

1. Summary information					
School	St Alban's Catholic High School				
Academic Year	2019-20	Total PP budget	£136,500	Date of most recent PP Review	Sept 2019
Total number of students	820 (Main School)	Number of students eligible for PP	146	Date for next internal review of this strategy	Feb 2020

2. Current attainment (GCSE leavers 2018) SISRA		
	Students eligible for PP(*)	Students not eligible for PP (*)
% achieving 5 Standard Passes incl. EM (2018-19)	36.1%	65.1%
% achieving 5 Strong Passes incl. EM (2018-19)	25%	45.7%
% achieving 9-4 in English Lang/ Maths (2018-19)	36.1%	71.3%
% achieving 9-5 in English Lang/ Maths (2018-19)	25%	49.6%
Progress 8 score	-0.53	-0.13
Attainment 8 score	39.25	50.32

3. School Barriers & our aspirations based on these barriers	
A.	Disadvantaged learners do not make as much progress as all learners nationally. -Quality First Teaching reflects additional support for disadvantaged learners. Effective tracking of disadvantaged, <i>in particular the most able</i> , enables students to make at least expected progress through timely and robust intervention.
B.	Disadvantaged learners need to make stronger progress in English and Maths to set themselves up better for the next stage of education, employment or training. -Comprehension levels, including numerical fluency, are improved to meet the requirements of the new GCSE and A Level examinations.
C.	Disadvantaged families have been historically 'harder to reach' and this has affected progress and aspirations

	-Engagement with disadvantaged students and their families maximises opportunities to support learning, raise aspirations for all, and address inequalities of opportunity.
D.	<p>Transition needs to be more finely targeted toward our disadvantaged intake.</p> <p>-A well-informed and targeted transition model ensures continuity and confidence for disadvantaged students and their families.</p>

4. Desired outcomes		Success criteria
A.	<p>Disadvantaged learners identified and supported at classroom level</p> <p>Improved flow of tracking information to teachers, middle and senior leaders</p> <p>ILAB intervention structure identifies and challenges underperformance</p>	<p>1. Classcharts utilised to support disadvantaged learners via effective information provision for teaching staff</p> <p>2. ILAB model used effectively to monitor progress and identify barriers to learning</p> <p>3. QA structures enhance tracking and allow all staff to be aware of PP learners and how to effectively monitor progress</p> <p>3. Departmental strategies identified in CADT time and employed at classroom level</p> <p>4. Staff trained Inset in addressing how to support underachievement of disadvantaged learners</p>
B.	<p>Increased English and mathematics attainment and progress outcomes for students identified as PP.</p>	<p>1. Proportion of disadvantaged making expected progress or better in English and maths increases</p> <p>2. Gap between PP and non-PP students' attainment and progress narrows further</p>
C.	<p>All families from disadvantaged backgrounds are better equipped to support their children</p> <p>St Alban's provides opportunities to raise aspirations of PP students</p> <p>Provide opportunities that direct support well-being and mental health for PP students</p>	<p>1. Ring fenced fund addresses the educational and extra-curricular needs of PP students</p> <p>2. Engagement of PP families increases – measured by attendance at school events and increased communication with school</p> <p>3. PP students are encouraged to participate in and engage in aspirational opportunities</p> <p>4. Develop internal systems and bespoke events to support students with well-being and mental health issues</p>
D.	<p>Transition model developed to effectively target and support PP students' transition</p>	<p>1. Liaising with primary schools, working to identify early PP cohort to ensure continuity of support</p>

5. Planned expenditure

Aspiration	Item	Cost
A	Clascharts with additional bolt-ons for disadvantaged groups	£2300
A	Faculty Protected PP QA time	£3960
A	CPD/coaching for whole school and identified groups	£6200
A	Additional department texts and resourcing	£3500
A	Curriculum Development Provision	£13600
A/B	Additional classes / revision school	£600
A/D	Additional directed administration and pastoral admin	£4120
A	ILAB student tracking directed time	£3100
A	Baseline assessments in Year 7	£1200
A	PP leadership post	£7000
A	Inclusion leadership post	£4100
B	Progress tutor (small group and in-class support) and Mentor for Maths	£11300
B	Literacy interventions and resourcing including book provision scheme	£6420
B	Sixth form maths mentor scheme	£2200
B	Successmaker spelling intervention and Spellzone.com resource	£1980
C	Attendance officer and LA external support	£6700
C	IT additional PP provision	£1500
C	Study Zone	£2280
C	Data Manager Role	£4100
C	Careers officers, external careers advisor, software and guidance events. Careers future and aspiration trips	£13840
C	Brilliant Club Scholars Programme	£4300
C	Student Support Fund	£1880
C	Pastoral and Spiritual lead intervention	£18500
C	Service PP Project	£450
C	Extra-curricular "Boost" package, extracurricular programme	£1700
C	FSM Traded Service Package	£660
C	PP Breakfast Club	£900
D	Transition Support and Resourcing	£3280
D	Behaviour and inclusion service	£700
-	Unallocated contingency	£680

We have used an evidence-based approach to make decisions on our Pupil Premium spend. Each area of spend has been cross-referenced to our A-D aspirations. Where the chosen services / spend benefit all students, the funding contribution has been pro-rated to reflect the proportion of pupil premium students within the target population.

Academic year		2019-20		
	Chosen action/ approach	Rationale / Estimated impact:	Lead	Lessons learned and impact on approach for 2020-21
A	ClassCharts with additional additions	<p>Allows teachers to clearly identify disadvantaged learners within each class (PP, SEND, Safeguarding Concerns) via annotated seating plans. Links to RAG system to highlight progress against student target.</p> <p>Teaching staff have 'real time' data to assist with planning and intervention. Provides information to enable teachers to give effective feedback and have meaningful, aspirational target setting conversations with disadvantaged students in order to plan differentiation to best support individual needs both within the classroom and with homework/ revision.</p> <p>Students and families are able to monitor aspects of their achievement and behaviour, supporting learning. Parents have access to succinct data via a parental app. Facilitates improved communication between families and HoYs especially when issues have been identified.</p> <p><u>Moving forward</u> Classchart data to be expanded to allow staff a fuller picture of each student to plan for need accordingly. Provision mapping options to be explored autumn term 2019 for any student requiring intervention (SEND, EAL, PP, Emotional, Alternative curriculum etc)</p>	HN	

		<p><u>Aim:</u> To allow teachers to be better informed about additional information already available for individual students in order to inform planning e.g. strategies from an EHCP plan or Student passport, strategies from EAL lead, pastoral support strategies. Allows staff to see the plan, do, review model for intervention and to provide feedback and contribute to future plans. With an increased crossover of PP and SEND in Year 7 this year, having all information readily available in one place, is important.</p>		
A	QA (Quality Assurance) time	<p>All leadership to visit classes to monitor and discuss PP progress with teachers and students. Updated lesson observation pro forma includes evidence of awareness and support for PP students.</p> <p>QA to feed into CADT time and includes book scrutiny and drop-in feedback to link to curriculum planning for all but with PP focus. All QA data to be uploaded to BlueSky portal.</p> <p>Middle leaders disseminate data to rest of department to allow them to use this to develop effective strategies and interventions for individual PP students.</p> <p>All CADT / HOF meetings to include PP updates on agendas and this is feedback to SLT in order to advice on PP strategy across the school.</p> <p>Aim: To increase the profile of PP across the school and for subject teachers to have ownership of barriers and strategies to narrow the gap for PP students. To share good practice at department and faculty levels. To identify opportunities for intervention and increased aspiration in each subject area.</p>	HoF/ HoD	

A	ILAB (Inclusion, Learning, Attendance, Behaviour)	<p>Year group based meetings with middle leaders to quickly identify issues and put plans in place to support individual students.</p> <p>Focus on PP students with resultant strategies to monitor and support where improvements are needed e.g. feed information to identified mentor, motivational or subject specific reports, contact home, extra revision time offered.</p>	HN/G R	
A	Curriculum Development Provision	<p>Review and upgrade Pathways model. Protected time to research and plan for MAT 3-18 through curriculum.</p> <p>Aim to increase uptake of EBAC subjects for PP students</p> <p>Creation of subject specific year group overviews to allow families to clearly see expectations, progression and themes and skills.</p>	BE	
A	CPD on PP strategy and implementation across the school	<p>CPD leadership provision and external staff coaching identified as a driver for quality assurance of Quality first Teaching. Whole staff CPD sessions on understanding PP and their role in supporting disadvantaged students. Focussed training on Behaviour, EAL, Anxiety and Specific SENDs will be delivered.</p> <p>Twilight sessions on sharing effective practice for PP students.</p> <p>New staff and Teach First Inset has includes PP training.</p> <p>Aim: To focus training on specific identified barriers for PP students in order to make intervention and QF teaching more effective.</p>	LA/PI	

A	Additional department texts and resourcing	<p>Audit of resources across Core departments identified need for additional resources to effectively link to new curriculums and new specifications and to support Quality First teaching and learning.</p> <p>Sufficient resources provided to limit sharing of texts to allow learning at suitable pace for each individual student.</p> <p>Provide additional resources to allow intervention and stretch and challenge for students.</p> <p>Aim: to ensure all students have access to appropriate resources for their level of learning. To allow teachers to plan lessons with resources that support the curriculum and specifications for their subject areas. To better support students where lack of IT at home means text book learning is vital.</p>	BA/H oDs (core)	
A	Baseline assessments to highlight PP student data	Year 7 Baseline assessment scores in spelling (SWST), reading (ACCESS) and Maths (MALT) are circulated to all staff teaching Year 7, with PP students highlighted. Allows differentiation to be planned linked to possible barriers linked to key literacy and mathematical skills and for teachers to be aware of where data has triggered intervention run by Inclusion Department	BOO/ PI	
A/B	Additional classes/ revision school	A comprehensive programme of revision classes and interventions available to students from years 10 and 11. Some of these groups have a PP focus. Led by subject teachers across the school. Close communication with PP families to identify potential barriers to attendance and resolve these.	RT/H oDs	

A	Effective use of TAs and HLTAs when working with PP students	<p>Inclusion Team members to be informed of PP students within classes they regularly support and within intervention groups they lead. Subject teachers to liaise with TAs and HLTAs to plan additional support for PP students. Monitored by Head of Inclusion via QA time.</p> <p>MITA project "Making Effective Use of Teaching Assistants" (EEF trial members) linking into PP support in the classroom and for interventions. Inclusion lead now MPTA (Maximising the Practice of Teaching Assistants) trained and whole school programme to be introduced this academic year.</p> <p>Foundation Class for Year 7 & 8 students has been developed for 2018-19. Staff working and supporting in this class are able to develop closer collaborative working and with a high crossover of SEND and PP in these year groups, can be effective in identifying barriers to learning and strategies to support. Closer working relationship with these families is also envisaged as regular learning reviews take place, especially for those PP with EHCPs or SEND support needs.</p>	BOO/ PI/LA	
A	Secondary PP Locality Action Group attendance.	To discuss national and local research on disadvantage in order to plan joint working with support from the LA SEOs. To implement strategies within the school and inform staff via CPD, Faculty planning meetings and ILAB. Focus for 2019-20 on case studies and using soft data to show progress for PP students	PI/CO	
A	Governor links	Regular reporting to, and discussing with, governors of PP data and strategy review. PP governor identified and regular meetings with SLT, PP link and PP lead to take place.	CO/PI /Govs	

A	Alternative curriculum opportunities	Where PP students have been identified off track, also have an identified SEND, to explore alternative curriculums available to best meet need. This may be via alternative in-school qualification and non-qualification courses (e.g. entry level/ ASDAN) or via links with external providers such as New Skills Centre and local colleges. Prioritise those PP students where in-school options are not adaptable to meet need.	BOO/PI	
B	Targeted numeracy interventions for all PP students who are not above target.	<p>Specialist staff working with individual or small groups of PP students. Liaise with subject teachers to identify gaps in numeracy skills and plan activities to address these. Aim to improve numeracy skills with impact across all curriculum subjects. Combination of working outside the classroom with small groups or team teaching with existing teacher (flexible) across all year groups. Focus on PP but can include others. Focus on addressing gaps in skills across ability groups, not just low prior attainers.</p> <p>Tight tracking of data of students accessing the interventions and fortnightly meetings of those delivering interventions and Head of Maths, to monitor progress and make adjustments e.g. groups, timings, resources.</p>	MN/SI	
B	Sixth Form Maths Mentor Scheme	Identified sixth formers to act as subject mentors for individual or pairs of Year 11 PP students. After school sessions to take place using on-line resources and resources provided by HoDs. Maths teacher identified as lead for this.	HI/SI	
B	Targeted literacy interventions	Additional literacy library resourcing based on student surveys and library data. Purchasing of new software to track use and uptake of resources. Additional library staffing to support interventions and DEAR initiative.	ST	

	and literacy club for all PP students who are not above target.	<p>English PP lead designated to work in leadership role</p> <p>PP specific reading lists created for all KS3 students and "Christmas Gift" book scheme (using baseline literacy data to identify appropriate book to be purchased for each PP student). Followed up by PP literacy lead.</p> <p>Intervention to focus on Year 7 and Year 8 PP students, without SENDs, currently above threshold for school literacy interventions but still below average.</p> <p>Weekly library based club with peer supporters from Year 10 to play literacy based games and promote appropriate and stimulating independent reading material.</p>	CP	
B	Successmaker Spelling Intervention	<p>Baseline spelling assessment on entry to Year 7 used to identify all students working below a standardised score of 85 (below or low average). 'Successmaker' intervention available to all students below 80 and all PP students below 85. Twice weekly, small group intervention using a personalised pathway via Spellzone.com</p> <p>Subject teachers asked to provide Key Word spelling lists on a topic by topic basis for students accessing this intervention. (50% funded from HNF)</p>	BOO/PI	
B	EAL PP strategy	EAL lead to be aware of PP students across the school and to input into the interventions students are accessing and suggesting strategies and resources that class teachers can use.	GOR	

		<p>EAL lead to seek and provide information about family language at home and to identify where alternative communication methods may be required e.g. translation services, additional adult support at consultation opportunities.</p> <p>EAL lead to deliver alternative English qualification (English Functional Skills) to EAL students where necessary.</p>		
C	PP student meetings and questionnaire leading to PP mentor allocation	<p>All PP students to have individual meeting with HoY (7-10) during autumn term, using on-line questionnaire as a basis for this.</p> <p>SLT to interview all Year 11 PP students within first 3 weeks of autumn term.</p> <p>All feedback from these to be recorded and circulated to all staff working with each year group. Generalisations from the questionnaires to be shared with staff via staff meeting. HoY to identify if need for pastoral and / or academic mentor and arrange this. Mentors can signpost to support or opportunities within school (e.g. pastoral, careers, extra-curricular) or to external agency support where necessary. Where underperformance and wider issues are identified then students move to a higher level of support requirement (linked to ILAB) which can be delivered by senior staff in collaboration with mentors.</p> <p><u>Aim</u> to identify barriers and strengths which can be addressed with individual students or with particular groups of students. To personalise interventions for Year 11 students, after allowing them time and support to reflect on their needs.</p>	HoY/ SLT/ ment ors	

C	Attendance and punctuality tracking via ILAB	PP attendance is below non PP attendance. Close tracking of this and feedback to the ILAB meetings allows information regarding an individual student's attendance/ punctuality to be followed up by attendance officer and/ or HoY to create improvement action plans. May trigger EWO intervention and support.	MOU	
C	Boys Mentoring project	2019-20 "Boys Mentoring Project" includes PP students. Aim: to further engage boys in their own learning.	RT	
C	Study Zone promotion	Study Zone (twice weekly after school club for all students to get support with homework / revision) Subject teachers to promote this to PP students where issues regarding homework / revision have been identified. Provide Study Zone staff with resources to help support individual PP students with work set. 6 th form volunteers offer additional support for Maths within Study Zone. PP students can be linked to a volunteer. Aim: to continue the high take up of Study Zone by PP students. To reduce the number of behaviour points given to PP students for lack of homework.	PI	
C	Parental Engagement	All PP families to receive a letter introducing PP strategy and a questionnaire to seek information about their views on their child's progress and engagement with school. Can signpost to other resources especially those provided on school's website.	PI	

		<p>Feedback to be analysed for patterns and to inform future PP strategy.</p> <p>PP strategy communicated to parents via various forums e.g. Induction Evening, Meet the Tutor Evening, Open Evenings / Days.</p>		
C	Monitor and follow up PP attendance at Consultation and Information evenings	<p>Pre booked appointments made for all PP families for Consultation Evenings to continue trend of increased PP attendance.</p> <p>All attendance registers to be analysed to create attendance data. Follow up calls to be made by relevant staff (e.g. HoY) where pattern of non-attendance identified for disadvantaged families.</p> <p>Explore barriers to non-attendance and seek ways to overcome these. Offer of free transport to attend appointments in school.</p> <p>Inform future PP strategy.</p>	HoY	
C	CEIAG	<p>PP students are more likely to be NEET. Early careers intervention has been shown to be effective in reducing this number and is linked to higher aspirations and resultant improvements in engagement with learning.</p> <p>All PP and SEND students have priority initial careers interviews at the start of Year 10. Plans from these to be attached to SIMS (with permission) to be followed up by mentors / form teachers and to include the option of further careers interviews in Year 11.</p>	SHE/ CAR/ SM	

		<p>Promotion of the whole school "Advice and a Slice" careers events to PP students. Opportunities to network with local, national and international employers, including our alumni. KS4 students to be able to access mock interviews and receive feedback.</p> <p>All Year 9 students to attend the Suffolk Skills Show. PP Mentors to follow this up with PP students and discuss possible future career aspirations. Suffolk Skills Show App and Website to facilitate this.</p>		
C	Brilliant Club Scholars Programme	<p>Aim to increase the number of students from under represented backgrounds to progress to highly-selective universities.</p> <p>Identification of 12, higher prior achieving, Year 9 PP students to undertake a University style research module with support and in-school tutorials from doctoral researchers. Includes visits to and "graduation" at, highly-selective universities. (spring term)</p> <p>Impact toolkit is provided by the scheme.</p> <p>Aim: To improve quality of written and verbal communication, research skills and team working. To increase aspirations and highlight university as a viable option. To improve confidence and resilience via a high level challenge task.</p>	PI	
C	Student Support Fund	Ring fenced money from within the PP budget to support those PP families who may not be able to afford resources/ uniform/ curriculum visits/ extracurricular activities.	All Staff	

		<p>A clear policy has been created and shared with stakeholders to highlight what resources and activities students can have provided for them, or have at reduced cost. For example: 100% of curriculum based trips are paid for current FSM students, £20 towards school shoes, 50% of music tuition a term paid for. Includes promotion of uniform provision via the FoSA (Friends of St Alban's) second hand uniform stock.</p> <p>Subject teachers / HoDs to identify where additional resources are necessary to support PP student progress. Example include revision guides, art or tech materials, food science / tech ingredients, copy of text book, PE equipment, MP3 players. All year 10 and 11 PP students receive free revision guides for GCSE core and option subjects.</p> <p>Aim: To identify where disadvantage is limiting participation in classwork and / or revision and provide resources to overcome this. To allow subject teachers and form teachers to have meaningful conversations with PP students about progress and identifying and sourcing resources to support this. To continue the increased take up of extra-curricular activities such as music tuition and educational visits by PP students to improve cultural capital.</p>		
C	Pastoral Support	<p>Key Stage Student Support Managers to provide pastoral support for students / families and to liaise with HoY, Form teacher and subject teacher where intervention and best practice has been identified.</p> <p>Close links with PP Mentors to signpost to Student Support Managers on pastoral / welfare issues.</p>		

C	Service PP Project	<p>Service mentor identified to update register of Service families and work to encourage families to notify school of this status. To make contact with all Service families and undertake termly mentoring with Service PP students. To facilitate "Service buddy system" (from "army families federation" website) where need identified.</p> <p>To explore any barriers to learning or opportunities, that may be experienced by these students and their families and to plan to offer relevant support.</p>	KE	
C	Extracurricular Promotion	<p>Targeted promotion of extra-curricular activities (aided by BOOST project and allotment project) to continue increased uptake by PP students. Activity leaders identify PP students that would benefit from the activity and contact home to promote and to identify barriers to overcome. Examples include taxis paid for, travel training referrals made, resources and clothing provided to enable student to participate.</p> <p>2019-20 idea of increased lunchtimes to allow students more opportunities to access extracurricular activities when after school creates barriers due to transport issues.</p>	BR	
C	FSM Management Traded Service Package	<p>Provides daily updates on FSM claims, support for parents applying for FSM, targeted mailings to encourage applications, links to community groups to help identify disadvantage.</p> <p>Admin staff update school data systems to show changes to PP /FSM status and communicate this with all relevant staff working with these students.</p>	GIT	

		<p>Cashless catering systems instantly synched to allow access to FSM. Reduces stigma created by having lists of FSM names by tills in canteen. All FSM students to have money added to their account on a daily basis.</p> <p><u>Aim</u> to increase the number of families claiming FSM and therefore allow the school to better identify and provide for students from disadvantaged backgrounds.</p>		
C	Breakfast Club	<p>PP Students to receive daily allowance on cashless catering system for breakfast items.</p> <p>To increase the take up of this opportunity via liaison with caterers to ensure value for money and choice available based on previously negative feedback from Student Voice.</p>	BA	
C	Website	<p>Up to date PP statement, strategy and budget on school website. PP lead and PP governor identified on website.</p> <p>To publicise clear policy on parental requests for financial support from ring-fenced PP student learning budget.</p>	PI/CO	
C	Chaplaincy work and liaison with charities	<p>School Chaplain to work with student chaplaincy group to support the most vulnerable within our school community. We have a student St Vincent de Paul 'Beatitudes' group whose membership are 6th Form students supported by a member of staff who will work on providing a hamper for FSM families (and families where a need has been identified) within our school. Fundraising is already underway and the intention is to provide support for families at Christmas (Dec '19).</p>	EDW	

C	Promoting adult learning opportunities	To work with LA to identify opportunities for adult learning within the local communities served by the school. To promote these via links from our Website / parent mail.		
D	Promoting summer activities	<p>Evidence shows there can be a greater dip in performance for disadvantaged students as they transfer from primary to secondary.</p> <p>Aims to promote externally provided curriculum and extracurricular based activities to make Year 6 students, high school ready and improve likelihood of successful transition.</p> <p>Referrals to continue to be made to Suffolk County Council's Summer Holiday Activities Programme.</p>	PI	
D	PP transition questionnaires to YR 6 teachers and standardised data collection sheets	<p>Transition leads appointed.</p> <p>To collate information on strategies currently in place for Year 6 PP students in order to ensure continuity of support for students and family. Includes questions on parental engagement and barriers to this already identified by primary school.</p> <p>Especially important where a visit to the Primary School has not been possible.</p>	HoY/ PI/transitio n lead	
D	Visits to feeder primaries	To have conversations with staff currently working with Year 6 students with focus on disadvantaged / vulnerable.	HoY and Trans	

		Ensures continuity of support and staff are made aware of existing barriers and support / differentiation required.	ition Lead	
D	PP given a high profile at "Family Transition Information Evening" in July.	<p>All PP families to be contacted, via phone, the week before transition days to ensure they have accessed relevant information and are able to attend the evening event.</p> <p>Transition Evening is a family accessible event where siblings are also invited so as to remove possible barriers of attendance.</p> <p>PP lead available to discuss PP issues with families and to promote FSM application.</p> <p>PP lead to work with FoSA to support families where financial situation results in inability to buy uniform.</p>	PI	
D	Individual transition plans created for most vulnerable students (PP/FSM/SEND/Young Carers)	This can include: Transition Tea Party, visits to St. Alban's with external specialist support workers (e.g. County Inclusion Support Service), small group visits to see individual lessons.	HoY/ BOO/ PI	