

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 CE High School
Number of pupils in school	1171 (984 in Y7-11)
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers	2021/22 and 2022/23
Date this statement was published	04/11/2021 <i>(Challenges section updated on 11/01 to include rationale)</i>
Date on which it will be reviewed	July 2022
Statement authorised by	Nicholas Simms (Headteacher)
Pupil premium lead	Dan Worker (Assistant Headteacher)
Governor / Trustee lead	Rev Eugene Hanshaw and Pat Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 342,845
Recovery premium funding allocation this academic year	£ 52,055
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£394,900

Part A: Pupil premium strategy plan

Statement of intent

Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower (Mark 4: 3-9), where

Through God's love, we are the rich soil where seeds flourish and roots grow

This is the foundation of our motto, **Everyone is equal: everyone deserves the best.**

As a result, our Pupil Premium strategy is designed with the ultimate objective of overcoming barriers to achievement for our disadvantaged students and ensuring that every disadvantaged student leaves us with meaningful and ambitious next steps open to them.

Our Pupil Premium strategy works towards achieving these objectives through a focus on:

- **Delivering a challenging curriculum** that enables disadvantaged students to overcome gaps in prior learning and achieve the highest grades.
- **High-quality professional development** is invested in, so that teachers are able to pitch lessons that meet all students' needs and respond to gaps in learning.
- **Rigorously monitoring progress** so that we are able to identify barrier and gaps in learning, and respond to these.
- **Targeted Academic Support** is deployed for our students, in order to close gaps in learning.
- **Additional learning resources** are provided for disadvantaged students in order to ensure that they can access the curriculum.
- **Maintaining and nurturing ambitions** by supporting disadvantaged students to identify their ambitions and understand the choices open to them to reach these.
- **Developing cultural capital** by offering our disadvantaged students opportunities beyond the curriculum, which broaden their experiences.
- **Minimise barriers to learning** by providing inclusive and bespoke pastoral support for our disadvantaged students, in response to individual barriers to learning.

The key principles of this strategy are that:

- Improving the achievement of our disadvantaged students is vital to opening up opportunities for them in life,
- We draw on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement,

- By improving the practice of teachers and support staff, we can improve the quality of learning for disadvantaged students,
- We never confuse eligibility for the pupil premium grant with low ability, and instead focus on supporting our disadvantaged students to achieve the highest level.
- All activities within this strategy should be responsive, targeted or bespoke to the needs of our disadvantaged students.
- Robust and rigorous monitoring and evaluation is vital to ensuring that the intended outcomes within this strategy are achieved.

Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged students enter school with less developed literacy and numeracy skills. Assessment on entry to Year 7 in the last two years indicate that between 21-39% of our disadvantaged students arrive with below age-related expectations compared to 18-23% of their peers.
2	On average, disadvantaged students attain less well than non-disadvantaged students in English and Maths. Analysis of results over the last three years show that 37-47% disadvantaged students achieve a grade 4+ in English and Maths, compared to between 55-67% of non-disadvantaged students.
3	Analysis of internal assessment data shows that on average disadvantaged students with special educational needs make less progress than non-disadvantaged SEN students.
4	Analysis of external and internal data has shown that on average, high prior attaining students from a disadvantaged background make less progress than their peers.
5	Our observations, discussions with students and analysis of behaviour data suggests that some disadvantaged students do not have the strong learning behaviours, resilience and support necessary to be successful, especially in their assessments and external exams.
6	Our assessments, observations and discussions with students and parent/carers suggests that some disadvantaged students require very specific interventions coupled with intensive CEIAG, mentoring, counselling, catch-up literacy and numeracy intervention to be successful in subjects that will lead them on to their next step in education, employment or training.
7	Our attendance data indicates that on average, disadvantaged students (especially those supported by FSM) have below average attendance. Our analysis of attendance since 2019, has shown that the attendance of disadvantaged students is 92.3%, compared to non-disadvantaged students attendance being 94.3%. For FSM students' attendance has been 91.5%.

8	Our observations, students surveys and discussions with students and parent/carers has identified that some disadvantaged students lack the resources and space at home that is conducive to home learning.
9	Our observations and analysis of Parent Carer Attendance has found that some parent/carers of disadvantaged students are hard to reach and engage.
10	Our observations and discussions with students and parent/carers suggest that some parents/carers of disadvantaged students are unable to support co-curricular enrichment activities to enhance confidence and build cultural capital.

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
Disadvantaged students make progress expected of them by the end of KS3.	<ul style="list-style-type: none"> The percentage of disadvantaged students in KS3 who make expected progress in English and Mathematics, at least, matches or is improving towards that of other students within the school. The percentage of high prior attaining disadvantaged students in KS3 who make expected progress, at least, matches or is improving towards that of other students within the school. The percentage of SEN disadvantaged students in KS3 who make expected progress, at least, matches or is improving towards that of other students within the school.
Disadvantaged students who enter the school with literacy and numeracy levels below the national average catch-up.	<ul style="list-style-type: none"> By the end of KS3 the vast majority of disadvantaged students meet age related expectations for literacy and numeracy. Disadvantaged students make at least as much progress in their peers with Accelerated Reader.
Disadvantaged students make progress expected of them by end of KS4.	<ul style="list-style-type: none"> The Progress 8 score of disadvantaged students, at least, matches or is improving towards other students nationally. The Progress 8 score of high prior attaining disadvantaged students, at least, matches or is improving towards other students nationally. The Progress 8 score of disadvantaged students identified

	<p>with SEN, at least, matches or is improving towards other students nationally.</p> <ul style="list-style-type: none"> • The percentage of disadvantaged students achieving a grade 4, or better, in both English and mathematics, at least, matches or is improving towards that for other students nationally. • The percentage of disadvantaged students achieving a grade 5, or better, in both English and mathematics, at least, matches or is improving towards that for other students nationally.
<p>Disadvantaged students engage in opportunities to develop their resilience and cultural capital.</p>	<ul style="list-style-type: none"> • At least 34% of all students attending the Transition Summer School are disadvantaged students. • At least 34% of all students attending the Holiday Schools are disadvantaged students. • All disadvantaged students have received at least one careers interview by the end of KS3. • All high prior attaining disadvantaged students attend at least one careers talk or visit each year. • At least 34% of students involved in the Scholarship and leadership programmes are disadvantaged students. • Student voice shows that disadvantaged students have high aspirations and recognise the role school plays in achieving these. • All disadvantaged students attend at least one Educational Visit by the end of KS3.
<p>Improve the attendance of disadvantaged students.</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged students, at least, matches that on non-disadvantaged students. • The attendance of FSM students, at least, matches that on non-FSM students.
<p>Disadvantaged students' behaviour support their learning.</p>	<ul style="list-style-type: none"> • Reduction in percentage of disadvantaged students with exclusions. • The average number of behaviour points for disadvantaged students is no higher than non-disadvantaged students.

<p>Improve engagement of parents/carers of disadvantaged students.</p>	<ul style="list-style-type: none">• At least 34% of parent/ carers attending Parent/ Carer Evening are of disadvantaged students.• All parent/ carers of disadvantaged students are contacted prior to Parent/ Carer Evening to support bookings.• All parent/ carers of disadvantaged students who do not attend Parent Carer Evenings attend alternative meeting arrangements.
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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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. PPG Curriculum Improvement Fund established to fund improvements to curriculum to address needs of disadvantaged students. (Delivering a challenging curriculum)	EEF Guide to the Pupil Premium highlights importance of quality of teaching in the classroom.	1-5, 8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>
2. Students read challenging texts in tutor time every week. (Deliver a challenging curriculum)	EEF Pupil Premium Toolkit shows +6 months average impact of reading comprehension.	1 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1d</i>
3. Students in Y7&8 to engage in programme of Accelerated Reader. (Deliver a challenging curriculum)	EEF Pupil Premium Toolkit shows +3 months average impact of Accelerated Reader.	1 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1d</i>
4. Hegarty Maths utilised to close gaps in students' mathematics learning. (Deliver a challenging curriculum)	EEF Pupil Premium Toolkit shows +5 months average impact of Homework (Secondary).	1, 8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2b</i>
5. Utilise resources from the Chartered College of Teaching and Subject Associations to ensure that the curriculum is	Sutton Trust shown there is strong evidence of impact of teachers' Pedagogical content knowledge on student outcomes. SEF 2020/21 showed need to build greater opportunities for scholarship into curriculum.	4 <i>School Strategic Improvement Plan Key Performance</i>

challenging and reflective of disciplinary scholarship. (High-quality professional development)		<i>Indicator: Quality of Education 1c</i>
6. Provide exam board training for all T&L Areas, so that teachers are confident in the learning required for students to access the top levels. (High-quality professional development)	SEF 2020/21 identified need to improve deliver of exam specification for high prior attaining students.	4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2b</i>
7. Embed Responsive Teaching Technique in teachers' practice. (High-quality professional development)	Dylan Willams work on Formative Assessment.	1-4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2b</i>
8. Provide training and resources to improve the quality of assessments and feedback. (High-quality professional development)	EEF Pupil Premium Toolkit shows +8 months average impact of feedback.	1-4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2a,b&c</i>
9. Lead Practitioners in English, Mathematics and Science engage in training, coaching and joint-planning with teachers in order to support them in responding to needs of disadvantaged students. (High-quality professional development)	EEF Guide to the Pupil Premium highlights importance of quality of teaching in the classroom.	1-4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2d</i>
10. Provide additional resources to disadvantaged students to access the curriculum in Technology and Performing Arts. (Additional learning resources)	EFF Pupil Premium Toolkit shows +2 months average impact.	8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>

11. Revision resources, exemplar material and past papers provided to disadvantaged students before pre and public exams. (Additional learning resources)	Our own student voice has highlighted the value students see in these resources.	8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>
12. Mint class seating plans used for all classes. (Rigorously monitor progress)	<i>The Pupil Premium: How School's Use Funding</i> highlights the importance of raising profile of disadvantaged students.	1-4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2b</i>

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

Budgeted cost: £ 119,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
13. Targeted Support Plans to be in place for all high prior attaining, SEN and disadvantaged students not making expected progress. (Targeted Academic Support)	EEF Guide to the Pupil Premium emphasises the strong evidence, across the achievement spectrum, for the positive effect of targeted one-to-one or small group in-class interventions.	3,4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 2b</i>
14. Literacy and Numeracy Interventions to be provided by Student Support Centre. (Targeted Academic Support)	EEF Lexia Evaluation Report showed Children offered Lexia made equivalent of two additional months progress in reading, on average, compared to other children. These results had a high security rating.	1 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>
15. Grade 5 and Grade 7+ tutorial and workshops established. (Targeted Academic Support)	EEF Pupil Premium Toolkit shows +5 months average impact of one-to-one tuition and +4 months for small group tuition.	4 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>

<p>16. LSA support provided to disadvantaged SEN students in need. (Targeted Academic Support)</p>	<p>EEF Pupil Premium Toolkit show +1 months average impact from teaching assistance.</p>	<p>3</p> <p><i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i></p>
<p>17. Disadvantaged high prior attaining students are prioritised for Tutor support. (Targeted Academic Support)</p>	<p>EEF Pupil Premium Toolkit shows +5 months average impact of one-to-one tuition and +4 months for small group tuition.</p>	<p>4</p> <p><i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i></p>
<p>18. Programme of Period 6 lessons delivered to target gaps in learning for KS4 students. (Targeted Academic Support)</p>	<p>EEF Pupil Premium Toolkit show +2 months average impact from extended school time.</p>	<p>1-4, 8</p> <p><i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i></p>
<p>19. Holiday and Saturday School run to provide additional learning opportunities for disadvantaged students. (Targeted Academic Support)</p>	<p>EEF Pupil Premium Toolkit show +2 months average impact from extended school time.</p>	<p>1-4, 8</p> <p><i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i></p>
<p>20. Subject Tutors (in English, Mathematics, Science and Humanities) to provide targeted academic support in and outside of lessons. (Targeted Academic Support)</p>	<p>EEF Pupil Premium Toolkit shows one-to-one tuition have average +5 months impact.</p>	<p>1-4, 8</p> <p><i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i></p>
<p>21. Raising Achievement Meetings to be held twice per year to review and develop Raising Achievement Plans, for Close the Gap (CtG) and Raise the Bar (RtB) groups.</p>	<p>EEF Pupil Premium Guide demonstrates importance of rigorous monitoring and identification of students' needs, in order to plan support.</p>	<p>1-4, 6</p> <p><i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i></p>

(Rigorously monitor progress)		
22. Count-up calendar shared with students prior to pre and public exams. (Additional learning resources)	Student voice shown students struggle to identify focus and prioritise work.	8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>
23. Utilise range of online programmes (Renaissance Learning, Bedrock, GCSE Pod) to provide additional learning opportunities for students. (Additional learning resources)	EEF Pupil Premium Toolkit shows +5 months average impact of Homework (Secondary). EEF Pupil Premium Toolkit shows +5 months average impact of Homework (Secondary).	8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>
24. Prep for Learning time provided after-school every day. (Minimise barriers to learning)	EEF Pupil Premium Toolkit show +2 months average impact from extended school time. Student voice highlighted student need to have place to work after school.	8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>
25. Scholars Programmes (Franklin Scholars and Brilliant Club) established to extend learning of high prior attaining students beyond the curriculum. (Develop cultural capital)	Independent evaluation shows Brilliant Scholars Programme improves GCSE attainment and success in University application. Impact assessment of Beacon Programme shown significant impact of Franklin Scholars.	4 <i>School Strategic Improvement Plan Key Performance Indicator: Personal Development 1</i>
26. Every subject has established a Club9, providing opportunities for high prior attaining students. (Develop cultural capital)	SEF 2020/21 shown impact of programme on high prior attaining students in Geography.	4 <i>School Strategic Improvement Plan Key Performance Indicator: Personal Development 1a</i>
27. Intensive CEIAG provided to high prior attaining disadvantaged students. (Maintain and nurture ambitions)	OFSTED The Pupil Premium shows the effectiveness of Careers Guidance in maximising the effectiveness of PPG spending.	4, 6 <i>School Strategic Improvement Plan Key Performance Indicator: Personal Development 1</i>

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
28. PPG Bursary established to minimise individual barriers to learning or access to additional opportunities. (Minimise barriers to learning)	EEF Pupil Premium Guide shows the importance of addressing non-academic barriers to learning.	6, 8, 10 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1b</i>
29. All disadvantaged students to be met by Transition Team prior to first day. (Minimise barriers to learning)	EEF Pupil Premium Guide shows the importance of identifying cohort and specific students' needs.	6, 9 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1</i>
30. Reminder text and phone call to parent/ carers of disadvantage students prior to Parent/ Carer Evening. (Minimise barriers to learning)	EEF Parental Engagement report.	9 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1b</i>
31. Meetings set up with all Parent/ Carers of disadvantaged students who do not attend Parent/Carer Evenings. (Minimise barriers to learning)	EEF Pupil Premium Toolkit shows +3 months average impact of parental involvement. EEF Parental Engagement report.	9 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1b</i>
32. Breakfast Club run to support attendance of vulnerable disadvantaged students. (Minimise barriers to learning)	EEF Evaluation of Breakfast Clubs nationally showed effectiveness of provision.	7 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1</i>

33. Attendance interventions for those with below average attendance. (Minimise barriers to learning)	DfE Improving School Attendance notes the importance of targeted attendance interventions.	7 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1b</i>
34. Provide access to Place2Be for disadvantaged students. (Minimise barriers to learning)	After engagement with Place2Be 61% of students mental health difficulties had less impact on their learning.	6 <i>School Strategic Improvement Plan Key Performance Indicator: Behaviour and Attitudes 1b</i>
35. Support engagement of disadvantaged students in co-curricular and enrichment opportunities. (Develop cultural capital)	OFSTED The Pupil Premium shows impact of extra-curricular opportunities.	10 <i>School Strategic Improvement Plan Key Performance Indicator: Personal Development 1b and Behaviour and Attitudes 1c</i>
36. Transition Summer School held to build students' resilience and reconnect with learning. (Developing cultural capital)	EEF Pupil Premium Toolkit shows +4 months average impact of outdoor adventure learning and +2 months for summer school.	5 <i>School Strategic Improvement Plan Key Performance Indicator: Personal Development 1 and Behaviour and Attitudes 1b</i>
37. Subsidise trips for disadvantaged students, in order to develop cultural capital. (Develop cultural capital)	OFSTED The Pupil Premium shows impact of extra-curricular opportunities.	10 <i>School Strategic Improvement Plan Key Performance Indicator: Personal Development 1b</i>
38. IT Access provided for all disadvantaged students without access. (Additional learning resources)	EEF Pupil Premium Toolkit shows +4 months average impact digital technology.	8 <i>School Strategic Improvement Plan Key Performance Indicator: Quality of Education 1</i>

Total budgeted cost: £ 394,900

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.

Curriculum Development

In order to ensure that teachers' planning meets the needs of disadvantaged students, extensive work has been done in all T&L Areas to improve the ambition of the Curriculum. This has focused on setting clear and ambitious intent statements for all subjects, reviewing the sequencing of the curriculum and exploring opportunities for building in scholarship and ensuring the curriculum is diverse and inclusive. This has meant that Curriculum Maps reflect a progression model for student learning, and as a result the large majority of students are able to talk confidently about the focus of their learning and links to prior learning.

Furthermore, in order to ensure that the curriculum is sufficiently challenging for the high prior attaining (HPA) disadvantaged students, all T&L Areas have engaged with subject associations. This has led to adaptations to the curriculum to embed more recent or relevant scholarship. Best practice can be seen in Humanities where scholarship has led to increased diversity in the curriculum.

However, monitoring using the Christine Counsell Document shows that setting tasks with high challenge and 'harder thinking' is an area that needs further development within the curriculum. As a result, Middle Leaders will receive fortnightly training focused on areas identified from monitoring and training will be given to ensure that this impacts at teacher level.

Responsive Teaching Strategies

CPA programme has focused on training staff in planning to meet the needs of all students. This has focused on using Responsive Teaching strategies to adapt teaching to meet the needs of disadvantaged students. In addition, CPA day training focused on modelling these strategies to teachers. Furthermore, staff have also had access to a weekly optional morning CPA session. This has been well attended, with a third of staff opting to attend each week and best practice being shared from all T&L Areas.

Furthermore, Lead Practitioners have been deployed using instructional coaching to support teachers in embedding Responsive Teaching techniques in their practice. The vast majority of staff have received this coaching, with almost all staff showing improvements in at least one technique. Common areas of development during Lead Teachers coaching visits was around setting ambitious learning intentions. As a result, Lead Teachers will utilise greater use of joint planning with coaches to support teachers in further adapting planning.

Targeted Support Plans

Targeted Support Plans introduced as whole school strategy, identifying wave 2 in-class interventions for all HPA and PPG students not making expected progress. T&L Area monitoring shows that these have been put in place for all classes. The use of in-class targeted support has been particularly effective in Geography and Technology, resulting in a narrowing of the gap for PPG and HPA students.

Minimising impact of lockdown

Daily contact with parents/carers regarding any non-attendance to online lessons increased engagement. Calls made to all PPG students. In survey of Parents/carers, it was cited that communication between school and home in the lead up to Covid and during school closures was excellent.

We fully engaged with the Government's laptop scheme to support students with limited IT facilities at home, and dedicated a further £44k of our own funds to support students in need who were not covered by the Government framework. In total we were given 233 laptops and purchased a further 128 laptops.

Holiday intervention

Students were targeted for intervention based on gaps in their learning for the holiday sessions prior to the TAGs. Invites and reminders were sent to 167 PPG students, equating to 30% of the Year group (in line with year group) across 11 subjects. However, only 44% of students responded to this intervention equating to 167 students attending 11 different sessions. Of the 167 students, 63 were PPG which represented 24% of this group. As a result, we are reviewing how to encourage attendance to student intervention which includes: rebranding intervention, incentives and overcoming barriers for individual students.

Tutoring

The school has invested in face-to-face tutoring as well as digital tutoring.

My Tutor

NTP/My Tutor: 90 students across Year 7-12 were offered English/maths and Science tutoring as part of the NTP scheme, this involved 1/3 students per tutor. Less than 31% (28/90) of students targeted engaged in the programme so it was disseminated to a wider group of students. Once on the programme attendance was 68% despite personalising support to students and employing staff to oversee and support them.

Outcomes:

Year 7: 12 students - 100% remained in line or above their autumn assessments. 33% exceeded their autumn baseline assessments in Science and maths.

Year 8: 12 students: 100% remained in line or above their autumn baseline assessments. 58% exceeded their autumn baseline assessments in Science and maths.

Year 9: 10 students (largest group to drop out or not respond) 50% improved their baseline grade by a grade and 50% remained on their baseline grade.

Year 10: 4

Year 11: 122 Year 11 students engaged in tutoring and of these 23 had multiple tutoring sessions across the core subjects. Attendance was at 68% by the end of the provision despite phone calls, texts and putting on the provision in school. The evaluation of the success of this

programme was limited. It was targeted at PPG but only 31/56 offered tutoring took part and of those 14/31 completed the tutoring. This meant non-PPG were offered their places in Year 11 or PPG in Yr 10. The outcomes of those who completed over 66% of lessons offered were marginal:

Yr 11		Nov 2020	Actual	Impact
Maths	44	-0.53	-0.25	+0.28
English	28	-0.9	-0.66	+0.33
Science	14	-0.63	-0.4	+0.2
Total	86			

These are marginal impacts considering the cost of the programme. However, it is important to stress that these students were targeted because they were significantly underachieving and data from November 2020 was predictive as with limited summative assessment contributing to that data entry.

Of those students who engaged with the programme, feedback was positive – this was gaged from parents/carers and staff monitoring the sessions. When responses were collated for those who were not engaging (despite enjoying some tutoring sessions): organisation, peer influences, little support from parent/carers and apathy were the main barriers.

65% of students targeted in Yr 11 for tutoring were not on track to achieve a grade 4: Reviewing the outcomes for the Year 11 students and the TAG process:

- 53% of PPG achieved a grade 4 or above in English Language compared to 58% of Non-PPG (it is important to note some students had lower target grades)
- 41% of PPG achieved a grade 4 or above in maths compared to 70% of Non-PP (it is important to note some students had lower target grades)
- 100% of PPG achieved a grade 4 or above in Science compared to 57% of Non-PP

Of those attending teachers targeted gaps from Covid absences in order to support students.

Geography Tutor

The Geography tutor has worked in a variety of ways; supporting in non-specialist teachers lessons where he has supported the knowledge gap for high prior attaining and disadvantaged students. Intense support is offered to lower attaining disadvantaged students in lessons, for students starting their GCSE's. Staff report a greater confidence from these students.

The tutor has worked closely with a LAC who was lacking confidence in Geography and requested withdrawal from the subject has achieved a grade 6. One student who has an EHCP gained a grade 1 having been predicted a U due to sporadic attendance.

The tutor worked with a group of high prior attaining Y9 students out of their Geography lesson to deliver high level thinking discussion. 1/6 was FSM, all HPA. As a result, there has been a significant improvement in the quality of written responses from these students.

He has also done small group work with students who are in intervention. This has improved the confidence of the majority of these students. It has enabled some who miss 20% of the

content to keep up with intensive support. Of the students accessing this support 4 out of 5 are FSM or PPG.

Mathematics Tutor

In addition, a Maths Tutor has tutored students, of which 44% were PPG in Years 11 (Those not PP are funded by Catch Up). An average of 50 students have been supported since March (One tutor could not start until Covid restrictions were reduced). Monitoring identifies that student's find the sessions helpful as they complement, but personalise, the provision in the classroom and provide more structured and 1-1 support.

Mathematics

Extensive work has been done to improve the curriculum in Mathematics, so it better meets the needs of disadvantaged students. In particular, a Mathematics consultant has been utilised with the Mathematics Team to support the curriculum review. As a result, of changes made from this consultation, the consultant has concluded that the 'sequencing was logical in Schemes of Learning and that the team had chosen carefully where to place new work so that it followed from previous learning'. As a result, Schemes of Learning now identify misconceptions, core vocab and make links across the curriculum. Furthermore, from this work focused intervention/teacher support and training is in place where practice was weak.

Investment in Hegarty maths to complement the provision in maths. Since the introduction of Hegarty maths the gap between PPG and non-PPG engagement has closed significantly. This has seen PPG students being set and completing more tasks than non-PPG and the gap between those answers being closed.

However, this data is not aligned to student outcomes. Monitoring suggests the need to align the use of Hegarty maths with classroom practice. As a result, the maths team will introduce further monitoring of the use of Hegarty as homework, aligning its use to assessment cycles and gap closing tasks.

Reading Programmes

Reading remains a focus for students at St Mary's. An effective form time reading programme sees students reading and analysing a wide range of texts in Y7 to Y10 that are chosen for relevance, diversity as well as to build cultural capital. These books are reviewed by the English team using student and staff feedback. There are also reading clubs set up in form time to challenge more advanced readers which are led by English specialists to develop analytical and critical thinking skills.

Accelerated reader is delivered to Y7 and will be expanded to Y7 and Y8 in 2021/22. In Y7 Accelerated Reader is used for 1-in-8 English lessons a fortnight to prioritise reading. A third of students have made significant progress in their Accelerate Reader assessments. However, a significant minority have not made the progress expected. As a result, a new plan for monitoring and additional training for staff involved in delivering, as well as a programme of targeted support, has been planned for the new academic year.

Careers Interviews

A group of 90 PPG students were targeted for careers interviews. These followed a similar structure to those used with Y11 students. As a result of the intervention all students were able to identify their ambitions and the steps needed to make these. The notes from these meetings have been made available to Year Leads in order to inform future intervention.

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
Accelerated Reader	Renaissance Learning
Place2Be	Place to Be