

St Ambrose Barlow RC High School



Pupil Premium Strategy Review September 2019

Mission:

This is Ambrose. We are a unique Catholic school. We have a deep commitment to each young person in our care to support them, nurture them and see them fulfil their potential.

Our commitment is to the development of the 'whole child': to seeing our students grow in knowledge, confidence and maturity. The most important thing about us is that we are a Catholic community where everyone is welcome. Our faith is our greatest strength and sets us a great challenge each day: to find the best in everyone.

Rationale

At Ambrose Barlow RC High School, the aim of the Pupil Premium Plan is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils in our care. We have placed a strong emphasis on providing opportunities to maximise outcomes through a range of strategic processes. securing foundations in:

- engagement with learning
- literacy,
- attendance,
- aspirations and positive behaviour

as we believe that our disadvantaged pupils require most support in these key areas.

Pupil Premium main funding 18/19 Review.

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action A: To further improve the learning across the school to ensure that the gaps for pupil premium pupils in both progress and attainment is reduced. (Budget Allocation £250,000)	All staff, HODs, JLD.	Termly and GCSE data for 2019.	£250,000	Lessons Learned: Despite a whole school drive to improve results, there was little evidence of impact regarding the CPD / Pedagogy and targeted intervention.		<p>We need to engage parents more so that the PPI pupils are able to receive appropriate guidance at home.</p> <p>PPI pupils to be receiving Quality First Teaching. This is going to be the primary focus of the PP Plan 2019-20 and secondary support will sit alongside it to ensure outcomes are prioritised to maximise future opportunities.</p> <p>Next steps: To provide Quality First teaching leading to high levels of engagement, through effective relationships and appropriately challenging levels of work.</p>

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action B: More pupils who are eligible for pupil premium funding are able to access extra-curricular activities. (Budget Allocation £10,000)	All staff	July 2019	£10,000	Lessons Learned: Despite a concerted effort to engage PPI pupils with increased extracurricular opportunities the impact has improved well being and		<p>Pupils at risk of Permanent Exclusion / Persistent Absenteeism were provided with a range of opportunities but those in Y11 did not gain the outcomes required for future destinations. A more insightful approach that monitors engagement and impact on academic / skill-based progress is required.</p> <p>We need to audit pupils who have access to trips and school led activities / initiatives to ensure that there is an equitable access to resources provided.</p> <p>Next Steps: To raise levels of engagement and understanding of the curriculum and awareness of self and the world through access to extra-curricular activities.</p>

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action C: Improved attainment across the school for the high prior attaining (HPA) pupils eligible for pupil premium. (Budget Allocation £5,000)	Individual teachers and Heads of Department. JLD.	Termly data drops and final GCSE grades.	£5,000	Lessons Learned: Despite data drops identifying trends in compared to internal expectations the predicted grades were not achieved. Teachers need to structure the learning better for these pupils to make sure that there is effective challenge with support for the less able.		<p>A range of interventions were provided to boost outcomes for HPA pupils but this failed to lead to expected outcomes.</p> <p>The EEF Toolkit,, Reading Comprehension Strategies and more effective Self-Regulation are more impactful strategies to employ to maximise outcomes. Also – where small groups are used, it the ‘quality of the teaching in small groups may be as or more important than the precise group size’.</p> <p>Next Steps: To improve learning leading to improved levels of attainment and outcomes particularly for High Prior Attaining Pupils eligible for PP</p>

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action D: The increase in the literacy skills means that this is no longer a barrier to the learning of the pupil premium pupils. (Budget Allocation £10,000)	RTD			Lessons Learned: The budget allocation for this outcome was not sufficiently well used. It is imperative for PP students that they meet a curriculum that is rich in literacy support and development, which will continue to raise their literacy skills alongside their subject specific knowledge and skills.		<p>Lit Coordinator: indications were that reading and writing need to be targeted due to low levels of engagement and motivation, as well as higher levels of challenge in the new specification for both reading and writing. Students particularly expressed concerns regarding independent work.</p> <p>Next Steps: To improve the core skill of Literacy with a focus on Vocabulary and Reading so that they are not fundamental barriers to learning with a view to developing the ability to comprehend text. The aim is to create proficient readers who can use a range of metacognitive strategies to deconstruct text.</p>

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action E: Reduce the number of sanctions for PPI pupils compared to last year. (Budget Allocation: None)	MCD with Pastoral leads.	Weekly reviews. A major review in May 2019.	None	Lessons Learned: We need to continue to put every effort into reducing the disadvantage for pupils by being sanctioned in school. There has been a concerted effort throughout the school to reduce the number of fixed term and permanent exclusions this year. This needs to be maintained and improved.		There have been improvements in terms of methods to promote an inclusive culture but it needs to be further embedded and less focus on escalation and more on supportive networks involving all parties around the child. This will be actioned through developing the strategies used to support pupils to improve inclusion such as Solution Focused Coaching, Inspire 3 & 4, mentoring programmes, improve parental engagement and support. Next Steps: To continue to promote an effective Inclusion system which will ensure there is reduction in the loss of Learning Time as a result of Fixed Term Exclusions.

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action F: Improve the attendance of all the pupil premium pupils. (Budget Allocation £1,000)	JD, pastoral leads and form tutors.	Weekly	£1,000	Lessons Learned: We need to work more closely with the parents of PPI pupils to ensure that every effort is made to ensure that these pupils attend school.		It has been evident that there has been a gap between the attendance of PPI pupils and non PPI pupils and a particular issue was evident with Year 11 pupils, predominantly white males and this needs to be given a priority focus in 2019-20. There is a 2.79% gap between PP and non PP pupils. The most recent national gap is 2.8%. Next Steps: To ensure there is appropriate LAC Carer / Parental Engagement of Disadvantaged Pupils to ensure they have the best support to maximise opportunities.

Desired Outcome followed by chosen actions.	Personnel	By when	Cost /resources	What lessons did we learn? Estimated Impact did we meet the outcome success criteria?	RAG Impact	Actions
Desired Action G: Provide support for the emotional needs of PPI pupils. (Budget Allocation £60,000)	LU	Reviewed termly final review in July 2019.	£60,000	Lessons Learned: It has been evident that the School Counsellor has provided excellent support for PPI pupils. For more details refer to intervention reports from the school counsellor. See below for a summary of these reports. This has been a success that needs to be built upon. We also need to think of other ways to support pupils' mental health through a revision of the PHSE programme.		There is recognition that key areas of need requiring support include: increasing Self Esteem & Confidence; reducing risks of Self Harm; to improve attendance in school and reduce stress; to enable PPI pupils to have more confidence and awareness of pathways to raise aspirations. Next Steps: To provide appropriate attachment and trauma strategies for the emotional support of Pupil Premium pupils developing a Solution Focused approach.

Identified Key Area of Focus for 2019 - 20	
A	To provide Quality First teaching leading to high levels of engagement, through effective relationships and appropriately challenging levels of work.
B	To improve learning leading to improved levels of attainment and outcomes particularly for High Prior Attaining Pupils eligible for PP
C	To improve the core skill of Literacy with a focus on Vocabulary and Reading so that they are not fundamental barriers to learning with a view to developing the ability to comprehend text. The aim is to create proficient readers who can use a range of metacognitive strategies to deconstruct text.
D	To provide appropriate attachment and trauma strategies for the emotional support of Pupil Premium pupils developing a Solution Focused approach.
E	To raise levels of engagement and understanding of the curriculum and awareness of self and the world through access to extra-curricular activities.
F	To ensure there is appropriate LAC Carer / Parental Engagement of Disadvantaged Pupils to ensure they have the best support to maximise opportunities.
G	To continue to promote an effective Inclusion system which will ensure there is reduction in the loss of Learning Time as a result of Fixed Term Exclusions.

