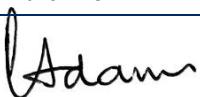




Disadvantaged Pupils Strategy

2020-2021

Policy Owner	SLT Secondment
Responsible Committee	Quality of Education Committee
Date of Adoption	October 2020
Reviewed	March 2021
Chair of Governor's Signature	

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

The DFE continues to provide additional funding to schools to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. We believe that all students within our school family should be given equal opportunity to reach their full potential.

Aims:

- To ensure disadvantaged students make the same or better progress in comparison to their non-disadvantaged peers nationally utilising additional funding to provide academic and pastoral support



Summary Information

School	St James' Catholic High School, Cheadle Hulme
Academic Year	2020-2021
Total number of pupils	803
Number eligible for Disadvantaged funding	133
Total Disadvantaged budget	£126,330
Date of most recent Disadvantaged review	September 2020
Date of next internal review of Disadvantaged strategy	March 2021

Current Attainment and Achievement

	Disadvantaged 2019	Disadvantaged 2020*	Non-Disadvantaged National Average 2019	Disadvantaged National Average 2019
Progress 8	-0.07	-0.44	0.13	-0.45
Attainment 8	45.14	42.17	50.3	36.7
% achieving 5+ EM	43.8%	19%	43.2%	24.7%
% achieving 4+ EM	81.3%	52.4%	71.8%	44.7%

*Based on CAGs

Barriers to future attainment (for pupils qualifying for disadvantaged funding)

In School Barriers

- A. Pastoral issues for a small group of KS4 pupils (mostly eligible for PP) may hinder their academic progress and that of their peers
- B. Low aspiration and confidence, including a lack of engagement in school events and extra-curricular activities
- C. Some pupils have a disorganised approach to their studies, a lack of appropriate resources, and difficulties in retaining learning

External Barriers

- D. Attendance of disadvantaged pupils is below that of non-disadvantaged pupils
- E. Parental engagement including attendance at parents' evening
- F. Some students require additional support with study skills and preparation for examinations
- G. The impact of Covid 19 and lockdown measures



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Desired Outcomes and Impact	Success Criteria; How Impact is Measured
1. To improve the progress of disadvantaged pupils and close the gap between them and their non-disadvantaged peers through more effective links between academic and pastoral provision	Improved P8 figures for disadvantaged pupils to >0. This will be tracked at each termly data point and also be a focus of Faculty and Line Management meetings
2. Increase disadvantaged pupil engagement with school events including extra-curricular activities and school trips in order to raise aspirations and increase readiness for life beyond Year 11	Greater involvement of disadvantaged pupils in a wide range of activities including sport, music, drama and school trips where possible. Records of attendance kept for extra-curricular activities to monitor this. Aim is for 75% of disadvantaged pupils to participate in some form of extra-curricular activity during 2020/21
3. To identify subject specific areas for improvement amongst KS4 disadvantaged pupils and to ensure they are given appropriate support and continual monitoring within these subject areas	Improved P8 figures for disadvantaged pupils across all subjects to ensure Subject Progress Index (SPI) figures are >0 for disadvantaged cohort. This will be tracked at each termly data point and also be a focus of Faculty and Line Management meetings
4. To continue to improve the attendance of disadvantaged pupils through a variety of support methods	Improved attendance figures amongst disadvantaged learners to be a minimum of 96%
5. To increase parental attendance at parents' evenings and school events	Increased parental engagement of disadvantaged pupils in school events to 75% minimum



Review of Expenditure 2019-2020

Quality of teaching for all

Actions	Intended Outcomes	Actual Outcomes	Lessons learned	Cost
Formalised seating plans to ensure a consistent approach across the school and reflect a mix of disadvantaged and non-disadvantaged pupils to ensure exposure to higher level vocabulary.	<p>Lesson observations and work scrutiny evidence seating plans. Line managers will be expected to monitor the consistency across their faculties and to report termly to VT and CP on whether this is being embedded.</p> <p>Increased confidence in vocabulary seen in disadvantaged pupils through assessment of work across all literacy-based subjects. This will be reflected in termly data.</p> <p>Measure confidence in using new words through pupil voice questionnaires.</p>	<p>Evidenced in lesson observations and regular reminders through Headteacher's bulletin.</p> <p>Progress in closing the gap between disadvantaged and non-disadvantaged seen in March termly data. Final termly data did not happen due to Covid-19.</p> <p>This did not happen due to Covid-19.</p>	Continue with seating plans and ensure this is consistent across all Faculties.	£45,000
Focused mentoring of disadvantaged Year 11 pupils: To monitor and offer additional intervention as appropriate through mentoring and wellbeing support in order to improve readiness	Improvement in termly data and ATL; pupil voice and data analysis to evaluate impact on progress of disadvantaged pupils.	Some intervention took place before the national lockdown in March 2020 due to Covid 19.	Form tutors to mentor disadvantaged Year 11 pupils. The intervention will focus on this year group due to the impact of lockdown.	



to learn as well as mental health of disadvantaged pupils. To remove any barriers to academic success through improved metacognition and to track progress and performance.		Exam results 2020 were based on CAGs.		
Quality First teaching; English and Maths intervention for identified pupils.	<p>More rapid progress of disadvantaged to improve significantly as a result of high-quality teaching and intervention in Maths and English over the school year.</p> <p>Performance of disadvantaged and non-disadvantaged pupils across all year groups in TD1, TD2 and TD3 to be more aligned and return an SPI of >0 in 2019/20 by TD3.</p>	<p>March review: Quality first teaching seen in observations with a focus on long term memory.</p> <p>Intervention timetable in place to support pupils.</p> <p>Reading course has been attended by three members of staff to help devise and implement structured and measurable reading intervention.</p> <p>Reading assessment has identified students' weak reading skills and systems in place to support those individuals on a three session per week schedule.</p> <p>TD3 suspended due to lockdown measures. Results for 2020 based on CAGs.</p>	<p>High quality teaching and learning to remain a key focus, as well as developing effective remote learning as required.</p>	
Subject specific study sessions and feedback to staff to improve metacognition.	To narrow the gap between disadvantaged and non-	Pupil voice questionnaire completed and key information	Embed CPD for staff within Department Development agendas regarding	



	<p>disadvantaged pupils in subject specific sessions.</p> <p>Ensure disadvantaged pupils have necessary study skills to enable effective completion of homework and revision (KS4).</p>	<p>shared with staff with reminders of key foci.</p> <p>Lockdown due to Covid 19 resulted in pupil's not getting subject specific sessions.</p> <p>There was no TD3 data. Grades were based on CAGs.</p>	<p>metacognition in individual subject areas. This should be discussed frequently and linked to termly data progress.</p> <p>More feedback / CPD via Zoom training should partial lockdowns occur.</p>	
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Review of Expenditure 2019-2020

Targeted support

Actions	Intended Outcomes	Actual Outcomes	Lessons learned	Cost
Targeted intervention by attendance officer and pastoral team.	To improve attendance of all pupils, but with specific focus on disadvantaged with the aim of reaching 96% across the disadvantaged cohort.	<p>Focus on attendance a big priority and good attendance is recognised.</p> <p>Importance of attendance has been highlighted in the Headteacher's bulletin.</p> <p>Strategies implemented by DS and the pastoral team which targeted intervention for individual pupils via letters home and parental/carer meetings.</p> <p>Lockdown due to Covid 19 resulted in little on-site attendance from disadvantaged</p>	<p>More monitoring of attendance via remote learning and the frequency of logging on to SMHW in case of partial lockdown.</p>	£30,000



		pupils except key worker children.		
Targeted meetings with parents /carers of specific disadvantaged pupils who are not making the required progress, not completing homework or with behavioural / attendance problems, or pastoral matters impacting on studies.	Improve attainment and progress of disadvantaged pupils by encouraging parents / carers to 'buy in' and support intervention strategies at home. Increase attendance of parent at parent's evenings. Parental engagement to reach a minimum of 75%.	Parents of non- attendees contacted following Parents Evening. Parent evenings for all year groups was only partially completed due to Covid 19 lockdown.	New ways of contacting parents – remote parents evenings.	
Raising the profile of homework club amongst disadvantaged pupils and encouraging them to attend.	To provide a useful space for completing homework, with teachers available of whom to ask questions. To provide a space where pupil can focus and complete homework effectively without being distracted. To improve the organisational skills of pupils.	The profile of homework club was raised and disadvantaged pupils were encouraged to attend. Homework club in school was suspended due to Covid 19 lockdown measures.	Due to the newly introduced Catch up Premium, students will be provided with the opportunity to attend subject enhancement sessions; disadvantaged learners will receive personalised invites to these.	
Mentoring of underachieving Year 11 pupils: Identification of disadvantaged pupils that have completed Year 10 and have not made the required level of progress and – where required – pastoral intervention.	To support pupil mental health and well-being. To match target intervention to specific students who are	In March projected P8 score looking more positive. The results during the 2020 were based on CAGs due to Covid 19 pandemic.	Covid 19 lockdown measures clearly highlight the need for direct intervention for disadvantaged pupils to aid	



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	<p>identified as underperforming to aid progress.</p>	<p>Pastoral provided support before Covid 19 lockdown and contact with home was made on a weekly basis with identified pupils during lockdown.</p>	<p>motivation in difficult circumstances.</p> <p>The mental well-being of pupils needs to always be a priority, but specific need due to the unprecedented nature of the current Covid 19 situation adds more urgency to this.</p>	
Prefect mentoring of Year 7 disadvantaged pupils to ensure readiness to learn and to support pupils' wellbeing.	<p>To support disadvantaged Year 7 pupils with homework, organisation and reading.</p> <p>To increase confidence amongst Year 7 disadvantaged students as a result of mentoring from an older peer.</p>	<p>Prefects met Y7 during registration to support them and some are also involved in catch up reading. This took place prior to lockdown.</p> <p>Prefect mentoring was suspended from March 2020 due to Covid 19 lockdown.</p>	<p>This year group lost a significant amount of time in school during their first year at St. James'. Support with re-establishing routine with homework, organisation and reading is highly likely to be needed on return to Year 8.</p> <p>Clear plans for supporting mental well-being and learning a priority should the Year 7 'bubble' group have to quarantine.</p>	



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Review of Expenditure 2019-2020

Other approaches

Actions	Intended Outcomes	Actual Outcomes	Lessons learned	Cost
Completion of pupil voice questionnaires for all disadvantaged pupils.	<p>To capture changing attitudes and behaviours, in order to assess whether our strategies around engagement and attainment of disadvantaged pupils are delivering the desired improvements.</p> <p>To closely monitor impact of disadvantaged strategies and resource provision.</p> <p>To raise awareness amongst all staff of thematic results.</p>	March review: Survey completed and salient points disseminated amongst staff.	<p>Lockdown resulted in suspension of identified strategies. This process needs to be revisited on return to school post lockdown. Covid 19 is highly likely to influence changing attitudes and behaviour towards study.</p> <p>A substantial amount of time out of school for the majority of staff. The messages from this survey need to be disseminated to staff again.</p>	£21,000
Subject disadvantaged tracker with disadvantaged as standing item on faculty meetings	To capture the status and required progress of disadvantaged pupils in a single tracker by subject to help provide clarity and focus minds on areas for individual improvement and broader classroom priorities.	Disadvantaged learners discussed at each line management meeting and appropriate support planned for.	Refocus Faculties on disadvantaged and ensure departmental trackers are in place.	
Raising the profile of extra-curricular activities and monitoring the	To see greater engagement with extra-curricular activities across all year groups.	The profile of extra-curricular was beginning to be raised prior to	To refocus awareness on extra-curricular activities within school ensuring the	



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attendance of disadvantaged pupils to improve readiness for life.	To highlight the importance of the role extra-curricular activities play in engagement in school life and with studies for the disadvantaged..	the March lockdown with a number of clubs running.	attendance of disadvantaged pupils is monitored. To ensure any extra-curricular clubs are actively promoted in forms, Faculty noticeboards, website and Twitter.	
University visit	To raise the aspirations of disadvantaged pupils by being exposed to new experiences they may not have considered.	The launching of an ASPIRE programme which saw liaison between the Disadvantaged Co-ordinator and TLR Challenge to raise aspirations of a specifically identified group which was mixed between non-disadvantaged and disadvantaged pupils.	The ASPIRE programme was suspended due to Covid 19 lockdown. To re-launch this initiative and complete a first 'run through' in 2020/21. To re-run the University visit (Covid restrictions dependent).	
Army day	To raise awareness of career opportunities and increase confidence. To expose disadvantaged pupils to the positive messages of personal development and discipline being communicated through career awareness opportunities.	March review: Specific careers events for pupil premium learners and well represented in other careers activities.	To re-run Army day (Covid restrictions dependent).	



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	To encourage disadvantaged pupils to consider career opportunities in their life beyond Year 11.			
Monitoring of access to careers advice for disadvantaged pupils	To ensure our pupils access a range of careers advice and opportunities to ensure they are fully informed of future opportunities and to improve their readiness for life.	Wide range of careers advice and opportunities were made available to pupils prior to the Covid 19 lockdown in March 2020. Many pupils participated in careers breakfasts.	To ensure pupils consider careers if a partial lockdown occurs, Faculties could explicitly highlight careers connected to their subject areas via lessons and remote learning.	
Ensure that all rewards include fair balance of disadvantaged pupils, including reward and educational trips.	The importance of learning outside the classroom and the role of extra-curricular play a vital part in engagement with school life.	Rewards programme initiated by DS based on Family, Faith and Excellence points. First rewards took place prior to Christmas, but the other rewards suspended due to Covid lockdown. Educational trips at home and abroad were cancelled from March 2020.	To reinitiate rewards programme as soon as possible to inspire and motivate. Monitor situation regarding trips at home and abroad and when deemed safe to do so, resume.	



Planned Expenditure 2020-21

Quality of teaching for all

Barriers	Chosen Actions/ Approach	Rationale	QA	Lead Staff	Expected impact and Reviews of Implementation
A: pastoral issues B: low aspirations C: organisation and retention of learning G. Covid-19	Recovery curriculum Using the schools aims and values to help all pupils (including disadvantaged) move forward. Building a framework for disadvantaged pupils that is personalised and considers individual learning need, well-being and promotes positive development. Differentiation and planning for those pupils who have not engaged in on-line learning (higher probability that these are disadvantaged). Supporting the well-being of pupils (both disadvantaged and non-disadvantaged) through the language we use to build confidence with their learning and motivate them.	Every pupil's experience of Covid 19 will have been different and the impact both in social norms and daily structure will be more apparent on their return. Many pupils will have experienced different levels of disruption to their learning routine during the Covid 19 lockdown. Pupils (especially disadvantaged) may have experienced anxiety due to lost learning.	Line Managers to monitor and discuss this with Directors of Faculty half-termly and feedback to LB / CP.	Director / Deputy Directors of Faculty to work with their teams to map out the curriculum and identify the essential knowledge that will allow learners to progress to the next stage of their learning journey.	Monitor frequency of low stake testing to ensure learning is retrieved. Formal assessments to be adapted to test lockdown learning and use to inform intervention. Disadvantaged tracker used to monitor and provide intervention where needed. March Review: Recovery curriculum being delivered and evidenced in schemes of learning. Assessments adapted across faculties to account for missed learning.



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A: pastoral issues B: low aspirations C: organisation and retention of learning G: Covid-19	Home learning / Blended learning Ensure disadvantaged learners have means to access the learning from home. Staff to be trained and become more proficient in using Google Suite, Zoom and SMHW to support quality first teaching in a new way. They must consider methods that will best support their disadvantaged learners. To plan high quality lessons to be used remotely. To ensure pupils are explicitly taught skills for learning (metacognition) in case of partial closure.	To pre-prepare and adapt T&L in the event of partial closure ensuring that quality first teaching remains a priority even remotely. During lockdown pupils will have been learning in lots of different ways. It is vital that skills for learning are explicitly taught to ensure a consistency of learning is taking place remotely. Pupils (especially disadvantaged) may experience further anxiety if there is more disruption to learning.	In the event of partial lockdown class teachers to monitor attendance of disadvantaged learners on remote learning platform and report back to HoY.	Pastoral to contact home where non-attendance by disadvantaged learners in the event of partial closure is becoming a concern.	More work to be submitted electronically by pupils. Monitor engagement of disadvantaged pupils on different learning platforms e.g. Zoom, SHMW, Google Suite. March Review: Laptops provided for disadvantaged learners to access learning from home. iPads provided to staff to support learning for those self-isolating. CPD provided to a representative from each Faculty re Google Drive, which was cascaded to staff in Department Development Time. Whole staff CPD delivered on Zoom.
A: pastoral issues B: low aspirations C: organisation and retention of learning	Stability and consistency: To continue with formalised seating plans, but ensure this is done via SMHW. The purpose is to ensure consistency across school and to reflect a mix of disadvantaged and non-disadvantaged to ensure	Consistency in seating plans within the classroom contribute to a sense of continuity and stability across each subject. In general, a more regimented environment helps pupils, especially disadvantaged pupils, to feel in control of their studies.	LB / CP through the Heads of Faculties.	Directors of Faculty will ensure that consistent seating plans are being put in place. Line managers will review	Lesson observations and work scrutiny evidence seating plans. Line managers will be expected to monitor the consistency across their faculties and to report termly to LB and CP on whether this is being embedded.



	continued exposure to higher level vocabulary.	Assessment of disadvantaged pupils' work highlights that vocabulary is a key area for development, in line with national themes. Richer vocabulary leads to better quality exam responses and therefore attainment in literacy-based subjects		seating plans in conjunction with observations to ensure that seating plans provide platform for vocabulary development.	Increased confidence in vocabulary seen in disadvantaged pupils through assessment of work across all literacy-based subjects. This will be reflected in termly data. Measure confidence in using new words through pupil voice questionnaires. Performance of disadvantaged and non-disadvantaged pupils across all year groups in TD1, TD2 and TD3 to be more aligned and return an SPI of >0 in 2020/21 at KS4 by TD3. March Review: Staff Bulletin identifies strategies for staff to use with disadvantaged students to increase vocabulary awareness. Initiation of whole school disadvantaged project (narrowing the gap). CPD disseminated by Humanities to all Faculties re their strategy to ensure disadvantaged learners are exposed to high level vocabulary. Vocabulary strategies shared centrally on Google Drive for Deputy Directors to cascade to Faculty.
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A: pastoral issues B: low aspirations C: organisation and retention of learning D: attendance F: study skills and exam preparation G: Covid-19	Focused mentoring of disadvantaged Year 11 pupils: To monitor and offer additional intervention as appropriate through mentoring and wellbeing support in order to improve readiness to learn. Pastoral team (including Heads of Year) to provide specific pastoral support to Year 11 students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Intervention will focus primarily on this group due to the lost learning in terms of 'face to face' contact during the Covid 19 lockdown. A closer collaboration between pastoral and academic to provide support with well-being, which in turn aids	LB / CP	Pastoral team & Heads of Year. Form Tutors	Improvement in termly data and ATL; pupil voice and data analysis to evaluate impact on progress of disadvantaged Year 11 pupils. March Review: Wellbeing checks carried out by pastoral team and Heads of Year during the period of on-line learning. Support provided for those students facing particular challenges. Mental Health 1 st Aiders available for students to access.
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		readiness to learn as well as mental health of disadvantaged pupils. The rationale is to remove any barriers to academic success through improved metacognition and to track progress and performance.			
C: organisation and retention of learning F: study skills and exam preparation G: Covid-19	To continue prioritising quality first teaching 'Keeping the most important things, the most important things'	The Sutton Trust report (2011): The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. Quality first teaching more integral than ever due to Covid-19 lockdown in closing the gap between disadvantaged and non-disadvantaged.	Line managers to triangulate and QA with Directors of Faculty after each calendared work scrutiny and feedback to LB / CP.	Directors / Deputy Directors of Faculty via lesson observation evidence and work scrutiny.	Performance of disadvantaged and non-disadvantaged pupils across all year groups in TD1, TD2 and TD3 to be more aligned and return a SPI of >0 in 2020/21 at KS4 by TD3 in all subjects. March Review: Performance of disadvantaged and non-disadvantaged being formally tracked across all year groups. This includes progress and ATL re classwork, behaviour and homework.
C: organisation and retention of learning F: study skills and exam preparation	Enabling pupils to become 'word rich': Explicit teaching of vocabulary within each subject and during form time ensuring all pupils	Robust evidence shows that children with reading difficulties who are exposed to explicit vocabulary teaching benefit three times as much as those who are not.	LB / CP through the Heads of faculties.	Directors of Faculty will ensure that explicit teaching of vocabulary is put in place.	Lesson observations and work scrutiny will evidence explicit vocabulary teaching. Line Managers will be expected to monitor across their faculties and



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	have the opportunity to become 'word rich'.				to report termly to LB / CP to check this is being embedded. March Review: Whole school focus on vocabulary via 'Word of the Week' being taught explicitly in Form via Frayer Model Method. Line management meetings monitor arrangements put in place in Faculty for disadvantaged learners. Specific questions have just been implemented for line managers to have a greater awareness of strategies implemented across Faculties to enable disadvantaged learners to have the opportunity to become 'word rich'.
C: organisation and retention of learning F: study skills and exam preparation G: Covid-19	English and Maths intervention for identified pupils	<p>The EEF Report (June 2020) on improving Mathematics in KS2 and 3 showed that over half of pupils eligible for free school meals did not achieve expected levels in maths. The Covid 19 lockdown will have highly exacerbated this.</p> <p>The Children's Commissioner Report (April 2020) states that school closures are likely to have widened the gap further between disadvantaged and non-disadvantaged.</p>	<p>Line managers of Maths and English to triangulate and QA with Maths and English Directors of Faculty after each calendared work scrutiny and feedback to LB / CP.</p> <p>LB and CP to monitor and review interventions being offered by staff in Maths and English.</p>	<p>LB to oversee implementation of specific interventions.</p> <p>JH and LM to ensure targeted intervention is feature of each lesson observation, Faculty meetings and Department Development Time.</p>	<p>Performance of disadvantaged and non-disadvantaged pupils across all year groups in TD1, TD2 and TD3 to be more aligned and return an SPI of >0 in 2020/21 in KS4 by TD3 in English and Maths.</p> March Review: Quality first teaching seen in observations with a continued focus on long term memory. Maths and reading intervention has taken place where possible.



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C: organisation and retention of learning F: study skills and exam preparation G: Covid-19	<p>Memory retrieval:</p> <p>To embed a range of memory retrieval strategies in all subjects via frequent low-stake testing in each subject area.</p> <p>Ensure memory retrieval activities are 'spaced' to recap learning from the beginning of the course and not just last lesson.</p>	<p>Research has shown that when used constructively retrieval practice improves the long-term memory recall of pupils. This in turn can improve pupils' application skills and their ability to transfer their knowledge to new concepts and situations. This is a key study skill and will be essential in closing the Covid Gap between disadvantaged and non-disadvantaged learners.</p>	<p>Line Managers to QA via triangulated work scrutiny with the Director of Faculty and provide feedback to LB / CP.</p>	<p>Director / Deputy Directors of Faculty to co-ordinate staff CPD in Department Development Time re retrieval strategies.</p>	<p>Performance of disadvantaged and non-disadvantaged pupils across all year groups in TD1, TD2 and TD3 to be more aligned and return an SPI of >0 in 2020/21 in KS4 by TD3 in all subjects.</p> <p>March Review: Lesson observations and SMHW have evidenced the use of retrieval strategies being used on a frequent basis across subjects. Retrieval strategy awareness being used as part of the whole school 'narrowing the gap project' within faculties. CPD re retrieval strategies centrally located on Google Drive for Deputy Directors of Faculty to disseminate to staff during Department Development Time.</p>
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	Embed retrieval strategies throughout the course. Embed memory retrieval homework's.	Retrieval strategies are a subtle way of identifying pupil misconceptions and knowledge gaps. The strategy will assist teachers in informing them where their starting points for teaching need to be.			
C: organisation and retention of learning F: study skills and exam preparation G: Covid-19	Catch up premium for study sessions to improve metacognition.	There is a need to narrow the progress gap between disadvantaged and non-disadvantaged pupils, but also to ensure disadvantaged pupils have necessary study skills to enable effective completion of homework and revision (KS4).	LB and CP to monitor that targeted subject-specific study sessions take place across all core subjects.	Directors of Faculty for all core subjects to arrange monthly subject-specific study sessions for pupils.	Enhancement of subject specific knowledge, including study skills, evidenced in TD1, TD2 and TD3. Improvement in confidence with homework and revision to be monitored through pupil voice questionnaires. March Review: Catch up sessions put in place across all subjects for disadvantaged learners to access. Attendance of disadvantaged learners tracked and letters sent home to encourage attendance to catch up.
Total budgeted Cost					£75,000

Targeted support

Barriers	Chosen Actions/ Approach	Rationale	QA	Lead Staff	Expected Impact and Reviews of Implementation



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A: pastoral issues D: attendance E: parental engagement G: Covid-19	Attendance: Continued targeted intervention by attendance officer and pastoral team.	We cannot improve attainment for children if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. NfER Report (February 2019) Improving KS4 outcomes of pupils from disadvantaged	DS to monitor trends in attendance of disadvantaged pupils and feedback to LB. Progress to be monitored weekly by SLT.	CH and DS to work with pastoral team to implement targeted interventions for individual pupils through letters, meetings with	Improved attendance to reach at least the expected 96% across the disadvantaged pupil cohort. March review: Focus on attendance during period of self-isolation due to Covid and lockdown learning. Attendance monitored over Zoom lessons via registers on SMHW. Pastoral team have tracked attendance and contacted home when necessary to ensure disadvantaged pupils can access the online learning and are encouraged to do so.
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		backgrounds is a priority. Absence rates are strongly associated with KS4 outcomes.		parents / carers etc.	
D: Attendance E: parental engagement G: Covid-19	Targeted meetings with parents /carers of specific disadvantaged pupils who are not making the required progress, not completing homework or with behavioural/attendance problems, or pastoral matters impacting on studies. This includes remote learning if partial lockdown becomes necessary.	Interventions within school can only go so far to improving the attainment and progress of disadvantaged pupils. Buy-in from parents/carers and support with intervention strategies at home are essential.	LB / CP to monitor whether the school is successful in engaging with parents/carers of identified pupils.	LB, CP and HoYs to facilitate separate meetings with parents/carers where there are concerns or where there is little or no attendance at parents' evening. This includes parents' evening meetings via Zoom.	Increased number of parents of disadvantaged pupils attending parents' evening to be monitored. Parental engagement to reach a minimum of 75%. March Review: Parents' Evening conducted via Zoom and parents of disadvantaged learners strongly encouraged to attend. Parents of non-attendees contacted.
A: pastoral issues B: low aspirations C: organisation and retention of learning	To continue with Prefect mentoring of Year 7 disadvantaged pupils to ensure readiness to learn and to support pupils' wellbeing.	Given the difficulty that some disadvantaged pupils experience in the transition to secondary school, mentoring by older pupils from Year 11 can help Year 7 pupils to settle in,	LB and SG to monitor whether prefect mentoring is actively taking place.	LB to ensure prefects are matched with key disadvantaged Year 7s and to encourage	Additional support with homework, organisation and reading; increased confidence around school reviewed through specific pupil voice questionnaires for Year 7. March review: Library support targeted at Year 7 to encourage reading and increase confidence. Access to library initiatives for those self-isolating put in place via the use of Zoom.



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to feel organised in their studies and to have someone closer in age to discuss any issues. Prefect mentoring will take place taking into account social distancing measures.

meetings between mentors and mentees at least three times per term. Pastoral matters raised



				through these sessions to be referred to pastoral team.	
Total budgeted Cost					£30,000

Other approaches

Barriers	Chosen Actions/ Approach	Rationale	QA	Lead Staff	Expected impact and milestones
A: pastoral issues B: low aspirations D: attendance G: Covid-19	Completion of pupil voice questionnaires for all disadvantaged pupils.	Pupil questionnaires of all disadvantaged pupils have taken place in 2018/19 and 2019/20. It is essential that new surveys are completed by disadvantaged learners taking into account barriers to learning and well-being due to Covid-19 lockdown. The surveys should also take account of any partial closures which may occur. Capturing changing attitudes and behaviours in this unprecedented time is vital to assess whether our strategies around engagement and attainment of disadvantaged pupils are delivering the desired improvements.	CP to review outcomes from questionnaires and to lead on the drawing up of an action plan in response to identified themes and trends.	LB to arrange for completion of disadvantaged pupil voice questionnaires	Closer monitoring of impact of disadvantaged strategies and resource provision both on-site and via remote learning; thematic results to be shared amongst all staff to raise awareness. March Review: Pupil voice questionnaire to take place in school after the Easter break. Pupil voice will incorporate questions related to lockdown learning to measure 'lost learning' and to capture attitudes and behaviours as a result of the most recent lockdown.
C: organisation and retention of learning	Subject disadvantaged tracker with disadvantaged as standing item on faculty meetings.	Capturing the status and required progress of disadvantaged pupils in a single	LB and line managers	Directors of Faculty in consultation with	Raising awareness of needs of disadvantaged pupils within each Faculty and across Faculties.



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E: parental engagement		tracker by subject can help to provide clarity and focus minds on areas for individual improvement and broader classroom priorities.		their team during Department Development. Findings to be shared with Line Managers.	March Review: The tracking of disadvantaged learners has begun to be initiated via 'Narrowing the Gap' project emphasising greater use of SISRA amongst staff to measure the gap between disadvantaged and non-disadvantaged.
B: low aspirations	Raising the profile of extra-curricular activities and monitoring the attendance of disadvantaged pupils to improve readiness for life.	Council for Learning Outside the Classroom – Paper on Using Pupil Premium funding for learning outside of the classroom highlights the importance of the role extra-curricular activities play in engagement in school life and with studies.	JC to monitor and feedback to SG/LB	Deputy Directors of Faculty Extra-curricular leads and JC.	Greater engagement with extra-curricular activities across all year groups and all subjects. March Review: The promotion of extra-curricular across Faculties initiated by the co-ordinator of clubs.
B: low aspirations	ASPIRE Programme in connection with TLR Challenge.	Raise aspirations of Year 9 and 10 disadvantaged pupils. Aim is that all of the more able disadvantaged pupils will engage with their own career paths. More-able disadvantaged will see in school role models to encourage them to think about life beyond Year 11.	LB/CP	LW	Raise aspirations of Year 9 and 10 more able disadvantaged pupils. March Review: This has not yet taken place due to Covid restrictions but a variety of careers information and opportunities have been provided for pupils.
B: low aspirations	ASPIRE Programme University visit	Last year's visit to University was a success for the disadvantaged pupils who attended. It confirmed that the aspirations of disadvantaged pupils can be altered by	LB/CP	LW / DR / RM	Raise aspirations of Year 9 and 10 disadvantaged pupils. Aim is that all of the more able disadvantaged pupils will attend and engage with the University visit. Questionnaire to be



		exposure to new experiences they may not have considered, encouraging them to pursue the option of higher education and improving their readiness for life beyond Year 11.			circulated after visit to capture attitudes towards higher education and aspirations. If University visit is unable to take place, some form of remote engagement with University will happen. The timing of the University link is deliberately designed to coincide with options evening. March Review: This has not yet taken place due to Covid restrictions.
B: low aspirations	Army day	It is important for our disadvantaged pupils to be exposed to a variety of possible career opportunities, and the positive messages of personal development and discipline being communicated will be inspirational for some of our pupils, encouraging them to consider life beyond Year 11.	CP	CP / DR / OW	Raise awareness of career opportunities and build confidence March Review: This has not yet taken place due to Covid restrictions.
B: low aspirations	Subject specific careers: All Faculties to identify careers specifically connected to their subject area. These are to be explicitly highlighted to pupils when the opportunities present themselves and must be identified within schemes of work.	It is important for our disadvantaged pupils to be exposed to a variety of possible career opportunities and make connections with subject areas. Linking subjects to careers they may never have considered has the potential to be inspirational and will encourage pupils to consider life beyond Year 11.	Directors of Faculty to feedback to line managers	Deputy Directors of Faculty	Raise awareness of subject specific career opportunities to motivate pupils. March Review: This work began before lockdown and is planned to continue in the Summer term.



B: low aspirations E: parental engagement	Monitoring of access to careers advice for disadvantaged pupils	As part of the Gatsby Benchmarks, our students are entitled to a range of careers advice and opportunities to ensure they are fully informed of future opportunities and to improve their readiness for life.	CP	DR	Raise awareness of possible career paths; parental communication. March Review: Careers advisor employed giving support and advice. Careers co-coordinator implementing strategies across school e.g. partnership with careers company Investin to deliver talks. Careers related to subject areas promoted in classes when opportunities arise.
A: pastoral issues B: low aspirations C: organisation and retention of learning	Ensure that all rewards include fair balance of disadvantaged pupils including reward and educational trips.	Council for Learning Outside the Classroom – Paper on Using Pupil Premium funding for learning outside of the classroom highlights the importance of the role extra-curricular activities play in engagement in school life and with studies. This includes school trips and educational visits.	LB	FTs, HoYs, DS Trip leaders to liaise with finance regarding educational visits.	Records kept of rewards offered to all pupils to be monitored. March Review: Introduction of virtual praise postcards designed to acknowledge, reward and motivate over lockdown learning.
Total budgeted Cost					£20,000