

Pupil Premium Strategy Statement 2020-21 & Impact Review

School Overview

Metric	Data
School name	Brownedge St Marys Catholic High School
Pupils in school	754
Proportion of disadvantaged pupils	27.9%
Pupil premium allocation this academic year	£198,084
Academic year or years covered by statement	2020-21
Publish date	11 October 2021
Review date	October 2021
Statement authorised by	Nicola Oddie
Pupil premium lead	Conor McCreesh
Governor lead	Fr. Mark Harold

Disadvantaged Pupil Performance Overview

Headline Data	2019-20 (43 PP of 137)	2020-21 (30 PP of 147)
Progress 8 (Non-PP)	0.03 (0.33)	0.27 (0.19)
Ebacc entry	14% (20.2%)	6.7% (22.4%)
Attainment 8	40.74 (48.74)	47.39 (54.20)
Percentage of Grade 5+ in English and maths	25.6% (46.8)	40% (67.3)

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	Narrow the gap between PP and national Non PP	September 2022 or sooner
Attainment 8	Narrow the gap between PP and national Non PP	September 2022 or sooner
Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ scores for similar schools	September 2022 or sooner
Other	Improve attendance so that it is in line with national	September 2022 or sooner
Ebacc entry	Improve EBacc Entry for all pupils	September 2023 or sooner

Teaching Priorities for Current Academic Year

Measure	Activity	Impact
Priority 1	Quality First Teaching for all pupils (incorporating Rosenshine's principles, focus on recall & retrieval, questioning, feedback in books / learning dialogue sheets, extended writing / literacy focus, other pedagogical focus in key subjects), supported by Learning Communities.	Any costs incurred were linked to ongoing staff training throughout the year, which needed to be adopted to reflect national lockdown and geographical tier restrictions. Blended learning became a prominent feature for all members of the community.
Priority 2	All pupil groups used in all analysis reports including attendance, exclusions, behaviour etc.)	All analysis focused on the performance of PP pupils, particularly in terms of engagement during the lockdown period (Jan – March 2021)
Priority 3	Identification of gaps in knowledge and progress in each subject to identify Intervention Groups.	Regular reviews of pupil progress took place, with planned intervention impacted by restrictions at times.
Priority 4	All Pupil premium pupils to be given a GCSE textbook and revision guide in each GCSE subject	Costs incurred covered the purchase of revision guides but changes to examination plans affected the need to purchase textbooks.
Priority 5	Promote and improve all aspects of Blended Learning & Literacy Extended Writing to support DPs learning in all subject areas, supported by better parental engagement via Microsoft Teams	Significant development made in this area as a result of restrictions. Costs incurred covered staff and pupil training and the purchase of electronic equipment to support learning and progress.
Priority 6	Attendance at extra-curricular events, e.g. CASEO	Affected by restrictions but attendance was stronger in Summer Term.
Barriers to learning these priorities address	Improve outcomes so all gaps are significantly reduced. Enrich learning and teaching pedagogy so colleagues can deliver high quality teaching. Ensure outcomes in all subjects improve and intervention is targeted to significantly improve the % of students achieving both English and Maths.	2020-21 Outcomes demonstrate improvement in all areas, with some gaps reducing*. Much of this was a result of adjustments made to support the assessment of pupils during the pandemic, along with a targeted CPD programme with significant Teaching & Learning focus. *GCSE Outcomes based on Teacher Assessed Grades.
Projected spending	£110,000	Spent at expected.

Targeted Academic Support for Current Academic Year

Measure	Activity	Impact
Priority 1	Multi-layered Programme to support catch-up for identified DP pupils, primarily focusing on Year 11 in the first instance. This three-staged approach will measure impact at the start and end. Thereafter, additional	Intervention focused on Year 11 from Nov-Dec 2020, with further plans impacted by restrictions and changes to examination process for 2021.

	targeted support to be offered during half-terms / school holidays.	NTP utilised to support pupils in other year groups from March to June 2021, with 75% of the costs subsidised.
Priority 2	Careers intervention and support to enable all DPs to have a realistic awareness of future career plans and how to get there.	Planned actions impacted by restrictions so adjustments made to support pupils with remote guidance. Extensive programme also offered to Year 11 in June 2021 to support transition.
Priority 3	Attendance analysis, including historical attendance issues, used to help target improvement.	Incentives offered at various times to support attendance but this was impacted overall by Covid restrictions.
Priority 4	Homework Club / Support for pupils who struggle to access and complete work at home.	Costs incurred covered the need to have different provision for different bubbles.
Priority 5	Re-launch of this mentoring programme (All-Star Academy) for pupils at KS3.	Bursary-based 12-week mentoring programme introduced, which demonstrated signs of progress for some pupils.
Barriers to learning these priorities address	Low levels of parental support. Closely match interventions with all ability groups.	Some gains with parental support through blended learning periods and use of School Cloud for parent meetings.
Projected spending	£44,000	Spend at expected.

Wider Strategies for Current Academic Year

Measure	Activity	Impact
Priority 1	Awareness and management of `digital disadvantage` and address issues for individual pupils.	Almost 60 devices issued to support pupil learning and engagement during periods of restriction. Their use was monitored throughout.
Priority 2	Strategy to engage `hard-to-reach` parents, supported by virtual contact via SchoolCloud.	School Cloud software purchased, along with hardware to support it. Marginal improvements in engagement with some parents.
Priority 3	Identification of pupils requiring welfare support (including counselling, trauma, ACEs etc.)	`High-tariff` pupils monitored weekly through review of support offered. Costs incurred linked to multi-agency input.
Barriers to learning these priorities address	Improve attendance and move in line with national figures. Continue to support student SEMH needs. Provide opportunities to enhance learning and develop social skills.	Emphasis has been placed on supporting pupils through periods of restrictions. Further support for our careers provision is needed to ensure bespoke guidance for all pupils.
Projected spending	£44,084	Spent as expected.

Monitoring and Implementation

Area	Challenge	Mitigating action	Impact
Teaching	<p>Ensuring enough time is allocated to allow for staff professional development and meetings.</p> <p>Impact of Covid restrictions on ability to provide intervention.</p> <p>Ensure data is accurate and tracking is robust.</p>	CPD programme adjusted to reflect need at various times	<p>CPD focused on Blended Learning aspects and how to maximise use of technology to support learning and progress.</p> <p>Many planned interventions / opportunities affected by restrictions.</p> <p>Data was collected at various points in the year but not robust through the year due to circumstances. Intensive programme to support GCSE Teacher Assessed Grades implemented in Summer Term.</p>
Targeted support	Use of National Tutoring Programme, a new national initiative.	Training for staff managing the provision.	<p>Intensive programme to support GCSE Teacher Assessed Grades implemented in Summer Term.</p>
Wider strategies	Engage students and their families who are facing the most challenges.	Work closely with parents and carers. Offer outreach support where necessary.	Targeted support offered, based on specific need.

