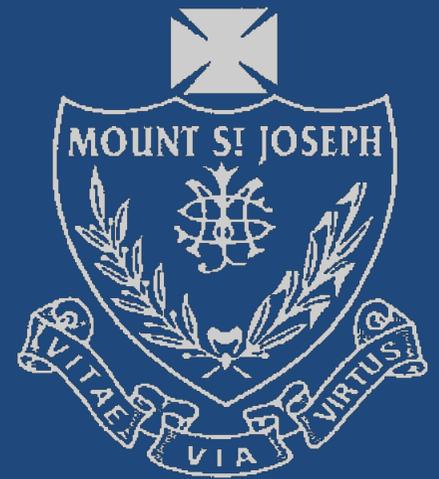# PUPIL PREMIUM STRATEGY 2020/21

Pupil Premium Funding

What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. Since April 2015, the premium has been worth £955 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £2300 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of how the funding is spent. At Mount St Joseph is a very inclusive and caring school and we pride out selves on utilising the Pupil Premium to support our students with a specific focus on Literacy, Transition, Engagement, and Attendance, maximising the life opportunities for all students.

Why is there a pupil premium?

Nationally students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. Children from disadvantaged backgrounds are far less likely to get good GCSE results. Attainment statistics published in January 2014 show that in 2013 37.9% of pupils who qualified for free school meals got 5 GCSEs, including English and mathematics at A* to C, compared with 64.6% of pupils who do not qualify.

How many pupils at Mount St Joseph are eligible for the Pupil Premium?

Approximately 45% of students at Mount St Joseph are eligible for the Pupil Premium

Is there an issue with eligible pupils not applying for FSM?

In Bolton, when a Housing/Council Tax Benefit claim form is completed and approved; this automatically entitles child (ren) in the family to receive free school meals. The Council inform the school directly of the child's entitlement to free school meals.

How will the impact of the spending of the Pupil Premium be measured?

To monitor progress on attainment, new measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium. At Mount St Joseph, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform student progress and enable the early identification of need, support and appropriate intervention.

Proposed spend of Pupil Premium- 2020/21

The **Pupil Premium** provides funding for pupils:
- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£955 per child)
- who have been continuously looked after for the past six months (£2300 per child)
- who are adopted from care under the Adoption and Children Act 2002 [1] or who have left care under a Special Guardianship or Residence Order (£2300)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. Mount St Joseph is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. The school will continue to build on the successful initiatives to reduce the gap in attainment between Pupil Premium students and their peers through 2020-21.

This section details the proposed spend of the Pupil Premium 2020/21.
Pupil Premium value for 2020/21 is **£336,600.**
Pupil Premium planned spend is **£341,077.**

The four key objectives:
1. Transition: to improve transition for PP* students to ensure students are equipped and ready to engage in school life
2. Attainment: to improve outcomes for PP* students to ensure that attainment matches or exceeds target grades
3. Engagement: to improve curriculum engagement and academic achievement for PP students. Appendix 1 provides further details in relation to the ASPIRE action plan which supports this objective.
4. Attendance / emotional barriers to progress: to implement strategies addressing the attendance gap between for PP non-PP students and remove emotional barriers to progress

(*PP or disadvantaged – referring to any student in receipt of Free School Meals in the past 6 years)

Quality of education:

Rationale: Additional capacity created within both maths and English departments to enable smaller class sizes across all year groups to be created to enhance academic progress for students who are below national expectation of attainment for maths and English.

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Deployment of additional teachers in maths and English departments Additional capacity created within maths department to enable support through intervention to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for maths Intervention sessions to run with targeted cohorts in Year 11 in subject specific form groups. Students identified as those underachieving in any subject and sessions run as intensive workshops, focusing on skills needed,	**SHE / GMU / GRE / PD** **SHE / GMU / GRE / PD**	Analysis of data at key points throughout the year. Initially to identify relevant pupils who will need to access intervention; to monitor progress; and to identify any additional pupils who may need to access intervention throughout the year. Class lists. Evaluation of progress made since accessing the smaller class / additional intervention sessions. Registers of attendance to class/intervention sessions. Analysis of ATL data.	**£88,678**	Additional teaching capacity. Copying and resource development. Rewards and refreshments for students. SIMs datasheets. Student voice panel.	Pupils accessing smaller classes / additional intervention make positive progress throughout the year in Maths: - Pupils' actual GCSE grade will show that progress has been made from starting assertive mentoring grade. - Pupils who have accessed all relevant sessions (96% + attendance) and engaged in their learning should make enough progress towards achieving their target grades. - Pupils with lower attendance (85-95%) will make some progress but may not achieve target grades.	Regular data drops monthly to identify and monitor student progress. Use of additional capacity to provide small group intervention to target students at timetabled points. Year 11 students attend sessions in the intervention centre to develop maths and English skills if targeted. Period 7 running each day with attendance at 96% (all students in school stay). Additional groups in English and maths for students needing

through the intervention centre. Extended school day-Period 7 (after end of school hours) to run with Year 11. Students identified as those underachieving in maths, English and science; sessions operated as intensive workshops, focusing on the skills, knowledge and application needed.		Pupils to evaluate the impact of smaller classes and additional sessions through pupil voice.			Attendance to sessions increases as pupils recognise the benefit of additional/ smaller group sessions. Pupils develop more confidence with maths. Mind-set of disadvantaged cohort changed – reflected in the behaviour of cohort and ATL analysis Impact to be measured based on GCSE results (August 2021) and final data input (June 2021). Results 2020 will be used as a baseline measure to aid judgement of 2020-21 data. Evaluation to be judged against GCSE progress measures 2020 & 2020 PP vs NPP and national data and benchmarks. These will generally be school based due to 2020 use of CAGs. Impact will also be seen in number of students within the cohort whose	small group intervention on a class by class basis. Disadvantaged cohort Update Latest: English Language Grade 7+: 9.7% Grade 6+: 22.2% Grade 5+: 38.9% Grade 4+: 70.8% English Literature Grade 7+: 12.5% Grade 6+: 23.6% Grade 5+: 34.7% Grade 4+: 59.7% Maths Grade 7+: 2.8% Grade 6+: 18.8% Grade 5+: 52.2% Grade 4+: 72.5% Increase 5+ English & Maths to 36.2% - Currently 28.8% - this represents an increase of 19% and reduce GAP from 23.4% to 16.1% - Currently 22.6% - which is a reduction of 1%. We still need to look at reducing the gap further. Increase 4+ English & Maths to 65.2% - Currently 52.1% -this represents

					progress increases across the school year.	an increase of 15% and reduce GAP from 18.2% to 12.0% - Currently 18.9% - this represents an increase of 0.9% For Disadvantaged pupils increase Ebacc 5+ from 9.4% to 21.7% - Currently 5.5% (representing a 5% dip) Ebacc 4+ from 12.0% to 21.7% - Currently 15.1% (representing a 3% increase).

an increase of 15% and reduce GAP from 18.2% to 12.0% - Currently 18.9% - this represents an increase of 0.9% For Disadvantaged pupils increase Ebacc 5+ from 9.4% to 21.7% - Currently 5.5% (representing a 5% dip) Ebacc 4+ from 12.0% to 21.7% - Currently 15.1% (representing a 3% increase).

Disadvantaged cohort Update KAT5 Latest: English Language Grade 7+: 6.8% Grade 6+: 21.6% Grade 5+: 35.1% Grade 4+: 63.5% English Literature Grade 7+: 9.5% Grade 6+: 20.3% Grade 5+: 33.8% Grade 4+: 60.8% Maths Grade 7+: 6.8% Grade 6+: 13.5% Grade 5+: 31.1% Grade 4+: 55.4% Increase 5+ English & Maths to 36.2% - Currently 27.0%

Final 2021 Result:
Disadvantaged cohort English Language Grade 7+: 6.8% Grade 6+: 21.6% Grade 5+: 35.1% Grade 4+: 66.2%
English Literature Grade 7+: 8.1% Grade 6+: 20.3% Grade 5+: 33.8% Grade 4+: 62.2%
Maths Grade 7+: 6.8% Grade 6+: 16.2% Grade 5+: 33.8% Grade 4+: 58.1%
Increase 5+ English & Maths to 36.2% - Result 31.1%
Increase 4+ English & Maths to 65.2% - Result 52.7%

| | | | | | | For Disadvantaged pupils increase Ebacc 5+ from 9.4% to 21.7% - Result 9.5% Ebacc 4+ from 12.0% to 21.7% - Result 17.6% |

Key Objective 2:
To develop greater parental engagement in order to support raising attainment

Rationale: *'Better support around the child outside of school with clear communication between all relevant agencies involved would add to improvement. More parental accountability around attendance and support for child's development socially and educationally would be welcome.' (Schoolszone Research Study)*

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Additional virtual sessions with parents designed and calendared in order to initiate support mechanisms and outline the expectations of pupil performance in Year 11. (September 2020) Parents of students identified as those underachieving in maths, English and science invited in to attend additional virtual support sessions - sessions operated as intensive workshops, focusing on the skills, knowledge and application needed. (Regular intervals	SHE/ PD/ GMO/ GMU/ MSM	Calendared events – parents informed via texts home/ emails/ website and letters home Minutes and evidence from parental meetings used to measure impact and evaluate further actions Monitoring and evaluation of ATL data and assertive mentoring used to facilitate parental meetings and provide structured support Strategic meetings to plan, monitor and evaluate the sessions and the impact of	£91,546	Office Support Pastoral Support HOD support Dedicated time on the calendar to staff, resource and facilitate parental meetings Staffing time used to import, analyse and evaluate the ATL and assertive	Parents feel confident in contacting school for progress updates. Improved attitude to learning and engagement in these lessons. Less behavioural issues, improved grades. Specific barriers to learning that parents may face, such as lower levels of literacy or numeracy, are removed through intensive in-school support, thus allowing parents to support their	Virtual introduction to year 11 for parents took place in September. Additional session for parents of students in the Aspire group. Support materials for students underachieving placed onto SMHW with HODs of English and Maths discussing with parents on an individual basis. Increased use of social media and email communication with parents. Trials of

throughout the year – starting in September 2020) Further develop a designated way for parents to easily access help and advice from school via a help line/email/text service/Twitter/Facebook/ SIMS parent App.		the support classes offered through the new intervention centre Staff, parental and student voice used to capture impact Office staff regularly monitor the amount of questions posed through the website or text		mentoring data Intervention centre used as a base for intensive parental sessions designed to support parents Staffing and refreshments in the centre when sessions are being delivered Website and other forms of technology used to capture parental voice are regularly updated	child at home more effectively Although not always quantifiable, parental communication with school will increase and create the image of a 'united front', so that students are able to visualise a collective approach to their education, especially in year 11 ATL should improve as a result of increased parental communication.	SIMs parent app took place in term 1 for use term 2 onwards. As above and in addition: Maths how to lessons placed onto the website to aid parents working with their children in how to carry out calculations etc. Parental webinar took place to provide information and support. SIMS parent App trials continued. Parents emailed/ sent revision help and learning to learn materials from year 11 team.
Further utilise the Intervention Centre to increase parental engagement, offering tailored sessions to support them at home with challenging and complex	**SHE**	Intervention Team to evidence and monitor impact, capturing parental voice and measuring student		Scheduled and calendared meetings / sessions planned and delivered through	Levels of parental engagement will improve, with pastoral contact increased and ATL levels should	As above ongoing with the addition of SIMs parent App launched.

8

| situations. To be delivered virtually 2020. | | engagement through ATL analysis | | professionals, internal and external sources | improve as a consequence | |

Rationale: Sutton document 'the *choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations*.'

National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Implement an academic subsidy to enable disadvantaged students to fully access the curriculum and reduce attainment gap. Implement an engagement subsidy to enable disadvantaged students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap. Alternative provision for targeted students identified as those at risk of underachieving focusing on core subjects and life skills needed.	KMA /GMU /GRE /SHE /PD	Analysis of academic data at data points across the academic year (monthly y11 and half termly y7-10). Registers of attendance to class/intervention sessions. Analysis of ATL data. Student voice. Meeting minutes from PP group and alternative curriculum meetings. Evaluation of impact of alternative provision and providers from student and school perspective.	£59,671	Alternative curriculum placements. Revision guides. PP group resources e.g. rewards, copying, refreshments.	Pupils are fully engaged in their learning and should make enough progress towards achieving their target grades on a half termly basis Attendance school and PP sessions increases as pupils recognise the benefits and have improved aspirations. Mind-set of disadvantaged cohort changed – reflected in the behaviour of cohort and ATL analysis which shows improvement over the year and improvements in	Twenty-two students access the intervention centre as part of their timetabled sessions to support curriculum access. Seven students access alternative provision at sites within Bolton, mostly on a full-time basis. See KO1 for student data. Show My Homework was relaunched as part of the computing lessons in September and October 2020. All

					behaviour for learning skills such as resilience, reflected in reduction of incidents involving this cohort. Impact to be measured based on GCSE results (August 2021) and final data input (June 2021). Results 2020 will be used as a baseline measure to aid judgement of 2020-21 data. Evaluation to be judged against GCSE progress measures 2020 & 2021 PP vs NPP and national data and benchmarks. Impact will also be seen in number of students in all year groups within the cohort whose progress increases across the school year. This will be compared to 2019-20 data to show improvement in student progress. Positive student voice with regards to the curriculum is obtained and data shows that	students were encouraged to log on during lessons. SMH was launched to all year 7 students – all have now logged on (Nov 2020). Parental PIN numbers have been sent home. Staff usage: Tasks set on SMH for term 1 (Sept-Dec 2020): Year group Quantity % 7 657 13.3% 8 1047 21.2% 9 1040 21.06% 10 849 17.19% 11 1345 27.2% * The numbers reflect those year groups who worked from home more than others. In addition to this, live lessons were set for students working from home with an increased use of teams to do this. Student voice to be carried out term 2b. A student and staff IT audit were conducted in September 2020. The student results were
Further development of home learning through increased use of SMHW and live lessons via teams.						

| | | | | | ATL improves alongside academic data. | collated and this formed the basis of allocating laptops and resources for those students with most need. The home learning contingency timetable was created in conjunction with departments. HODs had the opportunity to discuss and create a departmental timetable during the departmental meeting on 28/9/2020. Decisions made mirrored staff and student timetables in school. GRE collated the departmental timetables to create a master contingency live lesson timetable that was available to all staff via OneDrive. Pupil friendly versions of the timetable were created for each class and were shared with pupils on SMH when the need arose. When groups of students were sent home, the contingency live lesson timetable was used to ensure the delivery of live lessons. This was |

						also utilised in the lock down during Jan-Feb 2021. Training sessions on Office 365, Outlook and Teams were prepared for staff to access remotely during the twilight sessions on 21/9/2020. Weekly 'how to' guides/ strategies of the week were distributed to staff in order to develop teaching remotely and ensure engagement (January-February 2021).
						As above with data in K.O1.
						A remote home learning TT has been developed to ease year 11 transition to FE for the week beginning 14th June. - The contingency timetable is still running in the background and continues to be used effectively if a class bubble or year group bubble has to isolate/ work from home. - Daily working from home lists are sent to

					staff so staff are aware which students in their class they need to set work for and – when necessary – the live lesson schedule is sent out to staff. Timetables for students have been posted and pinned on Teams for ready access. Tasks set on SMH for term 2 (Jan 2021 – 2/3/2021): Year Quantity % 7 1253 20.62% 8 1386 22.81% 9 1321 21.74% 10 1160 19.09% 11 957 15.75% Student usage: 94% of students logged into SMH accounts in term 1 – this is deemed as high engagement by SMH. Pupils who did not log in have been identified and procedures have been followed to rectify this. Parental activity:

As above with data in K.O1.
- The contingency timetable is still running in the background and continues to be used effectively if a class bubble or year group bubble has to isolate/ work from home.

- Daily working from home lists continue to be sent to staff so staff are aware which students in their class they need to set work for and – when necessary – The live lesson schedule is sent out to staff. Timetables for students have been posted and pinned on Teams for ready access.

Tasks set on SMH for term 2 (April-July 2021):

Year	Quantity	%
7	470	33.79%

							8	163	11.72%
							9	313	22.50%
							10	441	31.70%
							11	4	0.29%

Key Objective 4:
To develop additional and alternative teaching and learning strategies that focus on disadvantaged pupil learning and engagement through research, whole staff training and measuring of impact

Rational:

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Implementation of a training programme that focuses on developing engagement, learning strategies, blended learning and use of ICT (September 2020 onwards)

Embed relevant strategies in daily teaching (ongoing throughout the year)

Evaluate the impact of engagement and learning strategies by analysis of ATL scores, pupil voice and academic progression (July/August 2021) | GRE | Teaching and Learning development plan.

Quality Assurance calendar/ whole school calendar outlining key training events.

Observations and learning walk feedback.

Clips of lessons on IRIS connect.

Pupil voice.

Regular analysis of ATL. | £2,418 | Access to QA calendar/whole school calendar

Time to complete observations/ learning walk and necessary cover to facilitate this

IRIS connect | A strategic *Teaching and Learning Development Plan* is created that highlights the development of engagement and learning strategies for disadvantaged pupils, measured in increased levels of engagement mapped in learning walks and QA checks

The training programme facilitates staff with effective strategies that increases engagement and independent learning for disadvantaged pupils. | The following training sessions have taken place this year that addressed metacognitive strategies: - INSET 1: Metacognition: Closing the gaps – Curriculum planning (1/9/2020) - INSET 1: Metacognition: Memory retrieval strategies (1/9/2020) - Blended learning session: Memory and retrieval practice (14/9/2020) - Departmental bring and brag session: memory and retrieval practice (28/9/2020) - |

Deliver relevant, engaging and effective whole school training from internal and external specialists, thus equipping staff with the skills needed to identify and refer PP students who show signs of early mental health issues		Staff voice and feedback from training recorded in evaluations and other training resources utilised in INSET session		Dedicated training time during INSET	Analysis of ATL will show positive outcomes (grades 1 and 2) for disadvantaged pupils and fewer debits / behavioural issues over time highlighted greater engagement in learning (see previous targets for ATL improvement) All staff are able to draw on a range of strategies to support PP students and the referrals to the pastoral team and school counsellor will increase as a result, meaning external referrals decrease over time compared to last year	The rationale behind this training was shared with staff and based on high impact status from EEF. Focus of training has been: dual coding (Allan Paivio's 1986 theory); Spaced learning (Karpicke, 2012); Interleaving (Engle Richland et al, 2005); Retrieval practice (Kate Jones and Matthew Bromley); Barak Rosenshine's Principles of Instruction, 2012; Tom Sherrington's Teaching WalkThrus, 2019). Staff training and development sessions focused on differentiation have been delivered: 9th November 2020 – Differentiation: Stretch and challenge 14th December 2020 – Differentiation: Stretch and challenge – departmental bring and brag.

The school are working in collaboration with the Bolton Learning Partnerships and will be running Tom Sherrington's WalkThrus as part of the staff development and training programme for 2020-2021. One of the WalkThru sections focuses on memory and retrieval.

The school is continuing to work through Tom Sherrington's WALKTHRUs in order to develop a standardised approach to teaching and to create a bank of teaching strategies. Metacognition and memory retention strategies are a key priority. These will be monitored during learning walks and WALKTHRU observations during term 1 (2021-2022).

Rational: *Schoolzone research study: "schools should address material deprivation so they can focus on learning. Providing consistent access to learning materials, such as revision guides, books and computer devices was considered an essential component in closing the gap."*

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
All disadvantaged pupils to receive relevant revision guides for their timetabled subjects / core subjects (December 2020) Provision of ICT equipment from Government scheme to those in need. Pupils have access to revision materials placed on *Show My Homework* by HODs – e.g. knowledge organisers with training provided for all students in school (September 2020)	**SHE/ GRE** **SHE/ GRE** **SHE/ GRE**	Pupils receive relevant revision guide – distribution to be monitored and recorded by HOY. All pupils have access to SMHW/ Microsoft 365 – regularity of access and frequency of logins can be evaluated by class teachers at assertive mentoring drops (Attitude to Revision)	**£7,465**	Revision guides Show My Homework subscription Allocated room(s); staff to monitor pupils at set times Allocated room(s) and access to technology; staff to monitor pupils at set times	Disadvantaged pupils have access to resources and learning materials that they can access independently, thus increasing the amount of independent homework tasks completed (measured through Show My Homework and staff records) Disadvantaged pupils engage with independent revision – monitored via SMHW, access to resources and revision rooms.	Revision materials placed onto SMHW for student use. Wide variety of summary and in depth materials to increase understanding and recall. Eighty-eight students have received laptops via school to enable home learning.

Behaviour and attitudes and Personal Development:

Rationale: Initiative to help disadvantaged students make a successful transition from primary to secondary school.						
Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Liaise with feeder primaries to identify disadvantaged students (January-July 2021)

Identified cohort of PP students invited to attend transition sessions including English / maths / science / languages – (These may be virtual sessions) Jan 2021 on

Disadvantaged and vulnerable students invited into school May be virtual groups) for intensive group work with the SEND department – Jan 2021 on

Year 7 Welcome Evening tailored to provide support for those students identified during primary visits. To offer a 'kit bag' for all PP students – including basic stationary to accompany summer activities.

To develop engagement through offering summertime resources | JHA/ ACA

JHA/ ACA/ KMA

JHA/ NSA AMO

JHA/ ACA

JHA/ MSM

JHA/ SHE | Heads of department create a central file for resources created for summertime activities

Set deadlines for PP data and creation of this sub-group ready for transition 'taster sessions'

To meet January 21 to discuss timetabling of transition events with STEM HOD's and feeder primary leads. SEND materials January 21 set HOD's with the task of producing KS2-3 summertime PP materials for use on SMHW, Microsoft 365 etc.

Liaise with NSa on the creation of PP 'kit bag' with engaging work and stationary to facilitate learning and aid transition. | £12,915 | Kit Bags

Reprographics

Meeting time

Timetabling/ Staffing

Timetabling/ mentoring time

Departmental resources/time | Key data to inform planning for the 21/22 transition; early identification should result in increased levels of progress for those who attended the PP transition sessions, compared to those that did not attend

STEM taster sessions to build confidence and enthusiasm ready for September 21, captured through student voice

Summertime resources / project to engage and build confidence in KS3 subject work; this should result in increased progress for any PP student involved in the whole programme

Basic stationary to facilitate learning out of school hours.

Greater confidence in transition from primary and engagement in | Welcome evening held virtually for all year 7 due to COVID-19. Sessions included meeting form tutor opportunities for parents etc.

Transition sessions taking part virtually due to lockdowns etc. with feeder schools. Vulnerable/ PP to take place in summer term face to face if possible.

Face to face transitions sessions for vulnerable PP and SEND students took place across the summer term.

Summer school planned and delivered for Year 7 (incoming) students in August. 35% of students were PP reflecting the make up of the cohort. The summer school was well attended and |

| | | | | | lessons, measured through the holistic analysis of ATL over the course of the academic year

Increase engagement and confidence in disadvantaged pupils across a range of subjects | feedback from students was excellent with over 50% of the future year 7 attending over the week. |

| from departments for PP students. | | | | | | |

Key Objective 7:
Attendance: to implement strategies addressing the attendance gap between disadvantaged and non-disadvantaged students and remove emotional barriers to progress

Rationale: EEF 'the *choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.*'

For example, at secondary level disadvantaged pupils are **three times** more likely than their peers to be classed as **'persistently absent'** – i.e., to miss more than one in five school days across the year. Similarly, disadvantaged pupils are **three times** more likely to receive **two or more fixed-period exclusions** across the year.

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
Embed strategies to promote good attendance of disadvantaged students and reduce the attendance gap between disadvantaged and non-disadvantaged students

To embrace outside research and good practice on narrowing the | **JHA/ DBU/ PD**

JHA/ PD | JHA/DBU to meet regularly to specifically develop bespoke strategies for tackling attendance issues in the PP cohort

Evaluate data to inform planning of attendance improvements strategies | **£13,190** | Working hours for admin staff (HW/ PCOs)

Reprographics

Meeting Time

Research /strategic meeting time | Relevant data for bespoke strategies to encourage good attendance for PP students close the PA threshold, with a reduction of the PA for PP students from the previous academic year by at least 1% | PP students now feature as highest profile after LAC/ CP on pastoral contact lists. Assemblies and form sessions have taken place to promote good attendance.

Pastoral team focus on parents evening of |

20

gap in attendance between PP and non-PP to inform interventions To closely monitor disadvantaged attendance data to inform action planning – including mentoring of PP students who are in the PA (or close to) threshold. To add PP students to the Pastoral Teams key student list for instant communication between school and home regarding any attendance issues. To identify PP students as a key priority to any actions taken from the 'Attendance Action Plan' Attendance Officers to priorities PP pupil appointments at Parents Evenings	**JHA/ DBU / PD** **JHA/ DBU/ PD** **JHA/ DBU/ PD**	Weekly attendance meetings to inform progress on PP cohort from the Pastoral Team – have this as a specific agenda item H. Williams to priorities actions from the AAP for PP students and inform JHA/DBU Monitor attendance of pupils with warning letters and fines School – home links forged at parents evening on the importance of good attendance – PCOs to monitor the progress of this via attendance mentoring spreadsheet Monitor attendance of pupils with warning letters and fines Mentoring programme (6 for 6) to be recoded and evaluated every 6 weeks	Meeting time PCO specific role (daily time) to contact home Meeting/admin time	Regular updated knowledge to facilitate a variety of strategies to limit 'a stale approach' High levels of understanding and communication of the Pastoral/Attendance Team to identify key priorities for PP students with poor attendance Stronger school-home links forged with better parental support Mentoring to allow for specific and direct intervention for PP students to improve attendance, with there being a clear improvement on the average attendance from 2019-20 for PP students, with the gap narrowed and as close to the 95% target as possible	low attending PP students in all years. Attendance for PP is at 91.91% (an increase on previous year) compared to 95% non-PP. The gap is 4.09% and has narrowed slightly. During term 2 the country was in lockdown for most of the period and school only fully re-opened from 15th March. The school attendance from the 15th March to the 1st April (End of term 2) was 94% and was matched by PP. Despite the difficulties faced the attendance gap narrowed from 4.09% in the autumn term to 1.9% by the end of the summer term with final attendance at 90.3% for PP and 92.2% non-PP.

Key Objective 8:						
To develop resilience, independence and positive well-being in all disadvantaged pupils						
Rationale:						

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
To have a set of specifically themed assemblies that run throughout the academic year (i.e. every 4 weeks) on key characteristics such as resilience, independence and positive well-being and utilising the 3R's. To have a Wellbeing Newsletter section with handy hints and tips for a successful experience in school and at home to aid parents with their own and their child's wellbeing. To further develop Mental Health provision within the Pastoral Team to aid in facilitating better coping mechanisms for PP students who are struggling with school/home issues; this will be further enhanced through the use of the Intervention Centre and the full time school	**SHE PD JHA GMO DBU** **DBU/ SHE** **JHA/ PD/ NSA** **SHE/ DBU**	To calendar themed assemblies and have resources ready to deliver – September 19 (ongoing). To follow up this from teacher evaluations Develop and deliver to all PP students to reinforce well-being messages To reduce the amount of pastoral poor well-being issues through effective mental health first aid for PP students facing difficulties – monitored on CPOMS Rigorous tracking from the full time school counsellor and more effective links forged with the pastoral team and outside agencies documented	**£19,294**	Time Reprographics Pastoral Support Assembly time Resource bank or PPT's Training time Timetabled sessions with the school counsellor	PP students have a reinforced message of positivity and well-being that will results in stronger independence and a successful school journey – behaviour improved overall (SIMS and CPOMS evidence) School-home links reinforced on well-being. Parental support improved Physical wellbeing improved through healthy free breakfast and levels of punctuality should increase, with a targeted 2% over the course of the academic year Less pastoral issues through building self-coping mechanisms for PP students; referrals reduced and measured through pastoral staff	The 3 R's implemented and themes run across weeks focussing on each of them to develop skills of resilience, independence and positive wellbeing. The parental newsletter now has a wellbeing section featuring strategies, tips and advice for good wellbeing. Increased use of Intervention centre to work with students experiencing mental health issues to provide support and guidance and work through strategies to boost and protect wellbeing. School counsellor hosting group sessions to develop resilience and coping skills.

counsellor coupled to the mentally healthy schools project.				Referrals to outside agencies such as CAMHS should be reduced through a more proactive approach to identifying and supporting PP students with mental health issues	Assemblies and form time wellbeing activities continued across the spring term. Added to this was a wellbeing drop in via teams with heads of year once per week during national lockdown and face to face on the return to school. Counsellor also held sessions with groups of students virtually to support wellbeing in lockdown.
To hold a year 11 revision weekend residential in Feb 2021.	**KMA/S HE**				Unable to hold residential so postponed until July. All the above continued throughout summer term, but face to face on return from lockdown. Group wellbeing sessions were held in the intervention centre. Residential weekend postponed until October for the next ASPIRE cohort. Student voice indicates that wellbeing sessions

						were useful and had helped students (89% felt this was the case).

Key Objective 9:
To work on strategies to raise pupils' aspirations in order to facilitate greater pupil engagement

Rationale:
"Pupils from disadvantaged backgrounds are often considered to have lower aspirations, which can impact negatively on their academic performance: 'Raise their aspirations and remove the fatalistic and deterministic attitude.'" Schoolszone Research Study

Action and Dates	Leads	Monitoring	Cost	Resources	Success criteria/ Outcomes	Progress/ Impact
To work closely with GM Higher to identify opportunities where students can access higher educational opportunities such as the Brilliant Club, Bolton 6th Form RAY program.	GMU/ GMO/ MSM	Ensure a comprehensive recording system is in place which allows us to analyse which students have accessed which initiatives.	£41,886	Office support Pastoral support Most Able teachers support	Students have a wider access to further and higher education organisations. Aspirations are raised and outcomes monitored through high grades at GCSE and the types of courses chosen for further education. The amount of students going onto further education or apprenticeships should increase on the previous year	Working continues with GM higher with a four-week programme of development for KS4 students being approved for funding from GM Higher for start in Term 2b. Previous programmes are continuing virtually over the year.
Develop a positive role model structure in school through the buddying of older students with younger students (once current restrictions allow).	GMU/ GMO/ MSM	Ensure that a central recording system is in place that monitors students who are been peer mentored and a peer mentoring list is also maintained.		Office support Pastoral support		Programme moved to summer term due to lockdown in term 2. A number of past students were booked to speak via zoom/ teams but these were postponed until summer term also.
Through the *Alumni* further develop a register of past student who could potentially come and	KMA/ SR/			Office support	Students on the 'buddy' programme improve attitude to learning, punctuality and attendance (see	

24

| speak to current students through the ASPIRE program. Also look a local inspirational role models in the Bolton community and invite them to speak to students.

Further develop a dedicated space through the Intervention Centre to support students with having an explicit base and network of support to help them raise aspirations and show them different contexts. | **GMO/ PD**

SHE | To record which students have accessed guest speakers

Capture student voice and how their emotional levels and confidence have increased as a result of accessing a specific and dedicated learning environment | | Pastoral support

Connexions

NCOP

Intervention Centre and external / internal staffing | previous targets). They also begin to meet and exceed targets (see attendance plan for specified targets)

Improve attitude to learning, punctuality and attendance. They also begin to meet and exceed targets (see attendance plan for specified targets)

Student applications for apprenticeships and colleges should increase as a result of having specialised support | Wider range of students accessing the centre for some small scale provision to work on raising aspirations. Housing the green room within the intervention centre due to Covid 19 protocols meant the numbers were lower than anticipated but this will be built upon in the new academic year. |

Leadership and Management:

Key Objective 10: To develop a strategic lead to focus on closing the gap between disadvantaged pupils and non-disadvantaged pupils						
Rational: Sutton document 'the *choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations*.'						
Action and Dates	**Leads**	**Monitoring**	**Cost**	**Resources**	**Success criteria/ Outcomes**	**Progress/ Impact**
KMA in the role of ASPIRE Co-Ordinator, ensuring that there is a dedicated member of staff facilitating and leading the programme; strategic lead taken by SHE.	**GRE / SHE / PD / KMA**	Regular calendared meetings to evaluate progress and discuss operational aspects to the programme

Analysis of student and staff voice to inform | **£4,014** | Dedicated calendared meetings and any cover implications

Resources used to | The ASPIRE programme will continue to support our most vulnerable students, removing specific barriers to learning that are deconstructed in the ASPIRE plan and | Aspire has continued across the term with lunchtime meetings between students and staff, with some external speakers delivering virtually. |

| Refining the ASPIRE programme following evaluation of 2019-20 and the impact on quantitative and qualitative outcomes – July – Sept 2020

Developing the operational leadership of the ASPIRE programme through the careful selection of relevant staff from across the school.

Embedding the coaching model, of student mentoring through form tutors– October 2021 | success and impact of the programme

Comprehensive review meeting with all key stakeholders

Scheduled planning meetings to ensure consistency and continuity in the delivery of tailored sessions linked to the ASPIRE acronym

Coach records to map the journey of targeted students and adapt support accordingly

Strategic meetings at leadership level to ensure effective succession planning and operational capacity

Documentation from the coaching sessions between coach and students | capture student voice

Minutes from meetings need to be facilitated by a specific member of staff

Resources used to support the ASPIRE programme

Staffing implications to ensure the effective delivery of sessions outside of lunchtime

Training of staff for the new coaching system

Planned leadership meetings | throughout the content of this document; although not all skills are quantifiable, the use of Pupil Profiles will measure impact over time

Key skills, such as resilience, motivation, confidence and emotional intelligence are driven through the ASPIRE programme's tailored sessions; this can be measured in an average improvement in ATL from November 2020 to July 2021, with a target of 80% of those students with attendance to 100%, showing improved ATL across all subject areas

There is effective succession planning to ensure that the ASPIRE programme moves seamlessly through the year groups and adapts to any staffing changes, thus ensuring that the impact stated throughout this document is at least | KMA has kept the delivery in school to just her in term 1 due to Covid restrictions. Staff and further external speakers to deliver during term 2.

Increased emphasis placed on from tutors to mentor students face to face and virtually to build relationships and enable coaching etc.

Online coaching and some external speaker sessions delivered towards the end of term 2 following lockdown. Materials developed and delivered through teams for students to work on at home. Initial priority for laptop allocation given to PP students in year 11.

Aspire mentoring and external speaker sessions took place across term 3 with face to face meetings and an |

| | | | | | sustained each academic year

Students have more ownership over their academic and emotional development, drawing on specific support mechanisms from trained staff, resulting in increased levels of engagement (ATL) and improved outcomes (see targets for PP students)

Students will be able to self-regulate more effectively and take more ownership over their own academic development; this will be reflected in levels of responses to questioning in lessons (measured through learning walks) | external speaker zooming in online. Activities also delivered in the form sessions for Aspire group students. Each member also given weekly mentoring over term 3 by a member of the year 11 pastoral team. |