

## Pupil Premium strategy - contextual information 2019-22 - Review Sept 2020

### Teaching priorities for current academic year

Measure	Activity	Specific strategies	Evaluation of progress to date Sept 2020
<p><b>Priority 1</b></p>	<p>To provide outstanding teaching and learning which embeds strategies that close the gap and facilitate pupil progress.</p>	<ol style="list-style-type: none"> <li>1. Enhance feedback skills of staff to promote accelerated progress of pupils</li> <li>2. Improve pupil's autonomous learning by developing feedback processes in lessons which enables staff to deliver less directed learning</li> <li>3. Improve the quality of pupil oracy skills so that they can talk accurately and fluently and through talk can deepen their thinking</li> </ol>	<p>1 and 2. Term 3 Jan 2020 has focused upon feedback and improving feedback conversations - staff received a presentation and also a bookmark with strategies to trial over the term. This was followed up in departmental meetings and then fed back in Term 4 meetings. This is an ongoing task</p> <p>Weekly T and L briefings in Term 3 have again focused on feedback with staff exploring how they have developed feedback from their learning group. Presentations shared have included how to develop boys' feedback, using IT in Google to develop feedback, exploring specialist language.</p> <p>More Able lead led part of two staff meetings on More-Able and developing independent learners by developing metacognition.</p> <p>September INSET day - Teacher Toolkit partly focused on feedback methods.</p> <p>Subject Leaders' meeting - DT feedback methods using verbal feedback and Google.</p>

			<p>3. Planning for 2020-2021 priority for teaching and learning theme. Early liaison with KS3 literacy lead has begun and relevant examples, practice of oracy in schools reviewed to be trialled.</p>
<p><b>Priority 2</b></p>	<p>To strengthen teaching and learning strategies that maximise numbers of 5+ and 7+ grades achieved</p>	<p>Staff supported to attend examiner training and/or other relevant exam board events - review with CPD lead department training at the end of year</p> <p>Staff visits to outstanding schools and embedding of relevant strategies - review with CPD lead at end of year</p>	<p>The following subjects have staff trained as examiners:-</p> <p>English, RE, German, Geography, Business Studies, Art, Food Technology, Drama</p> <p>All departments are part of subject hubs and have attended meetings which have reviewed exams 2018-2019. Specific subjects have completed online exam board events.</p> <p>To date the following staff have completed these visits:-</p> <p>Subject Leaders for Maths and English have visited outstanding schools to observe good practice in these subjects. A member of the RE department has visited another school to observe practice.</p> <p>3 members of LMT have visited 3 outstanding schools to peer review which also enables the sharing of good practice.</p>

<b>Barriers to learning these priorities address</b>	<p>Progress by high attaining pupils is lower than expected</p> <p>Despite significant subject interventions, PP pupils are not making expected progress</p>		
Projected spending	£70,000		

**Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>	<b>Specific strategies</b>	<b>Evaluation of progress to date Sept 2020</b>
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<p>Priority 1</p>	<p>Closing the vocabulary gap</p>	<p><b>Universal approach - Bedrock</b></p> <p>80% of pupils doing more than 2 lessons a week of BedRock especially, PP and EAL, SEN through tracking key pupils (Y1 to focus upon the Y7 Nurture group and intervention based upon pupil need)</p> <p>Use pupil voice to determine any issues and impact to improve the progress and narrow the gap</p> <p>Learning walks improve the consistency of Bedrock use within the English department.</p> <p>Regular time in English department INSET or departmental meetings to review Bedrock</p> <p>Intertwining of BedRock and its language is part of the English curriculum</p> <p>Word of Week - analysis of use/impact and relevance</p> <p>DEAR - learning walks x3 per year to observe practice amongst the tutor groups, pupil and staff voice</p>	<p>71 % of pupils were doing more than 2 lessons per week (data from Usage Report January 2020). 58% of pupils are passing their lessons with scores of 40% or more.(Data is tracked from 9th September 2019-15th April 2020 and excludes half term dates in October and February as well as the Christmas and Easter breaks). On average, 14% of KS3 pupils are passing lessons at 100%, 11% are passing lessons with 80-99%, 16% are passing with 60-79% and 17% are scoring between 40-69% on completed lessons. This means that 42% of pupils are completing lessons with less that 40% correct. This gap needs to close and there are strategies in place to do this such as:</p> <ul style="list-style-type: none"> <li>● Class teachers need to have regular conversations with individual pupils failing to complete lessons at 40% and above and apply consequences where necessary.(September 2020)</li> <li>● Introduce a rewards system for Bedrock where pupil achievement will be acknowledged through distribution of certificates, House points and year group league tables. This will incentivise pupils to engage further with Bedrock.(September 2020)</li> </ul> <p>The Pupil Premium gap on average is closing by 21%, this is based on PP pupils and non PP pupils pre and post test scores.</p> <p>Learning walks have been completed earlier in the year and were due to commence again. It was clear that all staff were using Bedrock but the data suggest that this is not consistent and the following need to be put in place:-</p>
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Work with the T and L/CPD lead to develop oracy skills across departments

### **Targetted**

Literacy support - new assessment system (one per term) to demonstrate progress.

Learning walks to review consistency of implementation of new programmes of learning

Staff voice regarding programmes of learning

Class sizes limited 10 and best placed staff identified to deliver and consistently across the years

Staff training in literacy skills - package to be put together to deliver to staff

Visit schools with strong literacy curriculum and intervention

- Class teachers need to have regular conversations with individual pupils failing to complete lessons at 40% and above and apply consequences where necessary.

- Introduce a rewards system for Bedrock where pupil achievement will be acknowledged through distribution of certificates, House points and year group league tables. This will incentivise pupils to engage further with Bedrock.

- Implement and embed Bedrock starters within the department so that Bedrock becomes part of the curriculum and not just a homework task.

Regular time in English department INSET or departmental meetings to review Bedrock will help to resolve some of these issues.

Word of the Week has been a successful literacy focus for the last few years. The introduction of House points for pupils has increased engagement in some year groups, but there is a lack of consistency across departments rewarding pupils for their use of the words. To improve this, we will be looking closely to evaluate the words we are using as focus for each week. This will include amending the words to departmental vocabulary and weaving in words to Jo's morning prayer so that the Word of the Week becomes more embedded with school life and therefore more pupils will feel more confident using the words. This will raise the profile of Word of the Week and hopefully as a result, staff members will be able to reward pupils more consistently

DEAR Time learning walks of Lower School pupils were very successful. All tutor groups were on task and reading independently. In the future, we will look at observing Upper School and perhaps

rebranding Drop Everything and Read to Drop Everything and Revise for Upper School pupils. Learning Walks will continue in September to monitor the impact and success of the scheme.

### **Targetted**

Schemes of Learning are evaluated on a termly basis through Literacy team meetings and the Literacy team monitor behaviour and progress of pupils through 3 assessments over the course of the school year. Teacher and pupil voice surveys at the end of the year help to evaluate Schemes of Learning and PP pupil engagement of literacy lessons. All lessons are fully differentiated to meet the needs of the pupils in order to accelerate their progress. Small class sizes with no more than 10 pupils in each group. This helps to develop their confidence and benefits their academic progress.

For example, pupils in the literacy group in Y7 have demonstrated that in one class PP pupils are making an 18% improvement whereas PP pupils in another class, are making an 8% improvement in their vocabulary. On the other side of the population, PP pupils are making a 23% improvement with their vocabulary compared to the other class where PP pupils are making a 40% improvement. The variation in the percentages may depend on the number of pupil premium pupils in each class. Their attainment is measured by the outcome of their pre and post test scores. The percentages may also be affected by the number of lessons they complete each week i.e the fewer lessons they access will impact on their overall outcomes.

Results from Learning Walks of Literacy lessons have shown a high engagement from pupils in lessons. Small class sizes enable pupils to focus and teachers to offer more 1 to 1 interaction. Feedback from Literacy teachers with the implementation of new Schemes of Learning are positive. There is a much clearer pathway of learning for staff and pupils are engaged with the topics. Staff suggested that the Schemes of

			<p>Learning do need to be heavily differentiated depending on the ability and needs of the pupils in the class.</p> <p>In the future, the Literacy Coordinator will endeavour to re-visit Beacon Academy and Oriel High school ( both have strong literacy departments) to develop our staff training and resources at St Richard's.</p>
<p><b>Priority 2</b></p>	<p>Improving mental maths skills amongst pupils</p> <p>Improving consistency in delivering numeracy skills across departments.</p>	<p><b>Departmental approach</b> - by end of year 3 - 5 departments will demonstrate strong numeracy teaching in line with the maths department. Activities to take place:-</p> <p>Meet with departments to review teaching requirements and staff needs</p> <p>Develop materials that can be used by departments to support teaching e.g. pie chart guides</p> <p>INSET delivered to staff in June 2020 to support CPD needs and develop departmental planning for numeracy elements.</p> <p><b>Pupil approach</b> -</p>	<p><b>Departmental approach</b></p> <p>TK met with the Geography department to discuss and review the maths taught in this subject. A number of key areas were identified such as the preparation of teaching materials and teaching of specific topics to classes. We discussed different resources that would benefit different subjects when using maths in their lessons, and the sharing of lessons and resources across departments. We also discussed the possibility of the maths department teaching topics to other subject classes.</p> <p>To advance this more materials need to be made to support teachers and aid consistency across different departments.</p> <p>This will be followed up with an INSET day in T6 to work with Geography, DT and Science to discuss and develop consistency of numeracy topics in these different departments.</p> <p><b>Pupil approach</b></p> <p>TK and SPH have attended a Maths Hub workgroup looking at transition from Year 6-7. This has involved speaking to primary school teachers in the local area and learning more about the Year 5 and 6</p>

Visits to primary schools - hub meeting and then further meeting to leading school in maths to review practice and develop KS3 mastery curriculum

Pupil and staff voice around the use of numeracy ninjas and tutor activities now and planned

curriculum. This workgroup was intended to run until the end of the year, but it gave a very helpful insight into other secondary school's approach to transition, including the development of a Mastery SOL. It also enabled me to gain a better understanding of Year 6 teachers' approach to teaching certain topics, the methods used, and how these are different or similar to our current approaches.

This will be followed up with visits to our feeder primary schools. This was originally scheduled for Term 6, but will be rescheduled for Term 1 or 2. The aim is to gather a better understanding of KS2 SOL, styles of teaching, and to hopefully promote a Mastery approach in primary schools.

TK is leading the development of a new Year 7 and KS3 curriculum with a focus on teaching for Mastery. This has involved training from the NCETM and Regional Maths Hubs. This will be rolled out from September for Year 7. It is expected to help close the gap between pupils enabling all pupils to follow a single curriculum, while the focus on teaching for Mastery prioritises a "depth over breadth" approach, aiming to achieve deep, connected understanding of topics.

Numeracy Ninjas were promoted through a T and L tip and KS3 tutors were asked to use them in tutor time. No formal pupil or staff voice was conducted around this, but due to general apparent lack of engagement by staff the approach was changed to instead be Times Tables Rock Stars booklets, also introduced through T and L tip.

Staff and pupil voice is planned for T6 (if possible) to gain feedback on which approach is preferred and this will then be carried through into next year.

Roll out of revised activities linked to Maths Week

Research and trial of Times table RockStars in Y7 as part of homework strategy and potential to roll forward in Y8.

**Specific PP pupils**

Maths Week - whole range of activities from form time group tasks, visit to Bank of England, lunchtime quizzes, UK Maths Challenge competitions, competitions led by external provider AMSP for high attaining pupils, and maths lesson activities completed. This was organised principally by SPH. Our ambition for next year is to develop maths into having a more high profile presence in the school, with termly activities and competitions.

Use of the website Times Tables Rock Stars was introduced in Term 3, principally as a paper resource to be used in class for starter activities and then as a homework tool. All KS3 pupils were shown the website in class, but it has not yet become an embedded part of maths/numeracy.

Going forwards the aim is for all Year 7 and Year 8 pupils to be set TTRS as part of their weekly homeworks. This will be monitored fully and staff members expected to apply consequences should pupils not be engaging fully. This will enable better monitoring of data through a formal roll out in September. It will also be promoted in class and across the year competitions.

### ***Specific pupils***

Regarding Year 11 pupils, I was unable to get the information on pupils who had dropped an option subject.

I believe in Year 10 there were at least 2 pupils who dropped an option subject and were working at the back of Maths rooms.

		Collation of pupils dropping subjects at KS4 and work in back of maths room on online activities e.g. mathswatch	
Barriers to learning these priorities address	Most disadvantaged pupils have lower entry levels. Of numeracy and literacy		
Projected spending	£30,000		

**Wider strategies for current academic year**

Measure	Activity	Specific strategies	Evaluation of progress to date Sept 2020
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<p>Priority 1</p>	<p>Raise attendance and reduce persistent absence for disadvantaged pupils</p>	<p>Increase EWO support to one day per week so that work can be more preventative than reactive and work with younger year groups</p> <p>Regular EWO meetings with pastoral leaders (once a week x15mins)</p>	<p>The EWO are now in school one day a week. This has been since the start of Term 3. Their roles are to tackle the persistent absence pupils with particular focus on Y11 vulnerable groups then the rest of Y11 and subsequently PP and SEN pupils in the remaining year groups. Their day consists of meeting with the Attendance Officer, Pastoral Leaders, although this could be a more formal arranged meeting from September. At present it is as and when required. The EWO will phone parents to set up meetings, welfare calls and issue letters of support, advice and meeting invites to parents</p> <p>Whole school attendance was improving as was Persistent Absence, however the recent Covid 19 outbreak has warped some of the figures to date.</p> <p>Last year's figures in brackets. As it stands, since September 2019 our attendance figures are PP 91.9% (92.6%) Non PP 95.9% (96.5%) and Whole School 95.3% (95.9%).</p>
<p>Priority 2</p>	<p>Increase the opportunities to access alternative curriculum</p>	<p>Review of alternative provision and value for money and best provision for pupil needs</p>	<p>Review of alternative provision took place this academic year. Checks on pupils in situ, alongside safeguarding visits</p>

	for disadvantaged pupils who need this provision	Greater range of provision available or alternative can be provided in house by staff or external providers.	<p>helped shed further light on alternate provision and the quality of education pupils were receiving.</p> <p>This has enabled the school to identify the best alternate provision on offer for our pupils. There are two alternate providers that are being secured for a small number of key pupils to best support their life chances.</p>
Barriers to learning these priorities address	Parental issues which make supporting and engaging with the school more challenging		
Projected spending	£30, 000	Mathswatch	