

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Brownedge St. Marys Catholic High School
Number of pupils in school	754
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 to 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Oddie
Pupil premium lead	Conor McCreesh
Governor / Trustee lead	Fr. Mark Harold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,446
Recovery premium funding allocation this academic year	£28, 493
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£218, 939

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

While we recognise that all pupils have different goals, needs and God-given talents and abilities, we are aware that some are born into families that offer more opportunities that support their learning journey than others. This is also true for pupils who are designated as disadvantaged; some are more disadvantaged than others.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum to enable them to open as many doors as possible in the future.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We aim to train pupils to learn better and start to evaluate how they learn best. Supported by their teachers who will employ a range of cognitive strategies to help pupils access and complete tasks we want all pupils to progress in their metacognitive journey from being 'Tacit' or 'Aware Learners' to becoming 'Strategic' and even 'Reflective Learners' as they progress through our school. Our training programme for teachers has sought to develop these aspects in recent years, and this will continue over the duration of this action plan. We will employ a range of strategies to support teaching, targeted support for disadvantaged pupils in conjunction with wider school strategies.

Challenges

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

Challenge number	Detail of challenge
1	Cognitive function development. While many pupils have developed this well during their educational journey there are a number who have not, including those who could benefit from developing it further. Many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
2	Awareness of how to learn best. Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Gains that had been made in earlier years in terms of how best to learn have been affected. These findings are backed up by several national studies.

3	Literacy and reading development to a standard that matches their peers. Assessments and discussions with teachers indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
4	Sufficient parental support on their school / learning journey. Studies show that parental support and guidance can significantly help pupils make progress. Attendance data at events like parents' evenings show continual non-engagement for some disadvantaged pupils.
5	Socio-economic factors. Observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Disadvantaged pupils have become more active learners and are aware of how to adjust strategies to help them learn better	Effective QA systems in school, e.g. pupil voice, demonstrate pupils are more aware of how they learn best and that pupils conduct themselves in a manner that supports this in lessons.
Progress and attainment of DPs more in line with national data for those identified as Pupil Premium.	Progress data for DPs, externally and internally assessed, shows performance in line with national data over time.
Parental engagement in school life has increased for those previously deemed as hard to reach.	Attendance at parental events increases for the identified group of parents, leading to improved performance of pupils at school.
All pupils taking responsibility for all aspects of their own learning.	Standards of presentation, behaviour for learning improving.

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 via learning dialogue sheets).	EEF Toolkit (2021) highlights +7 months improvement with a focus on Metacognition / self-regulated learning. +6 months for Reading comprehension strategies and for Feedback.	1, 2, 3
Employment of additional teachers to support English and Maths provision and help close gaps for those most affected by the impact of partial closures.	EEF Toolkit highlights +4 months for Small group tuition, with +2 months for Reducing class sizes.	1, 2, 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.	EEF Toolkit identifies +4 months for Social and emotional learning, +3 months for Arts participation and Extending school time.	1, 3, 5
Regular monitoring of DPs of most concern through the use of accurate assessment of learning, monitoring of engagement and attitude to learning.	EEF Toolkit suggests +6 months for Feedback, +4 for Individual instruction and Behaviour interventions.	1, 2, 3
Ensure all DPs have access to materials necessary to support learning and demonstrate progress.	Link to +7 months for Metacognition / self-regulated learning.	5
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.	Links to +7 months for Metacognition / self-regulated learning, and +4 months for Individual instruction	1, 2, 4

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

Budgeted cost: £78,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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).	EEF Toolkit identifies +4 months for Small group tuition +3 months for Extending school time.	1, 2, 3
Enable all DPs to access the curriculum as much as possible through the provision of Homework Club and Breakfast Club.	EEF Toolkit: +5 for Homework	1, 2, 3, 5
Programme of activities to help address hard-to-reach parental involvement in school life and their children's education.	EEF Toolkit: +4 months for Parental engagement.	4

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

Budgeted cost: £30,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through ongoing attendance analysis, address any patterns of concern regarding attendance of DPs to help support their progress in school.	In addition to pupils needing to be in school to learn best, EEF Toolkit: +4 for Parental engagement.	4, 5
Regular monitoring of behaviour concerns to identify further interventions necessary for DPs.	EEF Toolkit: +4 months for Behaviour interventions	1, 2
Identification of pupils requiring welfare support to help break down barriers to learning within school.	EEF Toolkit: +4 months for Individual instruction	1, 2, 3

Total budgeted cost: £218,939

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.

Our internally assessed grades for pupils in 2020-21 suggest that the performance of Disadvantaged pupils improved in a number of key subject areas, particularly in Ebacc subjects. The process around 'Teacher Assessed Grades' helped pupils to perform to the best of their ability as they were assessed regularly in smaller chunks over the examination time period. However, this was not the case for all pupils.

Our assessment of the reasons for these outcomes that were not as strong points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils overall, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online lessons and resources.

Attendance figures for disadvantaged pupils also highlight reasons for this difference. Enforced absence from school because of possible close contact with a positive case emphasised the experience of less engagement during partial lockdown periods.

We contend that pupil behaviour, 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. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Pearson at KS4 and Mannings at KS3