

# Pupil Premium Strategy

September 2019 – July 2022

# Context – current situation

Cohort	Current Year	Number of PP students	Number non-PP	% of PP in cohort	No. Girls (PP)	No. Boys (PP)	PP SEN	% Low Ability - PP	% Middle Ability - PP	% High Ability - PP	% attendance PP*	% attendance Non PP*	Gap PP/non-PP (Attendance)*	Number of persistent absentees PP*	Number of persistent absentees Non PP*	Gap PP / non-PP (PA)*	No. Fixed Term Exclusions PP*	No. Fixed Term Exclusions Non-PP*	Gap PP-non PP (Exclusion)*
Cohort 2324	7	27	97	21.8	13	14	5	18.2	54.6	27.3	91.65	96.59	-4.94	3	3	0	0	0	0
Cohort 2223	8	28	94	23.0	17	11	6	18.5	48.2	33.3	95.03	96.53	-1.5	1	5	4	2	0	-2
Cohort 2122	9	27	116	18.9	13	14	9	28	40	32	90.37	94.25	-3.88	6	11	5	1	2	1
Cohort 2021	10	30	119	20.1	11	19	5	18.5	63	18.5	83.22	94.25	-11.03	8	11	3	7	1	-6
Cohort 1920	11	22	102	17.7	14	8	3	4.8	38.1	57.1	84.84	92.29	-7.45	8	17	9	1	1	0
Total		134	528	20.2	68	66	28	18	49.2	32.8	89.12	94.71	-5.59	26	47	21	11	4	-7
Cohort 1819	Leavers	27	91	22.9	17	10	5												

Year 11 (2018-19)	SJH 2019 Results	National 2019	SJH Disadv. 2019	National Disadv. 2019	GAP 2019 Disadv. vs National Disadv.
Adjusted Progress 8	0.04	0	-0.24	-0.45	0.21

# FFT Aspire – Self Evaluation 2018-19

Strengths	Weaknesses
Progress has improved for the last three years	Girls made negative progress (high levels of absence)
Boys made positive progress and more than non PP; gap was 0.55	LPA, SEN and EHCP were almost -1
Last year HPA made positive progress 0.29	LPA has the biggest gap at -1.18
	The attainment 8 gap grew and is significant at -1.1

**What we're hopeful about this year:** Girls – attendance is much improved and effort is good (for most). They represent 64% of cohort.

**What we're worried about this year:**  
HPA - 57% of cohort – predicted negative progress  
Boys – 6 out of 7 are predicted to make negative progress.  
Persistent absentees

## 2020-21 cohort:

20% of cohort. 58% are boys. 63% are MPA. Attendance is lowest in the school at 83.22% (gap -11). 8 persistent absentees. Highest no of FTEs in school (gap -6). SEN: 5 (3 EHCP)

## Goals:

1. Progress is in line with non-PP students
2. SJH PP students are resilient, ambitious and equipped with the knowledge and skills to succeed and thrive

# Barriers & desired outcomes

Barriers	Desired outcomes – Proactive not reactive
1. Parental Engagement of disadvantaged students	<ul style="list-style-type: none"> <li>• Equal proportions of PP and Non PP parents attend consultation evenings (and other events)</li> <li>• Contact with all PP parents at least 3 times a year to discuss academic and pastoral needs and provide support</li> </ul>
2. Transition is challenging for certain students and is limiting success: <ul style="list-style-type: none"> <li>• Prior low attainers (nurture)</li> <li>• Behavioural issues (e.g. SEND and managed moves)</li> <li>• In-year admissions (increasing)</li> </ul>	<ul style="list-style-type: none"> <li>• The best possible Year 5/6 into 7 programme is established</li> <li>• Nurture programme for SEN and low attainers</li> <li>• Students supported by Emmaus; successful and timely transition back to the classroom</li> <li>• Support for in year admissions</li> </ul>
3. Emotional, social and mental health difficulties are limiting attendance and progress	<ul style="list-style-type: none"> <li>• Students are resilient and equipped through ‘character’</li> <li>• Needs are identified early and students receive the support they need in a prompt and timely manner (system for triggering action)</li> </ul>
4. Lack of inherent cultural capital (experiences) is limiting aspiration	<ul style="list-style-type: none"> <li>• The curriculum is broad, builds confidence and reflects local context</li> <li>• Students dream big and have high aspiration</li> <li>• Students acquire a wide range of experiences via curriculum and trips</li> </ul>
5. Fixed mindset and low self esteem	<ul style="list-style-type: none"> <li>• Students are independent learners and have a growth mindset</li> </ul>
6. Attendance limited by financial circumstances (deprivation)	<ul style="list-style-type: none"> <li>• We are aware of individual barriers and are able to remove them.</li> <li>• Attendance issues/risks are identified early and acted upon immediately</li> </ul>

# Our whole school strategy for disadvantaged children will:

1. Create a picture of 'the whole child' via integrated management information systems (provision mapping)
2. Ensure interventions have measurable impact (value for money)
3. Ensure equality of opportunity for all; the curriculum is designed to meet the needs of disadvantaged children
4. Engage and support parents
5. Effectively manage transition at all stages

# Essential ingredients

## **Staff**

- PP Champions – any roles part funded by PP will spend an appropriate amount of time working for PP (e.g. 25% and will report on their activities and impact)
- Roles affected; behaviour support, attendance officer, safeguarding team, mental health workers, Emmaus staff, Lay Chaplain, Careers Coordinator, plus one person in each faculty (for T&L). Needs a mini 'job description.'

## **Funding**

- Budget is allocated in line with the strategy and impact can be demonstrated against spending – it is reviewed annually according to the needs of the cohort
- Ensure all eligible parents actually apply for FSM, post LAC funding is applied for and used effectively for maximum benefit, PEPs
- Facilitate personalised value rich experiences e.g. trips, extra curricular
- A move towards 'criteria' for funding to be allocated

## **Communication**

- Staff, parents, students, website

## **Collaborative approach**

- SEND overlaps, graduated response, EHCPs, provision mapping

# Essential ingredients

## CPD

- Teaching and Learning - feedback, metacognition, growth mindset
- Best practice relating to disadvantaged

## Data management

- Efficient systems of collecting and reporting on data to:
  - inform strategy
  - show impact
  - ensure all staff have one picture of the whole child



# Five Strands *(will rank and id short/medium/long term or by relative ease/speed of implementation)*

1. MIS & reporting	2. Personalised Interventions	3. Curriculum Design & Teaching and Learning	4. Parental Engagement	5. Transition
Provision Mapping (Including Participation, progress, safeguarding)	<b>Academic</b> (tutor, house leaders, UPS, SLT) Year 11 SEND Long-term PP & LPA	Faculty action plans & curriculum planning	*Family support worker or PP Mentor: parent voice, removing barriers, e.g. applying for FSM,	Year 5/6 to 7 Nurture for low attainers (Y7 Catch-up)
Deprivation indices	<b>Pastoral</b> (mentoring, safeguarding, tutor, mental health, Lay Chaplain)	Cultural Capital & Local context – Value rich experiences	Attendance at parent events (incl. parents eve)	Year 11 to post 16
FFT ASPIRE report (self evaluation)	Attendance Officer (individualised attendance plans)	Character is embedded; Kindness, Respect, Resilience, Aspiration, growth mindset	Communications plan: methods and frequency	From Emmaus back into the classroom (Quality Teaching First)
PP review (2021) Refer to 2018 report	Personalised provision (e.g. Emmaus, PP mentor)	Key groups: Long term disadvantaged LPA (boys), HPA, SEN	Specific events e.g. mental health, how to support reading	From long term absence, FTE & managed moves
	Student voice	CPD for T & L – metacognition, growth mindset	Extra curricular participation & Family payment plan	In year transfers
		English and Maths teachers in Emmaus?		Parental Engagement across phases

# Strand 1: MIS and Reporting

**Goal:** Timely reporting on and communication of key measures (for each strand) to stakeholders. A coordinated approach to data collection and reporting which presents one view of the whole child.

Activity	Measuring Impact
<p><b>1. Provision Mapping (SLT)</b>                      Introduce software which allows us to create a provision map for all vulnerable children including; PP, SEN, LAC, previously LAC                      The SEN Code of Practice encourages this as ‘good practice’ and it facilitates costing, impact, applications for support (EHCP, grip funding, LAC top up etc). Many schools do it. Examples available on The Key.                      To be fully embedded and populated by summer 2021. All staff with a role in looking after the welfare of students will populate all strategies, activities and impacts                      Provision maps from Learning Support by Christmas 2020 &amp; each curriculum area by summer 2022</p>	<ol style="list-style-type: none"> <li>1. All ‘vulnerable’ children have a personalised plan.</li> <li>2. Interventions are recorded and costed per pupil so we can determine whether we’re making the best use of funding</li> <li>3. We can measure which interventions are effective</li> <li>4. There will be no gaps or overlaps in provision</li> <li>5. Provision will be pre-planned for Year 7.</li> </ol>
<p><b>2. Deprivation Indices (CM)</b>                      Identify students (households) most likely to qualify for FSM and work with parents to help them apply.                      Advice from PP Conference                      Summer 2020 &amp; ongoing</p>	<ol style="list-style-type: none"> <li>1. All students who are entitled get FSM and the school gets the linked PP grant</li> <li>2. Parents are contacted/reminded at least 3 times a year.</li> </ol>
<p><b>3. Ongoing self assessment and review (KB)</b>                      SWOT analysis following the publication of FFT Aspire reports                      PP Review report 2018.                      New review 2021.</p>	<ol style="list-style-type: none"> <li>1. Review against previous targets and the development of new ones (SMART) is communicated to all staff in January each year. Strategy is updated.</li> <li>2. Track progress against review recommendations – summer 2020</li> </ol>
<p><b>4. Participation Data (KB)</b>                      The aim is to create cultural capital via equal participation and opportunity for PP and non PP students. We will create strategies for improving participation in enrichment and careers activities in order to build experiences and aspirations and remove barriers to learning                      Government/Ofsted. Nationally there is a ‘gap’ in this area                      Data collection and trial initiatives will inform strategies. The ‘approach’ will launch September 2020.</p>	<ol style="list-style-type: none"> <li>1. Track and compare the participation in enrichment activities of PP vs non PP students.</li> <li>2. A transparent approach to enabling PP participation is communicated and fairly applied (e.g. financial support and family payment plans).</li> <li>3. All Y8-11 PP students receive Careers guidance every year</li> </ol>

# Strand 2: Personalised Interventions

**Goal:** Use provision mapping to provide and track a personalised programme of effective interventions for all PP students; designed to overcome academic & SEMH barriers

Activity	Measuring Impact
<p><b>Academic</b> (EEF research, Data analysis, progress measures. All ongoing and implemented from Sept 2020)</p> <ol style="list-style-type: none"> <li>1. Y11; tutor group structure, morning study room, access to IT facilities,</li> <li>2. Subjects: intervention groups; to use pupil profiles (via provision maps) to ensure best practice is shared and applied to T &amp; L e.g. seating plans, scaffolding</li> <li>3. Teaching and Learning CPD – growth mindset, Metacognition, Feedback &amp; assessment</li> <li>4. UPS 2/3 holders to be PP Champions for their department – intervention, academic mentoring based on rewarding effort - especially Boys, fair representation in 'sets' particularly higher sets</li> <li>5. Extra support for SEN and LPA in literacy and maths which is ongoing (replaces MFL) at least through KS3</li> <li>6. Teachers (English &amp; Maths) allocated/timetabled to work in Emmaus</li> </ol>	<ol style="list-style-type: none"> <li>1. AP data (from July y10 onwards) GCSE Results (Progress &amp; APS)</li> <li>2. Subject AP data (from Y10 onwards), Curriculum Action Plans</li> <li>3. 'Support &amp; Challenge' - PP learning walks etc</li> <li>4. Data, student voice, SEMH of students involved</li> <li>5. Reading ages, progress</li> <li>6. Support and Challenge process (Learning walks, book scrutiny etc)</li> </ol>
<p><b>Pastoral</b> (EEF research, personalised to school context and demographics. Ongoing and implemented from Sept 2020)</p> <ol style="list-style-type: none"> <li>1. Mentoring: Y11 (middle and senior leaders); LPA (Behaviour support officer); Behaviour (Emmaus)</li> <li>2. SEMH: Early help(parental involvement); EdPsych/counselling; safeguarding team; Emmaus*</li> <li>3. *Clarify the role of Emmaus, the criteria that students need to meet to access their services and the length of time interventions/extra support should last; the aim being to ensure students are accessing Quality First Teaching</li> <li>4. Lay Chaplain to be aware of and make contact with all PP students – work with them on a needs basis</li> </ol>	<ol style="list-style-type: none"> <li>1. The % of PP students with mental health difficulties diminishes</li> <li>2. Provision mapping will show impact and VFM</li> <li>3. The % of PP students in lessons and is in line with Non PP</li> <li>4. Lay Chaplain to report on how many students she is working with</li> </ol>
<p><b>Attendance</b> (Government guidance, The Key, SEF. From May 2020)</p> <ol style="list-style-type: none"> <li>1. Data analysis and primary school information to identify students at most risk of becoming poor attenders – support programme in place from day 1 (e.g. Parental contact, Breakfast club, Emmaus, key worker)</li> <li>2. Attendance plans (graduated response) are triggered as soon as a PP child falls to 95%</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance is at least 95% and in line with non PP</li> </ol>
<p><b>Student Voice</b> (The Key. From May 2020 and Sept for year 7)</p> <ol style="list-style-type: none"> <li>1. Annual survey/interviews with PP students; main objective to identify individual barriers, the types of support they want/need and levels of well being</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeds into both pastoral and academic interventions. Data to be tracked and analysed annually and used as a measure of strategy.</li> </ol>

# Strand 3: Curriculum Design, teaching & learning

**Goal:** Ensure equality of opportunity for all; the curriculum is designed to meet the needs of disadvantaged children, is appropriately differentiated and provides access to cultural capital and a wide range of experiences

Activity	Measuring Impact
<p><b>Faculty Action Plans</b> All action plans are informed by data show how they will meet PP related objectives with a focus on the highest quality T &amp; L and curriculum design. Justify setting decisions, data analysis shows impact of strategies used. <a href="#">Ofsted guidance, CPD/briefing events, categorisation visit feedback</a> March 2020, September 2021, 2022, 2023</p>	<ol style="list-style-type: none"> <li>1. Subject intent and audit of action plans</li> <li>2. Data analysis at assessment points, linked actions taken and impact – reporting pro forma used</li> </ol>
<p><b>Cultural Capital &amp; Local context, Value rich experiences</b> Curriculum will carefully consider the experiences PP are unlikely to have compared to Non PP and build them in <a href="#">Ofsted guidance, CPD/briefing events, categorisation visit feedback, student voice</a> From September 2020</p>	<ol style="list-style-type: none"> <li>1. Included in knowledge drivers and curriculum plans</li> <li>2. How are we supporting them in achieving their ambitions? Support given is recorded on provision map.</li> <li>3. Participation in extra curricular activities equals that of non-PP – data collection and analysis</li> </ol>
<p><b>Character is embedded within curriculum and all other areas</b> Kindness, Respect, Resilience, Aspiration, Liturgy/AoW and LFL drop down days <a href="#">PixL case studies and resources</a> From September 2021</p>	<ol style="list-style-type: none"> <li>1. Student voice</li> <li>2. Included in knowledge drives and curriculum plans</li> </ol>
<p><b>Key Groups: subject intent, topic grids and knowledge drivers</b> Plans to address the needs of Long Term Disadvantaged LPA, HPA (The Brilliant Club), SEND will be clearly identifiable within the curriculum. E.g. The Brilliant club for HPA. <a href="#">FFT Aspire Blog, EEF and other forms of research</a> KS3; September 2020, KS4; September 2021</p>	<ol style="list-style-type: none"> <li>1. Audit of Curriculum Plans, outcome of Deep Dive</li> <li>2. Homework (and revision) is completed – PP Champions monitor</li> <li>3. Participation in academic interventions</li> <li>4. Assessment scores are in line with non PP peers (MEGs)</li> </ol>
<p>Teaching &amp; Learning within lessons: focus on participation, Metacognition, Growth Mindset, Feedback <a href="#">EEF, Learning Scientists, Sutton Trust</a> Ongoing</p>	<ol style="list-style-type: none"> <li>1. Learning walks, book scrutiny</li> <li>2. Progress</li> <li>3. Student Voice</li> </ol>

# Strand 4: Parental Engagement

**Goal:** Create a partnership where parents and school are working together to facilitate the success of all children. School will provide personalised support and communicate regularly to help families to overcome barriers

Activity	Measuring Impact
<p><b>Family support worker/team (&amp; parent voice)</b> To be in contact with all PP parents with additional support provided on a needs basis e.g. applying for FSM, removing barriers to children attending, early help assessments etc <a href="#">Case studies and articles</a> From September 2020</p>	<ul style="list-style-type: none"> <li>Personalised approach; outreach visits, 1:1 meetings and graduated response recorded and actioned</li> <li>Parent voice</li> </ul>
<p><b>Attendance at parent events (incl. parents eve)</b> Proactive in contacting parents via telephone prior to parents evenings and other relevant events e.g. trip briefings, parent information evenings From March 2020</p>	<ul style="list-style-type: none"> <li>Parents evening attendance in line with non PP</li> </ul>
<p><b>Communication methods and frequency</b> Find out how parents prefer to be contacted. Ensure there is two way contact a minimum of three times a year. Summer 2020</p>	<ul style="list-style-type: none"> <li>Recorded on provision maps</li> </ul>
<p><b>Specific events</b> Work in collaboration with feeder primaries and attend any events they run. Also consider events and courses for parents e.g. support groups for learning, ADHD, mental health – Role of family support worker and Lay Chaplain? From September 2021</p>	<ul style="list-style-type: none"> <li>Targets related to the number of events, recording which parents we've worked with</li> <li>Impact will feed into attendance, behaviour, success</li> <li>Event evaluation sheets</li> </ul>
<p><b>Extra curricular participation</b> Work with families to promote participation in extra curricular and trips etc. Look at initiatives like family payment plans as well as a clear and transparent access to financial support From September 2020</p>	<ul style="list-style-type: none"> <li>Data tracking – participation is in line with non PP</li> </ul>
<p><b>Supporting the learning of their child:</b> Parent toolkit including resources, access to ICT and how to use them, plus tips and techniques, include on school website From September 2020</p>	<ul style="list-style-type: none"> <li>Parent voice &amp; feedback via family support worker</li> </ul>

# Strand 5: Transition

**Goal:** Create systems for every transition stage from age 10 to 18, maximising the chance of success for every child regardless of circumstance. *\*This strand needs further research and exploration*

Activity	Measuring Impact
<p><b>Appoint Transition Coordinator</b> Role holder would be responsible for all transition strands below, except Y11 to Post 16:</p>	See below
<p><b>Year 4/5/6 to 7</b> There is a clear plan of events and subject based collaboration, information sharing is timely and detailed to enable seamless transition for all children Research best practice case studies From September 2020</p>	Provision maps for all students that need one (PP, SEMH, SEND) so that potential difficulties are pre-empted and planned for with support being put in place either in advance or as soon as difficulties emerge.
<p><b>Nurture – SEND and LPA</b> Academic and pastoral interventions from day one – as part of the timetable. This could mean no MFL and additional English and Maths (delivered in a classroom by a teacher). Consider the creation of a nurture group (taught by a primary school teacher) for at least the first half of year 7. Needs researching From September 2020?</p>	1. Nurture students meet progress milestones and have positive SEMH
<p><b>Returning from long term absence FTE and managed moves and in-year admissions</b> Individualised transition plan created to maximise the chances of success for students</p>	1. PP and SEN FTEs are preferably Zero and students don't get excluded more than once.
<p><b>From Emmaus back into the classroom (QFT)</b> The aim being for students to move out of Emmaus based programmes and being in the classroom full time as quickly as possible (e.g. 6 weeks?) What is the escalation system and criteria? Who decides?</p>	1. Targets are met
<p><b>Year 11 to Post 16</b> All careers related activities from year 8 onwards, managed by the Careers Coordinator</p>	1. All PP students have at least 3 sessions with Careers Adviser plus additional IAG from other sources (E.g. Universities) 2. NEET = 0