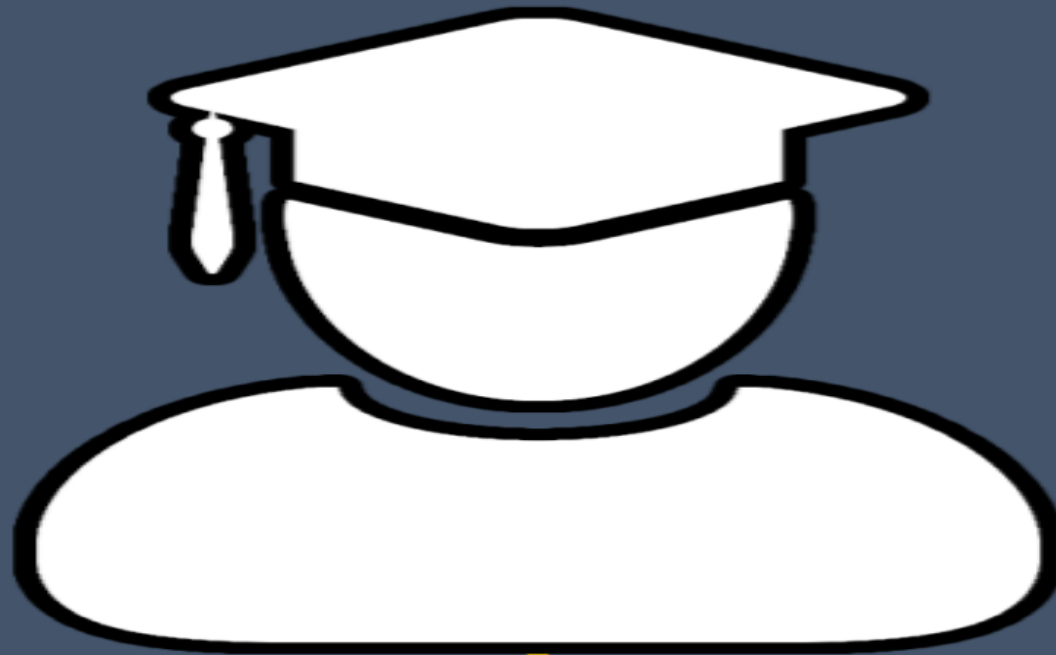




AND THE SUPPORT FOR DISADVANTAGED PUPILS AT ARCHBISHOP ILSLEY CATHOLIC SCHOOL

PP spending plan located on school website as a statutory requirement



KEY GUIDANCE AND INFORMATION FOR ALL STAFF

Mission Statement: Archbishop Ilstley Catholic School is committed to:

Improving the life chances of all students, especially our disadvantaged pupils

Quality first teaching is priority for all pupils, especially our disadvantaged pupils

Improving disadvantaged students' academic outcomes to ensure they achieve on par with other students nationally.

Ensuring that disadvantaged students have access to an equitable curriculum and opportunity to all the wider opportunities we offer, such as trips & visits.

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Archbishop Ilsley Catholic Secondary School
Pupils in school	1208
Proportion of disadvantaged pupils	517
Pupil premium allocation this academic year	£519,860
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	December 2020
Review date	July 2020
Statement authorised by	Helen Burrows
Pupil premium lead	Chris Corrigan
Governor lead	Elizabeth Keene

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.43
Ebacc entry	18%
Attainment 8	41.8
% Grade 5+ in English and maths	23%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To further increase the progress made by disadvantaged pupils amongst similar schools. For DA students to have as progress figure of zero.	Sept 21
Attainment 8	To be as close to ALL pupils Nationally as possible (46.5 2018)	Sept 21
% Grade 5+ in English and maths	Achieve average English and Maths 5+ scores for similar schools 24% nationally (ABI 20%) - 2018	Sept 21
Other	Improve attendance to be better than national average	Sept 21
Ebacc entry	Increase levels of entry for DA EBacc Entry	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Support all our families, especially PP, with the effects of COVID. Ensure remote education is equitable and planned with our most disadvantaged students in mind.
Priority 2	Ensure all teachers and school staff have access to High Quality CPD regarding teaching our Disadvantaged children. CPD – embedding Meta-cognition strategies into Knowledge Rich Curriculums. Bridging the gap between delivery of knowledge and learning. Assessment to be equitable and age related to motivate pupils and families.
Barriers to learning these priorities address	Staff moving on, poor assessment understanding and non-explicit teaching of meta-cognition due to inadequate CPD. Lack of access for our pupils to do remote education further widening gaps. Lack of understanding in how to engage pupils remotely, and develop high quality materials for pupils to learn remotely.
Projected spending	£250,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeting DA pupils who are already behind, and were hit hardest by COVID. Lots of intelligence gathering over the Summer and through working with organisations such as Research Ed to find out exactly how our pupils feel.
Priority 2	COVID recovery - engaging with families, supporting mental health of all pupils and families and re-setting learning habits.

	Review Pastoral system to ensure it is age appropriate and develop Character education and PSHE.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes due to e.g. shift work, child care, lack of confidence in education system and COVID
Projected spending	£250,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Embedding the Catch up funding and tutoring into the curriculum and beyond to support out pupils and families.
Priority 2	Remote CPD programme for RADY where all members of staff have access to a yearly running CPD programme from Challenging education called 'thinking differently about our disadvantaged learners'. Work with Challenging education to further support our work in closing gaps
Barriers to learning these priorities address	Attendance of key pupils to clubs due to lack of confidence and support from home.
Projected spending	£19,860

DESIRED OUTCOMES (desired outcomes and how they will be measured)	SUCCESS CRITERIA
More rapid progress in literacy for Y7 pupils eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year. The aim is to achieve a minimum of +5months that is suggested by the EEF.	More rapid progress in literacy for Y7 pupils eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year. The aim is to achieve a minimum of +5months that is suggested by the EEF.
More DP parental engagement at school events such as parents evening and information evenings. (Improved streams of communication)	Increased attendance % of Pupil premium parents to key events. Impact measures to be taken after each event.
Less DP represented exclusion and repeat exclusion statistics compared to National ALL pupil.	A reduction in % to shift towards national average for non-DP exclusions (% of pupils receiving 1 or more FTE national non-DP is 3.9%).
Improve ALL Progress 8 pillars for DP	Subjects to be broadly in line (or better than) the national comparator and not be statistically significant.
Increase the engagement of DP with the curriculum	Improvements in DP headline figures across data capture points throughout the year.
Improve the attendance figure of the schools DP Cohort and reduce PA even further.	By July 2022 the % of sessions missed to be broadly in line with the national average which is 5%.
Improve the % of DP who study the Ebacc curriculum pathway	Improve the % of DP who study the Ebacc curriculum pathway each year
Embed COVID strategies to support all out DP families with access to remote education	To give all our families the access to remote education
Develop a MAC wide approach to RADY and support our most disadvantaged students.	Get all MAC schools up and running with RADY

RADY Lockdown Strategy January 2021

Diminishing the difference

Risk Factor	Input	Activities	Outputs	Outcomes
Year 11 CAG's may disadvantage the disadvantage further	Staff training on unconscious bias and how without current Year 11's, we have external evidence that this is our best performing year group we have ever had.	Staff training, meetings, discussions, driving the 'potential' message. Engaging families, for whom many have no trust in the education system.	CAGs that Yr 11 pupils deserve over their 5 years at Archbishop Ilsey School	More Yr 11 go onto the routes they intended to before COVID effected things.
HPA PP pupils do not achieve as well as he NPP peers	Year 10 - Offer HPA in each year group access to Brilliant Club tutoring in liaison with parents, pupils and brilliant club. Year 7 and 8 Brilliant Club as well set up. Finalise HPA RADY groups in each year group Start date 1st Feb for 15 sessions.	Explicit awareness of these pupils and families. 1:3 ratio tutoring remotely through the Brilliant Club	Independent study skills, some pre learning to take place to fill knowledge gaps and increase confidence. Parental engagement in supporting their child in tutoring Support HPA learning in Eng/Maths	Increased support for these pupils and families. High expectations and aspirations.
PP who may be disengaged with school	MAD remote mentoring support Yr 7 and 8. Liaise with MAD to check availability and families as to can they have some goal setting/emotional sessions	Mentoring sessions to check in on pupils mental well being and boost confidence MAD to work with pupils they have already met pre-lockdown.	New skills learned with increased happiness	Increase in engagement with school and community when they return Boost pupil confidence
Lack of access to remote	Apply for more DfE chrome	Intelligence gather to	More engagement remote	Improved mental health,

curriculum	books and internet dongles	ensure we get devices to the right families	education	pupils and families staying connected with school
FSM do less well than NPP in remote learning	RADY champions to track pupil engagement at department level every two weeks. RADY champions to get teachers in departments to populate a sheet with FSM not engaging for that week. RADY champions to keep FSM high priority in tracking at dept. level	RADY champions the department to track FSM engagement through their Google classroom. As a group, discuss other ways to engage these families with support from HoD and SLT. Pupil's to have an additional safety net to prevent pupils slipping through.	Better engagement from FSM families and better quality work benign produced.	FSM to be less behind when we come out of lockdown and for pupils to have increased confidence levels.
CPD opportunities and collaboration can be harder during a lockdown	RADY Teach meet to continue once a half term RADY Online CPD to continue, as per calendar. Staff to engage and complete documentations attached in training.	High quality, focussed discussions on RADY pupils sharing good practice. Continually learning, focusing on PP. Module 3 on assessment to continue	Better communication and profiling of PP issues with more solution based meetings. RADY CPD to support remote learning.	Less PP falling behind during lockdown, increased focus on PP and raised profile during lockdown to ensure teachers deliver an equitable curriculum.
More PP pupils need catch up compared to NPP in reading	Reading challenges set by Librarian - can we set short, simple reading challenges to engage pupils? Are there pupils not reading?	Additional AR challenges. Book sent out in post perhaps. Librarian to track pupils most behind from AR testing and CATs?	Improved work ethic, and AR scores during lockdown.	More time spend reading, therefore less behind
EAL pupils do less well than other Nationally and struggle accessing work	Can Shaz set differentiated work for them, short focusses each week and	Additional short challenges for these pupils. Shaz to track their progress and	Improved progress with these pupils during lockdown and support for	EAL students to feel supported and not fall behind and keep them

remotely	tracked. More contact with EAL pupils.	support each week. Can Shaz support families and go through pupils work with them remotely?	their normal curriculum remote lessons.	engaged with school.
MAC RADY	Half termly contact with MAC Primaries and Trinity to keep RADY priority going and support its implementation	Zoom calls, embedding the 'Thinking Differently with our Disadvantaged' modules. Supporting RADY uplifts in school at all Key Stages.	Collaboration, uplifts complete, raised expectations with PP	Raised expectations, aspirations and awareness of PP in school Golden thread through school improvement.
Character Education and awareness of this in our community Lack of cultural opportunities for our DA students Ensuring that relationships are integral and tutors pivotal in the school for support Parental buy in for their child's Character Development	Focus on Jesuit virtues and making them the bedrock of a Character Programme. Develop a team to create a Character and Culture programme whole school Explicitly teach Character and allow time for relationship building Creating a Culture afternoon.	Character Audits Cultural Capital Audit Team of staff that deliver PSHE, relationship, careers, British Values, pastoral etc to develop CHaracter whole school	Behaviours systems to be improved Assessment, curriculum and personal development all to be improved and clear with Character being, taught caught and sought daily. Development of a Character/culture afternoon and increased importance of the tutor in school.	Become a School of Character, with its Klte mark Cultural capital gaps to reduce Improved attitudes to learning (Potential to spread this MAC wide being the beacon school for Character education)
Laptop/internet barriers	Applying to the DfE for additional laptops for our 517 DA students on roll. Applying to BT for vouchers x 50	MAke applications to DfE Liaise with John McCaul to find more opportunities to get devices.	More FSM pupils, plus others to access work remotely.	Less gaps, pupils keeping up with lessons and getting support in every lesson from teachers online.
No outdoor classrooms to support mental health Some pupils have never	Apply to the Nature Friendly Schools for support Build a team of staff to	Build an outdoor classroom by astroturf for pupils and staff to deliver lessons	Improved mental health of staff and pupils, increased cultural opportunity	Increased engagement, mental health and attainment

been taught outside and experienced wildlife	deliver Outdoor learning and do the Mental Health training.	outside		
Pupils are not explicitly taught skills needed for remote education	Embed as a trail Chrombooks in Year 8 Eng and Hums Track these pupils during lockdown.	Teachers teach their lessons as if they were not there. Observe their own lessons	Focus on the teaching and learning going on in remote education. Remove any barriers	Increased engagement Increased confidence benign away from school
Aspirational support for PP families can be an issue - Speak with James Meredith to continue ideas remotely	Can we have some Virtual Calls for small groups from business? Engage with Speakers for schools etc Careers advisor to support families remotely	Zoom calls to educate about pathways with certain PP students, and help support them during lockdown	Improved attendance, support and well-being in pupils and families	Continue with careers advice etc remotely to prevent NEETS
Mentoring for pupils	Continue Diana Award remotely	Liaise with the mentors to carry on the Award Yr 8 had started	Improved attendance, support and well-being in pupils and families	Continue to support pupils doing a social action project
Year 10 - need to support them more to sort days out	Pupils to come in for 'organisation' tutorials to plan their week (individually/pairs)	Someone to plan their week for them, help them, give them tips to get work done	Improved attendance, support and well-being in pupils and families	Pupils engage with more work and see success which increases happiness
Attachment training Re: how to teach pupils about the brain	Working with Kay Jackson to develop 'brain' lessons for students (21st Jan)	Zoom calls with a team of 6 staff to learn how to teach this to students	Improve well-being in pupils and families	Increases happiness and confidence in pupils, helps them remain in control

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Lack of Emotional Coaches	Get a member of SEN 'emotion coached trained'	Training for emotion coaching	A member of staff trained who has a day a week to support pupils as an emotion coach	Improved happiness of selected students. Potential to train more staff and build a team
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Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lack of reading culture amongst many pupil premium pupils when they come to IIsley and on average, our PP pupils are 4 standardised points behind national others.
B.	Low levels of attainment for pupil premium pupils at KS2. Lack of literacy, comprehension and reasoning skills. Vocabulary and inference is also an issue.
C.	Low expectations and aspirations due to lack of cultural experiences of our PP pupils. Cultural Capital in the curriculum needs addressing
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and attitudes to missing school in PP students is an issue. Parental support needs addressing with these homes, especially looking at Numeracy, literacy and reading.

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (English & music, visits to Art Galleries, sports etc) and through reading regularly</p> <p>Pupil Premium Priority in classrooms</p> <p>Ensure Curriculum is equitable and builds Cultural Capital, removing barriers to learning.</p> <p>Increase PP student's confidence and mental health.</p>	<p>Complete a Cultural Literacy Audit - equitable access to opportunities afforded our most disadvantaged compared to their peers.</p> <p>Pupil voice questionnaire, poverty proofing the school day. Emotional Keyboard training for staff and 'meta-cognition'</p> <p>Triangulation in Teaching and learning Reviews.</p>
B.	<p>PP pupils to have extra support /focus in and out of lessons, especially in KS 3.</p> <p>Accelerate Year 7 pupils who arrive behind their expected Age related outcomes.</p>	<p>More PP pupils achieving higher or more than higher at the end of each Year.</p> <p>Move more students to age related progress.</p>
C.	<p>Improve quality first teaching and therefore better able to meet the individualised needs of PP pupils.</p> <p>Increase staff confidence in 'doing something different ' with PP pupils.</p> <p>Increase staff awareness of meta-cognition strategies to use in the classroom.</p> <p>Raise the Attainment of Our Disadvantaged Pupils.</p>	<p>Teach to the top, HPA PP focus, use QLA in Year 7 to challenge pupil from the start.</p> <p>CPD to support staff.</p> <p>Uplift PP KS2 data</p>
D.	<p>Pastoral outcomes makes rapid and sustained improvements for Pupil Premium Pupils</p> <p>Improve PP pupils and families attitudes to school – increase engagement.</p> <p>Increase attendance on PP students.</p> <p>Develop a Character Curriculum to support pupils - needed more than ever now.</p>	<p>Embed new behaviour rules, adult behaviours and CPD, increase attendance of PP pupils</p> <p>Increased engagement from home</p>

E.	Increase PP pupils attitude and success in school, and parents outlook on school – Home to be notified of as much positivity as possible	<p>Increase in PP attendance, school trips attendance, less behaviour logs, increase house medals and engagement</p> <p>School website revamped, Twitter platform, automated praise postcards/letters</p>
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Evidence to inform practice

Research for any intervention primarily comes from the EEF, Sutton Trust and work support by Challenging Education and key literature around Poverty, Pupils Premium and Meta-cognition strategies.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Yearly programme of CPD sessions on the calendar.</p> <p>RADY 'champion' groups developed.</p> <p>New coaching model of Learning</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Remote education training required</p>
Targeted support	<p>Ensuring enough time for school maths/English leads to support small groups in the curriculum and establish barriers they have</p>	<p>Using staff SA's to support this learning for accelerated progress of PP students.</p>

Wider strategies	Engaging the families facing most challenges Extra-curricular DoE/Outward Bound etc (as above)	Working closely with the LA and other agencies such as NHS and West Midlands Police. Employ full time Social worker.
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Review: last year's aims and outcomes

Aim	Outcome
Achieve positive levels progress disadvantaged pupils amongst similar schools	Achieved (although CAGS)
Design an equitable curriculum to support our most disadvantaged youngsters	Achieved(although CAGS)
Achieve average English and maths 5+ scores for similar schools	Achieved(although CAGS)
Achieve National average	