

# Pupil premium strategy statement St. Mary's CE High School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1092
Proportion (%) of pupil premium eligible pupils	32.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 and 2024/25
Date this statement was published	13/11/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nicholas Simms (Headteacher)
Pupil premium lead	Dan Worker (Deputy Headteacher)
Governor / Trustee lead	Rev Eugene Hanshaw and Pat Higgins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 313,605
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 83,628
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 397,233

# 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 strategy 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	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading skills than their peers. This impacts their progress in all subjects.</p> <p>On entry to years 7 in the last 2 years, between 29-37% of our disadvantaged students arrive below age-related expectations compared to 26% of their peers.</p>
2	<p>Analysis of KS4 outcomes indicated the disadvantaged boys make less progress than their peers.</p> <p>2023 results show that disadvantaged boys progress (-0.58) was below that of non-disadvantaged boys (-0.29) and below that of disadvantaged girls (-0.36).</p> <p>Our observations and discussions with students indicate that some disadvantaged boys lack motivation and self-regulation. This is indicated across the curriculum, particularly in coursework subjects.</p>
3	<p>On average, high prior attain students from a disadvantaged background make less progress than their peers (-0.41 HPA/PPG vs -0.09 HPA/non-PPG 2022/23 results).</p>
4	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our observations suggest that some disadvantaged students lack the resources and space at home that is conducive to home learning.</p>
6	<p>Our attendance data indicates that persistence absence is greater amongst disadvantaged students than non-disadvantaged students.</p> <p>Attendance data indicates that last academic year 40% of disadvantaged students were persistently absent compared to 23% of non-disadvantaged students.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</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
Improve reading skills among disadvantaged students across KS3.	<ul style="list-style-type: none"> <li>By the end of KS3 the vast majority of disadvantaged students meet age related expectations for reading.</li> <li>Disadvantaged students make at least as much progress than their peers with Accelerated Reader.</li> <li>Improvement evident through disadvantaged students' engagement in lessons and book looks.</li> </ul>
Increase the percentage of disadvantaged students achieving standard and strong passes in English and Maths.	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Disadvantaged students engage in opportunities to develop their resilience and cultural capital.	<ul style="list-style-type: none"> <li>At least 34% of those students attending the Transition Summer School are disadvantaged students.</li> <li>All disadvantaged students have received at least one careers interview by the end of KS3.</li> <li>All high prior attaining disadvantaged students attend at least one careers talk each year.</li> <li>Scholarship and leadership programmes are made up of at least 34% disadvantaged students.</li> <li>Student voice shows that disadvantaged students have high aspirations and recognise the role school plays in achieving these.</li> <li>All disadvantaged students attend at least one Educational Visit by the end of KS3.</li> </ul>
Improve the attendance of disadvantaged students.	<ul style="list-style-type: none"> <li>The attendance of disadvantaged students, is at least in line with or exceeding national.</li> <li>The percentage of disadvantaged students who are persistently absent is in line with their peers.</li> </ul>

## 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: £ 198,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality professional development to teachers through training and coaching from the Lead Practitioner Team. (AGR/DWO)	EEF Guide to the Pupil Premium highlights importance of quality of teaching in the classroom.	2, 3
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. (STL/EWA)	EEF guidance on Diagnostic assessments has demonstrated that when used effectively, diagnostic assessments can indicate areas for development for individual students, or across classes and year groups.	1, 2, 3
Support teachers to develop Close the Gap Plans for classes, prioritising high quality feedback and reteaches. (AGR/DWO)	Sutton Trust shown there is strong evidence of impact of teachers' Pedagogical content knowledge on student outcomes. EEF Pupil Premium Toolkit shows +8 months average impact of feedback. <i>The Pupil Premium</i> (OFSTED) publication highlight importance of raising profile of disadvantaged students. Dylan Willams' work on Formative Assessment.	1, 2, 3
Adapting curriculum and teaching to meet the needs of all students. (AGR/DWO/EWA)	SEF 2022/23 identified need to develop adaptive strategies. Special Educational Needs in Mainstream Schools (EEF) guidance report highlighted need for adaptations in high quality teaching for students with SEND.	3, 4, 6

Implementing reading strategy, including in-class strategies to support reading. (EWA/LP Team)	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <i>Improving Literacy in Secondary Schools</i> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <i>Word-gap</i> (Oxford University Press)	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 107,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention across KS3 for students not meeting age related expectations. (EWA/RSM)	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. 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
Deliver programme of targeted Period 6 and tutorial Interventions prioritising disadvantaged students. (DWO)	EEF Pupil Premium Toolkit shows +5 months average impact of one-to-one tuition and +4 months for small group tuition. EEF Pupil Premium Toolkit show +2 months average impact from extended school time. EEF Pupil Premium Guide demonstrates importance of rigorous monitoring and identification of students' needs, in order to plan support.	2, 3, 5
Continue funding of HLTAs for Literacy and Numeracy to provide targeted support for disadvantaged students. (EWA/RSM)	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: <i>Teaching Assistant Interventions</i> , Teaching and Learning Toolkit, EEF	1, 4

Extending learning opportunities for High Prior Attaining students. (DWO)	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. <i>The Pupil Premium</i> (OFSTED) publication shows the effectiveness of Careers Guidance in maximising the effectiveness of PPG spending.	3
Develop programme of mentoring and support for disadvantaged boys to improve motivation and self-regulation. This will involve ongoing teacher training, support and release time. (DWO)	EEF guidance on metacognition and self-regulation has shown that teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.	2

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support transition of disadvantaged students from KS2 to KS3. (DWO)	EEF Pupil Premium Guide shows the importance of addressing non-academic barriers to learning. EEF Evaluation of Breakfast Clubs nationally showed effectiveness of provision. EEF Pupil Premium Toolkit shows +4 months average impact of outdoor adventure learning and +2 months for summer school.	1, 4, 7
Provide and monitor opportunities for disadvantaged students to develop their cultural capital and aspirations, making this explicit in the curriculum. (STL/DWO)	EEF Pupil Premium Guide shows the importance of identifying cohort and specific students' needs. <i>The Pupil Premium</i> (OFSTED) publication shows impact of extra-curricular opportunities.	7

Provide resources for disadvantaged students to support them to access the curriculum and school life. (DWO)	EEF Pupil Premium Toolkit shows +4 months average impact digital technology.	5
Fund pastoral and attendance interventions to support students with additional social and emotional needs. (CLE)	DfE Improving School Attendance notes the importance of targeted attendance interventions.	4, 6

**Total budgeted cost: £ 397,233**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following outcomes for our disadvantaged students:

- P8 of disadvantaged students in their GCSE exams was -0.39 with an A8 score of 35.3.
- English and Maths at Grade 5+ was 26% and at 4+ 47%.
- 36% entering EBacc.
- 91% were in education or employed for 2 terms after KS4 (2021 school leavers).

To help us gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged students at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

This highlighted the positive impact that our strategy has had to date in the following areas.

- P8 of disadvantaged students has improved on previous academic years (rising from -0.61 in 2022).
- The gap between the progress of disadvantaged and non-disadvantaged students has also narrowed (-0.55 in 2022 to -0.18 in 2023).
- Furthermore, the percentage of disadvantaged students in education or employed for 2 terms after KS4 was within 5% of national (96%).
- Additionally, entries for Ebacc was within 7% of national (43%).

Nonetheless, we recognise the need to have greater impact in the following areas.

- The P8 and A8 of our disadvantaged students was below that of non-disadvantaged students locally and nationally. Furthermore, this was below that of the results achieved by our non-disadvantaged students (P8 -0.2 and A8 42.88 4Matrix).
- Similarly, this trend was reflected in English and Maths outcomes, with the percentage of disadvantaged students achieving English and Maths at Grade 5+ (39.23% non-disadvantaged 4Matrix) and at 4+ (67.69% non-disadvantaged 4Matrix) being below that of non-disadvantaged students.
- High prior attaining (HPA) disadvantaged students made less progress than their peers (-0.41 estimate compared to -0.09 for HPA/non-disadvantaged 4Matrix). The cohort size means that this data is volatile, being impacted by a significant minority of students with high levels of social emotional needs.
- Low prior attaining (LPA) disadvantaged students made less progress than their peers (-0.59 estimate compared to -0.2 for LPA/non-disadvantaged 4Matrix).
- Our analysis has also highlighted the need to address underperformance of boys, whose P8 was -0.44 compared to -0.08 for girls. This trend was reflected in the progress of disadvantaged students (disadvantaged boys -0.41 compared to disadvantaged girls -0.35).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

- There is growing evidence of the impact of literacy interventions. With Y8 students who have been completing the Accelerated Reader (AR) programme for 2 years, making 20 months progress since last September. The majority of disadvantaged students are progressing with their reading age. With 78% of disadvantaged students having made progress on AR in Y8.
- Disadvantaged students have had access to and taken up opportunities to engage with a range of extra-curricular opportunities, including educational visits, talks and clubs.
- The Scholars programme has given high prior attaining disadvantaged students' access to opportunities to develop their aspiration and positively impacted their progress (P8 +0.6).
- Overall attendance of disadvantaged students (88.6%) was in-line with the attendance of non-disadvantaged students (91.6%). Nonetheless, persistence absence is greater amongst disadvantaged students than non-disadvantaged students. Attendance data indicates that last academic year 40% of disadvantaged students were persistently absent compared to 23% of non-disadvantaged students.
- Our behavior data indicates that disadvantaged students are proportionally overrepresented in behavior incidents. Nonetheless, a minority of students are overrepresented within this.

Based on all the information above, the performance of our disadvantaged students did not meet expectations. Therefore, we only partially achieved the outcomes we set out to achieve by 2022/23, as stated in the Intended Outcomes section of that strategy.

Our evaluation of the approaches delivered last academic year indicates that the following aspects of the strategy were found to be partially effective in the previous academic year:

- Investment in professional development has led to improvements in the quality of teaching disadvantaged students receive.
- Engagements of disadvantaged students in opportunities to develop their resilience and cultural capital, including educational visits and Scholars Programme.
- Provision of high-quality careers guidance to disadvantaged students, leading to meaningful destinations.
- Behavioural and attendance interventions impact on the majority disadvantaged students.
- Positive impact of literacy intervention on the majority of disadvantaged students.

Nonetheless, the following aspects of the strategy were found to be less effective:

- Reading interventions have not yet led to improvements required for those disadvantaged students who enter St Mary's with less developed reading skills.
- Planning of targeted in-class support for disadvantaged students has not been specific enough to address gaps for a significant minority of students.
- Strategies introduced to improve parent carer engagement have had little impact.
- National Tutor Programme has had little impact on the majority of those engaging.

- Attendance intervention has not impacted a large minority of disadvantaged students who are persistently absent.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. These can be seen in the updated plan in Section 1 of this document.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
CPOMs	StaffSafe
Accelerated Reader	Renaissance Learning
Bedrock	Digital Literacy Curriculum
Sparx Maths	Sparx Maths
GCSE Pod	GCSE Pod
Lexia	Lexia Learning
Scholars Programme	Brilliant Club