



# PUPIL PREMIUM STRATEGY STATEMENT 2020-2021

**What is the Pupil Premium Grant?** The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

**Why is this Important?** In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this

## Allocation

**Pupils in year 7 to 11 recorded as Ever 6 FSM:** The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2020.

**Looked-after children (LAC):** The pupil premium from 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

**Service Children:** For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2020 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.

How many disadvantaged pupils do we have at Maricourt Catholic High School in 2020-21? **(Figures are approximate due to in year changes)**

Year Group:	Numbers on roll:	PP numbers:	PP cohort (as a %):	H	M	L
Year 7:	203	52	25.6%	8	20	17
Year 8:	215	45	20.9%	12	22	11
Year 9:	207	48	22.7%	8	30	10
Year 10:	184	40	21.7%	7	20	13
Year 11:	239	50	21.3%	3	31	16
<b>Total:</b>	<b>1,048</b>	<b>234</b>	<b>22.3%</b>			
Year 12 and 13	179	14	7.8%	7	6	1

**Broad strategic principles:** Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on the aspects outlined below. Research from The Educational Endowment Foundation (EEF) has been used to support this strategy; this toolkit suggests that all of these strategies have high impact on pupil learning.

- 1. Ensuring that teaching & learning is the highest quality:** All teachers have the authority and ability to adapt their pedagogy in support of individual pupils to ensure that all disadvantaged pupils have access to high quality teaching. This includes using timely feedback, both written and oral, that challenges pupils to think, and supporting pupils in being equipped for lessons through providing them with resources if necessary.
- 2. Ensuring that the curriculum is right for all pupils:** Disadvantaged pupils have access to a broad and balanced curriculum which enables them to study courses which are relevant to their ability and aptitude. At Key Stage 3, we ensure literacy and numeracy skills are developed to ensure all pupils can access the broader curriculum. Disadvantaged pupils are not pre-destined to study a specific set of subjects and this results in disadvantaged pupils studying a mix of subjects, suited to their interests and abilities.
- 3. Ensuring that disadvantaged pupils have access to the best career education advice:** Disadvantaged pupils are supported through careers advice so that they are in education, training or employment when they leave school. All pupils possess different aspirations but sometimes, disadvantaged pupils do not perceive their own potential and are limited by other factors beyond school. Disadvantaged pupils are encouraged and guided to take study routes appropriate to their ability and aptitude.

4. **Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality:** Rigorous monitoring and tracking of attendance, particularly of disadvantaged pupils helps them to make progress in their learning, supports the overall safeguarding agenda of all pupils and helps to instill positive attitudes towards working life in the future.

5. **Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils:** An inclusive approach helps to ensure pupils are not further disadvantaged. It is possible to create systems for all pupils which are fair and reduce the need to exclude from school, so that progress is maintained and children are not placed at risk.

6. **Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils:** It is difficult for some families to visit school and engage in their child's learning. It is important to work with these families to overcome these barriers.

7. **Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos:** Maricourt is a safe, caring and nurturing environment and the family ethos we have at Maricourt helps disadvantaged pupils overcome the barriers they may be faced with.

1. Summary information					
<b>School</b>	Maricourt Catholic High School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£202,450	<b>Date of most recent PP Review</b>	Jan 21
<b>Total number of pupils</b>	1,048 (7-11)	<b>Number of pupils eligible for PP</b>	22.3 (%)	<b>Date for next internal review of this strategy</b>	June 21

2. Current attainment			
Academic Year:	2018	2019	2020
<b>Pupil numbers:</b>	<b>218 (101 M 117 F)</b>	<b>238 (127 M 111 F)</b>	<b>223 (110 M 114 F)</b>
<b>Prior attainment:</b>	<b>H: 109 M: 93 L:13</b>	<b>H: 118 M: 98 L:17</b>	<b>H:119 M:93 L: 5</b>
<b>Disadvantaged:</b>	<b>36</b>	<b>42</b>	<b>40</b>
<b>P8</b>	<b>-0.17</b>	<b>-0.57</b>	<b>-0.05</b>
<b>A8</b>	<b>48.70</b>	<b>43.56</b>	<b>49.38</b>
<b>En and Maths 4+</b>	<b>72%</b>	<b>59%</b>	<b>70%</b>
<b>En and Maths 5+</b>	<b>49%</b>	<b>32%</b>	<b>46%</b>
<b>Disadvantaged P8</b>	<b>-0.43</b>	<b>-0.91</b>	<b>-0.65</b>
<b>Disadvantaged A8</b>	<b>41.10</b>	<b>38.50</b>	<b>37.27</b>
<b>Disadvantaged En and Maths 4+</b>	<b>58%</b>	<b>45%</b>	<b>43%</b>
<b>Disadvantaged En and Maths 5+</b>	<b>28%</b>	<b>18%</b>	<b>23%</b>

### 3. Barriers to future attainment (for pupils eligible for PP)

<b>A</b>	Narrowing Gaps in subject knowledge and understanding in all subject areas due to school going into lockdown as a result of COVID19.
<b>B</b>	Attendance rates for pupils eligible for PP were 91.6 %, this is slightly lower than the previous academic year (2018-19: 91.9%). This is also below the target for all children of 95% (Year 7 2019/20 91.9%, Year 8 2019/20 93.9%, Year 9 2019/20 89.8 %, Year 10 2019/20 90.8% %, Year 11 2019/20 91.6%)
<b>C</b>	Attitudes to learning and behaviour
<b>C</b>	Metacognitive skills
<b>D</b>	Resources (such as subject books and revision materials/strategies)
<b>E</b>	Parental engagement rates for pupils eligible for PP are lower than pupils not eligible for PP

\*Pupil voice, school attendance analysis, school behaviour analysis, Education Endowment Foundation (toolkit), The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, Ten-point plan for spending the pupil premium successfully, Dr John Dunford, Supporting the attainment of disadvantaged pupils: articulating success and good practice, Ofsted.

### 4. Desired outcomes (desired outcomes and how they will be measured) Success criteria

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<b>A.</b>	Narrowing of Gaps in knowledge and understanding for PP students due to COVID19.	Gaps will be narrowed due to whole school teaching and learning initiatives and targeted intervention taking place for identified disadvantaged students which ensures that they progress.
<b>B.</b>	Increased attendance rates for those pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance of pupils eligible for PP improves from 91.6 % to 95% in line with other pupils
<b>C.</b>	Improved attitudes to learning (motivation, perseverance, aspiration) and conduct for those pupils eligible for PP, in particular boys	Analysis of rewards and consequences will show a reduction in the number of C3's, C4's and C5'S for pupils eligible for PP (Amended Rewards and Consequences policy July 2020). Increase effort grades for pupils eligible for PP. All pupils eligible for PP have focused and ambitious post 16 targets (education/career) by the Spring term. Good attendance to additional revision sessions. For example, year 11 PP attendance at 'Revise until 5', targeted intervention e.g. Catch up Programme, Catch up sessions before school/after school/lunch time/Saturday morning sessions (Subject to COVID19).
<b>D.</b>	Improved rates of progress for disadvantaged pupils	Improved rates of progress for disadvantaged pupils, in line with progress of all other pupils nationally, with a particular focus on Maths and English at both KS3 and KS4 Improved rates of progress for high attaining pupils eligible for PP. Improved rates of progress for boys who are eligible for PP Pupils eligible for PP become more effective and efficient learners, with a particular focus on English and Maths.
<b>E.</b>	Improved access to enrichment opportunities and resources	All pupils eligible for PP are provided with revision materials in Year 11 The majority of pupils eligible for PP take part in enrichment opportunities (subject to COVID19). Personalised approach to provide pupils with resources to enhance their learning. A good diet of enrichment opportunities is provided to students where possible. PP students will be able to access all remote learning activities across all subjects if required to do so.
<b>F.</b>	Improved support to enhance the home learning environment and parental engagement.	Remote learning will be accessible to all disadvantaged students and students will possess the necessary skills and knowledge to access online learning e.g. Microsoft teams. Regular and consistent monitoring of

		remote learning will take place to ensure student's progress. Improved parental engagement to support parents in enhancing the home learning environment e.g. virtual parent's evenings, parental meetings for targeted cohorts.
<b>G.</b>	Improved support around Mental Health and Wellbeing for PP students	All students will have undertaken a Pastoral Support Interview and a Mental Health Survey which will enable Progress Leaders to signpost appropriate support if required. Appropriate intervention and support (internal and external) will be targeted to students required e.g. resilience training sessions, learning mentor programmes, school nurse, CAMHS. PP students will enjoy school life and achieve.

## 5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach and estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,C,D	'Closing the Gaps' for PP students.	Due to COVID and school closure on March 20 <sup>th</sup> , 2020 there is a concern that disadvantaged students will be have significant gaps in their knowledge and understanding due to lost curriculum time. It is vital that a gap analysis is carried out whole school. The rationale is that disadvantaged pupils tend to have lower educational attainment compared with their peers; this is often called the disadvantage gap. School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced support from parents/carers compared with their peers.	Curriculum Leaders will share their Recovery Curriculum Plans and share best practice.  Lost learning and forgotten learning are identified (e.g. RAG ratings) and curriculum plans revised to accommodate gaps in learning for PP students  Blended learning opportunities are available for all disadvantaged students in all subjects in all year groups.  Consistent review of curriculum intent based on assessments to measure the progress of our PP students this academic year.  Half termly meetings with PP co-ordinators for English and Maths  Analysis of progress at key assessment points and appropriate next steps and action points	Assistant Headteachers.  Associate Headteachers.  Curriculum Leaders.  PP co-ordinators (English and Maths)	November 2020/January 2021  Analysis of internal assessments and performance of disadvantaged students. (Internal data, review meetings)  January 2021 Analysis of gaps and performance of disadvantaged students.

B,C	Quality first teaching.	<p>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who may be disadvantaged as a result of school closure. Additional intervention and support cannot compensate for a lack of good quality teaching.</p> <p>Teaching continues to be our most important lever to improve the outcomes of our disadvantaged students.</p>	<p>Teachers have a deep knowledge of their PP cohorts which is used to plan lessons effectively.</p> <p>Explicit instruction, scaffolding, flexible grouping and cognitive (e.g. memorisation techniques) and metacognitive strategies are used effectively to help our PP pupils progress.</p>	<p>Assistant Headteacher</p> <p>Associate Headteacher</p> <p>Class teachers.</p>	<p>October 20 book reviews year 11.</p> <p>QFT resources shared by department links and further embedded within departments.</p>
	Literacy across the Curriculum.	<p>Improving disciplinary literacy across subjects with high literacy contents will help disadvantaged students in examinations. It will enable our students to interpret exam questions with greater efficiency and confidence.</p> <p>Evidence shows PP students can struggle to access higher mark questions due to high literacy content which can hinder their progress.</p>	<p>Focus in the short term, on GCSE Years 10 and 11</p> <p>Subject teams have been contacted and feedback is being collated.</p> <p>Identified cohorts will undertake work with support and guidance from the literacy co-ordinator.</p>	<p>Assistant Headteacher</p> <p>Literacy co-ordinator</p> <p>Associate Headteacher</p>	December 2020





<p>B, C A, B, C, D, e</p> <p>B, C</p>	<p>'Reading across the Curriculum';</p> <p>CPDL for Senior Leader with responsibility for progress of pupils eligible for Pupil Premium.</p> <p>CPDL for intervention/catch up tutors</p>	<p>Evidence from the EEF suggests 'that PP pupils benefit from being taught in a rich literacy environment, which should involve a range of strategies' and 'Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies also show slightly larger effects for younger children and pupils from disadvantaged backgrounds'</p> <p>Reading ages will be shared with staff to ensure that reading is addressed at a whole school level.</p>	<p>SENCO and Literacy Coordinator to attend training and cascade to all staff</p> <p>New reading policy is fully implemented Wider reading is promoted across all subjects and is highlighted on curriculum maps. Wider reading is recorded in student reading logs.</p> <p>Suggested school reading lists on the school website</p> <p>A parent event/support booklet will be issued to advise parents on how they can support their child.</p>	<p>Literacy Co-Ordinator</p> <p>Assistant Headteacher</p> <p>PP Champions</p> <p>Assistant Headteacher Curriculum Leader English Catch up/ intervention tutors</p>	<p>Dec 20, April 21 July 21</p> <p>Year 7 and 8 are being assessed using the ART reading test Data from the Access Reading Test will inform interventions. Below chronological age to 9.5 will be the focus of catch up taught by English staff and the librarian.</p>
<p>B, C</p>	<p>Reduced class sizes in English and Maths</p>	<p>Additional teachers in both the Maths and English curriculum department areas continue to allow for smaller class sizes e.g. Year 11. This enables the teacher to provide enhanced personalised instruction, greater feedback. The effectiveness of these strategies is supported through independent research carried out by the EEF.</p>	<p>Maths departmental review meetings</p> <p>English departmental review meetings</p>	<p>Assistant Headteacher</p>	<p>Dec 20, April 21, July 21 See above</p>
<p><b>Total estimated cost</b></p>					<p>£182,063.00</p>

## ii. Targeted support

Desired outcome	Chosen action / approach and estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B, C, D, E	Structured Interventions	<p>Extending school time has been independently evaluated by the EEF and shown to be effective. Selected pupils will be invited in for sessions before school and after school. Mastery learning has been independently evaluated by the EEF and shown to be effective. Pupils will be selected based on progress review data on a termly basis and teacher recommendation.</p> <p><b><i>This is something the school will look to review later in the term due to COVID restrictions and movements around the school.</i></b></p>	<p>Diagnostic assessment will take place in the first four weeks to identify gaps in the knowledge of PP students, which can be differentiated from 'forgotten learning'. Sessions to be informed by question level analysis and have structured resources with clear objectives and high quality resources.</p> <p>Connections are made between learning in the intervention classes and 'normal classroom learning'. Sessions are brief, but regular and are sustained over time. A structured timetable is devised and pupils assigned to specific sessions. Pupil's attendance and progress in relation to the interventions is monitored.</p>	<p>Assistant Headteacher's</p> <p>Associate Headteacher</p> <p>Curriculum Leaders.</p> <p>Class teachers</p>	<p><b><i>This will be ongoing. For example some structured interventions have commenced e.g. 'Revise until 5.'</i></b></p> <p><i>Additional revision sessions are taking place across the curriculum for Year 11.</i></p> <p><i>A review of interventions will be carried out in January 2021 following the analysis of mock examinations.</i></p>
	Small group tuition	<p>PP pupils are assigned to particular 'catch up' sessions through flexible grouping.</p> <p>The rationale being that some students will benefit further due to significant gaps in learning due to COVID19.</p>	<p>Effective grouping of PP students to enable pupils to make progress. Pupils are assigned to particular 'catch up' sessions through flexible grouping and use of gap analysis data. Numbers are kept to a minimum to ensure full effectiveness.</p> <p>Saturday morning sessions via MS teams (live lessons) to target more able PP students.</p>	Assistant Headteacher	<p><b><i>This will be reviewed on a weekly basis once the cohort of students for different subjects have been identified for the 'catch up programme'</i></b></p>

	<p>Small group support</p> <p>Effective deployment of Teaching Assistants</p>	<p>Subject expertise is effective in addressing gaps for individual students however this can be costly. Small group support is proven to help students develop confidence and independent learning.</p> <p>The DFE outlines the importance of TA's in supporting disadvantaged students.</p>	<p>Where appropriate additional small group support is used (internal and external) to support the most vulnerable PP students.</p> <p>TA's focus on developing independent learning skills and organisation</p> <p>TA's are used to establish important relationships with students and families through regular communication</p>	<p>Assistant Headteacher Curriculum Leaders Class Teachers</p> <p>SENCO</p>	<p><i>This will be reviewed on a weekly basis once the cohort of students for different subjects have been identified for the 'catch up programme'</i></p>
A, B, C, E	<p>Parental support workshop.</p> <p>Parental meetings with senior leadership</p>	<p>Feedback from parents suggests a need for support in helping pupils revise at home.</p> <p>Parental involvement has been independently evaluated by the EEF and shown to be effective. Parents will be given advice and support in helping their child revise at home. Revision resources will be provided</p>	<p>Assistant Headteacher to oversee delivery</p>	<p>Assistant Headteacher</p>	<p><i>January 2021- Feedback will be gathered following the Year 11 parents evenings.</i></p> <p><i>Weekly parent 'text's in the build up to exams to encourage support at home with revision</i></p>
A, B, C, D, E	<p>Raising Aspirations programme (to include extensive careers guidance)</p>	<p>Research has shown that pupils need to be guided and advised not only on potential careers, but also on how to achieve their aspirations. Parental involvement and aspirations intervention have been independently evaluated by the EEF and shown to be effective. There will be a particular focus on disadvantaged boys and more able disadvantaged pupils to raise aspirations and ensure these pupils have a clear pathway.</p>	<p>Assistant Headteacher and Head of careers to oversee marketing, content and delivery</p> <p>Feedback from pupils at events to be collected and analysed</p> <p>Attendance of pupils to be closely monitored</p>	<p>Assistant Headteacher</p> <p>Head of Careers</p> <p>Head of PE</p>	<p><i>Feb 21, April 21, July 21</i></p> <p><i>Raising Aspirations project with Year 10 boys will commence January 2021</i></p>
D	<p>Numeracy and literacy catch up interventions at KS3 and KS4</p>	<p>Small group tuition have been independently evaluated by the EEF and shown to be effective.</p> <p>Tutors are maths and English specialists and can focus sessions on identified areas.</p>	<p>Sessions to be informed by question level analysis</p>	<p>Curriculum Leader English and Maths. Intervention tutors</p>	<p>Dec 20, Feb 21, April 21, July 21</p>

A, B, C, D, E	Attendance interventions including transport support & pupil engagement projects	<p>Students require social and emotional support in addition to academic support. Mentoring, sports participation and outdoor adventure learning have been independently evaluated by the EEF and shown to be effective.</p> <p>Extra-Curricular and curricular projects particular focusing on disadvantaged boys to engage them in school life, such as our partnership with Everton in the Community.</p>	<p>Attendance of pupils closely monitored including regular communication with home.</p> <p>Resilience training for all disadvantaged students.</p>	<p>Assistant Headteacher</p> <p>Pupil Progress Leaders</p> <p>Learning Mentors</p> <p>Attendance officer</p>	Oct 20, Nov 20, Dec 20, April 21, July 21
A, B, C, D	Mental Health and Wellbeing Support.	<p>COVID 19 has impacted pupils in different ways. It is widely acknowledged that many students will require social and emotional support as a result of school lockdowns and loss of routine. In addition to academic support; the 'well-being' centre offers vulnerable pupils an area to study and participate in workshops to improve their well-being. This is certainly the case following the lockdown and targeted support will be provided for our vulnerable disadvantaged students.</p> <p>External specialist mentors and coaches will be used to support pupils with social and emotional needs. There will be a particular focus on Year 11 disadvantaged pupils to support them through examinations.</p>	<p>All students will have an interview on their return to school with a Pastoral Leader. All students will undertake a survey which will help school leaders assess the needs of students.</p> <p>Targeted support will be offered to students. A Resilience Programme will be offered to students in each year group (Year 7-11) and we will analyse pupil voice from the sessions.</p> <p>The school 'Well-Being' centre offers vulnerable pupils an area to study and participate in workshops to improve their well-being. Targeted support will be provided for our vulnerable disadvantaged students.</p> <p>External specialist mentors and coaches will be used to support pupils with social and emotional needs. There will be a particular focus on Year 11 disadvantaged pupils to support them through examinations.</p>	<p>Assistant Headteacher</p> <p>Associate Headteacher</p> <p>Progress Leaders</p> <p>Learning mentors</p>	October 2020, December 2020, February 21, April 21, June 21

Total estimated cost

£14,000

### iii. Other approaches

Desired outcome	Chosen action / approach and estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, D	Enrichment opportunities: Educational visits Engagement projects	<p>Enabling pupils to be involved in educational visits, enrichment activities are essential for the personal development of our students. It enables students to develop skills further such as teamwork, resilience and time management. Outdoor adventure learning and sports participation have been independently evaluated by the EEF and shown to be effective.</p> <p>Extra-Curricular and curricular projects particular focusing on disadvantaged boys to engage them in school life, such as the Gardening project, cookery project and Everton in the Community project.</p> <p><b><i>This will be subject to Covid and possible restrictions.</i></b></p>	<p>Pupil voice will be used to inform future enrichment opportunities.</p> <p>Attendance of pupils to be closely monitored; pupils with increased engagement in school should improve their attendance rates</p> <p>Analysis of Personal Development logs</p> <p>Monitor the progress of students involved in curricular projects e.g. Everton in the Community</p>	Assistant Headteacher All staff	April 2021
B, C, E	Provision of educational resources	Homework and digital technology have been independently evaluated by the EEF and shown to be effective in helping students progress.	<p>Homework monitoring of 'ShowMyHomework' to ensure pupils are completing homework – ensure all students have access and are consistently completing set tasks.</p> <p>Progress review analysis of remote learning on a week to week basis.</p>	Assistant Headteacher Pupil Progress Leaders	<p>Ongoing</p> <p><b><i>May 20: All Year 11 disadvantaged pupils have been provided with free revision resources for all of their subjects.</i></b></p> <p><i>Remote Learning policy updated December 2020</i></p> <p><i>April 2021 – order resources for current year 10</i></p>

E	Parental Engagement	<p>According to the EEF 'The association between parental involvement and a child's academic success is well established'</p> <p>SLT Attendance panels. Feedback from parents suggests a need for support in helping pupils revise at home. Parental involvement has been independently evaluated by the EEF and shown to be effective.</p> <p>Parents will be given advice and support in helping their child revise at home. Revision resources will be provided Assistant Headteacher to oversee marketing, content and delivery</p> <p>Parental meetings with senior leadership (subject to covid restrictions)</p> <p>Weekly parent 'text's in the build up to exams to encourage support at home with revision</p> <p>SLT Attendance panels.</p>	<p>High attendance at virtual parents' evenings.</p> <p>The attendance of disadvantaged students will improve further and will be in line with whole school target of 95%</p> <p>A number of pupils have been provided with laptops secured through Everton in the Community, particularly disadvantaged pupils Additional school laptops have been loaned out to pupils Bursary funding has been used to purchase laptops for a number of Sixth Form students Workbooks have been produced and are available to be sent home if a pupil cannot access a computer Parent booklet sent out with instructions to follow and guidance if a household does not have access to a computer/laptop/device If a 'bubble' is sent home, all parents are contacted by SLT/Progress Leaders to check if the pupil has access to computer/laptop and internet Usage of SMHW is monitored and pupils not accessing it are interviewed by Progress Leaders</p>	<p>Assistant Headteacher All staff</p>	<p><b><i>Virtual parents evening January 2021 onwards due to covid restrictions</i></b></p> <p>Fortnightly meetings with Progress Leaders and Attendance officer.</p> <p>Lap tops issued to students where applicable. Feb 2021.</p> <p>Further lap tops to be issued to students in May (for students involved in Everton in the Community projects)</p>
<b>Total estimated cost</b>					<b>£6000</b>

6. Review of expenditure				
Previous Academic Year		2019-20		
PP Allocation		Final figure allocated for 2019-20 was £208,155		
Desired Outcomes				
A	Increased attendance rates for those pupils eligible for PP			
B	Improved attitudes to learning (motivation, perseverance, aspiration) and conduct for those pupils eligible for PP, in particular boys			
C	Improved rates of progress for disadvantaged pupils			
D	Improved access to enrichment opportunities and resources			
E	Improved support to enhance home learning environment and parental engagement			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Review: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Approx. cost and Impact (High/Mid/Low)	Lessons learned (and whether you will continue with this approach)
B,E	CPDL on CPDL on 'Recall' and 'metacognition'  (Curee Route Map)	The focus for all staff CPDL was to implement effective strategies that promoted Metacognition and Questioning. Due to the school going onto lockdown on the 20 <sup>th</sup> March it is difficult to truly assess the full impacts of this approach. However, the Autumn review data of 2019 did indicate that that most students at KS3 were at least secure in their learning in Maths, Reading and Science. Metacognition and questioning action plans have been created within all departments and used within the classroom to enhance teaching and learning (	High	This strategy was agreed on by staff as research suggested this was an effective strategy which would help close knowledge gaps with our disadvantaged students.  We will review our work on The Curee Route Map for the next academic year.
B, C, D	Pupil Premium coordinators in English and Maths  Pupil Premium 'Champions' in all curriculum areas	This enabled regular monitoring of disadvantaged pupils within all curriculum areas. Meetings took place on a regular basis to set targets and review the progress of different cohorts e.g. year 11 disadvantaged boys. Unfortunately, due to the school going into lockdown a number of planned interventions did not take place and exams were cancelled resulting in centre assessed grades.  Quality First Teaching (using research from EEF), early intervention and in class support were deployed as a result of ongoing monitoring and analysis of progress reviews.	High	Curriculum Leaders will continue to act as 'pupil Premium Champions' and embed Quality First Teaching strategies that are supported through research and found to be effective in raising the attainment of disadvantaged pupils.

B, C  A, B, C, D, E  B, C	On-going CPDL (whole school and/or targeted)	<p>Literacy catch up intervention.</p> <p>Evidence from the EEF suggests 'that children benefit from being taught in a rich literacy environment, which should involve a range of strategies' and 'Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies also show slightly larger effects for younger children and pupils from disadvantaged backgrounds'</p> <p>Ofsted guidance and research from the EEF has found that 'Overall, reading interventions generally have a positive effect on pupils' Attitudes towards reading. Further, they appear to have a moderate, positive effect upon general learning'.</p> <p>CPD for the academic year obviously stopped in March 2020 but the training undertaken e.g. use of questioning, reading interventions and metacognition is being used in the classroom and will enhance the learning of the current KS4 cohorts for this academic year.</p>	High	<p>Literacy and numeracy intervention tutors will continue to deliver intensive intervention to KS3 pupils with lower scores in literacy and numeracy.</p> <p>When necessary, these intervention tutors will be supported with relevant CPDL.</p> <p>Greater focus this academic year on wider reading.</p> <p>CAT tests will take place October 2020 for all year 7 students.</p>	
B, C	Reduced class sizes in English and Maths	<p>This enabled the teacher to provide enhanced personalised instruction, greater Feedback and more regular feedback. The effectiveness of these strategies is supported through independent research carried out by the EEF.</p> <p>PP Maths Progress 8 Comparison: 2019 -0.87, 2020 -0.61. Boys 2019: -0.67 2020: -0.56. Girls 2019 -1.14 2020: -0.34. PP English Progress 8 Comparison: 2019 -0.95, 2020 -1.08 Boys 2019: -1.14 2020: -1.34 Girls: 2019 -0.70 2020: -0.65</p>	Medium	<p>There will be greater focus in the second half of this term on small group tuition due to time missed in school due to Covid19 (catch up funding programme).</p>	
				<b>Approximate Total Cost</b>	£195,280
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Review:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Approx. cost and Impact</b> (High/Mid/Low)	<b>Lessons learned</b> (and whether you will continue with this approach)	
C	Morning and after school revision sessions/clubs at KS3 & 4 Easter school revision sessions for Year 11	<p>Due to the school going into lockdown we were unable to run many of the sessions. In June 2020 we did manage to run catch up sessions for year 10 students and year 12 students but these were limited due to health and safety.</p> <p>PP Maths Progress 8 Comparison: 2019 -0.87, 2020 -0.61. Boys 2019: -0.67 2020: -0.56. Girls 2019 -1.14 2020: -0.34. PP English Progress 8 Comparison: 2019 -0.95, 2020 -1.08 Boys 2019: -1.14 2020: -1.34 Girls: 2019 -0.70 2020: -0.65</p>	Low	Catch up Funding will be used to narrow the gaps of disadvantaged students this academic year.	



B, C, D, E	Morning and after school revision sessions/clubs at KS3 & 4 Easter school revision sessions for Year 11 Lunchtime clubs across KS3 & 4 Saturday morning Master classes Summer school	The school was unable to fully achieve this. Planned interventions, revision sessions, lunch time clubs stopped on March 20 <sup>th</sup> .  Targeted catch up sessions did take place for year 10 and year 12 in June and early July 2020 with the aim being to close any gaps in knowledge and understanding due to lost curriculum time. Such workshops were well attended.	Low	We will continue to offer these additional opportunities for our students to learn outside of the classroom to support their progress. Remote learning opportunities are being fully embedded to support students who are absent due to COVID and are unable to attend lessons or revision sessions.
A, B, C, E	Parental support workshop Parental meetings with senior leadership SLT Attendance panels	Attendance to the parental workshop was very good with positive parent voice, this had a positive impact on independent learning at home which was supported by parents. PP Strategy summarised and promoted at the Y6 parental induction meeting. Although there are still gaps with national measures in terms of attendance. Travel passes have been provided for some pupils and these have had a positive impact on their attendance.	Mid	We will continue to hold regular attendance panel meetings and will offer parents an opportunity to learn about revision techniques so that they can support their child at home.
A, B, C, D, E	Raising Aspirations programme (to include extensive careers guidance)	Pupil voice indicates this is extremely beneficial to our pupils in helping to raise their aspirations. 60% of Yr. 11 PP pupils attended at least 1 raising aspirations/further Ed workshop. Yr. 11 PP pupils prioritised for independent careers interview. 100% of Yr. 10 PP pupils have attended at least 1 raising aspirations/further Ed workshop. 90% of Year 9 PP pupils have attended at least 1 raising aspirations/further Ed workshop. No NEET pupils 2017/18	High	We will continue to offer pupils this extensive careers and aspirations guidance, and will ensure opportunities are available to pupils across all year groups.
D	Numeracy and literacy catch up intervention at KS3 and KS4	One to one and small group tuition have been independently evaluated by the EEF and shown to be effective.  Tutors are maths and English specialists and undertook focused sessions on identified areas. .	High	Literacy and numeracy intervention tutors will continue to deliver intensive intervention to KS3 pupils with lower scores in literacy and numeracy. When necessary, these intervention tutors will be supported with relevant CPDL.
A, B, C, D, E	Attendance interventions including travel support & pupil engagement projects	A dedicated attendance officer has worked effectively with our disadvantaged pupils with low attendance although there are still gaps with national measures in terms of attendance.  Travel passes have been provided for some disadvantaged pupils and these have had a positive impact on their attendance.	Mid	We will continue to prioritise families and children with attendance concerns and support them in improving attendance to school. Travel passes will be issued to students on the understanding that attendance targets are met.

A, B, C, D	'Well-being' centre and mentoring/coaching	External specialist mentors and coaches have been used to support pupils with social and emotional needs as well as providing support with behavioural concerns. This intervention has proved successful and the students involved have benefited greatly from the support offered to them. A number of programmes were offered to students e.g. bereavement and loss, anxiety and stress, to help develop resilience and improve wellbeing.	Mid	All students will complete a wellbeing survey on their return to school in September 2020. All students will have a pastoral interview with their Progress Leader/Assistant Progress Leader/Form Tutor. This will enable us to provide appropriate intervention e.g. Resilience training, School Nurse.
<b>Approximate Total Cost</b>				<b>£10,000</b>
<b>iii. Other approaches</b>				
Desired outcome	Chosen action / approach	Review: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Approximate cost and Impact (High/Mid/Low)	Lessons learned (and whether you will continue with this approach)
A, B, D	Enrichment opportunities Including Duke of Edinburgh Educational visits Engagement projects	Disadvantaged pupils have always been encouraged and supported when participating in educational visits and enrichment projects at Maricourt, allowing them the opportunity to visit various places and develop interpersonal skills. Such educational visits did take place in the Autumn term. For example, Geography fieldwork trips to Bowness and the River Brock KS4 (over 94% of the PP cohorts attended). Sadly, due to COVID 19 a number of educational visits had to be cancelled for health and safety reasons. The Duke of Edinburgh educational visits had to be cancelled as did many engagement projects for students.	High	We will continue to support pupils with educational visits and enrichment projects when possible (due to current COVID restrictions such activities may be limited this academic year). The school will provide enrichment opportunities whenever possible.

B, C, E	Provision of educational resources	<p>Where necessary, we have provided pupils with laptops and software systems to support our students learning at home. Once the school went into lockdown on the 20<sup>th</sup> March, a small team of staff worked closely to support our disadvantaged students. All KS4 year 11 disadvantaged pupils were provided with free revision resources to encourage independent study at home. A total of '29' lap tops were also issued to students from Everton in the Community. School lap tops (32) were also loaned out to students to help them with remote learning.</p> <p>Online learning was set for all students and live lessons vis Microsoft teams took place in June 2020 for Year 12 students.</p> <p>It is difficult to measure the impact of resources purchased for year 11 students due to external examinations not taking place.</p>	High	<p>We will continue to support pupils with the provision of educational resources.</p> <p>We will continue to work with Everton in the Community where possible as they have been a fantastic support to the school and a number of Maricourt families.</p>
	Parental engagement	<p>According to the EEF 'The association between parental involvement and a child's academic success is well established'. Attendance to the parental workshop was very good with positive parent voice, this had a positive impact on independent learning at home which was supported by parents.</p> <p>PP Strategy was summarised and promoted at the Y6 parental induction meeting.</p> <p>Due to COVID19 it wasn't possible to fulfil all aspects of this strategy/approach in the build up to the GCSE examinations.</p>		<p>Further strategies to engage parents will be explored including enhanced communication. This will be subject to COVID19 restrictions.</p>
				<p>Approx. cost: £3,000</p>

