP students (x12) and racially minoritised disadvantaged students (x17)</b></p>	<p>Rigorous implementation of Teaching and Learning policies, with department-wide focus on disadvantaged students.</p> <p>Disadvantaged students to be provided with extensive revision material which is checked throughout the year by teaching staff.</p> <p>Weekly "Study group" after school run by the Disadvantaged lead will provide support ahead of key assessment periods.</p>	<p>High quality teaching for all – as identified as a building block for success in the NFER research relating to disadvantaged pupils. The EEF teaching &amp; learning toolkit identifies the positive impact reducing class sizes has on attainment. Increased opportunity to provide feedback on learning. Positive value score EEF toolkit</p>	<p>HOF to impart specific and effective resources and scheme of learning to ensure high quality teaching across the year group.</p> <p>Science intervention is running weekly and staff will work on gaps in learning/areas of weakness provided by the subject teacher.</p> <p>Disadvantaged lead will hold Science department accountable to ensure that strategies are being implemented.</p>	<p>HOF and Key stage co-ordinators Intervention staff PP lead</p>	<p>Jan '22</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>B – Year 11 Students receive a high level of support across the school and have barriers to progress systematically removed.</b></p>	<p>Strategy Group. CPD and sharing of Priorities. Monitoring Seating Plans Learning walks. Disadv strategy group to ensure that we meet the needs of all 43 Disadvantaged students in year 11. Students will be interviewed, and prioritised for intervention / careers advice. Disadv students have full resources and support in place to enable effective revision.</p>	<p>Some students (for a number of reasons) lack study skills / need support with numeracy / literacy. May not understand how to fulfil their aspirations.</p> <p>As reported in the PP next steps Richardson identifies “it is a mistake to group all PP pupils together... they all have different strengths and weaknesses”. It is vital that we know the individual needs of our students.</p>	<p>Through regular strategy group meetings.</p> <p>Fortnightly: HOY11, PP lead, PSA and SEND representative as required.</p> <p>Each targeted student will have an individual mentor and targets. Individual programmes of support will be set up by the strategy group and evaluated by HOY and PP lead. These will be amended and responded to in real time.</p>	<p>PP lead HOY11</p>	<p>Half termly analysis of grades in subjects – although fortnightly meeting may identify other students’ needs.</p> <p>Weekly analysis of behaviour data.</p> <p>Attendance and punctuality data for Disadvantaged students used weekly to link progress to external barriers.</p>
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<b>Total budgeted cost</b>					<b>£75,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>C- Disadvantaged students across KS3 (Year 7,8&amp;9) and KS4 (Year 10&amp;11) to have equal extracurricular participation levels to non-Disadvantaged.</b></p> <p><b>Particular focus on engaging Year 7 &amp; 8 disadvantaged students with the school's offer</b></p>	<p>PP lead to work through the pastoral team school structure. Tutors and HOYs along with other staff who are organising extra-curricular events will ensure that the number of Disadvantaged participating equates to the number of Disadvantaged students in the school.</p>	<p>Promoting cultural and other extra-curricular activities makes a real difference to children. Gillian Allcroft, deputy chief executive of the NGA believes that it is difficult to show the immediate impact "long term, it will make a difference".</p>	<p>Remind staff that they need to ensure that the Disadvantaged students are included in extra-curricular activities. Positive steps must be taken to ensure that any disadvantaged student falling behind in participation is known and acted upon.</p> <p>Disadvantaged lead will check the half termly to ensure that Disadvantaged students are recording their activities.</p>	<p>Strategy team HOY Tutors Extra-curricular staff</p>	<p>Half termly review of activities and Disadvantaged numbers involved.</p> <p>Any gaps to be followed up immediately by tutors and HOYs as directed by Disadvantaged lead.</p>
<p><b>D - Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</b></p>	<p>PSAs, tutors, HOY</p>	<p>Improving attendance has a direct impact on the attainment of students. NFER briefing for school leaders identifies addressing attendance as a key step. Students do not make the same progress if they are not in school.</p>	<p>Through briefing key staff about existing attendance concerns.</p> <p>Disadvantaged lead will chase up tutors and HOYs about any specific students of concern.</p> <p>School attendance policy must be followed rigorously by all tutors,</p>	<p>Pastoral Support Assistants Tutors HOY Disadvantaged lead AH Attendance and Inclusion</p>	<p>AH A&amp;I and HOYs in A&amp;I meetings weekly.</p> <p>Disadvantaged lead will check attendance data weekly and cross check with other concerns.</p> <p>Half termly review of Disadvantaged attendance to take place with Disadvantaged lead and AH A&amp;I.</p>
<b>Total budgeted cost</b>					<b>£16,845</b>