

Disadvantaged Pupils Strategy Statement

1. Summary information					
School	Ss John Fisher Thomas More RC High School				
Academic Year	2018/19	Total Disadvantaged Pupils budget	£154,575	Date of most recent Disadvantaged Review (by Paul Cowley, Headteacher Bishop Rawsthorne High School)	Jan 2017
Total number of pupils	737	Number of Disadvantaged Pupils	175 (PP), 89 (FSM) 6 (CLA)	Date for next internal review of this strategy	March 2019

2. Current attainment			
	Disadvantaged Pupils (2018)	All Pupils (2018)	Gap (2018)
	2017 –Highlighted in red	2017 –Highlighted in red	2017 –Highlighted in red
Progress 8 score average	-0.5 (-0.49)	+0.16 (-0.46)	-0.81 (-0.24)
Attainment 8 score average	32 (32)	46 (40)	-17 (-11)
English element	-0.75 (-0.33)	-0.14 (-0.10)	-0.75 (-0.29)
Maths element	-0.55 (-0.29)	-0.01 (-0.18)	-0.67 (-0.14)
EBacc element	-0.96 (-0.52)	+0.16 (-0.34)	-1.39 (-0.24)
Open element	-0.77 (-0.7)	+0.30 (-0.48)	-0.32 (-0.28)
3. Barriers to future attainment (Disadvantaged Pupils)			
In-school barriers			
A.	Literacy and numeracy skills significantly lower than national values (KS2 many below expected standard on entry). This prevents them from making good progress across the curriculum. Some pupils identified as having significant issues in these key skills.		

B.	Faster progress of most able pupils not sustained throughout KS3 and 4 due to lack of support and challenge.
C.	Attendance issues cause pupils to have gaps in their knowledge and understanding leading to slower progress being made by all attaining groups of pupil premium pupils.
D.	Curriculum offer too limited to enable all pupils, particularly the disadvantaged pupils, to make good or better progress.

External barriers

E.	Culture of low aspiration and achievement , particularly relevant to this group of pupils in this local area of East Lancashire.
F.	Lack of parental support impacts on both the aspiration and achievement of pupil premium pupils.

4. Desired outcomes		Success criteria
A.	Improve pupil outcomes in both literacy (reading) and numeracy.	Specific reading and key numeracy skills developed by the end of Year 7 that will enable these pupils to make faster progress both in these subjects and across the curriculum.
B.	More able disadvantaged pupils make faster rates of progress across the curriculum, leading to better outcomes	More able disadvantaged identified from KS2 information and closely monitored and tracked to ensure that they make progress at least in line with their peers in their teaching group. When they are not, departments are putting into place wave 1 interventions monitored by curriculum leaders and SLT line mangers.
C.	Continue the drive to improve attendance rates for all pupils	There is a gap in attendance between the PP and non-PP students (2017, 2.5% compared to 3.3% nationally) with a minority of PP pupils being persistent absentees (gap 10.5% 2017 compared to 14.7% nationally). KS3 and 4 Paroral AHT and PPL's working with Attendance Manager and attendance Improvement Worker to spearhead the drive to improve their attendance and improve outcomes.
D.	Curriculum on offer to all pupils is broad and balanced including a range of appropriate KS4 courses.	Widen the curriculum significantly to include a greater number of vocational courses that will enable better outcomes for all pupils as they

		will be able to access the curriculum better and be more engaged.
E.	Celebrate and recognise the success of these pupils in all aspects of school life.	Merits, awards, representations in school teams, Year Councils etc. analysed to ensure that all pupils are being equally rewarded for their efforts.
F.	Ensure that every attempt is made to actively engage with the parents of disadvantaged parents with respect to their child's learning.	Monitor the attendance of the parents of disadvantaged pupils at Parents' Evenings; GroupCall reminder to this group of parents for school events. Ensure reports of disadvantaged pupils are received or posted home as necessary. Monitor log on of parents to ShowMyHomework etc.

5. Planned expenditure

Academic year

2018/19

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?
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Improve Year 7 literacy and numeracy skills	SoW developed by Subject Leaders to deliver key literacy and numeracy skills during timetabled literacy and numeracy sessions. Small group intervention with KS3 Learning Mentor .	Pupils who have specifically weak literacy and numeracy skills have more time on their timetable to develop these key skills necessary for their future success.	SoW scrutinised by SLT line manager. Progress of these pupils undergoing these key wave 1 and 2 interventions carefully tracked and monitored for positive impact.	PBM, SBE	December 2018
Improve Year 7 literacy and numeracy skills	Small group intervention with KS3 Learning Mentor, Learning Support Department, Development of Springboard Room to support disadvantaged pupils	Some pupils need more targeted and specific literacy and numeracy support to catch up, particularly after periods of absence.	HLTA delivering 'Fresh Start' after periods of absence. Pastoral Mentor to identify and organise pupils, liaise with parents. Data tracking of these pupils to show impact of programme.	JWO, HMU CCL, JBO,JGO	December 2018
Improve Year 7 literacy and numeracy skills	Small group literacy/numeracy Intervention.	Some pupils need more targeted and specific literacy support to help them improve.	HLTA delivers IDL literacy and numeracy Data tracking of these pupils to show impact of programme.	SHO	December 2018
ii. Targeted support					
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?

Improve progress for higher attaining pupils	Weekly small group sessions in maths and English for more able learners with maths and English specialist across KS3.	We want to provide extra support to maintain faster rates of progress with these groups of pupils. Small group interventions with highly qualified staff are known to be highly effective. We want to combine this with 'more able challenge' projects which provide opportunities for pupils to develop important learning skills.	Extra teaching and preparation time paid out of PP budget. Engage with parents and pupils before intervention begins to address any concerns. Track progress data in English and maths during the year to monitor impact.	JWO, HMU CCL, JBO, JGO	December 2018
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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?
Increased attendance rates for all pupils	Attendance carefully monitored by Attendance Manager and Attendance Improvement Worker to follow up quickly on trancies and/or periods of absence from school. First day response through GroupCall.	Improving the pupils' attendance at school will improve their achievement. Therefore, targeting their attendance is a key first step to improving outcomes.	Thorough briefing of Attendance Managers by KS4 AHT (responsibility for overall whole school attendance including attendance of key groups of pupils). PP Lead to liaise with AHT and Attendance Managers with respect to attendance of disadvantaged pupils. Pastoral Manager intervening with disadvantaged pupils in school.	KS4 AHT, PP Lead	Termly
Broad, balanced curriculum offer that will	Offer a wider range of key stage 4	Vocational courses lead to the development of skills more	Careers guidance as well as 121 interviews at Options	HMU, PP Lead	May 2018

enable all pupils to make at least expected progress.	courses, including a variety of vocational courses which enable all pupils to improve their outcomes. This will have a significant impact on the disadvantaged pupils in this school	relevant to the workplace and will enable pupils to be access more suitable courses post-16. This will increase their life chances as well as securing future employment.	ensure all pupils make the best choices that are going to lead to their success. Monitor the uptake of vocational as well as GCSE courses at KS4 by disadvantaged pupils. Disadvantaged pupils tracked carefully across the curriculum particularly at KS4.		
Celebrate success of disadvantaged more effectively in all areas of school life.	Use the school's merits and rewards system to encourage more positive outcomes (Attitudes to Learning, achievement, attendance, Representation of school teams) for all disadvantaged pupils.	It is well known and recognised that pupils who are rewarded positively for their efforts achieve better outcomes overall.	Number of merits analysed by pupil group; Sports team representation by pupil group; rewards for good/improved attendance logged. Attitudes to Learning analysed by pupil group.	PP lead PPL's	December 2018
Actively engage with the parents of disadvantaged parents with respect to their child's learning.	Pastoral Manager to liaise with parents with respect to their child's learning including invites to Parents' Evenings, meeting through GroupCall with	Home and school are a partnership so without strong parental support, disadvantaged pupils are going to struggle even more. Developing strong positive relationships with parents of these children can only support the school in its efforts to	Monitoring attendance of parents at Parents' Evenings, logons to Show MyHomework; Contact with parents log	PP lead, PPLs and Pastoral Mentor	December 2018

	<p>parents at Parents; Evening. Follow up receipt of reports including posting home, if necessary. Provide support with ShowMyHomework if necessary. Regular updates on school website.</p>	<p>improve outcomes for their children.</p>			
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6. Review of expenditure

Previous Academic Year

2017-18

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
<p>Make all staff aware of the barriers Pupil Premium pupils have to their learning so all staff can plan for these barriers and thereby help these pupils make better progress</p>	<p>Pastoral Mentor interviews all PP pupils and produces pastoral plans for all PP pupils that are shared with staff. This includes the PP pupils' specific barriers to learning, including starting points (literacy and numeracy), attendance as well as more specific issues.</p>	<p>The success criteria – all pastoral plans in place. This was not achieved and full learning support plans were only produced for a selection of Year 7 PP students and the Year 11 Focus group.</p> <p>In order to measure the impact of the learning support plans we did produce, the selection of Year 7 PP students were paired with non-PP students who started the school at the same starting point in terms of data on entry. Throughout the year attainment and progress was tracked with the aim to consolidate the same lack of gap in these areas. The extra support, teacher awareness, pastoral interviews and parental contact was successful.</p> <p>The average ATL score in the final assessment point for this group of PP pupils was 1.62. The ATL score for the group of Non PP was 1.74. This showed a positive gap.</p>	<p>Producing these plans takes a lot of time so only the most important ones were produced so that the Pastoral Mentor could intervene with these pupils and support them with their difficulties, including both in class support and small group work. It was felt that this was a more productive use of their time and that it would have a bigger impact on both objective and subjective outcomes.</p> <p>This approach has been continued this year with Year 7 pupils filling in a questionnaire followed by a conversation with the Pastoral Mentor in order to continue to ascertain the barriers to learning in this key group of pupils.</p>

		There was no increase/decrease in levels of progress between the two selected groups	
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Improve the outcomes of 15 Year 11 PP pupils across the curriculum (Year 11 'Focus 15' strategy) through targeted intervention waves 1-3</p>	<p>After year 11 mock exams, identify 15 PP pupils to focus on more specifically in order to improve their outcomes across the curriculum through targeted support by teaching staff and Pastoral Mentor and monitoring of progress by AHT 'Narrowing the Gap and Data and Standards'. Actively encourage attendance at P7 classes and intervention classes before school.</p>	<p>Improvement in pupil premium outcomes and narrowing of the gap between them and their non-PP counterparts.</p> <p>In August 2016 the progress levels of disadvantaged children were -1.04. In August 2017 this increased to -0.64</p> <p>In August 2016 progress gap between the disadvantaged and the non-disadvantaged were -1.01. In August 2017 the gap significantly decreased to 0.21</p>	<p>Focussing on 15 pupils worked well rather than the whole cohort of over 30 PP pupils – these pupils were chosen because of their attitude to learning, attendance rates, parental support etc. The rest of the cohort was not ignored – their support was more light touch. This strategy did work and the outcomes of PP pupils in 2017 have improved (see gaps at start of document). PP pupils did particularly well in additional science, English language and literature, maths and history</p> <p>This strategy is continuing in 2017/18.</p>

ii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve attendance and narrow gap between attendance of PP pupils and non - PP	Narrow the gap in attendance between PP and non PP pupils in all year groups through careful monitoring by KS4 AHT and suitable deployment of Attendance Manager and Attendance Improvement Worker . Support provided by Pastoral Mentor	<p>The gap has narrowed in attendance 2016:</p> <p>Gap in attendance PP vs non PP</p> <ul style="list-style-type: none"> • 6.3% compared to 3.1% nationally <p>Gap in PA</p> <ul style="list-style-type: none"> • 15.9% compared to 13.3% nationally <p>Figures 2017:</p> <p>Gap in attendance PP vs non PP</p> <ul style="list-style-type: none"> • 2.5% compared to 3.3% nationally <p>4.8% improvement on previous year</p> <p>Gap in PA</p> <ul style="list-style-type: none"> • 10.5% 2017 compared to 14.7% nationally <p>5.4% improvement on previous year.</p> <p>Currently attendance gap 4.0%; PA 10.9% - higher than last year but only three terms currently measured not whole year data.</p>	This strategy will continue this year 2017/18

7. Additional detail

Breakdown of funding:

Indicative funding for 2018/19 based on 165 pupils (22.38% of total on roll) = £154,575

- (a) £25,726 – KS3 Learning Mentor
- (b) £2,868.50 – Springboard Room (resources)
- (c) £31,188 – More able specialist maths & English specialist
- (d) £13,768 – TA3 delivery of IDL literacy/numeracy
- (e) £26,493 – Attendance Manager
- (f) £2,988 – Attendance Improvement Worker (full year cost is £11,288 – offset by grant of £8,300)
- (g) £2062.50 – Groupcall
- (h) £22,738 – Pupil Premium Lead (9 periods per week, ie 30% of timetable/30% of full year salary cost of £75,794)
- (i) £27,921 – Pupil Premium HLTA
- (j) Vocational courses -£2000
- (k) Careers Guidance - £2,000 (x 22.38% = £447.60)
- (l) Rewards System - £2,500 – 22.38% = £559.50
- (m) Posting of reports – 165 @ 65p = £107.25
- (n) Show my Homework - £1,550 (1 year of 3 year subscription of £4,650)

Total: £160,417.35

