

Pupil premium strategy statement (Secondary) (2019-2020)

School overview

Metric	Data
School name	Archbishop Ilsley Catholic Secondary School
Pupils in school	1206
Proportion of disadvantaged pupils	517
Pupil premium allocation this academic year	£483,395
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 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	-0.5
Ebacc entry	18%
Attainment 8	38.67
% Grade 5+ in English and maths	27%

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	Recruitment, retention and professional development of all staff, but mainly Science, MFL & RS departments Employ full time social worker, Year 7 Champion and Pastoral Teaching Assistant.
Priority 2	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.
Projected spending	£220,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy accelerated progress across KS3 for all disadvantaged pupils in the curriculum. Reading and character to become pivotal in the curriculum
Priority 2	Parental engagement – purchasing of class charts to improve parent and pupil engagement in school. Use RADY to raise aspirations, raise expectations and raise attainment. Review Pastoral system to ensure it is age appropriate.
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 etc
Projected spending	£200,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing attendance at school. Increase attendance at extra-curricular clubs and school trips amongst disadvantaged pupils increasing cultural capital for all.
Priority 2	Increasing pupil confidence and mental health, especially with PP students. Broaden curriculum ensuring everything is accessible for all pupils.
Barriers to learning these priorities address	Attendance of key pupils to clubs due to lack of confidence and support from home.
Projected spending	£43,395

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 Ilsley 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.	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 Pupil Premium Priority in classrooms <i>Ensure Curriculum is equitable and builds Cultural Capital, removing barriers to learning.</i> <i>Increase PP student's confidence and mental health.</i>	Complete a Cultural Literacy Audit - equitable access to opportunities afforded our most disadvantaged compared to their peers. Pupil voice questionnaire, poverty proofing the school day. Emotional Keyboard training for staff and 'meta-cognition' Triangulation in Teaching and learning Reviews.
B.	PP pupils to have extra support /focus in and out of lessons, especially in KS 3. <i>Accelerate Year 7 pupils who arrive behind their expected Age related outcomes.</i>	More PP pupils achieving higher or more than higher at the end of each Year.

		Move more students to age related progress.
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>Embed new behaviour rules, adult behaviours and CPD, increase attendance of PP pupils</p> <p>Increased engagement from home</p>
E.	<p>Increase PP pupils attitude and success in school, and parents outlook on school – Home to be notified of as much positivity as possible</p>	<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>

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	Ensuring enough time is given over to allow for staff professional development Yearly programme of CPD sessions on the calendar. RADY 'champion' groups developed. New coaching model of Learning	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths/English leads to support small groups in the curriculum and establish barriers they have	Using staff SA's to support this learning for accelerated progress of PP students.
Wider strategies	Engaging the families facing most challenges Extra-curricular DoE/Outward Bound etc	Working closely with the LA and other agencies such as NHS and West Midlands Police. Employ full time Social worker.

Review: last year's aims and outcomes

Aim	Outcome
Achieve positive levels progress disadvantaged pupils amongst similar schools	DA pupils at Archbishop Ilsey make progress at +0.16 compared to similar disadvantaged schools.
Design an equitable curriculum to support our most disadvantaged youngsters	Achieved
Achieve average English and maths 5+ scores for similar schools	Achieved
Achieve National average	