



St Mary's Catholic School Pupil Premium Strategy 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic School
Number of pupils in school	1156
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22; 22/23; 23/24
Date this statement was published/ updated	June 22/ July 22, Aug 22
Date on which it will be reviewed	October 2022
Statement authorised by	Deirdre McHugh Deputy Headteacher
Pupil premium lead	Catherine Wilkin AHT
Governor / Trustee lead	Mrs K Cockerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (updated to use figures from April 2022)	£72890
Tutoring allocation academic year (22/23)	£10,000
Pupil Premium Top up fund	£21,460
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,350

Part A: Pupil premium strategy plan

Statement of intent

- Our goal is for all students at St Mary's regardless of background, to fulfil their potential and be ready socially, emotionally, and spiritually, as well as academically, for the next stages in their education when they leave us.
- Students in receipt of the Pupil Premium, eligible for Free School Meals, without recourse to public funds, with SEND, or known to staff as vulnerable irrespective of whether we can tick a box for them, are our priorities in spending this funding.
- Equally, since Covid we have more students who are behind in their academic studies and /or have Mental Health problems, and so we have been grateful for the provision of the Recovery Fund to be able to support students not in any of the above categories who are academically behind or in need of pastoral support.
- Our intention is to provide for students based on individual needs and for every member of staff to take responsibility for, and indeed pleasure in, the opportunities to support those most in need. High Quality Teaching in every lesson is our base from which we build further.
- Academic support is always based on assessment data, though we are as ambitious for our most able to achieve top grades as we are for others to achieve pass grades, so a disadvantaged student in receipt of support will not necessarily be working below their target grade.
- Pastoral support, including strategies to improve attendance, or Attitude to Learning score, may be data driven or initiated through conversations with students, staff, or parents
- Disadvantaged students with SEND need to be monitored especially closely and regular communication with the SENDCO is paramount.
- To develop the full person, we aim to provide all disadvantaged students with opportunities not only to participate fully in the wider life of the school, but also to lead others. A curriculum rich in extra- and super-curricular opportunities and with reading, vocabulary, oracy, and cultural capital around every corner, ensures a high minimum level of engagement from even the most 'hard to reach'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many of our disadvantaged students come from homes where there are few books and regular reading is neither a habit nor an expectation. Reading neither widely nor often leads to a narrow vocabulary a lack of variety in sentence structure, lower comprehension skills and less cultural capital, negatively impacting attainment across all subject areas . There is no significant difference between Disadvantaged students and their peers in the average RA on entry but as the secondary curriculum starts to step up steeply in difficulty, the differences in reading ability in the wider sense become more apparent. These students also need the school to support them with electronic devices and revision guides to that they can access all the different learning styles used at school.
2	Attendance is typically 1-5 % lower for Disadvantaged students. This is for a variety of reasons: SEMH, behavioural, physical health or systemic, but low attendance reduces the positive impact of all the measures put in place to improve attainment and progress.
3	Many Disadvantaged students lack resilience and metacognition . This leads them to give up easily on challenging homework tasks and not only to spend less time on private study, but also to study less effectively. This can lead to slower progress in all subjects but tends to have a marked effect on outcomes in Maths and Science , due to the 'Right or Wrong' nature of the questions posed. The evidence of this is often first seen in Attitude to Learning data and where there is an A2L gap a progress gap will surely follow.
4	Many of our Disadvantaged students do not have lessons in music or drama or hobbies out of school and have not had the benefit of travelling nor visiting museums, theatres, or galleries. Their cultural capital and group 3 vocabulary are sufficiently low as to be disadvantaging them as adults if not addressed. As a result of low self- esteem, they are often reluctant to join in or take on a leadership role.
5	SEMH concerns: since Covid many more students both "Disadvantaged" and not, are struggling with anxiety and depression which is affecting their concentration, attendance, progress and academic performance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved annual progress amongst disadvantaged pupils in Year 11, plus a narrowing of the in-school gap especially in Maths, English and Science.	<p>Without reducing the EBacc %, the overall progress statistics are improved to be positive (in recent years we typically achieved in the region of -0.1 to 0). A realistic but challenging target would be a Progress 8 of +0.1.</p> <p>Year 13 students achieve their target grades on average, are 0% Neet, and encouraged to be ambitious in their university choices.</p>
All students enjoy reading and read widely and fluently, including students with SEND and disadvantaged backgrounds.	<p>Star Reader tests show students who are reading at below their chronological age making fastest progress.</p> <p>Library usage shows a greater than proportionate use by Disadvantaged students.</p> <p>Student voice shows students read more and enjoy reading more than in the previous year.</p>
All students are continually expanding their vocabulary, gaining confidence in speaking, and gaining in cultural capital.	<p>There is a sustained take up for clubs, trips, and other enrichment opportunities regardless of pupil group and there are no gaps by pupil group.</p> <p>All teachers continually seek out opportunities for enrichment and super curricular challenge for all students and opportunities are mainly open to all.</p>
Sustained improvement in attendance amongst Disadvantaged students	Reduction in the number of persistent non- attenders and reduction in the Disadvantaged gap in average attendance to 1% regardless of year group or individual students' issues.
Improved metacognition and self-regulation amongst Disadvantaged students	<p>Behavioural data shows fewer minus house points, particularly for incomplete homework. Positive student voice from Homework Club and Breakfast Club</p> <p>Work scrutiny shows an improvement in the quality of student response to feedback where this has previously been an issue.</p>

Activity in academic year 2022-2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 36629.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Accelerated Reader for high quality assessment of students' reading ages and ensuring staff are trained to take reading ages into account in their planning. Use Of Lexia to support further comprehension development by those who need it, especially PP students with SEND. Schemes such as Book Buzz ensure students are given appealing books to read. Purchase of Hegarty Maths subscription and laptops for disadvantaged students.	AR-trained teachers and student progress back up evidence of AR as an effective way to get students reading and enjoying reading https://www.renaissance.com/products/accelerated-reader/evidence/ Lexia can be effective in supporting the vocabulary development of disadvantaged and students with SEND https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1

<p>Professional development on evidence-based approaches, in particular feedback, homework metacognition and oracy.</p>	<p>Provision of effective feedback is one of the most important roles of a teacher https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Setting meaningful homework tasks in an environment which offers support to those who struggle to work at home is a low cost but effective way to raise attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework.</p> <p>Teaching metacognitive strategies is a cheap and effective way to help students become independent learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Staff training and calendared Oracy Days will ensure all students' speaking skills are developed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3</p>
<p>Recruitment and Retention: Appointment of a Literacy Coordinator to ensure literacy is improved in all subject areas and is at the forefront of all that we do whether in the classroom, CPD, or enrichment opportunities.</p>	<p>Recent evidence tells us that teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects, rather than in general https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p>	<p>1,3</p>

<p>Recruitment and Retention: Appointment of an administrative assistant for the Pupil Premium Manager to free her up to spend more time on one-to-one meetings with disadvantaged students. 20 % of the PPM salary is also included.</p>	<p>Positive relationships are the key to the success of any programmes for disadvantaged students. Analysis of accurate assessment data is crucial for determining the programmes that will be most effective</p> <p>Addressing Educational Disadvantage, The Essex Way; Marc Rowland</p>	<p>2,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group School-Led tutoring in Maths for students whose progress has been significantly affected by the pandemic or who are underachieving for other reasons. Most of the students will be in receipt of the PPG and high achieving PP students may also receive, this support to boost their attainment to the highest possible standards.</p>	<p>Lessons in groups of 2-5 with a subject specialist can increase progress significantly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3</p>
<p>English attainment is boosted with one to one reading sessions and purchase of schemes which provide books for all students. There will also be school-led tutoring for year 7 students who arrive with a reading age below 10</p>	<p>Lesson in groups of 2-5 with a subject specialist can have increase progress significantly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition One to one reading sessions which include comprehension mean that individual gaps can be quickly identified and closed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,3</p>

Teaching Assistant interventions to support disadvantaged students with SEND- to include numeracy and literacy, including hand-writing, as well as a dedicated VI specialist	We are fortunate to have a well-qualified and committed team of LSAs who can deliver highly effective targeted interventions to the students who most need them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointing an attendance officer to monitor and address the attendance gap between disadvantaged students and their peers	Research suggests that early follow-up, communication with parents, use of texts and consistently applying the school's absence policy are likely to improve attendance. We supplement this with a dedicated pastoral team who work closely with key families and build good working relationships with them. https://dera.ioe.ac.uk/2945/3/110308section3en.pdf	2
Supporting students' social, emotional and behavioural needs by appointing a team of mental health first aiders and mentors as well as training up peer mentors amongst the 6 th form and targeted programmes such as Beautiful Minds & Coaching for Success	Targeted programmes supplement whole school ethos and one to one mentoring. These programmes have been shown to be effective with our students in the past and research suggests programmes are most effective with secondary aged students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,5
Giving all students access to the arts, especially music, through attending drama performances, music recitals, Shakespeare workshops, author visits and art workshops, for example.	Evidence shows that learning a musical instrument improves coordination and concentration as well as increasing cultural capital and the ability to work in a team in the case of orchestra instruments. Singing increases wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,4,5

Selected KS3 students will receive fully funded instrumental lessons and those taking GCSE music will also have fully funded lessons if they are disadvantaged.		
Supporting student's SEMH and physical health with an expectation that all will take part in interhouse sports and by offering a wide range of lunchtime and after school sporting opportunities	Evidence shows that since the pandemic children have become less active and this has impacted both their physical health and their mental wellbeing. https://www.eif.org.uk/blog/operation-long-run-covid-recovery-and-the-importance-of-keeping-children-active	2,5
Extending the school day with provision of breakfast club and homework club gives vulnerable students a positive start to the day, opportunities to have support with homework and with resources they may need.	Research shows that it is important that schools provide students with suitable tasks and a quiet place in which to complete them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Research suggests that Breakfast clubs improve attendance and wellbeing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,2,5
Ensuring all students have a rich experience at school and develop their cultural capital through dedicated Enrichment Days, subsidising trips and having an appealing and regularly updated offer of extra- curricular clubs and interhouse competitions	High levels of attendance and student voice show that enrichment days are worthwhile and enjoyable https://www.sciencedirect.com/science/article/pii/S0049089X17300339 https://www.culturallearningalliance.org.uk/what-is-cultural-capital/	4
Supporting students and parents in significant need, through purchase of uniform, shoes, short term transport costs etc. We also support students needing a laptop, calculators. Other equipment and revision guides.	Based on recent experience, a small number of students will have improved attendance and behaviour if we can offer emergency support when needed.	2,5

Total budgeted cost: £ 104350.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

There are 4 Assessment Points (APs) each year and after each of these the Pupil Premium Manager analyses the data, meets with key staff, parents and students and reviews and updates the interventions in place. As far as is possible, an individualised approach is put in place and all disadvantaged students meet individually with the Pupil Premium Manager during the school year. Many meet her on a regular basis.

Year 11 PP performance from the AP prior to the GCSEs shows disadvantaged Progress 8 predicted to be extremely similar to previous years, namely neutral. The predicted P8 for non-disadvantaged is high, at approximately +0.7 which is better than past years. We struggle to close the in-school gap and a key factor here is Persistent Absence which is why Attendance is a key part of our strategy. Year 11 Disadvantaged attendance this year was the lowest of all year groups at 82.8 % although incentives and rewards did improve that in half term 5 to 85.4% This compares with Whole of Year 11 attendance at 87.9% which is also much lower than usual due to impact of Covid.

Whole school attendance to Half term 5 was 91.2% with average attendance across all disadvantaged students at 88.5%. This gap is smaller than we have seen in some years but that is because it is low across the whole school following the pandemic. We know that students with less than 90% attendance are unlikely to achieve their full academic potential and are working hard to improve student attendance.

Our Year 13 Disadvantaged students (cohort of 10) are performed very well on average, with a predicted residual completely in line with that of their peers and a **final A level residual in fact that was better than their peers, estimated at +0.15** compared with -0.06 for the year group as a whole. The 16-19 funding was extremely effective in being able to offer boosters to disadvantaged and SEND students in Psychology, Sociology, Maths and Biology using a school-led tutoring approach, and PP funds were used to purchase revision resources for other students. One student improved their negative residual from -2.5 to -0.5 following additional Psychology tutoring. **All 10 disadvantaged students have secured university places**, in 8 cases to their first choice institution. None are NEET.

Accelerated Reader: Year 7 and 8 have made consistent progress regardless of PP or not. In both cases the average RA has increased by just over a year in the past 9 months. Across the board, year 9s have little reading age progress. Year 9s seem to have been particularly affected by the pandemic in terms of their focus and poor reestablishment of the routines of learning. Due to staff leaving some AR classes have had 3 different AR teachers and this has particularly impacted Year 9 as their engagement and behaviour is more contingent on strong leadership and consistency. In order to ensure that this will improve next year, AR lessons will be led by English subject specialists only and with a training session scheduled for the September INSET. We are also reviewing the catch-up strategies for the weakest readers in Year 9 as the Reading Support strategies, which include Lexia, have also been less successful for Year 9 than the younger year groups. Library usage by Disadvantaged students has been good this year, with 30% of PP students taking out books in comparison with 15% of the school as a whole.

Our school-led small group maths tutoring by a tutor we have been employing since before the pandemic has focused mostly on students in KS4 until the public exams and KS3 and year 12 in the final term of the year.

Our use of MyTutor (National Tutoring Programme) for Maths and Science across KS4 initially and with Year 9 and 10 in the summer term has been of some benefit but we will go down the route of school led tuition in future as students prefer it and make more progress.

AP4, our end of term data, based on internal exams is extremely encouraging for all year groups. In years 7 and 8 there is a tiny gap in average progress. The largest of the gaps is in year 7 and individual interventions will take place to close this. In year 9 and 10 the PP students have made better progress than their peers due to the interventions put in place for them, but in year 9 the whole year group has a negative residual and so we will need to work closely with these students next year, targeting interventions where needed for individuals.

Between the 2 types of Catch-up Maths we have seen the following progress made by PP students in Year 11: December Mock residual -0.88, April Mock residual -0.5 (Peers – 0.73 to -0.53 so PP have made more progress). In Science the online tutoring has been supplemented with teacher-led Pupil Premium focused revision sessions and in both subjects all disadvantaged students have been fully equipped with revision guides, flash cards, access to County revision sessions etc. Year 11 Disadvantaged Science grades have also improved by more than their peers (PP progress -0.54 to +0.08, Peers +0.24 to +0.39) although an absolute attainment gap does remain in both subjects.

GCSE results for Pupil Premium students were mixed. Two students with strong progress and attainment have now dropped off the PP register and another is out of year group and only in Year 10 and so his excellent results will not counting in our stats. The Progress 8 if we include these students and remove the outlier who has barely been well enough to attend school this year is estimated at -0.16. The Progress 8 for the cohort now on the register is unfortunately lower due to the reason. We are delighted with the average Pro 8 of +0.08 for our 3 students who are CLA or PP+. 40% of our disadvantaged students are staying at the school for 6th form and considering the distances travelled, this a high figure for us and shows that they are nurtured and supported well through their varied and many difficulties.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Scholar's Club: raising attainment and aspiration	Brilliant Club

Further information (optional)

At St Mary's Catholic School, the development of the individual is of equal importance to academic excellence. To that end all students participate in our St Mary's Award through which they can earn bronze, silver, or gold blazer badges. In order to achieve an award, students need to be able to demonstrate participation across a wide range of categories. A sporty student might win sports colours, but this alone will not be enough to give them the St Mary's Award! This award is for students who have worked hard and had excellent attendance or demonstrated significant improvement in their attendance. They must be in school and participate in our interhouse events, sports day, whole school liturgies and cultural capital days. They must serve the community and support charity events. They are rewarded for taking on a leadership role, however minor and are encouraged to enter competitions and try a new club. It is about personal challenge and stepping out of your comfort zone, knowing that you are supported. Tutors monitor participation closely to ensure all students are actively progressing towards the award. The proportion of disadvantaged students achieving the award is not proportional in Years 8 and 9 but is proportional or more so in Years 7, 10 and 11, which is how it should be, these being the students who gain most from it. We are making plans to ensure there is lots of encouragement and opportunity for Year 8 and 9 in the next school year, and tutors received training on the importance of their role in ensuring this happens.

We have also run a programme this year to give free instrumental lessons to 4 Year 9 students and 4 Year 8 students. Three out of the 4 Year 9s have signed up for GCSE Music because of these classes and one played a solo at her own confirmation in May, not having played a note before September. Year 12 students have had the opportunity to learn drums, guitar or keyboard in music enrichment classes and we had a strong take up from our 11 disadvantaged 6th form students, showing there is an appetite for musical opportunity. A year 9 student was put forward for a Young Musician Award and has received a grant for £800 to spend on musical costs next year. All Year 7 students sang in Polish in the Carol service, making music at St Mary's enriching and inclusive for all.

Our Scholar's Club for Year 10 was a great success, with all students selected being from a disadvantaged background via FSM- entitlement or postcode. We were complimented on our students' willingness to think for themselves and for the excellent attendance and engagement due to the commitment of the Pupil Premium manager.

High attaining 6th form PP students have been encouraged to be ambitious and two were supported through encouragement, resources, tutoring, and practice interviews to apply to Cambridge University.