

Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	St Mary's School and Sixth Form College
Pupils in school	85
Number of disadvantaged pupils	26
Estimated Pupil premium allocation this academic year 21/22	£34,475
Academic year or years covered by statement	Review of 2020/2021 Plan for 2021/2022
Publish date	1 st April 2021
Review date	31st March 2022
Statement authorised by	R Preece
Pupil premium lead	A Pollen
Governor lead	C Pamphilon

Disadvantaged Pupil Performance Overview for the Last Academic Year (20/21)

	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

Due to the current Covid 19 pandemic and the disruption this has had on the learning of the pupils over the past 12 months all aims will be considered in the light of this with a focus on identifying any gaps in learning and addressing skill regression.

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.

Establishing and maintaining shared aspirations with a small number of parents/carers who are hard to reach and may have learning difficulties themselves. This includes achieving high attendance where transport to school is not available or where distances are significant

Strategy Aims for Disadvantaged Pupils – Academic Achievement

Aim	Evidence of impact	Target date
All pupils across all Key Stages will make expected progress in literacy and maths and in accreditation outcomes.	Internal progress data by year group. SATS (where appropriate) Multi- Agency Pupil Planning Meetings. (MAPPM) Nationally recognised accreditation outcomes i.e. GCSE/ BTEC/ Functional Skills qualifications. Internal data analysis shows PP pupils make similar progress to all pupils.	September 2022
At Key Stage 4, pupils gain relevant qualifications in a broad range of subjects at an appropriate level to demonstrate expected progress.	Accreditation outcomes. Overall outcomes for pupils. Curriculum offer.	July 2022
For KS4 to KS5 transition pupils continue to an onward placement and that their rate of progress is maintained or improved.	Access to KS5 courses and they maintain their onward placement and progress.	July 2022
Pupils have access to academic interventions to mitigate the losses in learning caused by the global pandemic	Analysis of intervention programmes Internal assessment data GCSE/ BTEC outcomes	July 2022

Strategy Aims for Disadvantaged Pupils – Wider Outcomes (e.g. Personal Development)

Aim	Evidence of impact	Target date
To improve pupils' speech, language and communication skills so that more pupils are able to interact effectively with their peers and adults. To support increased pupil's independence in academic and personal development.	Therapy goal data, Annual Review/ EHCP outcomes and formal assessment. Behaviour analysis (number of detentions / exclusions) improved behaviour and engagement. Rewards achieved analysis. Multi- Agency Pupil Planning Meeting grades show high % of success in	July 2022

	<p>academic and personal development.</p> <p>Internal progress data to demonstrate expected or better progression.</p>	
<p>At KS4 to raise 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. Sustaining placements.</p> <p>Parental engagement-feedback from surveys. Pupil voice. Work experience participation where possible.</p>	<p>July 2022</p>
<p>To support extra-curricular activities including after school clubs/ activities (Lesson 6), holiday provision and residential trips so that all or nearly all Pupil Premium pupils have opportunities to participate in enrichment opportunities including personal development interventions to mitigate for some of the lost opportunities during the pandemic .</p>	<p>% of pupils attending extra-curricular and residential activities (include Lesson 6 analysis – see below).</p> <p>Day and residential pupils will have access to extra-curricular activities in their curriculum.</p>	<p>July 2022</p>

Teaching Priorities for Current Academic Year

Measure	Activity
<p><u>Quality of Education (See School Development Plan)</u></p> <p>Curriculum design. To review the St Mary's curriculum, offer.</p> <p>To ensure that the reviewed curriculum takes full account of all groups of pupils.</p> <p>To establish SMSC and Cultural Capital in the new curriculum for all classes.</p>	<p>Ongoing review of the whole school curriculum design so that the offer is relevant and challenging for all pupils. To include the continued development of reading and phonics.</p> <p>Ongoing development of Phonics and reading, Career's, Humanities, Science, Technology and the Lesson 6 curriculum. To embed the literacy and numeracy intervention/ "catch up" programme, based on analysis of progress data following the disruption of school during the pandemic</p> <p>Monitor the delivery of the reviewed curriculum (learning walks, observations, book sampling, planning) Deliver training on the revised curriculum.</p>

<p>To ensure that the revised curriculum is sufficiently broad and balanced and provides opportunities for progressing learning outdoors.</p>	<p>Monitor the delivery of SMSC through learning walks, lesson 'drop-ins' and formal lesson observations.</p> <p>Deliver training for staff and pupils focused on understanding that outdoors is a learning environment, not just a play area, particularly at KS2.</p> <p>Include regular lessons within the revised timetable for outdoor learning opportunities, particularly at KS2.</p>
<p><u>Teacher Expectations (See School Development Plan)</u></p> <p>Ensure all teachers, Teaching Assistants (TAs), therapists, and residential staff (where applicable) share the same realistically high aspirations for pupil outcomes.</p> <p>To ensure that there is consistency across all learning environments.</p> <p>To further develop relationships with other good and outstanding special schools to identify outstanding practice.</p>	<p>Build pupil outcomes into performance management for all pupil contact staff.</p> <p>Set up a timetable of regular learning walks, conducted by SLT.</p> <p>Create a schedule of CPD staff training to provide regular opportunities for senior leaders/subject leaders to address priorities with staff to include: English/communication, behaviour, safeguarding, SMSC, RSE.</p> <p>Identify and address any areas of weakness in the quality of provision being made.</p> <p>Monitor the consistency of environment during the year using lesson observation cycle and learning walks.</p> <p>Ensure the developing links with TaSMAT focus on supporting key priorities for development so that impact can be shown through review of SDP and SEF.</p>
<p>Literacy. To prioritise reading within the curriculum (See School Development Plan)</p>	<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>Establish agreed approach to teaching reading and communication skills across the curriculum. Deliver CPD to staff.</p>
<p>Barriers to learning that these priorities address</p>	<p>Current Covid 19 pandemic and recurrent Lock Downs's impact on learning. Poor literacy and communication skills, lack of resilience, learning difficulties, expectation of failure.</p>
<p>Projected spending</p>	<p>£ 20,000</p>

Wider Strategies for Current Academic Year

Measure	Activity
<p><u>Behaviour and attitudes (See School Development Plan)</u></p> <p><u>Expectations</u> To ensure that the school consistently applies its high expectations of behaviour and conduct.</p> <p>To set up systems to support staff in ensuring that pupils follow appropriate routines.</p> <p>To set up systems to enable leaders to support all staff well in managing pupil behaviour.</p> <p><u>Pupil's attitudes</u> To support pupils in developing positive attitudes to their education.</p> <p>To further develop the school council so that it represents all pupils.</p> <p>To ensure that pupils demonstrate positive relationships with their peers and adults.</p>	<p>Sharing expectations for individual pupils in briefings so that individual needs can be managed within the whole school behaviour policy</p> <p>Support families to address barriers to attendance</p> <p>Rewarding and promoting positive behaviour, attendance and attitudes. Review and monitoring of exclusion data, attendance data, detentions, reward data and MAPPPM data.</p> <p>CPD for all staff to ensure consistent expectations</p> <p>Set up a programme of induction in behaviour and expectations for all new staff.</p> <p>Establish the reward system with new pupils and their families.</p> <p>Monitor progress of targeted pupils in relation to the provision they are accessing. Introduce termly analysis and reporting of red card (detention) data in order to inform potential interventions through MAPPPM.</p> <p>Tracking planned interventions.</p> <p>Provide training to support staff to promote positive behaviours during break and lunchtimes.</p> <p>Set up a system to ensure the consistent implementation of the reward (and consequence) processes so that pupils are supported to make the right choices and show positive learning behaviours.</p> <p>Develop clear expectations of the learning environments to include behaviour expectations as well as ensuring current displays of pupils' work and current achievement, as well as displays to support and challenge learning.</p>

	<p>Work with key staff to develop and embed the School Council's aims and structure of meetings.</p> <p>Ensure that they are applied consistently at all meetings. School council to be consulted on which rewards may be most effective in engaging pupils</p> <p>Embed system for school council to seek the views of pupil's 3 x year which contribute to plans to improve the pupils' experience of school.</p> <p>Develop a cycle for each class to contribute to newsletter celebrating pupil's positive attitude to learning and achievements. Each class to contribute at least 3 times a year.</p> <p>Embed clear systems to support positive engagement and attitudes through the behaviour rewards, celebration assembly and other reward systems.</p> <p>Initiate/continue to develop the young citizen award and end of year achievements.</p>
<p><u>Personal development (See School Development Plan)</u></p> <p>Citizenship</p> <p>SMSC – to ensure the school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p> <p>Character - To increase the understanding of the terms "resilience, confidence and independence".</p> <p>British Values - To promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Careers guidance - To develop and improve the careers provision and prepare pupils for future success beyond St Mary's.</p> <p>Healthy living - To ensure that pupils know how maintain a healthy lifestyle.</p>	<p>Establish a rolling assembly programme to promote and demonstrate the school values to the pupils, good citizenship awards, a good citizen display board, inset training for staff and a plan into the curriculum.</p> <p>To broaden the range of events that pupils engage with through visits and visitors, ensure that all school visits/trips will specify SMSC learning opportunities, set up systems for SMSC opportunities to be identified within termly planning, throughout the curriculum and to complete an SMSC audit.</p> <p>Establish a programme of enrichment, outdoor learning and educational visits. Put systems in place so that identified pupils can be targeted to receive a greater depth of support from the curriculum where needed. Monitor the wellbeing and mental health of all pupils through 3-x year MAPPM and provide appropriate support and intervention. Provide training to staff at staff meetings. Identify additional staff to train as mental health first aiders.</p>

<p>Preparation for the next stage in education - To ensure that pupils are well supported to experience successful key transitions within school and on entry and exit from St Mary's and from school.</p>	<p>Establish a cycle of assemblies. To identify and provide opportunities to contribute to local communities. RE curriculum to be reviewed. PSHE curriculum to be reviewed. Deliver training to all staff re teaching the new RSE/ RSHE curriculum. All pupils will be supported to engage in the school council process.</p> <p>Establish the Gatsby Benchmarks. Invite a range of representatives from local organisations and education and training providers to speak to pupils. Establish a range of jobs for pupils with payment linked to the rewards system. Identify and organise for external support to develop the provision for pupils. Create a careers page / section for the school website.</p> <p>Develop the range of physical activities provided to the pupils. Further develop partnership working with 'School Games. Ensure that lesson 6 activities include physical activities. Review PSHE curriculum to ensure it includes activities and lesson content to teach mental health. Set up systems to collaborate with parents. Ensure PSHE curriculum and associated documentation includes lesson content to meet the RSE RSHE statutory requirements.</p> <p>Review existing approaches and strategies to supporting transition. Identify other agencies to work with to support transitions. Identify and seek information from past pupils about their achievements since leaving St Mary's.</p>
<p>Aspiration</p>	<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>Parents views for annual review/ consultation day surveys twice a year.</p>

	<p>Provide additional opportunities for all parents to visit the school regularly and meet with school staff</p> <p>Introduce Year 9/ Year 11 pathways meetings with parents.</p>
Barriers to learning that these priorities address	Low aspiration and expectation, some issues surrounding parental support, the individuals' community values and beliefs.
Projected spending	£14,475

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	<p>Ensuring enough time is given for 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 on a regular basis.</p> <p>To ensure that therapeutic support facilitates access to the curriculum with strategies to support individual learning.</p>	<p>Additional cover where necessary, to ensure pupil interventions are affective</p> <p>One to one tuition or small group support for targeted pupils at risk of underachievement.</p> <p>Regular monitoring to include subject leader monitoring</p>
Wider Strategies	<p>Parental engagement.</p> <p>Enrichment – access to opportunities to support learning and personal development when pupils live far away from the school.</p>	<p>Use all platforms available to contact parents/ carers.</p> <p>Respond to parental feedback to identify and overcome potential barriers.</p> <p>Adapting the school day to incorporate additional activities to support curriculum access and personal development and post Covid interventions.</p>

Review: Last Year's Aims and Outcomes

Strategy Aims for Disadvantaged Pupils – Academic Achievement

Aim	Outcome
Pupils eligible for pupil premium in KS2 will make progress.	Although no SATS were taken, the pupil eligible for pupil premium in Key Stage 2 made expected progress in all of their subjects. This has been measured through pupil data evidence and internal analysis. This data is collected 3 times a year. Both academic and personal development is measured.
Pupils eligible for pupil premium in KS4 continue to make expected levels of progress in literacy and numeracy.	All pupils eligible for Pupil Premium in Key Stage 4, that have attended school during this 12-month period, have made expected progress and some have made exceptional progress in numeracy. This has been measured through pupil data evidence and internal analysis. This data is collected 3 times a year.
Pupils will work towards or continue to make progress in relation to their age and prior attainment.	All pupils submitted for Functional Skills, BTEC and GCSE accreditations were awarded the grades for the level they were entered at.
Pupils transitioning from KS2 to KS3 continue to maintain good levels of progress.	Throughout the academic year pupils transitioning have continued to achieve their expected rate of progress towards their academic targets set in relation to prior attainment. This is reflected through the school's internal monitoring systems, EHCP outcomes, therapy goals and annual reviews.
Pupils make at least expected progress in literacy and numeracy.	Internal data analysis shows that Pupil Premium pupils are making expected progress in literacy and numeracy which is similar to all pupils.
Pupils gain relevant qualifications in a broad range of subjects at an appropriate level to demonstrate exceptional progress in relation to prior attainment.	At Key Stage 4 pupils have been able to access a wider range of accredited subjects than previously. 10 Year 10 and 11 pupils were collectively awarded 25 qualifications in GCSE, Functional Skills and BTEC's. This achievement recognises the ambitious curriculum and the outcomes that are promoted for our Key Stage 4 pupils. Additionally, this level of achievement is higher than any previous year.
For KS4 to KS5 transition pupils continue to an onward placement that their rate of progress is maintained or improved.	All pupils moving from Year 11 to Year 12 and into St Mary's Sixth Form College, have successfully continued their accredited courses and have maintained their onward placement and progress.

Aim	Outcome
	All predicted grades submitted in Key Stage 5 for external accreditation were successfully achieved.

Strategy Aims for Disadvantaged Pupils – Wider Outcomes (e.g. Personal Development)

<p>Improve pupils' speech, language and communication skills so that more pupils are able to interact effectively with peers and adults.</p>	<p>Pupils are set speech, language and communication therapy goals on a termly basis. These are monitored and reviewed and adjusted accordingly, with new ones being set once they have been achieved. Despite the disruption experienced by Covid we have seen an increase in the percentage of pupils achieving their speech and language therapy goals.</p> <p>Short- and long-term outcomes related to communication and interaction are set on a yearly basis through the annual review of each pupil's EHCP. These are shared with the pupil, the parents and the class teams.</p> <p>There has been an increase in engagement and positive social interactions both in class settings and during break and lunch times. This is demonstrated through the majority of pupils consistently achieving their maximum number of credits week on week.</p>
<p>To support increased independence in academic and personal development.</p>	<p>Pupils have responded very positively to the school reward scheme; this has supported the school behaviour system. Weekly monitoring of sanctions has allowed for the necessary behaviour support interventions to be put in place.</p> <p>Multi Agency Pupil Planning (MAPPM) meetings take place 3 times a year. The MAPPM grades shows an 85 percent success rate of pupils achieving good or outstanding outcomes in academic and personal development</p> <p>There have been no exclusions.</p> <p>Short and long term EHCP outcomes are set in relation to independence, academic and personal development. These are monitored and reviewed through the annual review system.</p>
<p>At KS4 to raise 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>At Key Stage 4 the majority of pupils gain placements from Year 11 into the St Mary's Sixth Form College and are able to continue their accreditation pathways. This includes GCSE or Functional Skills and further BTEC qualifications. Pupil aspirations continue to be raised through the provision of</p>

	<p>comprehensive tailored accredited subjects based on pupil needs and interests.</p> <p>These placements are sustained for the duration of a 3-year academic and personal development programme.</p> <p>This programme allows the pupils to continue to develop a portfolio of accreditations, life skills experiences and personal interests that will support a future career.</p> <p>Regular parental engagement and pupil voice further supports this process</p> <p>Work experience participation has not been possible this year due to Covid restrictions.</p>
<p>Support Extra-curricular activities including residential trips so all or nearly all PP pupils participate in enrichment opportunities.</p>	<p>The curriculum has been developed to incorporate extra-curricular and enrichment activities for at least an hour each day in addition to the provision of a full academic timetable. This has allowed all pupils to participate in additional physical activity, art, craft, music, singing, drama, swimming, outdoor learning and sign language sessions. The Duke of Edinburgh course is available as are drumming lessons. Pupils are making expected progress towards achieving their bronze level awards.</p> <p>Lunchtime clubs have been further developed and pupils now have the opportunity to participate in computer, dance and art clubs. This has improved pupil's engagement, social skills, co-ordination and self- regulation skills.</p> <p>A residential trip was planned for Key Stage 3 pupils but had to be cancelled due to Covid. This will be proposed again in the future when Covid restrictions allow. At Easter 2021 a pilot Easter Club is being delivered for a number of pupils including those eligible for pupil premium.</p>