

PUPIL PREMIUM STRATEGY 2021/22



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 ourselves 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 students 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. In 2019 following the changes to GCSEs 24.7% of pupil premium students gained English and maths at 5+ compared to 49.9% of students who did not qualify for the pupil premium. Progress scores were also lower at -0.45 compared to 0.13 giving a gap of -0.58. The pupil premium aims to close this gap.

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

Approximately 35.5% of students at Mount St Joseph are eligible for the Pupil Premium. This is above LA average (31.9%) and national average (26.2%).

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, 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- 2021/22

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 2002¹ 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 2021/22.

Pupil Premium value for 2021/22 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. The ASPIRE action plan provides further details which support 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:

Key Objective 1:

To improve attainment outcomes for disadvantaged * students to ensure attainment is in line with or exceeding expected levels of progress

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
<p>Deployment of additional teachers in maths and English departments</p> <p>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</p> <p>Intervention sessions to run with targeted cohorts in Year 11 in subject specific form groups, during personal development time (PDT). Students identified as those underachieving in any subject and sessions run as intensive workshops,</p>	<p>SHE / GMU / GRE / PD</p> <p>SHE / GMU / GRE / PD</p>	<p>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.</p> <p>Class lists.</p> <p>Evaluation of progress made since accessing the smaller class / additional intervention sessions.</p> <p>Registers of attendance to class/intervention sessions.</p> <p>Analysis of ATL data.</p>	<p>£88,678</p>	<p>Additional teaching capacity.</p> <p>Copying and resource development.</p> <p>Rewards and refreshments for students.</p> <p>SIMs datasheets.</p> <p>Student voice panel.</p>	<p>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.</p> <p>- Pupils who have accessed all relevant sessions (95% + attendance) and engaged in their learning should make enough progress towards achieving their target grades.</p> <p>- Pupils with lower attendance (85-95%) will make some progress but may not achieve target grades.</p>	<p>Additional staffing was used over the year to create extra groups and in addition small group intervention slots onto the timetable. Focus of intervention groups was disadvantaged students who were underachieving in English, Maths or both. ATL and attendance to the sessions was good at 1.7 and 93.2% and student feedback indicated that these smaller focus groups helped with their confidence and understanding and the development of subject based resilience due to this.</p> <p>Additional staffing also allowed extra</p>

<p>focusing on skills needed, through the intervention centre.</p> <p>Period 7 (2.50-3.40pm) to run with Year 11. Students identified as those underachieving or who need further challenge; sessions operated as intensive workshops, focusing on the skills, knowledge and application needed.</p>		<p>Pupils to evaluate the impact of smaller classes and additional sessions through pupil voice.</p>			<p>Attendance to sessions increases as pupils recognise the benefit of additional/ smaller group sessions.</p> <p>Pupils develop more confidence with maths and across a number of other subjects.</p> <p>Mind-set of disadvantaged cohort changed – reflected in the behaviour of cohort and ATL analysis</p> <p>Impact to be measured based on GCSE results (August 2022) and final data input (June 2022). Results 2019 will be used as a baseline measure to aid judgement of 2021-22 data.</p> <p>Evaluation to be judged against GCSE progress measures 2019 & 2019 PP vs NPP and national data and benchmarks.</p> <p>Impact will also be seen in number of students within the cohort whose</p>	<p>PDT groups in year 11, which were set upon student need using attainment data and allowing subject specific intervention and work on key skills to take place in addition to RSHE and careers work.</p> <p>Period 7 took place over the year with year 11 and switched to year 10 following the end of the GCSE exams. All subjects were covered with a rolling half termly timetable. All students were invited, but there was a focus on disadvantaged students. Overall attendance at 87% for P7.</p> <p>Progress 8 overall for disadvantaged students -0.91 in 2022 (2019 - 0.80) is below that of all other students in 2022 -0.3 (2019 0.044). The gap in 2022 remains similar to 2019 despite improved</p>
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					progress increases across the school year.	<p>progress in some areas. Attainment 8 increased from 33.5 to 34.71 in 2022, with strong basics improving from 17.5% to 19%. Improvements were seen at English language at 5+ from 36.5 to 52.5%, Art increased at 4+ and 5+ and reversed the gap in this and 7+ (PP students make more progress in art than their peers). This was also the case in photography with the same picture seen. In geography PP students increased attainment at 4+ and 5+ and narrowed the gap in both these areas whilst History saw improved performance of PP students at 7+ from 8% to 12%. R.E. also saw improvements in the performance of PP students at 4+, 5+ and 7+. Computer science improved at 4+ and 5+ compared to 2019 and narrowed gap at 5+ and 7+.</p>
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						Improvements were seen in technology and food technology where at 4+ a rise to 60% was seen. Gaps were also narrowed for all factors in food technology. In the vocational qualifications Music increased PP performance from at Distinction/ D* to 21.2% and narrowed gaps at Pass + and D+. Gaps were also narrowed in Business for P+, M+ and D+ and in Health and social care at P+, whilst drama improved the performance of PP students at P+ and M+ to 100 and 75% respectively.
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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
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<p>Additional sessions with parents designed and calendared in order to initiate support mechanisms and outline the expectations of pupil performance in Year 11. For example, "Yule pass" in Dec2021 (September 2021 onwards)</p> <p>Parents of students identified as those underachieving in maths, English and science invited in to attend additional support sessions - sessions operated as intensive workshops, focusing on the skills, knowledge and application needed. (Regular intervals throughout the year – starting in September 2021)</p> <p>Further embed and enhance ways for parents to easily access help and advice from school via a help line/email/text service/Twitter/Facebook/ SIMS parent App.</p> <p>To provide "How to" videos and information on the school website to show parents subject specific</p>	<p>SHE/ PD/ GMO/ GMU/ MSM</p>	<p>Calendared events – parents informed via texts home/ emails/ website and letters home</p> <p>Minutes and evidence from parental meetings used to measure impact and evaluate further actions</p> <p>Monitoring and evaluation of ATL data and assertive mentoring used to facilitate parental meetings and provide structured support</p> <p>Strategic meetings to plan, monitor and evaluate the sessions and the impact of the support classes offered through the new intervention centre</p> <p>Staff, parental and student voice used to capture impact</p> <p>Office staff regularly monitor the amount of questions posed through the website or text</p>	<p>£91,546</p>	<p>Office Support</p> <p>Pastoral Support</p> <p>HOD support</p> <p>Dedicated time on the calendar to staff, resource and facilitate parental meetings</p> <p>Staffing time used to import, analyse and evaluate the ATL and assertive mentoring data</p> <p>Intervention centre used as a base for intensive parental sessions designed to support parents</p> <p>Staffing and refreshments in the centre</p>	<p>Parents feel confident in contacting school for progress updates.</p> <p>Improved attitude to learning and engagement in these lessons. Less behavioural issues, improved grades.</p> <p>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 child at home more effectively</p> <p>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</p> <p>ATL should improve as a result of increased</p>	<p>Parental focus evenings held for year 11 in September 15th 2021 (Intro to year 11), December 2021 (Yule pass) prior to Parents' evening. Follow up in April 22 (Eggs-am ready). These evenings offered support to parents with regard to supporting their children with revision and the examination processes and communicated the timeline for year 11 highlighting major events etc. This increased communication and further enhanced the home, student, school relationship.</p> <p>Twitter, direct text messages/ emails in combination with the use of the SIMs parent app and student app were used to alert parents/ carers to events across the year such as revision sessions and examinations across</p>
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techniques, particularly in core subjects.				when sessions are being delivered	parental communication.	all year groups. Monthly data was also provided via the app so parents/ carers were kept up to date with their child's progress This was vital to ensure parents were informed and up to date and so could provide effective support.
Further utilise the Intervention Centre to increase parental engagement, offering tailored sessions to support them at home with challenging and complex situations.	SHE	Intervention Team to evidence and monitor impact, capturing parental voice and measuring student engagement through ATL analysis		Website and other forms of technology used to capture parental voice are regularly updated Scheduled and calendared meetings / sessions planned and delivered through professionals, internal and external sources	Wide variety of support material and tuition evident on the school website. Levels of parental engagement will improve, with pastoral contact increased and ATL levels should improve as a consequence	Targeted year 11 disadvantaged students also had parental meetings facilitated by the year pastoral team and SLT to enable focussed support from parents on areas their child could improve upon. From these meetings, targeted groups of Year 11 students had small group support in the intervention centre for Maths, English, History, Geography and Science. Years 8 and 9 also had similar interventions but also benefitted from sessions to improve

						<p>their access and engagement in lessons. Student feedback on these sessions was positive and saw an improvement in ATL from 2.9 to 2.1 for students involved. First priority for all interventions through the intervention centre was given to disadvantaged students</p> <p>Data for all students was provided to parents monthly in the case of Year 11 and half termly for all other year groups and was refined to make the data easier for parents to identify where students were doing well or were underachieving, enabling and empowering them in conversations with teachers.</p>
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Key Objective 3:

To improve curriculum engagement and academic achievement for disadvantaged students

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
<p>Implement an academic subsidy to enable disadvantaged students to fully access the curriculum and reduce attainment gap.</p> <p>Implement an engagement subsidy to enable disadvantaged students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap.</p> <p>Alternative provision, either external or within the intervention centre, for targeted students identified as those at risk of underachieving focusing on core subjects and life skills needed.</p> <p>Further development of home learning through increased use of the SIMs App and teams for homework, revision etc.</p>	<p>KMA /GMU /GRE /SHE /PD</p>	<p>Analysis of academic data at data points across the academic year (monthly y11 and half termly y7-10).</p> <p>Registers of attendance to class/intervention sessions.</p> <p>Analysis of ATL data.</p> <p>Student voice.</p> <p>Meeting minutes from PP group and alternative curriculum meetings.</p> <p>Evaluation of impact of alternative provision and providers from student and school perspective.</p>	<p>£59,671</p>	<p>Alternative curriculum placements.</p> <p>Revision guides.</p> <p>PP group resources e.g. rewards, copying, refreshments.</p>	<p>Pupils are fully engaged in their learning and should make enough progress towards achieving their target grades on a half termly basis</p> <p>Attendance to school and PP sessions increases as pupils recognise the benefits and have improved aspirations.</p> <p>Mind-set of disadvantaged cohort changed – reflected in the behaviour of cohort and ATL analysis which shows improvement over the year and improvements in behaviour for learning skills such as resilience, reflected in reduction of incidents involving this cohort.</p> <p>Impact to be measured based on GCSE results</p>	<p>Refer to objectives 1 and 2 for information about intervention strategies and data on impact.</p> <p>Although the gap widened compared to 2019 this was seen nationally as a consequence of the Covid-19 pandemic and lockdowns etc. in the years previous.</p> <p>Student voice was positive over the interventions delivered within school (87% or more). Students felt they helped and gave them more confidence and motivation, both areas they had been lacking following the turbulent few years preceding. Despite the gap widening marginally a number</p>

					<p>(August 2022) and final data input (June 2022). Results 2019 will be used as a baseline measure to aid judgement of 2021-22 data.</p> <p>Evaluation to be judged against GCSE progress measures 2019 PP vs NPP and national data and benchmarks.</p> <p>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 data to show improvement in student progress.</p> <p>Positive student voice with regards to the curriculum is obtained and data shows that ATL improves alongside academic data.</p>	<p>of subject areas increased progress for disadvantaged students (See section 1).</p> <p>Home learning was developed further by the use of the SIMs app to set homework, provide revision materials etc. which was highlighted to both students and parents.</p> <p>MSJ worked with "tutor the nation- TTN" to provide a group of disadvantaged students with one to one tutoring. This had an 80% success rate in increasing the overall progress in the group's target areas.</p>
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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
<p>Implementation of a training programme that focuses on developing engagement, learning strategies and AFL (assessment for learning) (September 2021 onwards)</p> <p>Embed relevant strategies in daily teaching (ongoing throughout the year)</p> <p>Evaluate the impact of engagement and learning strategies by analysis of ATL scores, pupil voice and academic progression (July/August 2022)</p> <p>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 and/ or other learning issues.</p>	GRE	<p>Teaching and Learning development plan.</p> <p>Quality Assurance calendar/ whole school calendar outlining key training events.</p> <p>Walkthrus, observations and learning walk feedback.</p> <p>Clips of lessons on IRIS connect.</p> <p>Pupil voice.</p> <p>Regular analysis of ATL.</p> <p>Staff voice and feedback from training recorded in evaluations and other training resources utilised in INSET session</p>	£2,418	<p>Access to QA calendar/whole school calendar</p> <p>Time to complete observations/ learning walk and necessary cover to facilitate this</p> <p>IRIS connect</p> <p>Dedicated training time during INSET</p>	<p>A strategic <i>Teaching and Learning Development Plan</i> 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</p> <p>The training programme facilitates staff with effective strategies that increases engagement and independent learning for disadvantaged pupils.</p> <p>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)</p> <p>All staff are able to draw on a range of</p>	<p>Training programme follows the WalkThru programme and is delivered at regular slots across the year on training days and on Monday evening sessions.</p> <p>WalkThrus is a programme developed by Sherrington and Caviglioni, focussing on behaviour and relationships, curriculum planning, explaining and modelling, questioning and feedback, practice and retrieval and mode B teaching which has gained good feedback with our staff. This programme will continue over the coming few years and should have impact on developing teaching and learning further</p>

					<p>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.</p>	<p>and aid engagement and metacognition.</p> <p>QA took place over the year to determine the impact of the training provided and assess the quality of teaching and learning. Teaching was graded as: 82% developed or better with 39% of staff graded as embedded. This increases to 71% graded as embedded (outstanding) and 91% graded as developed (good) or better for planning; and 39% graded as embedded, with 62% graded as developed or better for marking/ feedback. There is a strong correlation between judgements on the quality of teaching and outcomes for learners.</p> <p>Student voice of PP group indicates an improved engagement,</p>
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						<p>resilience and problem solving skills. They found the Aspire sessions useful and their aspirations raised overall.</p> <p>ATL: Average ATL for year 7: 1.34</p> <p>Highlights that the majority of pupils were achieving an ATL grade of 1 = excellent.</p> <p>Average ATL for year 8: 1.88</p> <p>This average ATL of between 1 and 2 highlights that pupils' attitude to learning is generally excellent to good.</p> <p>Average ATL for year 9: 1.94</p> <p>Average ATL for year 10: 1.75</p> <p>Again – positive results highlighting that attitudes were</p>
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						<p>between excellent to good.</p> <p>Average ATL for year 11:</p> <p>1 – Excellent = 42%</p> <p>2 – Good = 44%</p> <p>3 – Satisfactory = 12%</p> <p>4 – Poor = 2%</p> <p>This is a positive picture overall with students overall feeling that the programmes in place and the teaching delivered supports them in their learning.</p>
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Key Objective 5:

To ensure that all disadvantaged pupils have access to appropriate learning materials

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)	SHE/ GRE	Pupils receive relevant revision guide – distribution to be monitored and recorded by HOY.	£7,465	Revision guides	Disadvantaged pupils have access to resources and learning materials that they can access independently, thus increasing the amount of independent homework tasks completed (measured	Revision guides provided to disadvantaged students at parental consultation evenings for year 11 in September and December 2021. A wide variety of revision materials and
Provision of ICT equipment from charity schemes to those in need.	SHE/ GRE	All pupils have access to SIMs app, Microsoft 365 – regularity of access and frequency of logins can		Show My Homework subscription Allocated room(s); staff to monitor		

Pupils have access to revision materials placed on school website, teams, SIMs app etc. by HODs – e.g. knowledge organisers with training provided for all students in school. (September 2021 onwards)	SHE/ GRE	be evaluated by class teachers at assertive mentoring drops (Attitude to Revision)		pupils at set times Allocated room(s) and access to technology; staff to monitor pupils at set times	through Show My Homework and staff records) Disadvantaged pupils engage with independent revision – monitored via access to resources and revision rooms.	activities placed on subject area sections of the website over the academic year. In addition curriculum maps placed on the school website so students could look at areas of the course to focus studies on in all subject areas. Intervention centre and ILC/ ICT rooms available for Year 11 at lunchtime and after school to enable access to technology for learning and for homework/ further study support. Disadvantaged students across all years, who had not received ICT equipment previously were helped by bids to a variety of charities to provide ICT equipment enabling them to complete work set online.
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Behaviour and attitudes and Personal Development:

Key Objective 6:

Transition: to improve transition for disadvantaged * students to ensure students are equipped and ready to engage in school life						
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
<p>Liaise with feeder primaries to identify disadvantaged students (January-July 2022)</p> <p>Identified cohort of PP students invited to attend transition sessions including English / maths / science / languages – (These may be virtual sessions) Jan 2022 on</p> <p>Disadvantaged and vulnerable students invited into school (May be virtual groups) for intensive group work with the SEND department – Jan 2022 on</p> <p>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.</p> <p>To develop engagement through offering summertime resources from departments for PP students.</p>	<p>JHA/ACA</p> <p>JHA/ACA/KMA</p> <p>JHA/NSA/AMO</p> <p>JHA/ACA</p> <p>JHA/MSM</p> <p>JHA/</p>	<p>Heads of department create a central file for resources created for summertime activities</p> <p>Set deadlines for PP data and creation of this sub-group ready for transition 'taster sessions'</p> <p>To meet Autumn term 1A 2021 to discuss timetabling of transition events with STEM HOD's and feeder primary leads. Send materials January 22 and set HOD's with the task of producing KS2-3 summertime PP materials for use on SIMs app, website, Microsoft 365 etc.</p> <p>Liaise with NSa on the creation of PP 'kit bag' with engaging work and stationary to facilitate learning and aid transition.</p>	<p>£12,915</p>	<p>Kit Bags</p> <p>Reprographics</p> <p>Meeting time</p> <p>Timetabling/ Staffing</p> <p>Timetabling/ mentoring time</p> <p>Departmental resources/time</p>	<p>Key data to inform planning for the 22/23 transition; early identification should result in increased levels of progress and attendance for those who attended the PP transition sessions, compared to those that did not attend</p> <p>STEM taster sessions to build confidence and enthusiasm ready for September 22, captured through student voice</p> <p>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</p> <p>Basic stationary to facilitate learning out of school hours.</p>	<p>Transition team worked with feeder primary schools with Transition lead attending parents' evenings at primary schools to discuss transition with parents.</p> <p>Disadvantaged students identified prior to transition and additional support needs identified.</p> <p>Taster sessions organised and delivered to year 5 students. Focus was on STEM activities in school and additional visits/ work with SEND team up until transition.</p> <p>Kit bags given out at open evening for prospective students.</p> <p>Year 9 and 10 students were identified and used during transition/</p>

To hold a summer school for PP students, August 2022.	<p>SHE</p> <p>SHE/ACA</p>				<p>Greater confidence in transition from primary and engagement in lessons, measured through the holistic analysis of ATL over the course of the academic year</p> <p>Increase engagement and confidence in disadvantaged pupils across a range of subjects</p>	<p>taster activities to support and mentor primary school children.</p> <p>Disadvantaged students were the focus for activities within these sessions.</p> <p>Virtual welcome evening held for year 7 parents and children, year 7 welcome mass held.</p> <p>New year 7 students were also involved in form retreat sessions offsite to build confidence, resilience and sense of belonging to the MSJ community. These took place in term 1.</p> <p>This is to be developed further with student voice to be used for transition activities to further refine them.</p>
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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
<p>Embed strategies to promote good attendance of disadvantaged students and reduce the attendance gap between disadvantaged and non-disadvantaged students</p> <p>To embrace outside research and good practice on narrowing the gap in attendance between PP and non-PP to inform interventions</p> <p>To closely monitor disadvantaged attendance data to inform action planning – including mentoring of PP students who are in the PA (or close to) threshold.</p> <p>To add PP students to the Pastoral Teams key student list for instant communication between school and home</p>	<p>JHA/ DBU/ PD</p> <p>JHA/ PD</p> <p>JHA/ DBU / PD</p> <p>JHA/ DBU/ PD</p>	<p>JHA/DBU to meet regularly to specifically develop bespoke strategies for tackling attendance issues in the PP cohort</p> <p>Evaluate data to inform planning of attendance improvements strategies</p> <p>Weekly attendance meetings to inform progress on PP cohort from the Pastoral Team – have this as a specific agenda item</p> <p>H. Williams to priorities actions from the AAP for PP students and inform JHA/DBU Monitor attendance of pupils with warning letters and fines</p> <p>School – home links forged at parents evening on the</p>	<p>£13,190</p>	<p>Working hours for admin staff (HW/ PCOs)</p> <p>Reprographics</p> <p>Meeting Time</p> <p>Research /strategic meeting time</p> <p>Meeting time</p> <p>PCO specific role (daily time) to contact home</p>	<p>Relevant data for bespoke strategies to encourage good attendance for PP students, close to the PA threshold, with a reduction of the PA for PP students from the previous academic year by at least 2%</p> <p>Regular updated knowledge to facilitate a variety of strategies to limit 'a stale approach'</p> <p>High levels of understanding and communication of the Pastoral/Attendance Team to identify key priorities for PP students with poor attendance</p> <p>Stronger school-home links forged with better parental support</p>	<p>Attendance continues to be a focus for the school as a whole and is a major focus for disadvantaged students. Attendance for the year was 90.6% (NA 89.3%) with disadvantaged attendance at 87.1%.</p> <p>Phone call reminders are sent out every lesson to complete registers and On call visits classrooms where registers are not completed.</p> <p>Vulnerable and disadvantaged students are targeted as a priority by the attendance officer and their year PCO.</p> <p>Attendance and punctuality are key</p>

<p>regarding any attendance issues.</p> <p>To identify PP students as a key priority to any actions taken from the 'Attendance Action Plan'</p> <p>Attendance Officers to priorities PP pupil appointments at Parents Evenings</p>	<p>JHA/ DBU/ PD</p>	<p>importance of good attendance – PCOs to monitor the progress of this via attendance mentoring spreadsheet</p> <p>Monitor attendance of pupils with warning letters and fines</p> <p>Pastoral mentoring programme to be recorded and evaluated every 6 weeks</p>		<p>Meeting/admin time</p>	<p>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 for PP students, with the gap narrowed and as close to the 95% target as possible</p>	<p>agenda items at Student Council meetings.</p> <p>Visual tools, such as posters and the TV screens promote attendance, especially during promotional weeks; Form teachers receive weekly attendance reports to ensure that there is a continual dialogue with those students who have been identified as having sporadic attendance or patterns of absenteeism.</p> <p>Calendared attendance strategy meetings, with all relevant stakeholders, have taken place across the academic year.</p> <p>Parents have been written to explain the importance of attendance and the SIMS parent App provides up to date attendance</p>
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						<p>information for parents. Pastoral team and attendance officer prioritise disadvantaged students who are absent during their morning phone calls.</p> <p>An increase in parental meetings to discuss attendance has been shown to have an impact.</p> <p>Attendance officer and PCOs for the year group have attended parents' evenings to promote advantages of good attendance and to discuss strategies for improvement.</p>
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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)	SHE PD JHA GMO DBU	To calendar themed assemblies and have resources ready to deliver – September 19 (ongoing). To follow up	£19,294	Time Reprographics	PP students have a reinforced message of positivity and well-being that will results in stronger independence	Student voice to be used more effectively to capture a larger cohort of disadvantaged

<p>on key characteristics such as resilience, independence and positive well-being and utilising the 3R's.</p> <p>To have a Wellbeing Newsletter section and an online wellbeing section on the website 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.</p> <p>Breakfast club for targeted PP students to provide breakfast and work on resilience and wellbeing.</p> <p>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</p>	<p>DBU/ SHE</p>	<p>this from teacher evaluations</p> <p>Develop and deliver to all PP students to reinforce well-being messages</p>		<p>Pastoral Support</p> <p>Assembly time Resource bank or PPT's</p>	<p>and a successful school journey – behaviour improved overall (SIMS and CPOMS evidence)</p> <p>School-home links reinforced on well-being. Parental support improved</p>	<p>students; at the moment, feedback is narrow, as it is focused from the ASPIRE group. This to be used to refine and enhance programmes delivered to disadvantaged students. Feedback from ASPIRE at KS4 and 3 is good with students indicating increased confidence, resilience, ability to problem solve and engagement with school.</p> <p>House and year assemblies continue to drive a community ethos and focus on resilience, independence and wellbeing. This can be evidenced through the assembly calendar.</p> <p>Newsletter covers aspects pertinent to disadvantaged students.</p>
	<p>JHA/ PD/ NSA</p>	<p>To reduce the amount of pastoral poor well-being issues through effective mental health first aid for PP students facing difficulties – monitored on CPOMS</p>		<p>Breakfast food and drink.</p>	<p>Physical wellbeing improved through healthy free breakfast and levels of punctuality should increase, with a targeted 2% over the course of the academic year</p>	
	<p>RFO/M WE/ KMA</p>	<p>Attendance to club, student voice, ATL analysis.</p>		<p>Training time</p> <p>Timetabled sessions with the school counsellor</p>	<p>Less pastoral issues through building self-coping mechanisms for PP students; referrals reduced and measured through pastoral staff</p> <p>Referrals to outside agencies such as CAMHS should be</p>	
	<p>SHE/ DBU</p>	<p>Rigorous tracking from the full-time school counsellor and more effective links forged with the pastoral team and outside agencies documented</p>				

<p>counsellor coupled to the mentally healthy schools project and WellBe.</p> <p>To hold a year 11 revision and wellbeing weekend residential in October 2021.</p>	<p>RFO/M WE/ KMA/S HE</p>	<p>Student voice, ATL, Progress data.</p>		<p>Use of Anderton centre and staffing.</p>	<p>reduced through a more proactive approach to identifying and supporting PP students with mental health issues</p> <p>Improved motivation, aspiration ATL and progress data.</p>	<p>Wellbeing is also featured as part of the newsletter. Also evident in PDT sessions and extra-curricular activities.</p> <p>Breakfast club available to groups of disadvantaged students at KS3. This takes place during PDT. These KS3 ASPIRE groups have a working breakfast working through programmes designed to boost confidence, resilience, ability to problem solve, independence and engagement.</p> <p>Revision breakfasts were/ are also held for year 11 in addition, prior to exams etc.</p> <p>The use of the counsellor is now fully embedded with an appointment system in place. Each Pastoral Care Officer also facilitates a group mentoring</p>
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						<p>session once a week in the centre covering a wide variety of topics.</p> <p>Year 11 resilience and wellbeing sessions run during PDT, in addition to academic intervention, to encourage greater independence and resilience, in addition to giving pupils strategies to deal with stress and other mental health issues:</p> <ul style="list-style-type: none"> - Ambition - Auditory learners - Learning through games and quizzes - Growth mind-set - Kinaesthetic learners - Well-being - How to revise - Revision preparation - How to reduce stress <p>Pupils have access to a PCO in every year group and a full-time counsellor. Counsellor drop-in sessions are available at lunch times as are drop in sessions with the school nurse. Priority is</p>
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						<p>given to disadvantaged students.</p> <p>Counsellor in high demand with full appointment schedule set. Student voice states counselling sessions are extremely valuable.</p>
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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
<p>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.</p> <p>Develop a positive role model structure in school through the buddying of</p>	GMU/ GMO/ MSM	Ensure a comprehensive recording system is in place which allows us to analyse which students have accessed which initiatives.	£41,886	<p>Office support</p> <p>Pastoral support</p> <p>Most Able teachers support</p> <p>Office support</p>	<p>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 number of students going onto further education or</p>	<p>The ASPIRE coordinator liaises with GM Higher link advisor to secure places on programmes and further funding where available. Students have successfully completed the Brilliant Club and the Bolton 6th Form Ray</p>

<p>older students with younger students.</p> <p>Through the <i>Alumni</i> further develop a register of past student who could potentially come and 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.</p> <p>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</p>	<p>GMU/ GMO/ MSM</p> <p>RFO/ MWE/ KMA/ SR/ GMO/ PD</p> <p>SHE/ BWI</p>	<p>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.</p> <p>To record which students have accessed guest speakers</p> <p>Capture student voice and how their emotional levels and confidence have increased as a result of accessing a specific and dedicated learning environment</p>		<p>Pastoral support</p> <p>Office support</p> <p>Pastoral support</p> <p>Connexions</p> <p>NCOP</p> <p>Intervention Centre and external / internal staffing</p>	<p>apprenticeships should increase on the previous year</p> <p>Students on the 'buddy' programme improve attitude to learning, punctuality and attendance (see previous targets). They also begin to meet and exceed targets (see attendance plan for specified targets)</p> <p>Improve attitude to learning, punctuality and attendance. They also begin to meet and exceed targets (see attendance plan for specified targets)</p> <p>Student applications for apprenticeships and colleges should increase as a result of having specialised support</p>	<p>programme in the past.</p> <p>Funding allowed a Year 11 residential trip for resilience and revision strategies to take place in October 2021 at the Anderton Centre. This involved a group of disadvantaged students attending over a Friday to Sunday activity session.</p> <p>The student council have discussed how peer mentoring may be beneficial for the younger students. Year 10 students (many disadvantaged) were involved in peer mentoring through the peer reading support scheme to KS3 students.</p> <p>Student council to be developed further in respect to focussing on developing peer mentoring strategies in additional areas.</p>
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						<p>ASPIRE for year 11 uses the Alumni to invite past students in to school to provide inspirational talks on how they achieved success after leaving school and supplements these with people with similar backgrounds with successful careers to boost motivation and aspiration. These talks regularly took place on Friday lunchtimes. Student feedback on these is excellent and engagement is high. These will continue.</p> <p>Intervention groups were run at KS3 through ASPIRE with breakfast clubs working on resilience and problem solving and through groups led by the SEND department and the team in the Intervention centre.</p> <p>A variety of sessions delivered by the</p>
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						<p>pastoral team took place every week looking at social skills, anger, bereavement etc. These were well received by students and led to improved engagement in 84% of students who attended more than four sessions.</p> <p>Year 11 were a targeted focus to support wellbeing during the build up to the external examinations. The school counsellor prioritises year 11 disadvantaged students and provides a drop in service at lunchtimes in the intervention centre to supplement the PDT programmes being delivered.</p> <p>Lunchtime wellbeing drop ins continued after the exam period for all students and these continued to be popular.</p>
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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
<p>KMA (RFO/ MWE whilst on maternity leave) 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.</p> <p>Refining and relaunching the ASPIRE programme following evaluation of 20-21 and the impact on quantitative and qualitative outcomes – July – Sept 2021</p> <p>Developing the operational leadership of the ASPIRE programme through the careful selection of relevant staff from across the school.</p> <p>Embedding the coaching model, of student</p>	<p>GRE / SHE / PD / KMA/ RFO/ MWE</p>	<p>Regular calendared meetings to evaluate progress and discuss operational aspects to the programme</p> <p>Analysis of student and staff voice to inform success and impact of the programme</p> <p>Comprehensive review meeting with all key stakeholders</p> <p>Scheduled planning meetings to ensure consistency and continuity in the delivery of tailored sessions linked to the ASPIRE acronym</p> <p>Coach records to map the journey of targeted students and adapt support accordingly</p>	<p>£4,014</p>	<p>Dedicated calendared meetings and any cover implications</p> <p>Resources used to capture student voice</p> <p>Minutes from meetings need to be facilitated by a specific member of staff</p> <p>Resources used to support the ASPIRE programme</p> <p>Staffing implications to ensure the</p>	<p>The ASPIRE programme will continue to support our most vulnerable students, removing specific barriers to learning that are deconstructed in the ASPIRE plan and throughout the content of this document; although not all skills are quantifiable, the use of Pupil Profiles will measure impact over time</p> <p>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 2021 to July 2022, with a target of 80% of those</p>	<p>KMA led the ASPIRE project over the year developing and refining the programme. Inspirational speakers continued to deliver talks, but these were mainly online over zoom/ teams. These talks had significant impact on the students in the ASPIRE group and had outstanding student voice.</p> <p>Student voice shows that students attending the programme were more engaged with school, felt better able to deal with problems and felt more confident and resilient.</p>

mentoring through form tutors– October 2021		<p>Strategic meetings at leadership level to ensure effective succession planning and operational capacity</p> <p>Documentation from the coaching sessions between coach and students</p>		<p>effective delivery of sessions outside of lunchtime</p> <p>Training of staff for the new coaching system</p> <p>Planned leadership meetings</p>	<p>students with attendance to 100% of sessions, showing improved ATL across all subject areas</p> <p>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 sustained each academic year</p> <p>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)</p> <p>Students will be able to self-regulate more effectively and take</p>	<p>GCSE results 2022 showed some improvements in those of disadvantaged students, however the PP gap increased slightly from -0.8 to -0.91. This was expected due to the after effects of lost learning etc. as a consequence of the pandemic. ATL was improved also (see objective 1).</p> <p>The project was enhanced by mentoring from students on the Inspiring futures programme. A residential trip was planned and breakfast sessions put on for both KS3 and 4. Year 11 PDT was also adjusted to aid with engagement and to support academic achievement with focus groups.</p> <p>Data driven coaching of a target group of students was also</p>
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					more ownership over their own academic development; this will be reflected in levels of responses to questioning in lessons (measured through learning walks)	implemented and ran until the exams finished.
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