Pupil premium strategy / self- evaluation (secondary)

1. Summary information

School	The McAuley Catholic High School				
Academic Year	2019-20	**Total PP budget**	£301,070.00	**Date of most recent PP Review**	01/18
Total number of pupils	1589	**Number of pupils eligible for PP**	424	**Date for next internal review of this strategy**	07/20

2. Current attainment

Year 11 (provisional) results 2018/19	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Achieving 9-5 E & M	34.09	
% Achieving 9-4 E & M	56.00	
Progress 8 score average	-0.55	
Attainment 8 score average	40.39	

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

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

A.	Literacy levels are lower for incoming pp students than non-pp students.
B.	Inconsistent quality first teaching response to support pp students in lessons
C.	Aspiration and resilience

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for students eligible for PP are lower than other students.

4. Intended outcomes *(specific outcomes and how they will be measured)* / Success criteria

	Intended outcomes	Success criteria
A.	Improved literacy outcomes for pp students	pp progress in English is at least in line with English pp students nationally. Internal monitoring data and external examination data
B.	Lessons are meeting the needs of pupil premium students	Lesson observations evidence quality first teaching response meeting the needs of targeted pp students
C.	Higher levels of engagement of pp students in school and within lessons	PP students receiving A2L in line with non-pp cohorts
D.	Improvement in the attendance PP students	PP student attendance gap closing.

5. Planned expenditure

Academic year	2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	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. Provision for vocabulary/reading development in place. Literacy to be delivered across all subjects with additional support provided in year 7	Improved English outcomes in line with PP students nationally. (Eng P8 for national PP 17-18 was -0.43). Increase the reading age of PP students who are below the expected standard	**EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.** **EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months and students using strategies which support reading and comprehension lead to +5 months impact**	**All actions taken use the EEFs guide to effective implementation.** Reading partners, accelerated reader scheme, sharing of good practice across school in CPD sessions. Use of whole school literacy marking monitored through learning walks and work scrutiny. Use of SOLO vocabulary by staff and students. Curriculum focus on additional literacy and reciprocal reading. EXL homework including reading lists	HLTAs/FMA/Cl/SLT	On going throughout the year.

B. T&L focus on feedback, challenge, metacognition, collaborative learning delivered through the T&L AHTP team. Provide effective and stimulating professional learning agenda which maintains trust, builds motivation and ignites teacher's pedagogical aspiration.	Improve targeted and focused support for pp students in the class room through quality first teaching. In lesson implementation using high quality modelling, questioning, practice and review. Increased quality and consistency of teaching. Successful utilisation of strong practitioners to support the improvement of the overall quality of teaching.	Quality first teaching approach removes barriers at source rather than leaving for later interventions. **EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months, metacognition and self reguation +7 and collaborative learning +5 months. DfE Pockets of poverty also state the benefits of using success criteria.**	PL sessions and sharing good practice. Monitoring and evaluation by the senior team, learning audits, learning walks, work scrutiny and department reviews. Provide time for teachers to share good practice and develop new materials/resources to support students Department reviews to support and develop increased quality and consistency of teaching.	NHE/AHTPs/SLT	On going throughout the year. SAR data and M&E data collections
Subject areas continue to plan reviewed curriculum to ensure high quality schemes of work and assessments are devised and sequenced in order to promote progress for all learners.	Planned progressive curriculum for 2020 in all subjects.	**EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months, metacognition and self reguation +7 and collaborative learning +5 months.**	Ensure high quality schemes of work and assessments are devised and sequenced in order to promote progress for all learners by monitoring and evaluation of the curriculum by the senior team, learning audits, learning walks, work scrutiny and department reviews.	NHE/AHTPs/SLT	Half termly
				Total budgeted cost	£183,570

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve overall attendance for disadvantaged by liaison of Attendance Officer and Family Support staff, with AL's and BAM's specifically targeting FSM students	Attendance for PP pupils is improved in line with National	**EEF Guide to Pupil Premium 2019** states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. **DfE Pockets of poverty state -** effective schools provide a supportive culture. **EEF toolkit suggests** that PP students are more likely than other pupils to miss at least one in five days in secondary school'	Attendance a PM objective for all YLs Attendance built into the Rewards system, to acknowledge both short and long term improved and maintained attendance Key workers prioritising attendance of FSM and PP more widely, including home contacts, visits and student voice Early morning calls for top 15 on attendance for each year group referral list, with home visits if phone contact not made. Weekly COS meetings.	YLs, KSM, TNE, ERO and SLT.	Weekly
Provide engaging and ambitious curriculum for PP students	Students have access to an engaging and ambitious curriculum to meet their needs	**EEF Guide to Pupil Premium 2019** states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach	School curriculum review and provision for all. New Engage team to provide bespoke curriculum and liaise with Alternative provision	SLT MAL, JRE, RGR	On going
				Total budgeted cost	£42,500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Student support from The Emmaus centre and KSMs	Improve resilience and mental health of vulnerable disadvantaged students	**EEF Guide to Pupil Premium 2019** states 'Wider strategies relate to the most significant non-academic barriers	PP students identified and supported by KSMs and Emmaus team. Weekly COS meetings to review students' needs	SHI/KSM	Half termly

		to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach, **DfE Pockets of poverty state -** effective schools provide a supportive culture			
c. Provide resources or funding	To ensure that PP students have equal access to to extra-curricular and enrichment activities. E.g. trips, retreats, productions, music lessons and supply of ingredients for food technology.	The use of extracurricular and enrichment activities aimed at the most able was highlighted as a positive strategy in **Ofsted 'The most able students 2014'** Effective schools use funding for trips effectively. **DfE Pockets of poverty**	Department to identify students in need of resources or funding to attend trips, visits, music lessons and participation in all lessons.	CLs/MHO	Half termly
				Total budgeted cost	**£75,000**

6. Review of expenditure

Previous Academic Year	2018-19

i. Quality of teaching for all

Action	Intended outcome	**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)	Cost
T&L focus on feedback, challenge, metacognition, collaborative learning delivered through a new T&L AHTP team	Improve targeted and focused support for pp students in the class room through quality first teaching to improve attainment and progress for PP students, particularly HA	Using provisional results, we have seen the A8 for PP students improve significantly compared to last year from 36.5 to 41.6. This has diminished the difference between PP A8 and non PP A8 from 9.8 last year to 4.8 this year. The provisional P8 is -0.55 for PP students, a significant improvement from the previous year of -0.90. Against all the main key performance headline measures, there has been a significant closing of the gap this year. | Measure	Gap in 2019 %	Gap in 2018 % | |---|---|---| | 9-5 English/maths gap | -7 | -23 | | 9-4 English/maths gap | -8 | -15 | | 9-5 English gap | -12 | -28 | | 9-4 English gap | -9 | -38 | | 9-5 maths gap | -9 | -22 | | 9-4 maths | -10 | -27 | Female PP students improved their performance significantly from last year 4+ English and Mathematics 46% to 68% and 5+ English and Mathematics 23% to 46% Although our PP students overall have improved their outcomes, the issue is still with Male PP and a need to close the gap between female and male PP.	The AHTPs (Assistant Head Teacher Practitioners) delivered a programme of professional learning to all teaching staff in practitioner groups, focused on challenging learners through feedback. The final session enabled teachers to share the successes they had achieved and disseminate examples of 'best practice'. Evaluation by teachers from the professional learning were positive, 90%+ teaching staff stated that they valued the opportunity to discuss and collegiately plan a strategy that further built and evolved the methods used to challenge learners through individualised feedback. The model of sharing effective tried and tested strategies in practitioner groups aims to support and further up skill all teaching staff in a self-selected area of practice. SOLO focused learning audit for Year 7 identified strong practice in curriculum and assessment. A key focus identified for continued development to strengthen differentiation and challenge. Initial student and staff interviews are positive but support the need to further embed the language and focus of SOLO in practice across KS3. Members of the SLT and two Governors have reviewed our curriculum content and created a development plan working towards a 2020 curriculum. All staff and some Governors have contributed to our self-evaluation of the curriculum. As a result, training sessions were delivered covering "What is curriculum?"; "The psychology underlying the curriculum"; and "Creating curriculum aims". Each session was delivered to Curriculum leaders in order for them to understand the Ofsted framework and establish their own curriculum intent and implementation. Work on curriculum 2020 and T&L will be on going to ensure PP students make better progress.	£132,227

ii. Targeted support				
Action	**Intended outcome**	**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)	**Cost**
Target key individuals for support. Promote Dis v Non-Dis attendance and the effect of lost learning to staff/students/parents – letters home. Rewards attendance. Staff accountability for catch-up work for lost learning time. Behaviour for learning of PP pupils is significantly improved	Attendance for PP pupils is significantly improved and PA is reduced in line with national. Increase PP overall attendance from 91.48% to >92%, Reduce PP Persistent absence to 12.8% (2016-17 national)	FSM attendance in 2017/18 was 87.6% and improved to 89.8% in 2018/19 PP attendance 2017/18 was 90.4% and improved to 91.9% in 2018/19 FSM PA was 46.3% 2017/18 and reduced to 36% in 2018/9 PA was 34.3% in 2017/18 and reduced to 25.4% In 2018/19 Proportion of disadvantaged students subject to IE increased by 4.9%, Disadvantaged students still attract more Internal Exclusions than non disadvantaged.	This approach is proving successful and will continue for the next academic year. CoS Meetings occurring weekly, identifying key students and actions. Roles of AL's well established in supporting students. BAM role increasingly effective in supporting student attitudes towards behavior. New Card system (Green, Yellow, Red) implemented across School following February half term.	

| School opportunities for leadership and engagement e.g. Duke of Edinburgh, student council, CIEAG and Buddies | Improved engagement by students, parents and carers. They access school events more frequently. | All PP students were offered priority CIEAG meetings and opportunities were shared with PP students, parents and carers through school comms, text, email or the school website. | Launch of EXL with parents at Parent Forum and via school comms. Launch of EXL platform on the school website where all department KS3 tasks mirror the SOLO taxonomy structure. The EXL link on the school website provides KS3, 4 and 5 learners with access to support tasks and learning style guidance. In addition, EXL provides key stage recommended reading lists, reading skills advice and guidance and access to selected fortnightly articles that learners can access in school and at home to support the ongoing development of their reading skills and knowledge acquisition. This approach will continue. | |
| Review of curriculum and post 16 opportunities to ensure that students have suitable courses. | | Curriculum review and recommendations have been made. An AHTP is now a Strategic Lead on the Level 2 Transition program, Vocational Pathways and KS5 Teaching and Learning, | Review of curriculum and post 16 opportunities | £116,394 |

iii. Other approaches

Action	Intended outcome	**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)	Cost
To ensure that PP students have equal access to to extra-curricular and enrichment activities. E.g. trips, retreats, productions, music lessons and supply of ingredients for food technology.	Improved attainment, Progress and aspiration	PP students have experienced a range of extracurricular trips, visits and experiences e.g. attendance at shows, workshops, Anglesey, University visits and also the provision of resources.	There is good evidence that a good level of personal development can help with academic attainment. Removing these barriers and providing opportunities has led to increased motivation, confidence, aspiration and resilience of the students. This strategy will continue.	£50,008

7. Additional detail