

Pupil premium strategy statement

School overview

Metric	Data
School name	St Mary's Catholic College
Pupils in school	1,091 (956)
Proportion of disadvantaged pupils	45.4%
Pupil premium allocation this academic year	£414,470
Academic year or years covered by statement	2020-2021
Publish date	Oct 2020
Review date	July 2021
Statement authorised by	Mr A Boyle
Pupil premium lead	Mr A Hampson
Governor lead	TBC

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.43
Ebacc entry	47.7%
Attainment 8	39.00
Percentage of Grade 5+ in English and maths	13.8%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Maintain national average P8 for DP Improve En P8 for DP Improve maths P8 for DP	Sept 2021
Attainment 8	Improve the attainment of DP in History, RE and Maths.	Sept 2021
Percentage of Grade 5+ in English and maths	DP achieve in line with average English and Maths 5+ scores for similar schools.	Sept 2021
Other	Improve attendance of DP to be in line with that of similar schools.	Sept 2021

Ebacc entry	Improve Ebacc entry to 57% Improve Ebacc ASP to 4.	Sept 2021
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Teaching priorities for current academic year

Measure	Activity
<p>Priority 1 Covid-19 Mitigation and Recovery</p>	<p>Employ effective strategies to help students recover from the period of school closure (development/implementation of the recovery curriculum) and have a robust blended learning approach moving forward to respond to any further potential closures. To include:</p> <ul style="list-style-type: none"> ▪ Tracking and monitoring of performance and engagement (via Schoolytics). ▪ Identification of any shortfall in equipment and/or learning resources to facilitate remote education for disadvantaged pupils. ▪ Inclusion of pupil progress on departmental and line Management meeting agendas (including AIM & GAS meetings).
<p>Priority 2 Staff Training/CPD</p>	<p>Provide bespoke CPD to equip staff on introducing and embedding a new behaviour strategy, which is attachment and trauma-informed. This will support our most vulnerable and disadvantaged pupils.</p> <p>CPD activities on effective blended learning that accounts for the needs of disadvantaged pupils (Google Suite, on-line lesson delivery, needs of SEN students).</p>
<p>Priority 3 QFT</p>	<p>Ensure the retention of skilled and experienced staff and have the resources needed to employ QFT strategies so that targeted support can be employed – therefore supporting to narrow the gap between non-pp and pp pupils.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ▪ Poor adaptation to remote learning by the pupil during a lockdown or having to self-isolate. ▪ Emotional wellbeing and social development of many DP pupils can be weak and may pose a significant barrier to learning.
<p>Projected spending</p>	<p>£210,000</p>

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 Student Support</p>	<p>Deployment of specialist staff: Learning Coaches, Chaplain, teaching assistants and Reading Champion to offer additional academic and pastoral support to help disadvantaged pupils. Helping pupils to develop their aspirations and improve engagement with learning; corresponding progress.</p> <p>1:1 and small group academic guidance and support for pupils who have fallen behind or who are struggling to access or engage with learning (e.g. intervention groups, homework club, holiday provision).</p>

	Careers advisor to offer aspirational advice for pupils with an awareness of the DP pupils' potential additional barriers.
Priority 2 Improved literacy levels and reading comprehension levels.	Literacy interventions across KS3 for low attaining disadvantaged pupils. Provision of small class sizes in English, with phonics focus. Provision of specialist literacy additional sessions (LEXIA); whole-school reading and literacy focus (tier 2 & 3 vocabulary).
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Access to IT devices and learning materials that meet pupil need for effective home study. Effective study environments, travel distance to and from school. ▪ Lack of self-confidence and self-esteem in pupils which means they fail to engage in the support being offered. ▪ Low levels of parental support influencing low literacy outcomes.
Projected spending	£128,470

Wider strategies for current academic year

Measure	Activity
Priority 1 Punctuality and Attendance	<p>To further embed and secure the attendance, punctuality and home/school engagement of the disadvantaged cohort. Through continued close tracking, monitoring and actioning data. Attendance rate for DP pupils (as an overall cohort) 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.</p> <p>Improve attendance for disadvantaged pupils through the deployment of specialist staff: Attendance Coordinator, Attendance Administrator and Progress & Aspiration Coaches.</p>
Priority 2 Improved access to enrichment activities	A range of further projects and initiatives (considering the barriers Covid-19 may cause) funded through the PP, including support for a systematic programme of extracurricular learning (<i>the 'SMCC Experience', summer school</i>) incorporating a College-wide commitment to Outdoor Adventure Learning (primarily DofE Award programme).
Priority 3 SEMH	<p>Continued social and emotional support provided by pastoral support teams in school.</p> <p>Employ effective strategies and resources to help support pupils social and emotional wellbeing (e.g. Wellbeing Classroom, access to counselling).</p> <p>Continued use of cpoms to ensure timely intervention and support. Provision of counselling.</p> <p>Ongoing monitoring of pupil's welfare by all staff, particularly form tutors, heads of year, progress coaches</p>

	and class teachers. Monitoring any patterns that emerge in relation to disadvantaged learners.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Covid-19 restrictions and guidance may have an impact on the improved provision of enrichment activities. ▪ Lack of appreciation of the value of cultural capital. ▪ Student well-being and mental health inhibit engagement with the support available. ▪ Home circumstances that pupils cannot control. ▪ Attitudes towards the importance of punctuality and attendance.
Projected spending	£76,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and that the recovery curriculum is well planned.	Use of meeting time (ppt), inset days and twilight sessions.
Targeted support	Ensuring additional academic intervention is timely and effective.	Use of relevant, current data and research to intervene effectively. QA processes.
Wider strategies	Support and engage the families facing the most challenges. Ensuring extracurricular learning considers Covid-19 restrictions and are adapted accordingly.	Close links with the LA, Public Health and using nationally provided external services.

Review: last year's aims and outcomes

Aim	Outcome
Improvement in the attainment of low and high ability males in receipt of the Pupil Premium. Improvement in the progress and attainment of middle and high ability disadvantaged pupils in Humanities, RE and MFL.	Improvement in progress and attainment of pupils within MFL. Ongoing aim with a continued focus on History and RE.
Improved progress in literacy and reading in KS3/KS4 to allow pupils to access the curriculum.	Continued focus, ongoing aim.
Increased participation in the engagement of disadvantaged pupils in learning opportunities beyond the classroom.	Due to Covid-19 restrictions engagement of disadvantaged pupils beyond the classroom was limited. This is an ongoing aim.
Maintenance and improvement of the attendance figures for pp pupils.	Due to Covid-19 attendance figures were affected. This is an ongoing aim.

