

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St Mary's School and Sixth Form College
Pupils in school	65
Proportion of disadvantaged pupils	16.9% (11)
Estimated Pupil premium allocation this academic year 20_21 (Excluding LAC contributions from the virtual schools)	£17,285
Academic year or years covered by statement	Plan for 2020/2021
Publish date	1 st April 2020
Review date	31 March 2021
Statement authorised by	R Preece
Pupil premium lead	A Pollen
Governor lead	C Pamphilon

Disadvantaged pupil performance overview for the last academic year (18/19)

	Disadvantaged pupils	All pupils
Progress 8	-0.93	-1.51 (falls within average band confidence interval)
Attainment 8	1	1

Disadvantaged pupil barriers to success

SEN: all pupils have speech, language and communication difficulties. All pupils are significantly behind age expected attainment on arrival at St Mary's School. Pupils are socially vulnerable within their local communities and with neuro-typical peers. All pupils at St Mary's School are at risk of low achievement due to their SEND. Many pupils have a number of indicators of being at risk of underachievement, including low-income, low prior attainment, disrupted school history and complex needs including requiring residential provision.

Catchment area: some of our pupils live a significant distance from the school, outside of their local authority therefore usual transport arrangements would present a challenge for some pupils accessing extra-curricular and enrichment activities after school. At St Mary's pupils are placed by 11 different authorities.

Low aspirations for the future, lack of ambition to achieve and make social and academic progress or to prepare for increasing adult independence.

Establishing and maintaining shared aspirations with parents/carers who are hard to reach and in some cases, may have difficulties themselves. This includes achieving high attendance and / or where distances to travel are significant.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils – academic achievement

Aim	Evidence of impact	Target date
<p>Pupils eligible for pupil premium in KS2 will make progress.</p> <p>Pupils eligible for pupil premium in KS4 continue to make expected levels of progress in literacy and numeracy.</p> <p>Pupils will work towards or continue to make progress in relation to their age and prior attainment.</p> <p>Pupils transitioning from KS2 to KS3 continue to maintain good levels of progress.</p>	<p>End of KS2 assessment in English and Maths including SATS where appropriate</p> <p>Year group comparative data where available Compare Schools Data FFT aspire where possible</p> <p>Nationally recognised accreditation outcomes i.e. GCSE/ BTEC/ Functional Skills qualifications</p> <p>End of year internal assessment data, internal pupils progress meeting data</p>	September 2021
Pupils make at least expected progress in literacy and numeracy	Internal data analysis shows PP pupils make similar progress to all pupils	July 2021
Pupils gain relevant qualifications in a broad range of subjects at an appropriate level to demonstrate progress in relation to prior attainment.	<p>Overall outcomes for pupils.</p> <p>Curriculum offer facilitates choices that reflect student need and interest</p>	July 2021
For KS4 to KS5 transition pupils continue to an onward placement that enables their rate of progress to be maintained or improved.	Access to KS5 courses and they maintain their onward placement and progress, including at St Mary's	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. personal development)

Aim	Evidence of impact	Target date
<p>Improve pupils' speech, language and communication skills so that more pupils are able to interact increasingly effectively with peers and adults.</p> <p>To support increased independence in academic and personal development</p>	<p>Behaviour analysis (number of detentions / exclusions) improved behaviour and engagement, communication targets met</p> <p>Rewards achieved analysis</p> <p>MAPPM grades show high % success in academic and personal development. Internal progress data to demonstrate expected or better progression.</p>	<p>July 2021</p>
<p>At KS4 to support raising of aspiration for all pupils and to identify future placement and onward pathways based on pupil needs and interests to ensure they achieve well.</p>	<p>Destinations data</p> <p>Sustaining placements</p> <p>Careers portfolios</p> <p>Parental engagement-feedback from surveys</p> <p>Pupil voice</p> <p>Work experience participation where possible</p>	<p>July 2021</p>
<p>Support Extra-curricular activities including participation in residential trips so all or nearly all PP pupils participate in enrichment opportunities and that financial hardship is not a barrier.</p>	<p>% of pupils attending extra-curricular and residential activities.</p> <p>Day and residential pupils will have access to extra- curricular activities in their curriculum.</p>	<p>July 2021</p>

Teaching priorities for current academic year

Measure	Activity
<p>Curriculum</p>	<p>Review whole school curriculum design so that the offer is relevant and challenging for all pupils.</p>

See School Development Plan	Monitoring of teaching to take place regularly, including co planning activities to ensure all staff are consistent in the approach to support complex learners
Teacher expectations See School Development Plan	Analyse data 3 times per year, compare this with similar schools nationally over time, where possible. CPD to ensure that activities are well planned for and that there is not an overreliance on worksheets; resources and software is used as it is intended and that activities planned enable all pupils to make as much progress as they can.
Literacy See School Development Plan	CPD planned to ensure staff have the skills to support pupils with early learning literacy skills across the curriculum
Barriers to learning that these priorities address	Poor literacy and communication skills, lack of resilience, learning difficulties, expectation of failure
Projected spending	£12,963

Wider strategies for current academic year

Measure	Activity
Behaviour and attitudes See School Development Plan	<p>Sharing expectations for individual pupils so that individual needs can be managed within the whole school behaviour policy</p> <p>Rewarding and promoting positive behaviour, attendance and attitudes within a consistent policy framework</p> <p>CPD for all staff to ensure consistent expectations are maintained</p> <p>Monitor progress of targeted pupils in relation to the provision they are accessing</p> <p>Providing and tracking planned interventions</p> <p>Support families to address barriers to attendance</p>
Personal development See School Development Plan	<p>Support access to activities and clubs in the local community as well as within school itself where possible.</p> <p>Develop opportunities for pupils to take on positions of responsibility around the school (to also promote work related learning)</p>

	<p>Establish, develop and maintain links with core groups / providers and local employers providing work-based opportunities.</p> <p>Raise awareness of SEND with employers and the potential benefits in considering opportunities for people with learning difficulties or other special needs.</p>
Aspiration	<p>Ongoing reflection of work-based learning and the use of LMI (Labour Market Information)</p> <p>Inform parents of LMI, post 16 provision and a range of local services to support families via parents' evenings, meetings, website and newsletter.</p> <p>Complete parent/ pupil surveys on an annual basis in order to respond to current views</p> <p>Provide additional opportunities for all parents to visit the school and meet with school staff to discuss transitions and ambitions.</p>
Barriers to learning that these priorities address	<p>Low aspiration and expectation, some issues surrounding parental capacity to support more aspirational outcomes, opportunities within the individuals' community values and beliefs, some Las prioritise returning students to mainstream at KS5 transition, which may impact negatively on the student.</p>
Projected spending	£4,321

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	<p>Ensuring enough time is given for appropriate CPD</p> <p>Monitoring the impact of CPD- ensuring all staff have understood expectations and priorities.</p> <p>Consistency of implementation of policy and practices across all key stages where there has been change in staff teams.</p>	<p>Use INSET days, staff meetings and provide individual CPD opportunities where necessary.</p> <p>Develop collaborative working, review individual performance management targets</p>
Targeted support	<p>Ensuring consistency and enough time is allocated to deliver targeted support to pupils on a regular basis.</p> <p>To ensure that therapeutic support facilitates access to the curriculum with</p>	<p>Additional cover where necessary, especially to facilitate MAPPM meeting attendance.</p> <p>One to one tuition or small group support for targeted pupils at risk of underachievement</p>

	strategies to support individual learning.	Regular monitoring
Wider strategies	Parental engagement Enrichment – access to opportunities to support learning and personal development when pupils live far away from the school.	Use all platforms available to make contact with parents/ carers Respond to parental feedback Adapting the school day to incorporate additional activities to support curriculum access and personal development.

Review: last year's aims and outcomes

Aim	Outcome
1.CPD and support / challenge to improve overall quality of teaching and learning.	This has been a key area of focus and has led to significant improvements in learning for pupils. The focus on improving the quality of teaching and learning will continue to be an area of development due to changes in staff team in 2020 21.
2. Improve attendance, particularly those identified as having low attendance that is of a concern.	There has been identification of poor attendance and interventions have put in place to support improved attendance. Attendance is in line with special schools nationally, but could improve further.
3.Ensure behaviour management is effective and that engagement is high and Exclusions are minimal as a result.	The behaviour policy has been a significant success and will remain a continued area of focus. There have been no exclusions in 2019 20 – pupil engagement in learning is high and rewards / outcomes reflect this.
4.To target any low attending pupils and support them at home and at school.	The school has focused upon low attending pupils, has put strategies in place and has addressed the associated barriers to their attendance. Possible external support from ESBAS.
5.To raise literacy achievement and support reading skills through a subscription website.	Accelerated Reader will be further embedded into the Literacy curriculum and will successfully become part of the reading approach in the school.
6.To improve the pupil's skills, knowledge and ability in maths, especially in numerical skills and speed through a subscription website.	Mathletics has become a successful addition to the Numeracy curriculum and teachers have incorporated it into their planning and lessons.
7.Braille/ Visually impaired Book Subscription (Clear Vision)	This has been a crucial resource for a small number of pupils and needs to continue next year to support positive progress.

Aim	Outcome
8.To provide special Interest reading books	This has not been successful due to the specific circumstances around the individual pupil accessing this support and despite concerted efforts to engage them.
9. Wave Music Therapy	<p>This has been highly successful. Parents and pupils have been very supportive of the positive impact of the intervention to the personal development of the pupils.</p> <p>Music Therapy should continue as part of the Pupil Premium strategy and used as an intervention to support carefully identified pupils.</p>
10.Overnight stays	<p>This was a highly successful part of a strategy to promote personal development, safety and welfare, life and independence skills which enabled the development of pupil life skills across a wider area.</p> <p>Overnight stays for targeted pupils will remain as part of the Pupil Premium for the next year.</p>