

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 RC High School
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24 2024-25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr Stuart Wetson Head teacher
Pupil premium lead	Mrs Angela Leslie Deputy Head
Governor / Trustee lead	Mrs Lynn Johnson Link Governor for PP

Funding overview

Detail	Amount
Pupil premium funding allocation last academic year	£104,595
Pupil premium funding allocation this academic year	£145,335
Recovery premium funding allocation this academic year	£30,636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£175,971

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use additional training to support teachers dealing with differentiation and behaviour support
- Ensure that disadvantaged pupils are able to participate in all activities
- Ensure that good attendance remains a focus for all pupils but especially for those who may be disadvantaged.
- Ensure we identify when families are facing more challenging circumstances irrespective of whether they are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy levels of students entering the school in year 7. Gap has not been closed from Year 7.</p> <p>Diagnostic assessments, observations and discussions with teachers and support staff and the pupils indicate that the disadvantaged pupils have lower levels of reading and reading comprehension.</p> <p>This impacts all areas of learning both in and out of the classroom.</p> <p>Year 7 17% PP Year 8 25% PP Year 9 18% PP</p>
2	<p>Numeracy skills especially at key Stage 3</p> <p>Diagnostic assessments, observations and discussions with teachers and support staff indicate that the maths attainment of disadvantaged pupils is generally lower than that of their non-disadvantaged peers and suggest that many struggle with problem solving skills.</p> <p>Quantitative CATS Assessments on entry show that disadvantaged students score lower than non-disadvantaged students</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and their families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. They also include concerns about the health and welfare of their families. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support for all pupils markedly increased. This increase was greater for those who were disadvantaged and needing social and emotional support.</p> <p>This level of need has continued post-pandemic</p> <p>Increased provision for mental health support – PP students prioritised where practicable</p> <p>Additional workshops to support additional needs due to health and wellbeing</p>
4	<p>Attendance of students in receipt of PP funding, especially FSM/Ever6 students to reach 95% in line with their non-disadvantaged peers.</p>

5	<p>Pupils have struggled with the demands of a return to school full-time. They have found interactions with larger numbers of pupils and staff challenging and this has impacted their behaviours both in class, travelling to school, and around the school site.</p> <p>Our data suggests :</p> <p>A higher proportion of disadvantaged pupils have struggled with, and are still struggling with both their behaviour and their mental health.</p>
6	<p>Academic achievement</p> <p>Our detailed evaluation of our on-line provision suggests that our disadvantaged pupils engaged less well with the on-line provision during school closures and when isolating.</p> <p>This has meant that there has been additional need for catch up materials for PP students.</p> <p>Catch up interventions have increased starting as soon as the pupils arrive in the school. This will help to close the gap earlier in their school career.</p>

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
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</i></p>	<p>Sustained high attendance from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers • Continued strong protocols in place to increase attendance. • Part time timetables and phased integration methods used to achieve full time attendance
<p><i>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.</i></p>	<p>2024/25 KS4 outcomes to demonstrate that disadvantaged pupils meet or exceed their FFT20 targets. This is a very ambitious target but we need to show that we are making progress towards this</p>
<p><i>Improved reading comprehension among</i></p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between scores of</p>

<p><i>disadvantaged pupils across KS3</i></p>	<p>disadvantaged pupils and their non-disadvantaged peers.</p> <p>Evidenced</p> <ul style="list-style-type: none"> • Star reader scores • Improved engagement in lessons • Improved work during book scrutiny • Reduction in reliance on additional support in class • Increased focus on literacy in all subject areas for 22-23-24
<p><i>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</i></p>	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations/concerns • An increase in participation in enrichment activities, particularly among disadvantaged pupils • Targeted opportunities in enrichment activities for disadvantaged pupils • Introduce a well-being fayre so that all pupils are aware of where to go for support but especially those who are disadvantaged.
<p><i>Improved uptake of EBacc subjects for all pupils, particularly for our disadvantaged pupils</i></p>	<p>By the end 2024/25 ,</p> <ul style="list-style-type: none"> • 50% or more of our disadvantaged pupils enter the English Baccalaureate (EBacc)
<p><i>Improved meta-cognitive and self-regulatory skills among disadvantaged pupils across all subjects</i></p>	<ul style="list-style-type: none"> • Teacher reports, class observations and SIMS entries suggest that disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all subjects and classes. • High proportion of attendees at homework clubs, particularly those who are disadvantaged • High proportion of attendees at revision classes both within school time and out of school time, particularly those who are disadvantaged.

Activity in this academic year

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: £ 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
<i>Whole school INSET on teaching and learning – related to DIFFERENTIATION and Feedback And LITERACY across the curriculum. Whole school INSET on the effective use of TA's.</i>	Our own observations have shown that there is an increasing need for more differentiation across all subject areas. This has an impact on both attitudes and behaviour within the classroom setting. As the 'Teacher feedback to improve pupil learning' guidance report explains, ensuring that the principles of effective feedback are followed is more important than the method opted for; however, evidently, teachers in the review of practice identified that verbal feedback provides opportunities to fulfil these principles, particularly as it may be more easily understood by pupils	1,2,3,6
<i>Mental health support for staff well being</i>	Our own discussions and feedback highlighted a need to additional support for staff well-being following the pandemic. This will enable all staff to support the pupils in their care.	3
<i>Pastoral support managers and</i>	Our own observations and discussions highlighted an increased need for students to be able to go to	3,4,5

<p><i>mental health lead appointed</i></p>	<p>a non-teaching member of staff for support outside of the classroom. This meant that pupils could be supported more quickly and signposted to the relevant places. Communication with parents also improves Mental health Lead appointed and the provision is co-ordinated for School Nurse, WEST and CLD Improved communications with home.</p>	
<p><i>Further training for intervention manager</i></p>	<p>High quality interventions are needed to support all pupils but especially the disadvantaged and those with SEND. Ongoing training means that the intervention manager will be better equipped to meet the needs of those pupils. Intervention manager will be able to support other members of the SEN team to provide appropriate interventions that are quality assured. SLT support (and SLT SEND link) in place to support interventions</p>	<p>1,2,6</p>
<p><i>Improving literacy in all subject areas in line with the recommendations in the EEF guidance Improving Literacy in Secondary Schools We will fund professional development and training for each department. This is to be included in all department development plans as well as the school development plan</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1,3,4,6</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher feedback</i>	<p>Teachers recognised the benefits of verbal feedback, particularly because it tends to be highly valued by pupils. It was felt that a combination of written and verbal feedback was helpful in creating understanding, strengthening relationships, and maximising the value of the feedback.</p> <p>As the 'Teacher feedback to improve pupil learning' guidance report explains, ensuring that the principles of effective feedback are followed is more important than the method opted for; however, evidently, teachers in the review of practice identified that verbal feedback provides opportunities to fulfil these principles, particularly as it may be more easily understood by pupils</p> <p>Continued evaluation of this through classroom observations and pupil voice</p>	3,6
<i>Revision sessions after-school</i>	Our data shows that targeted pupils who engage in this provision make more progress than those who do not attend.	6
<i>Study skills sessions weekly</i>	Our data shows that the year 11 pupils who attend these sessions regularly are better equipped to cope with the rigours of exam revision	3,6
<i>Homework support. To provide a daily supported facility for targeted students to complete homework</i>	Our data has shown that disadvantaged students can find it difficult to complete homework without a quiet place and may need additional support	3,5,6
<i>Accelerated reader programme is extended into year 8</i>	Reading is an integral part of all lessons and this is intended to raise literacy levels at Key Stage 3.	1

	This will be reviewed at the end of 2023-2024.	
<i>Members of SLT to act as mentor to PP students in years 10 and 11</i>	Individual mentoring has been shown to focus students on their aspirations as well as allowing them time and space to articulate where they are struggling, so that appropriate and timely support can be put in place. Individual mentoring of identified pupils who are disadvantaged in KS3	3,6,4
<i>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</i>	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,6
<i>Use targeted 1:1 on line maths tuition with a specialist teacher. Use targeted small group additional maths tuition with a specialist teacher in school (outside of usual lesson times) Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,6

<p><i>LSA targeted support In class and with small groups. Additional TA's recruited.</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Close collaboration with the school attendance officer and the pastoral leads. Embedding principles of good practice set out in DfE's Improving School Attendance advice.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4,5,6
<p><i>Pastoral support managers appointed</i></p>	<p>There is evidence to suggest that the involvement of the pastoral support managers with pupils who may be experiencing difficulties, including the disadvantaged, has a positive impact on behaviour around school both in and out of lessons.</p>	3,5
<p><i>Mental health lead School counsellor, School nurse, Well being mentors</i></p>	<p>There is evidence to support the need for Mental health interventions to avoid an escalation in symptoms This needs to be a co-ordinated approach from all involved so the mental health Lead is best placed to liaise and co-ordinate the provision of mental health support.</p>	3,5
<p><i>WEST support</i></p>	<p>There is evidence to support the need for Mental health interventions to avoid an escalation in symptoms EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the</p>	3,5

	effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	
<i>School council /pupil voice</i>	There is evidence to suggest that when pupils are given the opportunity to be involved in the processes in school – the changes may have a more significant impact on positive engagement.	3,5
<p><i>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</i></p> <p><i>This includes training for staff especially the mental health leads and the pastoral teams</i></p> <p><i>Continued use of CLD, creative time and boxing to support the well being of students, especially those who are disadvantaged</i></p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	3,5
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-6

Total budgeted cost: £ 210,000

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 2022 to 2023 academic year.

	Non PP	PP
	129	18
9-5 E/M%	69.8	38.9
9-4 E/M%	88.4	72.2
Average A8 grade	5.77	4.41
Average English A8grade	6.14	4.97
Average maths A8 grade	5.53	4.17
Average EBacc	4.97	4.09

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
<i>The national college Whole school subscription</i>	The National College
<i>Twenty First century Science AQA RE Allez - French</i>	Kerboodle Oxford University Press
<i>Accelerated reader</i>	Renaissance
<i>Star reader - tests</i>	Renaissance
<i>Spelling tutor</i>	Dyslexia Gold
<i>Engaging eyes</i>	Dyslexia Gold
<i>Rapid reader PLUS – literacy leader</i>	Pearson
<i>Rapid reader PLUS – TA led</i>	Pearson
<i>NGRT</i>	GLAssessment

CATS4	
Dyslexia Portfolio	
WRAT testing	
Freckle	Renaissance
Timetable Rockstars	
White Rose maths	
Toe by toe	
Power of two	
Mymaths	
Nessy Phonics/ reading and spelling	Nessy
Nessy Fingers	Nessy

Service pupil premium funding (optional)

Measure	Details		
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • LSA support (in and out of class) • Travel costs • Counselling • Attendance • Mentoring • Study skills sessions • 1:1 targeted interventions • 1:1 supervision • Home visits • Social and emotional support • After school revision sessions • Targeted feedback • Enrichment activities targeted at service pupils 		
What was the impact of that spending on service pupil premium eligible pupils?	No of Year 11	4	
	Forces pupils		
	9-5 E/M %	75	
	9-4 E/M %	100	
	Average A8 grade	5.58	

	Average English A8 grade	5.38	
	Average Maths A8 grade	5.50	
	Average EBacc	4.50	

Further information (optional)

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