

# Mount St Mary's Catholic High School.

## 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	Mount St Mary's Catholic High School
Number of pupils in school	928
Proportion (%) of pupil premium eligible pupils	44.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	16/12/21
Date on which it will be reviewed	July 22
Statement authorised by	M Cooper
Pupil premium lead	P Turner
Governor / Trustee lead	C Garrett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 397,545
Recovery premium funding allocation this academic year	£59,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£456,850

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that our disadvantaged pupils will be ready for life after Mount St Mary's. They will achieve in line academically with their non-disadvantaged peers. In addition, these pupils will have the personal characteristics, skills and experiences to secure a meaningful progression route which will allow them to develop further once they leave Mount St Mary's and prevent them becoming NEET.

Our approach to achieving these objectives is to ensure that the academic, personal development, habits for life and spiritual characteristics of our pupils are developed through:

- Strategies to improve and maintain attendance.
- High quality first teaching is maximised by ongoing staff training.
- Monitoring progress and analysing data to identify any ongoing needs and implementing actions in response.
- Investing in the pastoral system focussing on personal development, behaviour and attitudes, and developing the ASPIRE curriculum, delivered through registration time, our PSHCE programme, interviews and through year team focused challenges.
- Offering enrichment activities to build cultural capital and increase aspiration.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for students eligible for Pupil Premium are lower than their non-PP peers, especially among white British students.
2	Pupil premium students have been hardest hit by Covid 19, as they have had greater difficulty engaging with remote teaching than their non-disadvantaged peers.
3	Students eligible for Pupil Premium enter Year 7 with below expected standards in maths and English, both in reading comprehension and oral language, which impact across the entire curriculum.
4	Maintaining student focus and engagement in learning throughout lessons. Many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging learning tasks.
5	Disadvantaged pupils show lower levels of learning outside of school than their non-disadvantaged peers.
6	Some students eligible for Pupil Premium can lack aspiration and educational ambition.
7	High levels of anxiety and wider mental health issues.

## 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
Improved attendance of disadvantaged students, especially white British.	Disadvantaged student attendance of at least 95% White British average attendance above 91% Reduction of white British persistent absence to below 10% of the cohort.
The attainment gap which widened during the pandemic will be closed.	No internal gaps between disadvantaged and non-disadvantaged students. An average attainment 8 score of - 4.94 (2022) - 5.21 (2023) - 5.25 (2024)
Improved Maths and English achievement among disadvantaged students in Y7 and 8.	Expected progress evidenced in both internal and external assessments (GL Proof of Progress testing).
Quality curriculum offer and delivery will maximise the engagement of disadvantaged students.	Improved attendance to reduce lost learning. Equal proportions of disadvantaged and non-disadvantaged students on pathway in Y7-Y9. Reduction in C2/C3 for disadvantaged students.
Increased completion of extended learning task.	Increased number of positive points for quality homework.
Disadvantaged students participate in a wide range of enrichment activities and complete young leader, prefect and post-16 applications.	Equal proportions of disadvantaged and non-disadvantaged students participate in any given activity.
Reduction of levels of anxiety and wider mental health issues and the negative behaviours associated with them.	Reduction in C3/4s and C5s callouts. Increased attitude to learning grades. Equal proportions of disadvantaged and non-disadvantaged students participating in enrichment activities. Reduction in cause for concern referrals. Positive student voice.

## 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: £ 230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme is tailored to responsibility areas, focused on evaluating strategies which impact the disadvantaged most.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year, (Teaching and Learning Toolkit, 2021)	2,3,4
Data team support on enhanced use of SISRA.	Forensic use of data at all levels is now embedded and underpins planning for high quality first teaching and early intervention. Proof of progress testing Y7&Y8 <b>Disadvantaged Vs Non-Disadvantaged</b> English – <b>78%</b> vs <b>88%</b> Maths <b>70%</b> Vs <b>86%</b> Making expected or above expected progress.	2,3
Additional groups in KS4 for English, Maths and Science. Key staff allocated to smaller groups with more disadvantaged students.	Previous years' progress of disadvantaged students. 2021 <b>English P8 Disadvantaged +0.33</b> <b>Maths P8 disadvantaged +0.40</b>	2,
Accelerated Reader programme embedded within KS3 English Curriculum to include Y9.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities (Teaching and Learning Toolkit, 2021)	3
Dyslexia screening/Reading Age software/Sound Training	This has had a proven positive impact in a previous year: Disadvantaged students taking sound training have increase on average of 21 months.	2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 10/11 English Intervention Resources and additional sessions for underperforming students	Proven success in previous year's: (2021) <b>Eng Att 8 Disadvantaged</b> Y10 mock → final outcome. A8 2.70 → 4.41	2,4
English and Maths Tutor Trust and small group intervention. 5 Tutors to work with 15 identified students.	The average impact of the small group tuition is four additional months' progress, on average, Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better." (Teaching and Learning Toolkit, 2021)	2,4
Small group English, Maths and Science Intervention Pupils are selected to be part of a small group intervention if they are not reaching their target grade.	The average impact of the small group tuition is four additional months' progress, on average, Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better." (Teaching and Learning Toolkit, 2021)	2,4
Y11 Residential: A 3-day residential offered to Y11 students targeted on wellbeing as well as English, Maths and Science.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning (SEL) skills. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment." (Teaching and Learning Toolkit, 2021)	2,4,5,7
Enhanced EAL Team to support students who join us with little or no ability to speak/write English.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (Teaching and Learning Toolkit, 2021)	3,7
Holiday Homework (HH) English – under achieving boys Maths – students at risk of not gaining a Grade 4+	Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools (Teaching and Learning Toolkit, 2021)	5
School-Led Tutoring: 1:1 support for students with identified specific needs	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (Teaching and Learning Toolkit, 2021)	2,3,5
School-Led Tutoring: Small group Tutoring with subject specialists	Small group tuition has an average impact of four months' additional progress. (Teaching and Learning Toolkit, 2021)	2,3,5
Debate mate:	Oral language interventions, approaches that emphasise the importance of spoken language and verbal interaction in the classroom. +6 month impact. (Teaching and Learning Toolkit, 2021)	3,4,6

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data driven specific attendance interventions	Own school data shows impact of having a wide range of strategies to support/encourage attendance. Figures from first half term:	1
Focused careers advice and use of START in all year groups supported by Careers Team.	Setting career based academic goals would fall into the EEF – Meta-cognition, self-regulation & 8 months impact.	4,6
Onsite alternative provision – Fresh Start/Scramble. Short term bespoke provision to help re-engage key students at risk of exclusion.	Own data from pilot: Increased attendance, reduction in lost learning time, reduced short term exclusions.	4
Summer School: PP students identified from Y6 transition visits for summer school.	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. (Teaching and Learning Toolkit, 2021)	4
Investment in Pastoral Teams to support attendance and wellbeing Including mental health first aid training	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). (Teaching and Learning Toolkit, 2021) Creating a Culture: DFE Tom Bennet 2017	4,7
Investment in Positive Parenting Programme.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (Teaching and Learning Toolkit, 2021)	1,6,7
Investment in extra-curricular offer including free music lessons, photography, cooking as well as a wide range of sports.	Extracurricular activities have been found to have many benefits. Arts participation impact of 3+months. Extended school day: +3. Physical activity +1. (Teaching and Learning Toolkit, 2021) Participation in extra-curricular activities has been found to associate with increased well-being. Finnerty et al June 2021.	1,4,6,7

**Total budgeted cost: £ 460,000 (100.6% of funding)**

## 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.

		2021
A8	Disadvantaged	4.65 (up 0.17)
	Non Dis	5.02 (up 0.02)
	Gap	-0.31
P8	Disadvantaged	0.41(up 0.32)
	Non Dis	0.63 (up 0.34)
	Gap	-0.22

When we consider our leavers of 2020/21, the performance of disadvantaged pupils was in line with previous years.

Although the school closures due to Covid-19 had a greater impact on our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

We endeavoured to mitigate the impact through our determination to maintain a high quality curriculum offer with increased pastoral support especially during the periods of partial closure. Welfare calls we made every week and paper copies of any work was hand delivered and then collected for those students who were unable to access online learning. Face to face learning was re-established as soon as possible.

#### Attendance:

Attendance	2018	2019	2020	2021
All	94.37	95.49	94.95	95.11
Disadvantaged	93.23	93.97	93.37	93.37
Wbri Disadvantaged	87.40	88.00	85.68	84.07
Non Disadvantaged	95.57	97.01	96.46	96.7
Disadvantaged PA	14.74	12.74	15.94	12.46
Non Disadvantaged PA	9.17	4.46	6.47	6.85
Wbri PA	20.53	17.08	19.16	17.98

When all possible non-Covid-19 attendance is considered, the overall attendance was not impacted, being above the national average. The only sub-group with a slight reduction in attendance were our White British disadvantaged students.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.3% higher than their non-disadvantaged peers and persistent absence 5.6% higher. When we consider our White British students this rises to 17.98 % of the

cohort. These gaps continue to impact on learning, which is why attendance continues to be a focus of our current plan.

For those pupils established within our school ethos, pupil behaviours were unchanged. Highly positive behaviour seen prior to the closures was as positive post closures.

Only in those pupils in Year 7 and Year 8 with no or limited exposure to our school ethos and expectations did we observe a detrimental impact of the Covid-19 related closures on their in school behaviour.

Maintaining our positive attitudes to learning (AtL) habits continues to be a whole school priority to maximise learning within the classroom.

Pupil, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Key staff have received mental health first aid training.

## 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
Affordable Individual and Small Group Tuition	Tutor Trust



## Further information (optional)

These data show the attainment and progress of our disadvantaged students.

A consistent upward trend is evident.

		2018	2019	2020	2021
<b>A8</b>	<b>Disadvantaged</b>	3.48	3.94 (up 0.46)	4.48 (up 0.54)	4.65 (up 0.17)
	<b>Non Dis</b>	4.35	4.28 (down 0.07)	5.00 (up 0.72)	5.02 (up 0.02)
	<b>Gap</b>	-0.87	-0.34	-0.52	-0.31
<b>P8</b>	<b>Disadvantaged</b>	-0.16	-0.20 (down 0.04)	0.09 (up 0.29)	0.41 (up 0.32)
	<b>Non Dis</b>	-0.02	0.19 (up 0.21)	0.29 (up 0.10)	0.63 (up 0.34)
	<b>Gap</b>	-0.14	-0.39	-0.20	-0.22

For the last six years we have identified the needs of disadvantaged pupils on transition.

Adaptations to whole-school teaching and learning including forensic data analysis at a class teacher level have consistently improved attainment for our disadvantaged pupils year on year.

Strategies that have been put in place helped to limit the impact of Covid 19. However, over the past two years, whilst attainment and progress have improved, some gaps between our disadvantaged and non-disadvantaged pupils have begun to widen.

Because what we have done in the past has been successful, we now need to re-establish those strategies that have proven impact and research and implement additional actions to reverse the trend and fully close the gap between disadvantaged and non-disadvantaged pupils

Furthermore, we are building on the independent learning skills and online learning opportunities established, to reduce the potential for lost learning, improving the quality of provision for pupils on alternative and bespoke provision and supporting out of class learning.