

Pupil Premium Strategy Statement (inc.Catch-up) 2021-2023

School overview

Metric	Data
School name	St Mary's Catholic School
Pupils in school	1156
Proportion of disadvantaged pupils	8.9%
Pupil premium allocation this past academic year	Pupil Premium+ Recovery Premium + Catch-up carried forward from last year= £92300
Academic year or years covered by statement	2020/21; 21/22; 22/23
Publish date	September 2021
Review dates	11/21, 12/21, 3/22, 6/22
Statement authorised by	D McHugh
Pupil premium lead	Catherine Wilkin
Governor lead	Mrs K Cockerton

Disadvantaged pupil performance overview for last academic year (Centre Assessed grades only) NB this is for a cohort of just 7 students so the confidence intervals are wide!

Progress 8	-0.1 for FSM6, in-school gap of 0.3 is much smaller than usual.(2019 P8 for 8 students was -0.24, please see separate document for details)
Overall Attainment	In-school average grade 5.7, NA grade 5.4, FSM6 average grade 4.9
English Attainment	FSM6 5.6 which is above the NA for English. VA +0.1
Maths Attainment	In-school 5.7, NA5.1 FSM6 4.6 VA-0.3

Strategy aims for disadvantaged pupils * *the pandemic will have adversely affected these students' progress as they are extremely dependent on in-school support*

Aim	Target	Target date
All Disadvantaged students in Year 11 and 13 make excellent academic progress and are ready for the next stage of their education.	Progress 8 for Year 11 comparable to that of 'national other'. Positive residual for Y13 FSM students.0% NEET. Destination data shows students on suitably challenging courses.	August 2022

<p>All Disadvantaged students in other year groups make excellent academic progress.</p>	<p>Rapid narrowing of gaps in all year groups: expected initially in Attendance and Attitude to Learning; subsequently in academic data.</p>	<p>Ongoing with 4 reviews per year.</p>
<p>Disadvantaged students in all year groups read widely, develop their cultural capital and are well prepared for and aspirational about the next stage of their education.</p>	<p>Use AR, Lexia, other reading initiatives and cultural capital days to eliminate any participation gaps. Widen range of after school clubs and embed cultural capital in schemes of work. Where offsite activities are offered ensure high levels of participation by Disadvantaged.</p>	<p>Ongoing with 4 reviews per year.</p>

Teaching priorities for current academic year

Measure	Activity
Priority 1: Excellent classroom teaching to facilitate progress and catch-up	Plan CPD to develop Teaching and Learning strategies to ensure individual learning needs are met through Quality First teaching and Pupil Premium First; including well- sequenced lessons, differentiation, priority marking and questioning, & Seating for Learning.
Priority 2: Use of devices for blended learning	Ensure all Disadvantaged students have a device and internet capacity suitable for use at home and at school and that they can partake in online lessons as well as use a variety of learning styles in the classroom, increasing progress and engagement. Teachers put all work on Teams so that absent students can learn from home.
Priority 3: Engagement with regular and wider reading plus work on expanding students' Group 2 vocabulary.	Accelerated Reader sessions timetabled for all KS3 students. Lexia for those who need further support. Investment in various digital and hard copy book schemes which provide free books for all year 7s. Library clubs and writing competitions, author visits etc to excite students about books.
Barriers to learning these priorities address	Lack of books and suitable devices in the home, or role-models who encourage regular reading and use of the internet for education. Narrow vocabulary, lack of engagement, need for excellent quality feedback,
Approximate Projected annual spending	Pupil Premium Manager employed to monitor all aspects of PP student education. £18000 Subscriptions to Accelerated Reader, Lexia, BookBuzz etc. £5000 Additional resources for PP students with SEND (eg reader pens). £1000 Purchase of chromebooks for students without a suitable device £2000+. From Dec 21 TLR for role of Literacy Co-ordinator £3000

Targeted academic support for current academic year

Measure	Activity
Priority 1: Intervention Catch-Up lessons in Maths and English for all year groups.	Small group Maths and English lessons with qualified specialist teachers for students who are significantly behind target.

Priority 2: Maths and Science tuition for KS4	National Tutoring Programme for Years 10 and 11 in Maths and Science- mainly for Disadvantaged
Priority 3: Personalised intervention programmes for Disadvantaged Year 11	Bespoke intervention across all subjects and including attendance rewards. To include a wide range of revision materials and snacks during after school sessions plus 1:1 Careers guidance to encourage aspirational goals and regular mentoring with PP Manager.
Barriers to learning these priorities address	Lack of family support or availability of parents to support due to long/ unsociable working hours. Poor attendance. Lack of financial capacity to buy devices, revision materials, calculators etc. Lack of transport home.
Approximate Projected spending	NTP and small group tutoring £30000.

Wider strategies for current academic year

Measure	Activity
Priority 1 Excellent Attendance	Increasing attendance and well-being through Breakfast Club across KS3 and KS4 to ensure a good breakfast and a relaxed and supportive start to the day, plus opportunity/resources for supported study.
Priority 2 Pupil Wellbeing	Mentor and Welfare Officers meet with students individually and work closely with parents and outside agencies. Staff trained in STEPs, use of CPOMs, and students in use of Sharp system. PSHEE, Examen, and other registration activities such as Let's Talk Week also support student wellbeing.
Priority 3 Give disadvantaged students the opportunity to learn a musical instrument	Small group lessons on clarinets and saxophone in year 8/9 and on Band Instruments in year 12/13.
Priority 4 Pupil Personal Development	Extra- and super-curricular participation, student leadership and contributing to the school and wider community are evidenced through the St Mary's Award, Cultural Capital day, Feast Day etc.
Barriers to learning these priorities address	Students travel significant distances. Parents have already left for work. Some students have no breakfast, an unhealthy breakfast or are apprehensive about school. They may lack organisation skills. Some have chaotic family circumstances and struggle with their mental health.
Approximate Projected spending	Breakfast club £2200, Music Initiative and other Cultural Capital events £9000

	Welfare Officer + Student Mentor: £3400, £6000, £500 rewards and incentives.
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Pupil Premium First policy adopted consistently by all staff. (PPF refers to questions, seating plans, marking, dialogue with parents and aspirations.)	CPD, on agendas at SL meetings and SLT link meetings. Seating plans monitored to ensure PP students are strategically placed. Teacher PM target relating to D students
Targeted support	To ensure that Pupil Premium students make progress in line with national averages. Accurate assessment is needed as disadvantaged students tend to under-perform in examinations. Closely monitor attendance.	Departmental and leadership reviews of AP data, projected outcomes, work scrutiny. Leadership mentoring of PP students in years 11 and 13. Regular contact with home, Futures meetings, Invitation Only parents evenings use of reports, incentives etc.
Wider strategies	To ensure reluctant students participate widely in variety of enrichment opportunities and are resilient enough to dare to step outside their comfort zone.	St Mary's Award and House points, AP rewards and Inter-house contests motivate most students.

Review: 2021 aims and outcomes (*nb based only on TAGs for a cohort of 7)

Aim	Outcome
Achieve Progress 8 in-line with National Other	Pro 8 from FFT Aspire was -0.1 which is slightly below.
Achieve Att 8 in line with National Other	Av FSM6 Attainment (*4.9) is 0.2 grades below National Average.

Achieve % Grade 4+ & 5+ in Maths/Eng in-line with National Other	Maths 4+ 50%, 5+ 38% English 4+ 75%, 5+ 63% Both English and Maths 4+ 50%, National Average 75%.
Ebacc % 60%	Ebacc 38%- not achieved
Attendance of students with no particular issues 95%	Attendance was badly affected by closures and self- isolation but overall was 93.4% for these 7 students.