

Pupil premium strategy statement – 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 College
Number of pupils in school	934 (current pupils on roll 1133)
Proportion (%) of pupil premium eligible pupils	44.0% (411) (current pupil premium eligible on roll 449)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, <u>2023-2024</u>
Date this statement was published	December 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Mr K Maddocks
Pupil premium lead	Mr A Hampson
Governor / Trustee lead	Charles Donnelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,385
Recovery premium funding allocation this academic year	£113,988 (estimated)
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	£539,373

Part A: Pupil premium strategy plan

Statement of intent

We want our pupils to experience 'fullness of life', where the sort of person that they become is of paramount importance. At St Mary's our vision is simple, if we work together we will succeed together. Our mission is to develop individual excellence through embracing opportunities and building communities with Gospel values at the heart of everything we do. We encourage our pupils and staff to grow as individuals and to serve their world. Through our Inspire programme we specifically developed the skills that allow our pupils to live our values of Respect, Courage, Pride, Compassion and Determination.

We want to be one of the best schools in the country where our pupils have the best education and the best opportunities. Our core belief is that SMCC is a place where all children can learn. We expect all adults and pupils to model positive behaviours based on Gospel values. Our community has a consistent culture of high expectations so that everyone can achieve their full potential. We will celebrate achievement and swiftly address underachievement. By doing this we instil in our pupils a desire and the means to be the best and make a positive difference to our world. The gaining of qualifications, skills and experiences is not just about what pupils get out of it but how it helps them to help others. This is our Inspire Experience.

We are aspirational for all our pupils and our knowledge-rich curriculum is based around ensuring that all pupils experience a curriculum that enables them to achieve better than their peers nationally. We recognise that this curriculum is responsive and allows timely opportunities throughout the year for the curriculum to be reviewed. Pupils will only be able to apply their learning and demonstrate this success if they acquire a deep knowledge and understanding across their curriculum that enables them to apply and present what they know and are able to do.

Our approach to ensuring that our disadvantaged pupils achieve well in College is one that is based on focused support, evidenced by the needs of the pupils, as well as the growing body of educational research around this issue (for example recommendations of the Sutton Trust Toolkit, EEF guidance). The reality of our approach is to try to replicate some of the advantages held by non-disadvantaged pupils whose attainment at St Mary's College is greater than our disadvantaged pupils as a whole.

Challenges

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

Challenge number	Detail of challenge
1	Improve attendance for disadvantaged groups. Attendance rate for DP pupils (<i>as an overall cohort</i>) is below the target for all pupils of 96%. This reduces their College hours and is a factor contributing to some of them making less than expected progress.
2	Use assessment and data effectively to fine tune teaching and learning (<i>forensic analysis of groups</i>) to improve progress and remove barriers for disadvantaged groups. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.
3	Develop reading as a curriculum priority to enable disadvantaged students access a full curriculum offer. Upon entry a large proportion of pupil premium pupils' reading ages are much lower than non-disadvantaged pupils, hindering access to the curriculum, their progress/attainment and life chances after leaving education (<i>see reading/literacy strategy</i>).
4	Ensure that all leaders (including middle leaders) are forensically focused on closing the gap for disadvantaged pupils.
5	Increase pupils' confidence, resilience and knowledge so that they can keep themselves healthy, physically and mentally. During the pandemic, some disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing including anxiety and loneliness.

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>To bring attendance and PA percentage in line with the national average.</p>	<ul style="list-style-type: none"> → First day's response is effective. → Form tutors proactively implement the St Mary's attendance policy "Attend Today Achieve Tomorrow", prioritising DP. → DP parents/carers engage with pastoral teams. → DP are aware and are able to self-regulate attendance. → Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.
<p>Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally.</p> <p>Data is analysed on a regular basis and discussed.</p> <p>AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.</p>	<ul style="list-style-type: none"> → DHT overseeing attainment and progress of DP. → Focused support and intervention programme for Yr11, English and Maths EBacc. → Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly → Areas of development are identified in team members' subject knowledge and behaviour management (SL/AHT). → SENCO/AHT/Tutor teams and HOLs maximise pupil potential in year groups and tutor groups.

<p>Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.</p>	<ul style="list-style-type: none"> → Pupils can read fluently with comprehension as measured by the NGRT. → Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.
<p>All leaders are forensically focused on closing the GAP of disadvantaged pupils.</p>	<ul style="list-style-type: none"> → DP pupils gap closed particularly for PP HPA males. → Regular reviews of the PP strategy in line with QA and data cycles.
	<ul style="list-style-type: none"> → AIM Review.
<p>To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.</p>	<ul style="list-style-type: none"> → Student voice. → Engagement in extracurricular activities. → Improved attendance. → Improved wellbeing. → Correct pathways accessed.

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: £212,186

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> → Reading across the whole curriculum - disciplinary literacy. → Regular use of NGRT followed by supported analysis; CPD around NGRT work with DoE to establish programmes: → CPD for subject leaders to lead within subject areas: time. → Reading Champion to support reading across the whole curriculum. 	<p>NGRT/RR training - 4 hours all teachers</p> <p>10 HODs x 2 hours.</p> <p>Reading Champion full cost</p>	<p>EEF - guidance report for developing literacy.</p> <p>EEF - guide to pupil premium.</p> <p>EEF – Teaching and Learning Toolkit.</p> <p>Benefits of NGRT.</p>	3
<ul style="list-style-type: none"> → CPD developing curriculum. → Accurately identify the funds available. → Ensure that key staff (<i>SLT/ELT/middle leaders</i>) are familiar with the research 	<p>All teachers x equivalent 3 days</p> <p>Director of research - 1 day per week</p>	<p>EEF - guide to pupil premium.</p> <p>EEF – Teaching and Learning Toolkit.</p>	1, 2, 3 & 5

evidence available to make appropriate decisions.			
<ul style="list-style-type: none"> → Data is used to inform teachers of the effectiveness of their own teaching and its impact on pupil learning. → Ongoing CPD led by LPs on curriculum assessment. → Middle leader coaching and support to ensure incremental progression through the curriculum is maintained. → QFT addresses gaps in learning. → Bespoke intervention programme. → EFA group/steering group. 	<p>All teachers x 6 hours</p> <p>16 hours HOD, 16 Hours SLT for line management and QA.</p>	<p>EEF - Effective professional development - guidance report.</p> <p>EEF – Teaching and Learning Toolkit.</p>	2 & 4

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

Budgeted cost: £130,885

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <ul style="list-style-type: none"> → Reciprocal reading ; staff training on the development of reading skills. → Buy texts across the key stages/curriculum areas. → Investment in the school library. 	<p>Reading champion full cost.(Taken above)</p> <p>Library resources. £5000</p>	<p>GL Assessments.</p> <p>FFT Literacy - Reciprocal reading.</p> <p>EEF - Teaching and Learning Toolkit. Reading comprehension strategies.</p>	<p>3</p>

<p>→ Explicit expectations for reading - staff/pupil.</p>	<p>Lesson =1 x teacher 16 hours per week</p>		
<p>→ Timely AIM meetings to identify pupils who require additional support.</p> <p>→ Data is used to ensure that gaps in knowledge are acknowledged and addressed in the short term to enable pupil progress to be maximised.</p> <p>→ Teachers understand what data should be used and how: data acted upon in a timely way and teaching learning adaptations made immediately.</p>	<p>1x SENDCO, 1 x HOD, 2 x P&A Coach x 30 hours.</p> <p>1 x HOD, 1 x Senior leader x 30 hours.</p> <p>All staff x 2 hours.</p>	<p>EEF - guide to pupil premium.</p> <p>Putting evidence to work: A school's guide to implementation. Gathering and interpreting data to identify priorities.</p>	<p>1, 2 & 4</p>
<p>→ Focused support and intervention programme for Yr11, English and Maths EBacc (consultant support).</p>	<p>Approx. 8 teachers x 1.5 hours per week (Inspire Intervention).</p> <p>Approx. 6 teachers 1 hours per week after school.</p> <p>TLR for English Leader-English Support/intervention</p> <p>Revision books- Eng/Maths/Science/Re</p> <p>£8000</p>	<p>EEF - Teaching and Learning Toolkit.</p>	<p>2 & 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180,702

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Ensure that attendance is a higher priority in students', parents', and teachers' minds:</p> <ul style="list-style-type: none"> → Analyse PA data to identify barriers to attendance. → Ongoing engagement with students. → Attendance officer. → Return to school meetings. → Staff training on the importance of DP attendance. → Daily monitoring. → PASS surveys conducted. → Learning coaches meet with DP. → Pupil voice. → Attendance is celebrated and valued by all stakeholders. 	<p>5 hours per week term time P and A coaches x5 (Attendance support)</p> <p>36 hours per week - term time (Pupil Premium Attendance Officer).</p> <p>EDO attendance role - 1 day per week</p> <p>Attendance Mini Bus driver</p> <p>5 hours per week term time - P&A coach.</p> <p>5 hours per week 1 x SLT term time.</p> <p>5 hours per day HOY term time.</p>	<p>EEF - Working with parents to support children's learning guidance report.</p> <p>DfE – Improving school attendance guidance.</p> <p>EEF – Teaching and Learning Toolkit.</p>	<p>1</p>

<p>Healthy Living</p> <p>→ Inspire curriculum, DT curriculum (food), RSHE & PSHE. Healthy Lifestyle days.</p> <p>→ Work with external agencies to improve pupils' wellbeing</p> <p>→ Focussed Healthy lifestyles days</p>	<p>Food costs. External visitors cost</p> <p>Outside speakers (first aider speakers, year 8 provider). 16 days' supply</p> <p>AAHT x 1.5 hours per week.</p>	<p><u>Fair Society, Healthy Lives - Marmot report.</u></p> <p><u>DfE Promoting children young people's mental health and wellbeing - a whole school and College approach.</u></p>	<p>5</p>
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<p>physical and mental wellbeing.</p> <p>→ A range of further projects and initiatives supporting a systematic programme of extracurricular learning. Extra-curricular sport / enrichment programme(i.e. performing arts, Faith in Action).</p> <p>→ College-wide commitment to outdoor adventure learning - primarily DofE Award Programme.</p> <p>→ Enhanced support for pupils (AIM / GAS meetings).</p> <p>→ Clear pathways to signpost parents and pupils to the relevant support.</p> <p>→ The Scholars Programme – access to Higher Education, and tutorials. Challenging courses on subjects beyond the curriculum. Developing key skills – for example critical thinking.</p>	<p>5 PE teachers x 5 hours per week. 1 school chaplain x 1 hour per week.</p> <p>DofE TLR responsibility points.</p> <p>SEND Leader 4 x 2 hours, 4 Teachers x 2 hours.</p> <p>P&A coach x 5 hours per week.</p> <p>Scholars Programme Officer/Tutor.</p>	<p>EEF - Teaching and Learning Toolkit.</p> <p>Benefits of DofE.</p> <p>Covid-19mentalhealthandwellbeingsurveillance report - children and young people.</p> <p>The Brilliant Club</p>	
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Total budgeted cost: £523,773

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**.

Intended outcome	Success criteria	Review
To bring attendance and PA percentage in line with the national average.	<ul style="list-style-type: none"> → First day's response is effective. → Form tutors proactively implement the St Mary's attendance policy "Attend Today Achieve Tomorrow", prioritising DP. → DP parents/carers engage with pastoral teams. → DP are aware and are able to self-regulate attendance. → Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly. 	<ul style="list-style-type: none"> → Attendance is everyone's responsibility. → Attendance remains a key priority for the school as it is below the national average and a gap still exists between DP and non DP's. → Despite this there has been some positive impact from the strategies attempted - Impact data → A revised attendance plan will be created after the School evaluation cycle in preparation for 2023/24
<p>Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally.</p> <p>Data is analysed on a regular basis and discussed.</p> <p>AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews</p>	<ul style="list-style-type: none"> → AHT overseeing attainment and progress of DP. → Focused support and intervention programme for Yr11, English and Maths EBacc. → Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly → Areas of development are identified in team members' subject knowledge and behaviour management (SL/AHT). 	<ul style="list-style-type: none"> → Progress 8 of our PP pupils has improved from 2022 by 0.13 → The gap between PP and non PP has reduced by 0.6 → Maths PP progress has increased by 0.33 → Maths 4+ for PP pupils has increased by 9.5% from 2022 → Maths 5+ for PP has increased by 5.7% from 2022 → Science 4+ for PP pupils has increased by 20.4% from 2022 → Science progress for PP has increased by 0.23 → English 4+ for PP has increased by 3% → RE 4+ PP for has increased by 22.9% → RE 5+ PP for has increased by 5.8%

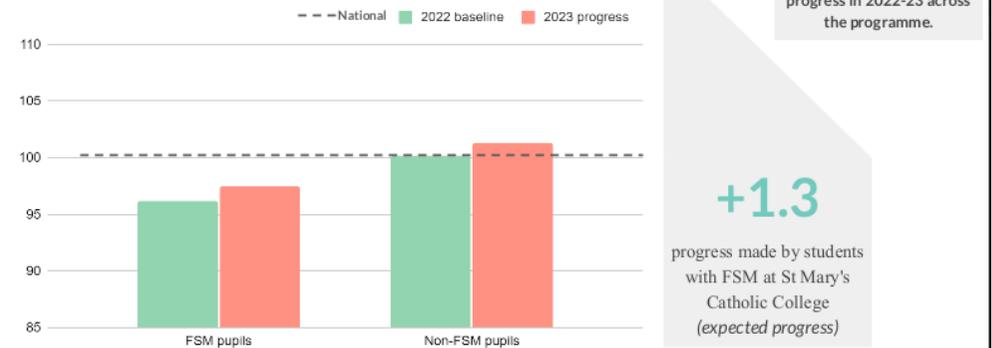
evidence responsive teaching through QFT.	→ SENCO/AHT/Tutor teams and HOLs maximise pupil potential in year groups and tutor groups.	
Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.	<p>→ Pupils can read fluently with comprehension as measured by the NGRT.</p> <p>→ Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.</p>	<p><u>Year 7:</u></p> <ul style="list-style-type: none"> → Standard age score increased from 96.9 to 100.5 (This is now in line with national.) → Boys increased from 94.3 to 100.2 → Girls from 96.3 to 101.0 → Very low stanine (1) - reducing from 14% to 8% → Below average stanines (2 and 3) reduced from 8 to 6% → Above average stanines (7 and 8) increased from 16% to 24% → Very high stanine (9) increased from 1% to 3% <p><u>Year 8</u></p> <ul style="list-style-type: none"> → Standard age score increased from 93.8 to 101.1 → Boys increased from 93.5 to 100.8 → Girls from 94 to 101.5 → Very low stanine (1) reduced from 18% to 6% → Below average stanines (2 and 3) reduced from 11% to 5% → Above average stanines (7 and 8) increased from 15% to 29% → Very high stanine (9) increased from 2% to 3% <p><u>Year 9:</u></p> <ul style="list-style-type: none"> → Standard age score increased from 93.4 to 98.1 → Boys increased from 94.9 to 101.2 → Girls from 90.8 to 92.2 → Very low stanine reduced from 18% to 15% → Below average stanines (2 and 3) reduced from 22% to 19% → Above average stanines (7 and 8) increased from 15% to 22% → Very high stanine (9) increased from 2% to 7% (above national) <p><u>Year 10</u></p>

- Standard age score increased from 93.4 to 96
- Boys increased from 94.5 to 96.9
- Girls from 91.8 to 94.7
- Very low stanine (1) 18% to 16%
- Below average stanines (2 and 3) reduced from 27% to 15%
- Above average stanines (7 and 8) increased from 18% to 20%
- Very high stanine (9) increased from 1% to 3%

Free School Meal progress in 2022-23

This graph compares the average Standard Age Score change between FSM and non-FSM students at St Mary's Catholic College.

Reading Ability - FSM vs Non-FSM (Standard Age Score)



All leaders are forensically focused on closing the GAP of disadvantaged pupils.

- DP pupils gap closed particularly for PP HPA males.
- Regular reviews of the PP strategy in line with QA and data cycles.
- AIM Review.

Raising achievement plan used to identify individual intervention plans for all DP pupils.

Data of DP pupils reviewed after each round of mocks exams on a subject by subject basis and looked forensically at the gap between DP and non DP pupils.

HOD's had subject specific raising achievement plans with a DP focus.

As a result of this forensic overview of data

- Progress 8 of our PP pupils has improved from 2022 by 0.13

		<ul style="list-style-type: none"> → The gap between PP and non PP has reduced by 0.6 → Maths PP progress has increased by 0.33 → Maths 4+ for PP pupils has increased by 9.5% from 2022 → Maths 5+ for PP has increased by 5.7% from 2022 → Science 4+ for PP pupils has increased by 20.4% from 2022 → Science progress for PP has increased by 0.23 → English 4+ for PP has increased by 3% → RE 4+ PP for has increased by 22.9% → RE 5+ PP for has increased by 5.8%
<p>To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.</p>	<ul style="list-style-type: none"> → Student voice. → Engagement in extracurricular activities. → Improved attendance. → Improved wellbeing. → Correct pathways accessed. 	<p>Our bespoke Inspire programme is expansive and teaches pupils how to be safe, encourages them to lead healthy lives and how to identify healthy and safe relationships through a thematic curriculum in all key stages.</p> <p>Our aim is for all children to express themselves, unleash their creativity and to be inspired by their own boundless capacity for personal growth.</p> <p>The development of students wellbeing and our extracurricular activities offer has been a continued focus of our 3 year strategic plan. The Inspire Programme has created opportunities for students to understand how best to look after their own mental health and wellbeing – this has been a systematic process throughout the year. Here, creating opportunities to help develop our students' confidence, resilience and their knowledge on how they can keep themselves healthy, both physically and mentally. There has been an increased attendance at parents' information evenings and coffee mornings on mental health and wellbeing. Here providing advice and support to parents/carers on how to best support their child in terms of their wellbeing. There has been continued work this year with key external organisations, such as 'Action for Children' to have a targeted based provision through programmes such as 'Bouncing Back' and the 'Blues Programme'. These sessions focused on tackling early signs of teenage anxiety and depression.</p> <p>Our Inspire opportunities offer; encourages students in all years groups to take part in new challenges but to also identify their talents and potential, pursuing this through specific activities. A key focus within all activities has been to build self- confidence, develop character and demonstrate how to</p>

		<p>improve and apply our core values. All students completed an inspire opportunities questionnaire at the start of the year - this informed our extracurricular offer for DP students. A range of extracurricular activities and trips have been on offer this year; attendance rates were greater with DP during lunchtimes. This academic year there has been a 3% increase in engagement from DP in extracurricular activities.</p>
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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
NGRT Reading Test	GL Assessment
CAT4	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Careers appointment/extra support from P and A coaches.
What was the impact of that spending on service pupil premium eligible pupils?	This extra support has helped students with their next steps and supporting their wellbeing and progress.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

N/A