

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 2022 to 2023 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	943
Proportion (%) of pupil premium eligible pupils	45.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£ 402,055
Recovery premium funding allocation this academic year	£116,196
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	£ 518,251

Part A: Pupil premium strategy plan



Statement of intent

The Pupil Premium (PP) Grant is allocated for the support of students who are, or have been eligible for free school meals (FSM), within the last six years. The grant is also available to support the children of service personnel and those who are looked after by the Local Authority (LAC).

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 support for students with English as an Additional language (EAL).
- Strategies to support those students who have multifaced disadvantaged e.g. those who are identified as PP and SEND.
- 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. A number of students arrive in Y7 being persistence absentees (PA) at primary school.
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 and enrichment activities outside of school than their non-disadvantaged peers.
6	Some students eligible for Pupil Premium can lack aspiration and educational ambition.
7	An increasing proportion of our SEND students are also Pupil Premium. These students require additional support to transition to secondary school, access the full curriculum, including any external assessments and secure appropriate progression routes in their next stage of learning.
8	Over half of our Pupil Premium students are identified as having English as an Additional language. An increasing proportion of these are new to the country and require specialist support to accelerate language acquisition.
9	High levels of anxiety and wider mental health issues. The numerous challenges outside school faced by our Pupil Premium students has had a negative impact on their mental health and well being requiring investment in additional training and support for these students.

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 in line with FFT5 for all - 4.75 (2023) - 4.86 (2024) - 4.24 (2025)
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. Increase in positive points awarded to 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: £ 250,000

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 (2021) Disadvantaged Vs Non-Disadvantaged English – 78% vs 88% Maths 70% Vs 86% 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. 2022 English P8 Disadvantaged +0.74 Maths P8 disadvantaged +0.82	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. Sound training will be extend to include all Y10 students.	2, 7

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

Budgeted cost: £110,000

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: (2022) Eng Att 8 Disadvantaged Y10 mock → final outcome. A8 3.15 → 4.51	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)	2,4,7,8
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)	2,4,5,9
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) Use of Flash Academy	3,8,9
Holiday Homework (HH) 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: £160,000

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 – Inclusion /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, 9
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
Holiday Activities with Food (HAF) Use of PP funding to top up HAF funded holiday support. Collaboration with Pro-Coaching to deliver 34 days of provision in the longer breaks.	This complements our own summer school provision and extends the support we can offer our most vulnerable students in the longer holidays. (HAF support programme)	5,6,9
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	4,9
Investment in Positive Parenting. Smaller registration groups and additional face to face parental meetings.	Parental engagement has a positive impact 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)	1,6,9
Investment in extra-curricular offer including free music lessons, photography, cooking as well as a wide range of sports.	Extracurricular activities 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.	1,4,6,9
Appointment of Safe Taskforce Education Inclusion mentor (EIM)	Keeping students engaged with education reduces risk of them later being NEET. (SAFE Taskforce 2022)	4, 6, 9

Total budgeted cost: £ 520,000 (100.3% 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 2021 to 2022 academic year.

GCSE outcomes:

Measure	GCSE Results 2022	National	Measure	GCSE Results 2022	National
P8 All	0.98		A8 All	4.91	4.87
P8 PP	0.76	-0.55	A8 PP	4.30	3.75
P8 Non - PP	1.15	0.15	A8 Non - PP	5.40	5.26
P8 gap	-0.39	-0.7	A8 gap	-1.10	-1.51

When we consider our leavers of 2021/22, the performance of disadvantaged pupils was greatly improved when compared to previous years. The average attainment of 4.30 is above the FFT5 estimates for their non-disadvantaged peers.

On average disadvantaged students make almost a **three quarters of a grade more progress** in every subject compared to the national picture.

These results show the direct impact of our pupil premium funded improvements to teaching and targeted interventions.

Attendance:

Attendance	2019	2020	2021	2022	National 2022
All	95.49	94.95	95.11	95.2	89.7
Disadvantaged	93.97	93.37	93.37	94.24	84.9
Wbri Disadvantaged	88.00	85.68	84.07	87.74	
Non-Disadvantaged	97.01	96.46	96.7	95.99	
Disadvantaged PA	12.74	15.94	12.46	14.35	
Non-Disadvantaged PA	4.46	6.47	6.85	10.75	

The overall attendance continues to improve for our disadvantaged students, being above the national average for all students (FFT 89.7% FFT FSM6 84.9%) . The dip seen in the in our White British disadvantaged students over the period of the Covid-19 pandemic has been reversed and continues to improve.

The absence gap among disadvantaged pupils has halved to 1.75% when compared to their non-disadvantaged peers. This trend is also seen when persistent absence is considered.

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

Y7 & Y8 making Expected Progress in English and Maths: 2022

Y7	Eng %	Maths %	Y8 %	Eng %	Maths %
Y7 PP	88	75	Y8 PP	70	77
Y7 Non pp	96	85	Y8 Non pp	86	73
Gap	-12	-10	Gap	-16	+4

The majority of students make expected progress in Y7 & Y8, for those not making expected progress, they have multifaceted disadvantaged, they may have SEND and or EAL needs in addition to being eligible for the Pupil Premium. We will continue to invest in our EAL and SEND teams with targeted interventions both within and outside the classroom.

The Attitude to Learning of all students continues to be high. 4=Good 5= Outstanding.

There are negligible differences in the ATL scores of our disadvantaged and non-disadvantaged students.

Year	Resilient		Responsible		Respectful	
	PP	Non pp	PP	Non pp	PP	Non pp
7	4.73	4.79	4.75	4.74	4.72	4.80
8	4.53	4.60	4.48	4.64	4.53	4.63
9	4.31	4.63	4.33	4.66	4.35	4.70
10	4.21	4.32	4.14	4.29	4.24	4.42
11	4.17	4.29	4.12	4.11	4.33	4.52

When the amount of lost learning time for our disadvantaged students is considered (C4 call outs) only 0.0006% of learning time was interrupted.

Last year 304 disadvantaged students participated in some extra curricular activity. This represents 75% of the disadvantaged students.

Cause for concern referrals increased in 2021-2022 by 218%. This can be attributed to the impact of staff training in response to the need experienced coming out of the school closures.

When we consider cause for concern referrals for individual students; PP increased by 70 (17%) and non-pp by 55 (11%). Investing in Mental Health First Aid' training supported our Advocate team response.

Other information:

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, this has continued.

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 on-going 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.

Further information (optional)

For the last seven 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 are now re-establishing 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 (metacognition is a key area for development) and online learning opportunities established. All these strategies will reduce the potential for lost learning, improving the quality of provision for pupils on alternative and bespoke provision and supporting out of class learning.