

ST JOHN FISHER CATHOLIC HIGH SCHOOL DISADVANTAGED PUPILS ACTION PLAN

2017-2018 YEAR GROUP	DISADVANTAGED PUPILS	% OF COHORT
Y7	76	38%
Y8	60	30%
Y9	60	30%
Y10	70	37%
Y11	43	26%
TOTAL	309	32%

PP Strategy review statement 2017 2018

FOCUS AREA	SUMMARY OF ACTIONS	INTENDED OUTCOME	MONITORING	ACTUAL IMPACT (SEPT 18)
(1) To maintain increased staffing and outcomes in Maths and English.	<ul style="list-style-type: none"> Staffing to be increased 2nd in mathematics department to be appointed Additional targeted intervention in KS3 and KS4 to address gaps in learning Additional staffing to allow greater flexibility in the grouping of pupils 	<ul style="list-style-type: none"> To continue to improve the performance of disadvantaged students Disadvantaged students make expected or better than expected progress from KS2-4 in Maths and English The gap between disadvantaged and non disadvantaged is closed/narrowed 	<ul style="list-style-type: none"> AG/RR to track progress in department and give Input at tracking meetings HoY monitor via Interim Assessments with KD SENCO to track progress of SEND pupils HoD's to track PP/HAP pupils progress 	<p>Maths Progress: 4+ PP = 47.7% All 60.1% (Gap -12.4) 5+ PP = 9.1% All 31.9% (Gap -22.8)</p> <p>English: Progress 4+ PP = 68.2% All 74.2% (Gap -6) 5+ PP = 36.4 % All 57.1% (Gap -20.7)</p> <p>Overall Progress 4-9 Ma/Eng PP = 38.6% All 54.6% (Gap -16) 5-9 Ma/Eng PP = 6.8% All 29.5% (Gap -22.7)</p> <p>IDSR 2017 gaining 5 or more in Eng/Ma = 24% 2018 gaining 5 or more in Eng/Ma =29.5%</p> <p>2nd in mathematics appointed (A Beeley)</p>
(2) 1-1 support in English and Maths at KS4 and KS3	<p>□ Support provided by experienced members of staff to work with identified pupils in English and Maths</p>	<ul style="list-style-type: none"> To close/narrow the gap in core subjects between disadvantaged and non-disadvantaged students Disadvantaged students make expected or better than expected progress from KS2-4 in Maths and English 	<ul style="list-style-type: none"> Tracking of progress by intervention teachers Tracking of progress by HoDs Discussions at RMG meetings for KS4 pupils Discussions at Departmental Meetings SENCO/HoDs to discuss at half termly meetings 	<p>Mentor groups for pupils below target/those with low KS2 scores accessed intervention in English and Maths. Unfortunately the gap remains significant between pp vs non PP</p> <p>Results above</p>

<p>(3) Enhance KS2 – 3 transition</p>	<ul style="list-style-type: none"> • RB/JS to work in our Feeder Primary schools to develop strong links and be a “familiar face” within our primary schools • To develop further our relationships with local non-Catholic schools and their parents • HoD’s to have updated schemes which meet the needs of new pupils including appropriate stretch and challenge. MAL 	<ul style="list-style-type: none"> • To reduce the possible dip in attainment from Y6 into Y7 • To ensure a smooth transition from KS2 to KS3 ensuring disadvantaged pupils have the same start as the non-disadvantaged pupils • To highlight HAP students and ensure these pupils are challenged from the start of Y7 	<ul style="list-style-type: none"> • PM to monitor input of RB in primary schools • Discussions with Primary heads at termly meetings • Monitored by LM 	<p>Transition into Y7 went well. Year 5 and 6 days organised and delivered effectively. Staff aware of pupil needs and potential barriers to learning prior to transfer and support was put in place to ensure successful transition including extra visits prior to September start.</p> <p>CPD in INSET Sept 2018 to highlight key pupils to all staff</p> <p>Curriculum appropriate for the wide variety of needs within the year group – pupils engage well from the beginning.</p> <p>Jayne Stanton appointed Head of Year 7 from 2018 onwards. Newly appointed AHT A Ryder will be attached to Year 7 group.</p>
<p>(4) To continue the work of the Intervention Team Effective programme in Y11 –</p>	<p>Pupils are highlighted following assessment data (under/over achievement)</p> <p>Mentoring Access to nurture Disadvantaged Girls Group Disadvantaged peer mentoring – Maths Disadvantaged Peer mentoring – English Introduce BASE (Behavioural and supportive Education)</p>	<p>Expected progress or better</p> <p>The gap between PP and non PP is narrowed/closed</p> <p>Pupils will achieve at least in line with target grades in all areas, but particular emphasis will be on obtaining Maths and English Upper ability disadvantaged students will mentor lower ability disadvantaged students</p>	<p>CC and Miss Melling to audit and maintain records of disadvantaged intervention within Y11 group</p> <p>Regular RMG discussions to discuss progress</p> <p>Reports to SLG and Governors</p> <p>Academic Learning Mentors</p>	<p>Mentored group outcomes Mocks 2017/18</p> <p>Cohort of 32 mentored pupils</p> <p>Ma and Eng 4+ = 59% Ma and Eng 5+ = 22% Ma 4+ = 0% and 5+ = 6% Eng 4+ =28% and 5+ = 34%</p> <p>Mentored group outcomes actual 2017/2018</p> <p>Ma and Eng 4+ = 66% Ma and Eng 5+ = 38% Ma 4+ = 3% and 5+ = 0% Eng 4+ =25% and 5+ = 50%</p> <p>Initiatives took place and were seen to be very supportive of the pupils. Pupil numbers increased on previous year and pupils participated more willingly with the schemes.</p>

<p>(5)To ensure improvements in attendance for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Regular monitoring of attendance highlighting disadvantaged pupils, in particular, PA disadvantaged pupils • Weekly meetings with Mrs Heyes and all HoY to discuss attendance highlighting disadvantaged students • When necessary, home visits to make positive links with 'hard to reach' families and ensure students are encouraged to attend school • Rewards scheme to encourage attendance in all year groups, both individually and by form group 	<ul style="list-style-type: none"> • To ensure that attendance for disadvantaged students is at least in line with their peers • To reduce PA figures for disadvantaged children • To further develop strong relationships with our most Disadvantaged families • To improve attendance of disadvantaged students 	<ul style="list-style-type: none"> • Mrs Heyes to monitor daily those disadvantaged pupils with attendance issues • HoYto meet regularly with Mrs Heyes to analyse the attendance of disadvantaged students • PM to liaise with Mrs Heyes to monitor impact of attempts to engage hard to reach families • HoY to monitor individual year groups • SPG meetings 	<p>Attendance officer role introduced to help increase attendance and intervene early when identified need.</p> <p>Although the overall attendance of whole school and PP cohort decreased the gap between the attendance of PP and non PP Attendance narrowed very slightly from 2.6% in 2016-17 to 2.5% in 2017 -2018</p> <p>2016/17 PP = 93.3% Non PP = 95.9% Gap = 2.6% (15/16 gap = 2.9%) (14/15 gap = 1.2%)</p> <p>Attendance 2017 – 2018 PP= 92.6% Non PP = 95.1% Gap 2.5% WS = 94.2%</p> <p>Meetings are held between HoY and Attendance Officer to address PP absence. Parents are contacted regularly if attendance drops and where necessary, home visits are completed. Close liaison with outside agencies supports this.</p>
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7) Tracking - Data analysis support. To include the continued use of 4MATRIX to monitor the progress of disadvantaged students	<ul style="list-style-type: none"> Regular meetings will highlight this group of students and track progress throughout the year Data used to inform interventions allocated to individual students Database of what support has been offered/is being offered to all departments. They will use 4MATRIX to track and monitor disadvantaged pupils 	<ul style="list-style-type: none"> To monitor the progress of disadvantaged students and action suitable interventions when appropriate to ensure that this group of students perform in line with their peers To ensure those pupils who are entitled to support when needed Phone calls to parents where required 	<p>Analysis of data at regular data collection points</p> <ul style="list-style-type: none"> ES to have a focus on this group of students and feedback to PM CH to monitor database Data for disadvantaged group to be discussed at half termly LMM 	<p>Regular meetings took place and highlighted potential areas of concern with the PP cohort. Pupils PP lists updated regularly throughout the year for staff. Interventions put in place to support PP pupils 4MATRIX is now used by all departments to track progress.</p> <p>Departments asked to have a focus on PP pupils within meetings</p> <ul style="list-style-type: none"> KD gave CPD on use of 4 Matrix. KD working with HoDs in the more sophisticated use of 4MATRIX
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PP funding tracking	<p>Updates from bursar to Head and on to governors</p> <p>Tracking of funding and spending of funding to be in place</p>	<p>Increase opportunity for PP pupils both on an academic and pastoral front.</p> <p>Access to opportunities in school time and extra curricular</p> <p>Rewards trips and equipment to be funded and provided where appropriate</p> <p>Raising standards of education across the whole school</p>	<p>P Atherton to keep record of specific spending through the PP budget and be able to identify the amounts being spent on staffing and resources to improve the learning of pupils at St John Fisher.</p>	<p>P Atherton created PP spending statements Designated funding made available to specific pupils and specific departments where a need was identified for financial support as a individuals or groups.</p> <p>New AHT employed to work with PP group 2018 onwards</p>
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