

Pupil Premium Strategy Impact Statement Mount St Mary's Catholic High School Leeds

1. Summary information					
School	Mount St Mary's				
Academic Year	2018/19	Total PP budget	£425,256.00	Date of most recent PP Review	16-10-2018
Total number of pupils	936	Number of pupils eligible for PP	459 (49%)	Date for next internal review of this strategy	May 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (SPI data)
% achieving 9-4 E&M	57.1%	71.7%
% achieving 9-5 E&M	27.4%	48.8%
% achieving Ebacc Standard	13.1%	27.3%
Progress 8 score average	-0.214	0.150
Attainment 8 score average	39.6	50.1

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Not all teachers make specific provision in their planning and practice for disadvantaged students.
B.	Low literacy and numeracy levels of key cohorts
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Poor attendance of disadvantaged students (especially white British)
D.	Lack of positive engagement of some parents of disadvantaged students with school.
E.	Low levels of out of school learning of disadvantaged students.
F.	Higher levels of Anxiety and wider mental health issues.

4. Desired outcomes		Success criteria	Impact September 2019
A.	All staff use appropriate strategies to meet the needs of specific disadvantaged cohorts in all lessons.	Disadvantaged students to make progress at least as good as that of their peers GCSE outcomes in all key measures to move towards / maintain a positive Progress 8	Y7: 89% of Dis on pathway in 7+ subjects (95% for Non-Dis). Y8: 89% of Dis on pathway in 7+ subjects (87% for Non-Dis) Y9: A8 All 44.56 Dis 42.03 Non-Dis 46.63 Y10: P8 All 0.543 Dis 0.441 Non-Dis 0.625 Y11: P8 See outcomes
B.	Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed.	In maths and English, proof of progress testing in KS3 and GCSE results in KS4 to move towards / maintain a positive Progress 8.	From External Proof of Progress tests: 90% making expected or above expected progress in Maths 67% making expected or above expected progress in English
C.	Improved attendance of disadvantaged students, especially of white British.	Disadvantaged student attendance of at least 95%. White British average attendance to above 91%. Reduction of white British persistent absentees to below 20% of the cohort.	(Outliers Removed OLR) Dis Att 93.97% (OLR 96.07%) National PP = 91.9% Dis WBri Att 88.00% (OLR 92.94%) PP PA 12.78% (OLR 9.273%) National PP PA = 24.6% WBri PA 17.08% (OLR =12.78%) National WBri =14.21%
D.	Increased positive student engagement in education with the support of an appropriate adult.	Increased engagement with school activities Reduction in outliers / those most off track	89% of students taking part in NCOP (National Collaborative Outreach Programme) are disadvantaged. For details of 22 events, see separate sheet at the end of the document. 2019 – 1 P8 data outlier.
E.	Increased disadvantaged students completing out of school learning/exam preparation	No internal gaps between disadvantaged and advantaged students. GCSE outcomes in all key measures to move towards / maintain a positive Progress 8.	Saturday Revision sessions: (figures of whole cohort) 2017 7 % WBri Boys (4% Dis WBri Boys) 2018 21% WBri Boys (13.5 % Disad WBri Boys) 2019 32% WBri Boys (15.8% Disad WBri Boys) For internal Gap data see A
F	Reduction in the levels of anxiety and wider mental health issues and the negative behaviours associated with them.	Increase attendance and attainment of identified cohorts. Reduction in C3/4s or C5 call outs. Increase in attitude to learning (ATL) grades. Positive student voice.	

Review of expenditure:				
Academic year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact September 2019	Lessons learned	Cost
A. All staff use appropriate strategies to meet the needs of specific disadvantaged cohorts in all lessons	CPD programme is tailored to responsibility areas, focussed on evaluating strategies that affect the disadvantaged the most.	A8 up 4.40 pts for Disadvantaged cohort (39.60 in 2019 compared to 35.20 in 2018) This is a bigger increase compared to a 0.60 gain made by the non-disadvantaged cohort. 2019 internal gap reduced to -5.02 compared to 2018 -8.82. Disadvantaged cohort compared to national Disadvantaged achieve a higher average point score (39.60 compared to national 38.71)	Quality first teaching is having an impact in maintaining accelerated progress for PP students. This is evident in internal tracking data and external proof of progress tests. This was cited in the EEF report on the Attainment gap updated April 2018 Continue with this approach? Yes	Costs = £6,000
B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Data team support on enhanced use of SISRA	Forensic use of data at all levels is now embedded and underpins planning for high quality first teaching and early intervention. 90% making expected or above expected progress in Maths 67% making expected or above expected progress in English	Data continues to be used more effectively at every level to have direct impact on students by targeting underachieving students, both in and outside the classroom. Continue with this approach? Yes	Costs = £17,063
B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Additional groups in KS4 for English, Maths and Science Key staff allocated to smaller groups with more disadvantaged students	Previous years' reduction in difference Year 2018 outcomes EngP8 dis -0.138 non +0.120 MathsP8 dis +0.103 non +0.458 Year 2019 outcomes EngP8 dis -0.224 non +0.078 MathsP8 dis +0.148 non +0.364	The selection of students for specific small group intervention has had some of the largest impact. This is especially evident in the Maths results. Continue with this approach? Yes	Costs = £36,000

<p>B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed</p>	<p>– Accelerated Reader Accelerated Reader programme embedded within KS3 English Curriculum to include Y9</p>	<p>Impact seen from previous years 10/14 groups added at least 1 year of progress – disadvantaged making more progress than non-dis. Sept-July 10 months chronological age change Y7: All = 15.7 months PP = 15.8 months NonPP = 15.7 months Y8: All = 11.6 months PP = 12.1 months NonPP = 11.0 months These data all show average reading age changes over the 10 months. Disadvantaged make more progress and increase reading age.</p>	<p>Although the impact on PP students in Y8 is not as good as with other year groups, historically the reading ages fell below chronological ages to a much greater extent. This accelerated progress on Y7 will have a significant impact in all subject areas moving forward.</p> <p>Continue with this approach? Yes with Y7 and Y8 only. From 2018 Y9 have focused on Oracy/reading circles. This will continue into 2019/20</p>	<p>Costs= £ 4,547</p>
Total budgeted cost				£ 63,610

ii. Targeted support				
Desired outcome	Chosen action / approach	Impact September 2019	Lessons learned	Cost
B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Year 10/11 English Intervention Resources and additional sessions for underperforming students (Identified at PC Data checks) Includes free resources for PP	Proven Success in previous years Yr10 PC6 data Dis. average English P8 0.111 2017 Cohort Dis. average English P8 0.233 Up from -0.54(2016 PR8 Eng.) 21 Dis Students: Eng PR8 Mock 1 Mock 2 Res: -0.215 +0.536 +0.478 Did not go ahead	This intervention did not have as greater impact as in previous years. Staffing changes and maternity leave of the Faculty Director may be additional factors affecting this. Furthermore, the English data on the whole reflects the reduction in impact. Continue with this approach? No Change to another form of English tutoring	Costs = £ 2,000
B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Small group Maths Intervention Pupils are selected be a part of small group intervention in Maths if they are not reaching their target grade	Previous success with 2017 cohort shows this is a positive intervention strategy with a proven record of success 2017 Cohort Disad. Maths - P8 = -0.095 of 2016 Disad. Maths -0.51 2019; 5 Key disadvantaged students. Maths PR8 Mock 1 Mock 2 exam: -1.354 -0.668 -0.151	This small group intervention was carefully selected using hard and soft data. Moving forward it is important to ensure the correct students are selected to have the maximum impact. Continue with this approach? Yes	Costs = £ 18,865
B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Dyslexia screening/Reading Age software/Sound Training – Screening to identify and address literacy issues to diminish difference on entry – Leading to Sound Training once areas of need are identified	This has had a proven positive impact in previous year – Disadvantaged students taking sound training have increased on average 21 months. 2018: 37 students:Y11 Mock 1 Mock 2 Res Dis: -0.667 -0.289 +0.206 Non-Dis -0.415 -0.223 -0.172	All these measures allow students with very specific barriers to learning to be identified and for bespoke interventions to be actioned. With many it is additional information on their Individual Progress Plan (IPP) to enhance quality first teaching. Continue with this approach? Yes	Cost £850

<p>C. Improved attendance of disadvantaged students, especially of White British. Attendance office support First day response for non-attendance – Use of Safer Schools officer (SSO) for home visits</p>	<p>Data Driven specific intervention 100% attendance challenge</p> <p>Pupils must be in school to make progress NFER briefing for school leavers identifying attendance as a key step</p>	<p>Evidence shows impact from similar scheme last year. More pupils with 90% + increased</p> <table border="1" data-bbox="683 172 1301 347"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.22</td> <td>95.49</td> <td>96.1</td> <td>96.6</td> </tr> <tr> <td>PP</td> <td>94.15</td> <td>94.61</td> <td>95.6</td> <td>96.1</td> </tr> <tr> <td>PP WBRI</td> <td>91.94</td> <td>91.5</td> <td>92.3</td> <td>93.0</td> </tr> </tbody> </table> <p>Improving trend in PP attendance</p>		2015-16	2016-17	2017-18	2018-19	All	95.22	95.49	96.1	96.6	PP	94.15	94.61	95.6	96.1	PP WBRI	91.94	91.5	92.3	93.0	<p>Improvements in the efficiency of the whole of the Pastoral team in the endless drive for improved attendance has allowed MSM to go against national trends and improve the attendance of the most difficult groups. All research shows the direct correlation with attendance and attainment.</p> <p>Continue with this approach? Yes</p>	<p>Costs = £ 15,360</p>
	2015-16	2016-17	2017-18	2018-19																				
All	95.22	95.49	96.1	96.6																				
PP	94.15	94.61	95.6	96.1																				
PP WBRI	91.94	91.5	92.3	93.0																				
<p>D. Increased positive student engagement with education with the support of an appropriate adult</p>	<p>Focussed careers advice and use of 'UXPLORE' in all year groups. Appointment of NCOP support worker.</p>	<p>Setting career based academic goals would fall into the EEF – Meta-cognition, self-regulation & 8 months impact. 89% of students taking part in NCOP (National Collaborative Outreach Programme) are disadvantaged. For details of 27 events see separate sheet at the end of this document.</p>	<p>The school five year plan supporting Careers Education Information Advice and Guidance (CEIAG), has consistently ensured all our students secure progression routes – Again we have no NEET students.</p> <p>Continue with this approach? Yes</p>	<p>Costs: £ 22,656</p>																				
<p>D. Increased positive student engagement with education with the support of an appropriate adult</p>	<p>Rationalise off site provision A number of disadvantaged students are supported off site</p>	<p>In 2017 & 2018 all off site pupils engaged with their provision and were entered for qualifications No NEET – all secured a post 16 progression route.</p> <p>To maintain this home careers visits have taken place for those students on offsite provision. 2019 0 NEET. All students have secured a progression route.</p>	<p>The student advocate team work closely with all off-site providers to ensure <u>all</u> students are entered for some qualifications with no students being taken 'off-roll'. All students have a progression route – therefore no NEET.</p> <p>Continue with this approach? Yes</p>	<p>Costs (including transport) = £128,070</p>																				
<p>E. Increased disadvantaged students completing out of school learning and exam preparation</p>	<p>Holiday Homework (H.H.) set for all disadvantaged students in X band.</p> <p>English 15 HATs. Maths 12 MATs</p>	<p>This had an impact last year. EEF research indicates effective homework has impact on the progress of disadvantaged</p> <p>Maths H.H. 2017 Av Tot P8 0.37 Av. Maths P8 0.82 English H.H. 2017 Av. Tot. P8 0.16 Av English P8 -0.15</p> <p>2019: English HH: 13 Mastery Students: Maths HH: 14 Secure students:</p> <table border="1" data-bbox="683 1316 1108 1412"> <thead> <tr> <th></th> <th>P8</th> <th>Mock 1</th> <th>Mock 2</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>-1.195</td> <td>+0.225</td> <td>-0.216</td> <td></td> </tr> <tr> <td>Maths</td> <td>-1.264</td> <td>-0.448</td> <td>+0.211</td> <td></td> </tr> </tbody> </table>		P8	Mock 1	Mock 2	Final	Eng	-1.195	+0.225	-0.216		Maths	-1.264	-0.448	+0.211		<p>This has continued to have a clear focus and generated significant impact. Effective use of data for identification, and support from senior staff and subject specialists ensures the completion of these additional homework tasks.</p> <p>Continue with this approach? Yes</p>	<p>Costs £ 2,500</p>					
	P8	Mock 1	Mock 2	Final																				
Eng	-1.195	+0.225	-0.216																					
Maths	-1.264	-0.448	+0.211																					

A-E	All T&L, Intervention and Pastoral care are strategically planned, quality assured and have clear accountability structures.	Disadvantaged Cohort 2017 A8 36.70 FFT50 31.90 P8 -0.194 FFT50 -0.975 Basics 9-4 46.9% FFT50 44.4% Basics 9-5 22.2% FFT50 16% Disadvantaged Cohort 2019 Final A8 39.36 FFT50 36.59 FFT20 40.73 P8 -0.214 FFT50 -0.208 FFT20 0.185 Basics 9-4 55.8% FFT50 57.0% FFT20 60.5% Basics 9-5 26.7% FFT50 26.7% FFT20 36.0%	The oversight of the Assistant head with responsibility for the school. Working alongside the Achievement team (which links to the PDWB team) – has consistently resulted in accelerated progress for the disadvantaged students. Continue with this approach? Yes	Costs: £ 37,348
Total budgeted cost				£ 237,029

iii. Other approaches																								
Desired outcome	Chosen action	Impact September 2019	Lessons learned	Costs																				
D. Increased positive student engagement in education with the support of an appropriate adult.	Other Approaches Key stage 3 / 4 student advocate (SA) team. Key workers assigned to each year. Team support in both pastoral and academic areas	Improved attendance for key cohorts PP att: last4 years: 92.11, 94.14, 94.61, 96.07 Wbri PP: 89.92, 91.94, 91.50, 92.94 C2 July 17 = 3075 v Jul 2018 = 3148 V 2019 =3767 C3 Class teacher = 2368 v 2461 v 2500 C3 Form tutor = 1088 v 407 v138 C4 = 653 v 381 v 402 C5 introduced 2018/19 =124	The advocate team work closely with both the inclusion team and off site providers to ensure all students have consistent support. The whole school 'positive parenting' approach is particularly beneficial to the most vulnerable disadvantaged students. The increase in C2/3 does not result in lost learning time. C4 has continued to fall. This equates to removal from the classroom. Continue with this approach? Yes	Cost £55,683																				
E. Increased disadvantaged students completing out of school learning/exam preparation	Disadvantaged focused exam preparation Saturday off-site with specific forms (7 x per year)	EEF – Meta-cognition, self-regulation & 8 months impact Homework + 5 Months impact. Own data from smaller pilot in 2017 followed up in 2018. Mock 1 Mock 2 Exam Dis: -0.154 +0.222 +0.490 Non-Dis -0.298 +0.054 + 0.131 2019: 114 Students over 7 sessions PR8 data Mock 1 Mock 2 Res Dis: -0.993 -0.263 +0.298 Non-Dis -0.903 -0.324 + 0.302	The day spent at an independent school not only gave disadvantaged students time and space to work out of school hours, it also helped raise aspirations. This intervention had a much greater impact on the PP students than the none PP, with the cohort achieving a PR8 of +0.447 Furthermore more of these students were offered full scholarships for the 6 th form at GSAL Continue with this approach? Yes	Cost £ 4,760																				
C. Improved attendance of disadvantaged students, especially of White British.	A Pastoral Support Worker has been recruited to work alongside the Year leader in each year group.	Improved attendance for key cohorts <table border="1"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.22</td> <td>95.49</td> <td>96.1</td> <td>96.6</td> </tr> <tr> <td>PP</td> <td>94.15</td> <td>94.61</td> <td>95.6</td> <td>96.1</td> </tr> <tr> <td>PP WBRI</td> <td>91.94</td> <td>91.5</td> <td>92.3</td> <td>93.0</td> </tr> </tbody> </table>		2015-16	2016-17	2017-18	2018-19	All	95.22	95.49	96.1	96.6	PP	94.15	94.61	95.6	96.1	PP WBRI	91.94	91.5	92.3	93.0	The disadvantaged students are the most likely to receive consequence points (C's) for poor attitude to learning or conduct. Year teams review 'C' data daily, identify hot spots and student support workers will work alongside teaching staff or remove students for short periods of time, to ensure that the amount of lost learning time is reduced Continue with this approach? Yes	Cost £64,343
	2015-16	2016-17	2017-18	2018-19																				
All	95.22	95.49	96.1	96.6																				
PP	94.15	94.61	95.6	96.1																				
PP WBRI	91.94	91.5	92.3	93.0																				
D. Increased positive student engagement with school feedback with the support of an appropriate adult.	A specific EAL team to support students who join us with little or no ability to speak/write English.	Accelerated language acquisition and in class support. EAL outcomes from 2017+ 2018 show EAL PP P8 = +0.400 Att 8 = 39.10 EAL PP P8 = +0.792 Att 8 = 42.14 EAL outcomes for 2019 show EAL PP P8 = +0.750 Att 8 = 47.64	The provision and outcomes of our EAL students continues to go from strength to strength. Training of new staff has allowed the team to deal with increasing numbers without a fall in quality of provision. Moving forward this may need to expand to maintain this level of impact. Continue with this approach? Yes	Costs: £29,591																				

<p>B/F: Reduction in the levels of anxiety and wider mental health issues and the negative behaviours associated with them.</p>	<p>Y11 Retreat: Targeted pupils attend a weekend residential to include managing stress, anxiety and targeted on English and Maths and Science</p>	<p>2019 data All Att 8: 32 students</p> <table border="1"> <thead> <tr> <th></th> <th>Mock 1</th> <th>Mock 2</th> <th>Exam</th> </tr> </thead> <tbody> <tr> <td>Dis:</td> <td>33.64</td> <td>39.91</td> <td>46.25</td> </tr> <tr> <td>Non-Dis</td> <td>36.62</td> <td>43.69</td> <td>47.93.</td> </tr> </tbody> </table>		Mock 1	Mock 2	Exam	Dis:	33.64	39.91	46.25	Non-Dis	36.62	43.69	47.93.	<p>This year we did not have the same level of anxiety resulting in medical interventions. The attainment of the disadvantaged showed a more rapid increase over Y11 than the non-disadvantaged. Students voice was very positive (see Section 48 report for examples). Continue with this approach? Yes With more focus on secure pathway disadvantaged students.</p>	<p>Costs = £ 5562</p>
	Mock 1	Mock 2	Exam													
Dis:	33.64	39.91	46.25													
Non-Dis	36.62	43.69	47.93.													
<p>Total budgeted cost</p>				<p>£ 149,617</p>												

Additional Information: NCOP events (89% of students who took part in NCOP activities are disadvantaged)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
ALL	15	20	36	29	14	8	60	30	7	17	54	27	11	7	46	7	6	20	9	10	5	22	8	77	32	10	5
Male	9	13	13	17	4	0	27	7	2	7	29	12	0	0	30	5	1	11	1	6	4	19	3	34	17	6	5
Female	6	7	23	12	10	8	33	23	5	10	25	15	11	7	16	2	5	9	8	4	1	3	5	43	15	4	0
DIS	11	16	31	26	13	7	56	27	6	17	51	24	11	7	40	6	5	17	9	9	4	20	8	66	26	10	5
Non DIS	4	4	5	3	1	1	4	3	1	0	3	3	0	0	6	1	1	3	0	1	1	2	0	11	6	0	0
WBRI	1	3	13	12	5	5	21	3	6	2	23	5	0	0	15	4	2	4	0	4	4	4	0	18	13	0	0
Non WBRI	14	17	23	17	9	3	39	27	1	15	31	22	11	7	31	3	4	16	9	6	1	18	8	59	19	10	5
DIS + WBRI	1	3	11	11	4	5	21	2	5	2	23	5	0	0	15	3	1	4	0	4	3	4	0	10	12	0	0
DIS WBRI + Male	8	11	12	16	4	0	25	7	2	7	25	10	0	0	25	5	1	10	1	6	4	18	3	31	16	6	5

1—Focus on Future—mentoring programme 10—Medical taster—University of Leeds

19—Media Makeup course

2—Business enterprise session

11—Leadership in focus sessions—Young Leader

20—STEM session—Aviation Academy

3—Enterprise Challenge

12—Higher Education campus visit

21—Backstage Academy tour (Year 10)

4—Engineering and robotics workshop

13—Jewellery making—afterschool enrichment

22—Sports Leader Programme

5—FE and HE Music taster day (Year 9)

14—Robotics club

23—EAL work experience programme

6—Musical Theatre workshop (Year 9)

15—Focus on Choices—IntoUniversity

24—University Residential

7—Focus on Success sessions—
IntoUniversity

16—FE and HE Music taster day (Year 10)

25—Focus on Choices—IntoUniversity

17—Musical Theatre workshop (Year 10)

26—EAL college and university campus visit

18—Business Enterprise day

27—Learner Voice Live event