

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The McAuley Catholic High School				
Academic Year	2020-21	Total PP budget	£307,510.00	Date of most recent PP Review	01/18
Total number of pupils	1568	Number of pupils eligible for PP	424	Date for next internal review of this strategy	07/21

2. Current attainment no data available for 2019-20		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Achieving 9-5 E & M		
% Achieving 9-4 E & M		
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
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 (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for students eligible for PP are lower than other students.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		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. Reading ages are in line with non PP cohort
B.	Lessons are meeting the needs of PP 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 behaviour for learning grades in line with non-pp cohorts
D.	Improvement in the attendance PP students	PP student attendance gap closing.

5. Planned expenditure

Academic year

2019-21 Continue with the strategy put into place for the previous year including additional Covid catch up strategies

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	<p>Improved English outcomes in line with PP students nationally.</p> <p>Increase the reading age of PP students who are below the expected standard</p>	<p>EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p> <p>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</p> <p>EEF Literacy in Secondary Education Guidance and 'Reading Comprehension' as effective teaching and learning strategy from 'Toolkit'.</p>	<p>All actions taken use the EEFs guide to effective implementation.</p> <p>Curriculum focus on improving literacy. Literacy audit used to devise an implementation plan. Strategies include reciprocal reading, reading partners, accelerated reader scheme, sharing of good practice across school in PL sessions. Use of whole school literacy marking monitored through learning walks and work scrutiny. EXL homework including reading lists. Subject departmental priorities and actions included in their improvement plans.</p>	<p>NHE/MHO</p> <p>HLTAs/FMA/CI/SLT</p>	<p>On going throughout the year.</p> <p>Literacy audit findings</p> <p>Half termly monitoring</p>

<p>B.</p> <p>i)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.</p> <p>ii)Remote learning provision</p>	<p>i)Improved outcomes by 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.</p> <p>ii)PP students are a priority for remote learning engagement.</p>	<p>i)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 regulation +7 and collaborative learning +5 months. DfE Pockets of poverty also state the benefits of using success criteria.</p> <p>ii)EEF The rapid evidence assessment examines the existing research for all available estimates of the impact of school closure on the gap between disadvantaged pupils and others, to help inform the potential impact of current school closures due to Covid-19.</p>	<p>i)PL sessions and sharing good practice. Monitoring and evaluation by the senior team, learning audits, learning walks, work scrutiny and department reviews.</p> <p>Provide time for teachers to share good practice and develop new materials/resources to support students</p> <p>Department reviews to support and develop increased quality and consistency of teaching.</p> <p>ii) KSM make contact home for students who are not engaging. Resources provide and delivered to students. Teachers use clear explanations, scaffolding and feedback when delivering lesson content.</p>	<p>NHE/AHTPs/SLT</p> <p>KSM, YL, TNE, ERO</p>	<p>On going throughout the year. SAR data and M&E data collections</p> <p>ii) Engagement of students is monitored on a weekly basis during isolation time away from school.</p>
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<p>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.</p> <p>Curriculum reviewed in light of COVID</p>	<p>Planned progressive curriculum for 2021 in all subjects. SOW are planned to accelerate the progress of all students including SEND, disadvantaged and more able cohorts. SOW pay attention to developing cultural capital and building literacy at all levels.</p> <p>Interventions and support in place for the recovery curriculum. Targeted support using the Covid catch up funding to close the gaps in learning.</p>	<p>EEF 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months, metacognition and self regulation +7 and collaborative learning +5 months.</p> <p>EEF guidance suggests small group tuition is effective for delivering +5 months progress on average.</p>	<p>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.</p> <p>Covid implementation strategy is put into place, progress monitored by all levels of leadership.</p>	<p>NHE/AHTPs/SLT</p> <p>CL/KSM/SLT/MHO</p>	<p>Half termly</p> <p>On going throughout delivery through assessment data, and monitoring of curriculum implementation. Attendance and engagement in these sessions reviewed weekly.</p>
<p>Provide engaging and ambitious curriculum for PP students</p>	<p>The intended curriculum will address the social disadvantaged by addressing gaps in students' knowledge and skills</p>	<p>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</p>	<p>School curriculum review and provision for all.</p> <p>New Engage team to provide bespoke curriculum and liaise with Alternative provision</p>	<p>SLT/CL</p> <p>MAL, JRE, RGR</p>	<p>Reviewed Autumn term 2020 and on going</p>
<p>Total budgeted cost</p>					<p>£190,010</p>

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 YL and KSM 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 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
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 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	PP students identified and supported by KSMs and Emmaus team. Weekly COS meetings to review students' needs	SHI/KSM	Half termly

c. Provide resources or funding including the use of the Covid funding	To ensure that PP students have equal access 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 intervention, resources or funding to attend trips, visits, music lessons and participation in all lessons.	CL/MHO	Half termly
Total budgeted cost					£75,000

6. Review of expenditure

Previous Academic Year

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

7. Additional detail

By March 2020, it was too early to assess the impact of our spending to improve classroom pedagogy, provide targeted support, support whole school strategies. Some of our funding was used to continue supporting pupils during lockdown e.g. provision of materials and equipment.

The DfE understands that due to coronavirus and school closures, it is not possible to evaluate the impact of our pupil premium for all of the 2019/20 academic year.

Instead, we will monitor and report on the grant's impact at the end of the 2020/21 financial year.

