



**ST JAMES'**  
CATHOLIC HIGH SCHOOL

## Disadvantaged Pupils Strategy

**2019-2020**

Policy Owner	Assistant Headteacher: Raising Standards
Responsible Committee	Quality of Education Committee
Date of Adoption	September 2019
Date of Review	March 2020

### 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

<b>School</b>	St James' Catholic High School, Cheadle Hulme
<b>Academic Year</b>	2019-2020
<b>Total number of pupils</b>	803
<b>Number eligible for Disadvantaged funding</b>	133
<b>Total Disadvantaged budget</b>	£95,370
<b>Date of most recent Disadvantaged review</b>	September 2019
<b>Date of next internal review of Disadvantaged strategy</b>	March 2020

### Current Attainment and Achievement

	<b>Disadvantaged 2018</b>	<b>Disadvantaged 2019*</b>	<b>Non-Disadvantaged National Average 2018</b>	<b>Disadvantaged <i>National</i> Average 2018</b>
Progress 8	-0.53	Not yet available	-0.02	-0.44
Attainment 8	44.15	45.02	49.96	36.6
% achieving 5+ EM	33.3%	43.8%	50%	24.6%
% achieving 4+ EM	57.1%	81.3%	71%	44.4

\*Based on indicative data

### 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, or lack of propensity to retain 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



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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. 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 2019/20
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 2018-2019**

<b>Actions</b>	<b>Intended Outcomes</b>	<b>Actual Outcomes</b>	<b>Lessons learned</b>	<b>Cost</b>
Raise awareness of disadvantaged students including data rich seating plans for each class	To raise the achievement of disadvantaged students	Expectation as part of T & L framework (non-negotiables); checked during lesson observations and work scrutiny.	More formal approach needed to ensure consistency across all faculties.	£10 000
Faculty line management meetings and data analysis focus on disadvantaged	To close the gap in progress between disadvantaged and non-disadvantaged learners compared with national data	Standing item on each line management meeting agenda; PP tracker used to raise awareness of needs of disadvantaged pupils.	Make this a standing item on every faculty meeting as well; ensure monitoring of tracker.	
Quality assurance of all line management meetings by the Headteacher	Quality assurance, lesson observations, seating plans, teacher planning and work scrutiny focus on disadvantaged	Disadvantaged pupils have been a focus in all meetings and during lesson observations; SLT review of disadvantaged books.	Quality assurance of all faculty meetings by line managers (checking of PP focus).	
Continued improved teaching and learning to improve progress of disadvantaged learners	School research group with focus on the disadvantaged to identify and disseminate techniques to support the progress of disadvantaged learners Focused mentoring of disadvantaged pupils during transition phases of Year 7 and Year 11 to improve progress and attendance	SRC group has discussed potential ideas for improving disadvantaged outcomes.  Close monitoring and support with Year 11 exam preparation; 1:1 meetings during form time with designated member of staff.	Consider these ideas for next year.  Continue with focused mentoring of Year 11 pupils.	£65 000
Quality First teaching;  English and Maths intervention for identified pupils	To raise the achievement of disadvantaged students  To close the gap in progress between disadvantaged and	Use of TA in maths to support underachieving pupils.  Study sessions delivered and pupils more aware of subject	Closer monitoring of English intervention and continued maths intervention.	



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Actions	Intended Outcomes	Actual Outcomes	Lessons learned	Cost
Improve meta-cognition and Growth Mindset Study Sessions for MFL and Science	non-disadvantaged within school	specific skills needed to prepare effectively for exams.	Make all staff more aware of contents of study sessions.	
Targeted intervention by attendance officer and pastoral team  Rewards and incentives  Meetings with parents / carers	To raise the attendance of disadvantaged students	Attendance of disadvantaged pupils has improved.  Attendance lottery and Easter egg competition to boost attendance.	Continued close monitoring of attendance of disadvantaged pupils.  Continue to offer incentives and rewards for attendance.	
Provision of laptops  Homework club	High quality homework produced by disadvantaged learners which demonstrates clear understanding of key concepts	Laptops provided for pupils without access to computer at home.	Monitor use of laptops through questionnaires.	
Conduct pupil questionnaires	To monitor the impact of pastoral support disadvantaged students have been given  To check the use of additional equipment and whether this is still needed	Questionnaires given out and completed; quantitative data collected to inform areas for development.	Questionnaires to be completed once per term to monitor pastoral impact and subsequent areas for action.  Sharing of questionnaire results with all staff.	£10 000
Raise the profile of extracurricular activities within school amongst disadvantaged learners  Promote visits and engage specifically with disadvantaged learners	More disadvantaged pupils are engaged with extracurricular activities  More disadvantaged pupils engaged with visits and financial support provided where appropriate	Profile of clubs raised.  More clubs on offer and available for all to attend.  Disadvantaged have been supported on school visits.	Keep record of attendance for extra-curricular clubs and consider offering rewards.	



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<b>Actions</b>	<b>Intended Outcomes</b>	<b>Actual Outcomes</b>	<b>Lessons learned</b>	<b>Cost</b>
Use of Damascus and Emmaus rooms to promote high standards of behaviour and engagement	Reduced number of fixed term exclusions and clear focus on learning amongst disadvantaged pupils	Emmaus and Damascus used effectively; number of FTE reduced.	Continue to monitor quality of educational provision in Damascus.	£30 000



**Planned Expenditure 2019-2020**

**Quality of teaching for all**

<b>Barriers</b>	<b>Chosen Actions/ Approach</b>	<b>Rationale</b>	<b>QA</b>	<b>Lead Staff</b>	<b>Expected impact and Reviews of Implementation</b>
A: pastoral issues B: low aspirations C: organisation and retention of learning	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.	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. 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	SG, CP and VT will monitor through Heads of Faculties	Heads of Faculties will ensure that consistent seating plans are being put in place  Line managers will review seating plans in conjunction with observations to ensure that seating plans provide platform for vocabulary development	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.  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 2019/20 by TD3.
A: pastoral issues B: low aspirations C: organisation and retention of learning	Focused mentoring of disadvantaged Year 11 pupils: To monitor and offer additional intervention as appropriate through mentoring and	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older	CP	Pastoral team to provide specific pastoral support to Year 11 students.	Improvement in termly data and ATL; pupil voice and data analysis to evaluate impact on progress of disadvantaged Year 11 pupils.



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Barriers	Chosen Actions/ Approach	Rationale	QA	Lead Staff	Expected impact and Reviews of Implementation
D: attendance F: study skills and exam preparation	wellbeing support in order to improve readiness 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.	pupils. To this end, this intervention will focus primarily on Year 11 pupils given the specific pastoral issues noted within that year group.			
C: organisation and retention of learning F: study skills and exam preparation	Quality First teaching; English and Maths intervention for identified pupils	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.	CP and VT to review interventions being offered by staff across all subjects.	SG to oversee implementation of specific interventions. JH and LM to ensure targeted intervention is feature of each lesson observation and Faculty meetings.	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.
C: organisation and retention of learning F: study skills and exam preparation	Subject specific study sessions and feedback to staff 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).	CP and VT to monitor that targeted subject-specific study sessions take place across all core subjects.	Heads of Faculties 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.
<b>Total budgeted Cost</b>					<b>£45 000</b>

## Targeted support



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Barriers	Chosen Actions/ Approach	Rationale	QA	Lead Staff	Expected Impact and Reviews of Implementation
A: pastoral issues D: attendance E: parental engagement	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.	DS to monitor trends in attendance of disadvantaged pupils 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 parents / guardians etc.	Improved attendance to reach at least the expected 96% across the disadvantaged pupil cohort.
D: Attendance E: parental engagement	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.	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.	VT to monitor whether the school is successful in engaging with parents / carers of identified pupils.	CP, VT and HoYs to facilitate separate meetings with parents / carers where there are concerns or where there is little or no attendance at parents' evening.	Increased number of parents of disadvantaged pupils attending parents' evening to be monitored. Parental engagement to reach a minimum of 75%.
C: organisation and retention of learning D: attendance E: parental engagement F: study skills and exam preparation	Raising the profile of homework club amongst disadvantaged pupils and encouraging them to attend.	For those currently attending homework club it is found to be a useful space for completing homework, with teachers available of whom to ask questions. This is borne out by disadvantaged pupil questionnaires; those who attend homework club generally find it useful in helping them to focus on their	VT to monitor changes in attendance at homework club.	VT and SP to raise profile through targeted letters home or conversations with disadvantaged pupils.	Increased attendance at homework club by disadvantaged pupils. Register of attendees to be maintained and number of disadvantaged pupils in attendance to be recorded. Expectation is that attendance by disadvantaged pupils will improve by 25% during 2019/20.



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		work. It also helps to improve organisation, and mitigates the issue of pupils having no space at home that is conducive to homework being completed effectively and without distraction.			
A: pastoral issues B: low aspirations C: organisation and retention of learning D: attendance F: study skills and exam preparation	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.	The EEF Toolkit suggests that targeted interventions matched to specific students who are underperforming can be effective, especially for older pupils. Given the importance of addressing underperformance amongst KS4 students, mentoring of underachieving Year 11s will be a priority for the school whilst ensuring pupils' mental health and wellbeing is considered and supported by mentors.	CP and VT to monitor whether mentoring sessions are taking place for all identified underachieving pupils.	CP to lead staff in mentoring of pupils and ensure regular check ins to identify where further support is required.	Review of data from Year 10 TD3 to Year 11 mock exam results; pupil voice feedback to gauge and demonstrate that confidence is increasing.  Target to improve P8 score for this cohort of underperforming students by 0.2 between Year 10 and 11.
A: pastoral issues B: low aspirations C: organisation and retention of learning	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, to feel organised in their studies and to have someone closer in age to discuss any issues.	CP and VT to monitor whether prefect mentoring is actively taking place.	VT to ensure prefects are matched with key disadvantaged Year 7s and to encourage meetings between mentors and mentees at least three times per term. Pastoral matters raised	Additional support with homework, organisation and reading; increased confidence around school reviewed through specific pupil voice questionnaires for Year 7.



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				through these sessions to be referred to pastoral team.	
<b>Total budgeted Cost</b>					<b>£30 000</b>

## Other approaches

Barriers	Chosen Actions/ Approach	Rationale	QA	Lead Staff	Expected impact and milestones
A: pastoral issues B: low aspirations D: attendance	Completion of pupil voice questionnaires for all disadvantaged pupils.	Having undertaken a questionnaire of all disadvantaged pupils in 2018/19, it is essential that we undertake the same surveys in 2019/20 with a view to capturing changing attitudes and behaviours, in order 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.	VT to arrange for completion of disadvantaged pupil voice questionnaires	Closer monitoring of impact of disadvantaged strategies and resource provision; thematic results to be socialised amongst all staff to raise awareness.
C: organisation and retention of learning E: parental engagement	Subject disadvantaged tracker with disadvantaged as standing item on faculty meetings.	Capturing the status and required progress of disadvantaged pupils in a single tracker by subject can help to provide clarity and focus minds on areas for individual improvement and broader classroom priorities.	VT and line managers	HoFs	Raising awareness of needs of disadvantaged pupils within each faculty and across faculties
B: low aspirations	Raising the profile of extra-curricular activities and monitoring the attendance of	Council for Learning Outside the Classroom – Paper on Using Pupil Premium funding for	VT	Extra-curricular leads and JC	Greater engagement with extra-curricular activities across all year groups.



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	disadvantaged pupils to improve readiness for life.	learning outside of the classroom highlights the importance of the role extra-curricular activities play in engagement in school life and with studies.			
B: low aspirations	University visit	Aspirations of disadvantaged pupils can be altered by exposure to new experience they may not have considered, encouraging them to pursue the option of higher education and improving their readiness for life beyond Year 11.	CP	VT and LW	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 circulated after visit to capture attitudes towards higher education and aspirations.
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, VT and OW	Raise awareness of career opportunities and build confidence
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.	PL	HG	Raise awareness of possible career paths; parental communication
A: pastoral issues B: low aspirations	Ensure that all rewards include fair balance of disadvantaged	Council for Learning Outside the Classroom – Paper on Using	CP and VT to ensure all staff are aware of	FTs, HoYs, DS	Records kept of rewards offered to all pupils to be monitored



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C: organisation and retention of learning	pupils, including reward and educational trips.	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 trips.	the students entitled to access the funding for such trips.	Trip leaders to liaise regularly with finance to ensure PP students have full access to educational visits.	
<b>Total budgeted Cost</b>					<b>£21 000</b>