

Pupil Premium Strategy Statement (Secondary)

| 1. Summary information | | | | | |
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| School | Ursuline High School | | | | |
| Academic Year | 2020/21 | Total PP budget | £169,990 | Date of most recent PP Review | Jan'20 |
| Total number of pupils | 1,050 | Number of pupils eligible for PP | 178 | Date for next internal review of this strategy | Jan'21 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| % achieving 5 in Eng & Maths (2019-20) | 55% | 74% |
| % achieving 4 in Eng & Maths (2019-20) | 80% | 87% |
| Progress 8 score average | +0.60 | +1.32 |
| Attainment 8 score average | 55.21 | 65.39 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| 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 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 lags behind the achievement of the same students in English, particularly at the 5+ threshold. Outcomes in 2020 were 82.5% 4-9 in Maths (5-9 57.5%) against 90% in English (5-9 82.5%). |
| D. | Student participation in Extra Curricular and enrichment activities falls behind that of the non-disadvantaged. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
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| 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. | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | |
| | Success criteria | |
| A. | <p>Continue to improve leadership and profile of the disadvantaged strategy, with a focus on Year 11 Maths targets, Year 11 Science targets and BAME High Prior Attainers for 2020/21.</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 & Science takes place. This identifies areas of weakness and determines individualised intervention to close the gap between Disadvantaged and non-Disadvantaged students.</p> <p>Intervention staff closely liaise with teaching staff to forensically identify areas of weakness.</p> | <p>Overall greater than +0.53 P8 Score.</p> <p>Maths and Science P8 score in advance of +0.53 and no gap to English.</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/Science will have been identified and interventions will be in place. Intervention staff will know the areas of weakness for each student.</p> <p>Half termly analysis of grades will be used to monitor the effectiveness of interventions and respond.</p> |
| B. | <p>Year 11 Students receive a high level of support across the school and have barriers to progress systematically removed.</p> <p>Targeted Yr11 students are given mentors from within the senior staff and pastoral team. Students are set targets in required subject areas and progress monitored on a weekly basis. Sanctions and rewards are also monitored. Particular focus is given to BAME HPA students.</p> <p>Disadvantaged lead will coordinate and report on the work of the mentors in the Autumn term to ensure consistency of response.</p> | <p>Mentors will know the disadvantaged students very well and will use their knowledge to tackle barriers to progress.</p> <p>Feedback from mentors allows the disadvantaged lead to remove barriers to learning and inform future steps to prepare the students for their examinations.</p> <p>Student progress will increase and close the gap in attainment, attendance and sanctions.</p> |

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| <p>C.</p> | <p>Disadvantaged students across KS3 (Year 7&8) and KS4 (Year 9&10) to have equal extracurricular participation levels to non-Disadvantaged.</p> <p>Students will participate in more extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips, all recorded through “The App”. All staff to ensure that Disadvantaged students are offered and taking up the same opportunities as non- Disadvantaged students (with overall participation taking COVID19 factors, e.g school closure, into account).</p> | <p>No gap between Disadvantaged and non-Disadvantaged students in completion of “The App”.</p> <p>This records participation in extra-curricular activities as well as character building achievements (e.g public speaking and charity fundraising).</p> |
| <p>D.</p> | <p>Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</p> <p>These are students with an attendance of less than 90%. This was 30 students in 2019/20 (50% of these were BAME students).</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 23 students.</p> <p>Percentage of BAME Persistent Absentees reduces from 50% to 25% of the total (i.e. in line with overall school demographic).</p> |

| 5. Planned expenditure | | | | | |
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| Academic year: | | 2020/21 | | | |
| 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. | | | | | |
| i. Quality of teaching for all | | | | | |
| 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? |
| A - Year 11 Maths targets are achieved in 2019/20 | 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 & 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 '21 |
| Total budgeted cost | | | | | £60,000 |

| ii. Targeted support | | | | | |
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| 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>A - Year 11 academic targets are achieved in Maths.</p> <p>Focus on underachieving BAME students (x8 at end of Year 10) and HPA BAME.</p> | <p>1:1 / small group maths lessons, additional to timetabled lesson. DTT approach for all students. SMART resources specific to student needs.</p> <p>Focus is on key topics of identified weakness (e.g Ratio & Proportion, Histograms and Median/Group Frequency)</p> | <p>Some of the disadvantaged students need targeted 1:1 support on specific areas in Maths. 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 lessons will address individual needs. HOF 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 termly. Book scrutinies and learning walks will also take place for Maths and Science intervention classes.</p> | <p>Maths teacher working on 1:1 intervention HOF maths</p> | <p>Regular discussion of students through strategy group and Raising Standards agenda.</p> <p>Half termly impact review after half termly analysis.</p> |

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| <p>A - Year 11 academic targets are achieved in Science</p> <p>Focus on underachieving BAME students (x7 at end of Year 10) and HPA BAME.</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.</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 & 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 '21</p> |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| <p>B – Year 11 Students receive a high level of support across the school and have barriers to progress systematically removed.</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 46 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. 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. Fortnightly: HOY11, PP lead and PSA. 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. Weekly analysis of behaviour data. Attendance and punctuality data for Disadvantaged students used weekly to link progress to external barriers.</p> |
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Total budgeted cost £75,000

iii. Other approaches

| 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? |
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| <p>C- Disadvantaged students across KS3 (Year 7&8) and KS4 (Year 9&10) to have equal extracurricular participation levels to non-Disadvantaged.</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. Postive steps must be taken to ensure that any disadvantaged student falling behind in participation is known and acted upon. 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. Any gaps to be followed up immediately by tutors and HOYs as directed by Disadvantaged lead.</p> |
| <p>D- Increased attendance rates amongst Persistent</p> | <p>PSAs, tutors, HOY</p> | <p>Improving attendance has a direct impact on the attainment of students. NFER briefing for school leaders</p> | <p>Through briefing key staff about existing attendance concerns.</p> | <p>Pastoral Support Assistants</p> | <p>AH A&I and HOYs in A&I meetings weekly.</p> |

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| Absentee Disadvantaged students across Year 7-11 | | identifies addressing attendance as a key step. Students do not make the same progress if they are not in school. | Disadvantaged lead will chase up tutors and HOYs about any specific students of concern. School attendance policy must be followed rigourously by all tutors, | Tutors HOY Disadvantaged lead AH Attendance and Inclusion | Disadvantaged lead will check attendance data weekly and cross check with other concerns. Half termly review of Disadvantaged attendance to take place with Disadvantaged lead and AH A&I. |
| Total budgeted cost | | | | | £34,990 |