

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	945
Proportion (%) of pupil premium eligible pupils	45.3% (428)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr K Maddocks
Pupil premium lead	Mr A Hampson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£408,740
Recovery premium funding allocation this academic year	£63,365
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	£472,105

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. This is articulated in our motto 'Aspire not to have more but to be more'. These words of St Oscar Romero lie at the heart of our Catholic Christian Mission to challenge the accepted values of our day and to encourage our students and staff to grow as individuals and to serve their world.

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 SMCC 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 (currently 86.6%) 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"> → 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). → 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 pupil's gap closed particularly for PP HPA males. → Regular reviews of the PP strategy in line with QA and data cycles. → AIM Review.

To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.

- 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: £

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 tests = £6435 NGRT training - all teachers x 2 hours. Paul Faithful 1 day per half term. 10 HODs x 2 hours. Reading Champion full cost Lead prac reading responsibility - 7 hours per week</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. 	<p>Arbor training - all teachers x 6 hours Arbor package.</p> <p>All teachers x 6 hours, Lead Pracs 5 x 3 hours per week.</p> <p>16 hours HOD, 16 Hours SLT for line management.</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: £

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <ul style="list-style-type: none"> → Optima reading and Reciprocal reading ; staff training on the development of reading skills. → Buy texts across the key stages/curriculum areas. → Investment in the school library. 	<p>Training = 4 English staff x 12 hours Reading champion full cost.</p> <p>Library resources = £1000. Refurb cost - Library = £10,521.</p>	<p>GL Assessments.</p> <p>FFT Literacy - Reciprocal reading.</p> <p>EEF - Teaching and Learning Toolkit. Reading comprehension strategies.</p>	3

→ Explicit expectations for reading - staff/pupil.	Lesson =1 x teacher 16 hours per week		
<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>	1, 2 & 4
→ Focused support and intervention programme for Yr11, English and Maths EBacc (consultant support).	Approx. 25 teachers x 2 hours per week.	EEF - Teaching and Learning Toolkit.	2 & 4

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

Budgeted cost: £

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>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>10 hours per week term time Darcy Mclaughlin.</p> <p>36 hours per week - term time JGA (Attendance Officer).</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> <ul style="list-style-type: none"> → Inspire curriculum, DT curriculum (food), RSHE & PSHE. → Work with external agencies to improve pupils' physical and mental wellbeing. 	<p>Food Costs = £7936</p> <p>1 Lead Prac x 1.5 hours per week</p>	<p>Fair Society, Healthy Lives - Marmot report.</p> <p>DfE Promoting children young people's mental health and wellbeing - a whole school and College approach.</p>	<p>5</p>

<ul style="list-style-type: none"> → 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). → College-wide commitment to outdoor adventure learning - primarily DofE Award Programme. → Enhanced support for pupils (AIM / GAS meetings). → Clear pathways to signpost parents and pupils to the relevant support. 	<p>5 PE teachers x 5 hours per week. 1 school chaplain x 1 hour per week.</p> <p>DofE TLR responsibility points = £2873.</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>EEF - Teaching and Learning Toolkit.</p> <p>Benefits of DofE.</p> <p>Covid-19 mental health and wellbeing surveillance report - children and young people.</p>	
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Total budgeted cost: £

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 2020 to 2021 academic year.

Outlined below are TAGS for the academic year 2020-2021:

	Pupils eligible for PP at SMCC	Non-PP Pupils at SMCC	All Pupils at SMCC
% achieving 4+ in English and Maths (2020/2021)	53.9%	66.4%	60.1%
% achieving 5+ in English and Maths (2020/2021)	24.3%	42.5%	33.3%
Attainment 8 score (2020/2021)	41.85	49.7	45.74
Progress 8 score (2020/2021)	0.32	0.7	0.51

Review: Last year's aims and outcomes

Aim	Outcomes
<p><u>Progress 8</u> Maintain national average P8 for DP. Improve En P8 for DP. Improve maths P8 for DP.</p>	<p>Due to COVID-19, performance measures. have not been published for 2020 to 2021. Improvement in the overall P8 for disadvantaged pupils from the previous academic year.</p> <ul style="list-style-type: none"> → 2019-2020 (CAGs): -0.43 → 2020-2021 (TAGs): 0.32
<p><u>Attainment 8</u> Improve the attainment of DP in History, RE and Maths.</p>	<p>Due to COVID-19, performance measures. have not been published for 2020 to 2021. Improvement in the attainment 8 for disadvantaged pupils from the previous academic year.</p> <ul style="list-style-type: none"> → 2019-2020 (CAGs): 47.70 → 2020-2021 (TAGs): 41.85 → Attainment of DP in History, RE and Maths improved: → Maths 2019-2020 (CAGs) :5+ = 13.8% Maths 2020-2021 (TAGs): 5+ = 28.7% → History 2019-2020 (CAGs) :5+ = 18.1% History 2020-2021 (TAGs): 5+ = 34.5% → RE 2019-2020 (CAGs) :5+ = 21.7%

	RE 2020-2021 (TAGs): 5+ = 38.2%
<p><u>Percentage of Grade 5+ in English and Maths.</u> DP achieves in line with average English and Maths 5+ scores for similar schools.</p>	<p>Due to COVID-19, performance measures have not been published for 2020 to 2021. Improvement in the % of pupils achieving 5+ in English and Maths from the previous academic year.</p> <ul style="list-style-type: none"> → 2019-2020 (CAGs): 13.8% → 2020-2021 (TAGs): 24.3%.
<p><u>Attendance</u> Improve attendance of DP to be in line with that of similar schools.</p>	<p>Due to Covid-19 and national lockdowns, attendance figures were affected. Attendance has remained a key priority this year. Where parents/carers were anxious about returning after lockdown, the school team worked hard to ensure that as many pupils as possible were back in full time education. Remote learning was immediately offered for any pupils who had to isolate; again, this was bespoke and adapted to meet the needs of all pupils. This is an ongoing aim.</p>
<p><u>Ebacc Entry</u> Improve Ebacc entry to 57%. Improve Ebacc APS to 4.</p>	<ul style="list-style-type: none"> → Ebacc entry improved to 65.2% → Ebacc APS: 3.51 (this is an ongoing aim)

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
N/A	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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