

Pupil Premium Strategy Statement 2021-22 & Impact Review

School Overview

Metric	Data
School name	Brownedge St Marys Catholic High School
Pupils in school	756
Proportion of disadvantaged pupils	27.9%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2021-22
Publish date	31 October 2022
Review date	October 2022
Statement authorised by	Nicola Oddie
Pupil premium lead	Conor McCreesh
Governor lead	Fr. Mark Harold

Disadvantaged Pupil Performance Overview

Headline Data	2020-21 (30 PP of 147)	2021-22 (35 PP of 148)
Progress 8 (Non-PP)	0.27 (0.19)	-0.23 (-0.31)
Ebacc entry	6.7% (22.4%)	27.7% (22.9%)
Attainment 8	47.39 (54.20)	42.82 (36.19)
Percentage of Grade 5+ in English and maths	40% (67.3)	41.2% (20%)

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	Narrow the gap between PP and national Non PP	September 2023 or sooner
Attainment 8	Narrow the gap between PP and national Non PP	September 2023 or sooner
Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ scores for similar schools	September 2023 or sooner
Other	Improve attendance so that it is in line with national	September 2023 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, supported by awareness and application of cognitive and metacognitive strategies to aid learning and help pupils take ownership of their own learning (including retrieval, modelling, reading and literacy development, and feedback.	Any costs incurred were linked to ongoing staff training throughout the year, with particular focus on pupils taking ownership of learning and trying to close identified gaps.
Priority 2	Employment of additional teachers to support English and Maths provision and help close gaps for those most affected by the impact of partial closures.	Costs involved the payment of staff in these important areas of the curriculum. Pupils in a number of year groups benefitted from this input.
Priority 3	Planned programme of enrichment (including CASEO, Interhouse, DofE and Educational Visits) to help close gaps in opportunity for pupils most affected by the impact of Covid restrictions.	Costs related to this area were covered elsewhere but the impact of this provision can be seen in the willingness of PP pupils to partake in opportunities, with an average of 13.5% of those attending being PP pupils.
Priority 4	Awareness of DPs of most concern through the use of accurate assessment of learning, monitoring of engagement and attitude to learning.	Costs covered in other aspects of school but pupils were monitored at various points during the year, with waves of intervention offered, determined by level of need.
Priority 5	Ensure all DPs have access to materials necessary to support learning and demonstrate progress.	Costs covered access to learning materials and devices (33) to enable access from home for PP pupils.
Priority 6	Ensure Careers provision is developed, to at least the level it had been at before March 2020, to ensure all pupils have a realistic awareness of future career plans and how to get there.	Costs in this area related to cost of providing individual careers interviews to pupils, in addition to the existing Learning for Life provision, with costs covered elsewhere.
Barriers to learning these priorities address	Improve outcomes so all gaps are reduced. Enrich learning and teaching pedagogy so colleagues can deliver high quality teaching. Ensure outcomes in all subjects improve and intervention is targeted to improve the % of pupils achieving both English and Maths.	2021-22 outcomes demonstrate improvement in numbers of pupils achieving well in both English and Maths, with gaps still existing in most areas of the curriculum. Learning and teaching pedagogy helped to identify and start to close gaps that had been created through the wider impact of the pandemic.
Projected spending	£110,000	Spent as expected.

Targeted Academic Support for Current Academic Year

Measure	Activity	Impact
Priority 1	A bespoke intervention programme, reviewed termly, to support identified gaps for DPs across the school (including Year 11 Intervention Plan, School-led Tutoring, National Tutoring Programme).	Costs related to school-based intervention covered elsewhere. NTP utilised to support pupils in Years 7-10 from May to July 2021, with 70% of the costs subsidised.
Priority 2	Enable all DPs to access the curriculum as much as possible through the provision of Homework Club and Breakfast Club.	Costs related to this provision covered staffing and resources required. Breakfast Club utilised more than HW Club.
Priority 3	Programme of activities to help address hard-to-reach parental involvement in school life and their children's education.	Costs supported additional year group events to engage parents, with further work required in this area.
Barriers to learning these priorities address	Low levels of parental support. Closely match interventions with all ability groups.	Some gains with parental support. Support targeted across all faculty areas.
Projected spending	£78,500	Spend at expected.

Wider Strategies for Current Academic Year

Measure	Activity	Impact
Priority 1	Through ongoing attendance analysis, address any patterns of concern regarding attendance of DPs to help support their progress in school.	Costs involved relating to staffing to address this growing area of concern following the pandemic. Improvements seen regarding PP attendance from the previous year.
Priority 2	Regular monitoring of behaviour concerns to identify further interventions necessary for DPs.	Costs related to staffing to support PP pupils with interventions.
Priority 3	Identification of pupils requiring welfare support to help break down barriers to learning within school.	'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.	Attendance above national figures. Further support needed for behaviour and mental health concerns, reflecting the national picture.
Projected spending	£30,439	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>Ensure data is accurate and tracking is robust.</p>	CPD programme adjusted to reflect need at various times	<p>CPD focused on identifying and closing gaps that had become evident through the course of the pandemic.</p> <p>Many planned interventions / opportunities affected by restrictions in early part of the academic year.</p>
Targeted support	<p>Use of National Tutoring Programme, a new national initiative.</p> <p>Parental support from small number of 'hard-to-reach' parents.</p>	Training for staff managing the provision.	<p>Data was collected at various points in the year.</p>
Wider strategies	Engage students and their families who are facing the most challenges.	<p>Work closely with parents and carers.</p> <p>Offer outreach support where necessary.</p>	Targeted support offered, based on specific need.

