

Pupil Premium Spending Review 2023-24



BROWEDGE ST MARY'S
CATHOLIC HIGH SCHOOL
'Let your light shine'

School Overview

Metric	Data
School name	Brownedge St Mary's Catholic High School
Pupils in school	747
Proportion of disadvantaged pupils	27.3%
Academic year or years covered by statement	2023-24
Publish date	01/11/2024
Statement authorised by	Nicola Oddie (Headteacher)
Pupil premium lead	Catherine Godbold (Senior Deputy Headteacher)
Governor lead	Frances Fordyce (Chair of Governors)

Disadvantaged Pupil Performance Overview 2024 GCSE Results

Pupil Premium Progress Measures 2024		
National Adjusted Progress Score	Lancashire Adjusted Progress Score	Brownedge St Mary's Adjusted Progress Score
-0.57	-0.76	-0.65

	BSM 2022-23	BMS 2023-24 Full Cohort	BSM 2023-24 (Non-mobile – 1 pupil)
Disadvantaged Cohort	42 (28%)	51 (38.3%)	50 (37.8%)
P8 Score	-0.81	-0.65	-0.56
English Element	-0.51	-0.59	-0.47
Maths element	-0.67	-0.51	-0.39
Ebacc Element	-0.89	-0.67	-0.55
Open Element	-1.08	-0.97	-0.86

TEACHING	
Planned Actions	Impact
CPD for HoF and all staff to include curriculum development in line with the Ofsted framework by developing metacognition, retrieval practice and self regulation skills throughout the KS3 and KS4 curriculum.	A whole school CDP model has been designed around the EEF recommendations for effective practice. Within this model, our focus for 2023-24 has been on developing PCK within faculties. This work has developed faculties understanding of curriculum progression and design, whilst impacting pedagogical routines and practices in the classroom. This had led to improved outcomes for PP pupils at GCSE and in internal data. Staff now regularly utilise QLA to analyse and inform teacher development. This is QAd by Governors in annual reporting systems and where necessary deeper scrutiny is carried out at an enhanced level. This has increased the distributed leadership of CPD through the empowerment of Middle

<p>Develop Quality Assurance Strategies to improve the amount of Quality First Teaching</p>	<p>Leaders. Additional impact can be seen in the increased application of current research in informing best practice. External CPD has supported this journey, providing mechanisms for further development and QA. Impact of this work can be seen in improved PP GCSE results across numerous subjects as identified in the GCSE outcomes table below.</p>
<p>Use of GL assessments to benchmark pupils and measure impact of interventions</p>	<p>Through GL assessment data, QFT ensures that all pupils are challenged. Where data identifies need for further support, strategies such as pupil passports, additional SEN screening and bespoke intervention are commissioned to provide the tools required to progress. Impact can be seen in QFT practices and for example the development in reading ages.</p>
<p>Development of our whole school reading strategy involving: Reading in Subjects Reading independently for pleasure and Reading Enrichment Support for struggling readers</p>	<p>All pupils are tested using NGRT, data is analysed and shared with all teachers to support QFT. This is used across subjects to support the WS reading strategies (Read it twice and 3 step approach). To enhance the development of reading, Register and Read has been launched to ensure all pupils regularly access 40 minutes of quality focussed reading on a weekly basis. Pupils access a wide range of fiction and non-fiction texts. The impact of this work has raised the profile of the importance of reading, improved access to diverse cultural capital opportunities and supported those less confident readers to engage with texts. Evidence of reading tests data has shown an improvement of reading ages. 66% of PP pupils made expected or higher than expected reading progress by the end of 2023-24, with 26% making more than expected progress (NGRT).</p>
<p>Employment of additional teacher to support English provision and help close gaps for those most affected by the impact of partial closures.</p>	<p>Following a lengthy recruitment process, an additional member of staff was employed. This, however, was short lived. We have since again struggled to appoint a suitable specialist.</p>
<p>Improved literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>A literacy lead was appointed, resulting a strategic action plan for the development of Literacy across school. CPD was delivered on Reading, supporting a WS reading strategy. QA of this can be seen in our appraisal documents. Pupil Reading Leaders were commissioned to support one-to-one reading. White Water Writers initiative took place, resulting in a cohort of pupils publishing two books. The impact of which can be seen in engagement and confidence of these pupils not just in English, but other subjects, attendance and behaviour. Ruth Eastham, published author, visited school to deliver workshops on story writing and effective plots. Sparxs Reader was also introduced as a responsive strategy to encourage pupils to engage in a wide range of literacy skills and practice e.g. comprehension, inference. Impact has been seen in Year 7 engagement of pupils.</p>
<p>Enhancing of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. Funding teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>Mr Hill, 2nd in maths attended 8 CPD sessions with the LCC Maths Hub. PCK was then disseminated across the maths faculty. Impact of training has informed curriculum design and implementation as evidenced through lesson observations and pupil voice.</p>
<p>Engaging in NPQs and having staff who are delivering the Early Career Framework.</p>	<p>Two members of staff completed NPQ qualification in 2023-24. These have focussed on behaviour and culture and supported strategies to engage our DAP cohort in attendance and behaviour.</p>

	<p>Additionally, two ECT were engaged in training to support their knowledge and development of QFT, in line with the NCF. Equally, induction mentors have been trained to also support their development in their classroom practice through instructional coaching. The impact of training is the successful completion and sign off of both ECTs year one.</p>
TARGETED STRATEGIES	
Planned Actions	Impact
Specialist teaching for identified pupils in reading and those with EAL	<p>13.2% of PP pupils in Year 7 and 8 were identified to require specific additional phonics support. From this group all recorded improved scores. This phonics intervention program demonstrated an improvement on average of 45% increase in assessment scores from start to finish.</p> <p>Using NGRT to assess reading progress across school, 66% of PP pupils made expected or better progress (SAS) compared to 75% of NPP.</p> <p>PP pupils accessed IDL, covering Literacy, Numeracy or both. Impact can be seen in Literacy, where several pupils recorded an increase in reading and spelling ages following IDL provision. In Numeracy, IDL activities allowed teachers to identify topics where pupils were struggling and adjust delivery accordingly.</p>
Year 11 Intervention Programme	<p>70% of PP pupils in Year 11 regularly accessed Period 6 in a range of subjects. This prepared pupils, provided additional and targeted support in advance of external examinations</p> <p>57% of PP pupils accessed Easter School.</p> <p>Sustained home contacts were maintained between the Pupil Premium Officer and parents, particularly ahead of parents evenings, resulting in 43% PP attendance at our Targeted Parents Evening, and 60% PP attendance at regular Parents Evening.</p> <p>PP pupils following targeted intervention above improved their attainment by at least 0.5 grades per subject per pupil. This includes 30% of PP pupils improving by at least 1 grade across all their subjects</p> <p>PP P8 in 2024 (-0.56) improved in comparison to 2023 (-0.8). Standards in English and Maths also improved for PP with higher % achieving basics standards (4+ & 5+)</p>
One-to-one Tutoring. Bespoke online tutoring for disadvantaged and vulnerable pupils	<p>39% PP Year 11 pupils regularly accessed additional maths tutoring through MyTutor, providing them with an hour of 1-1 maths tuition per week, and/or daily sessions during the Easter holidays. GCSE results evidence the impact of this provision, with four pupils recording an increase of two grades in Maths from PPE2 to GCSE. The average grade increase across the group of Year 11 pupils who accessed maths tutoring was +1.0.</p> <p>Additional evidence of impact can be seen in student confidence, with 83% of PP pupils surveyed stating they felt more confident with Maths following tutoring. This is in addition to positive anecdotal feedback from teachers as to the impact of tutoring on lesson performance.</p> <p>P8 Maths outcomes improved from -0.53 in 2023 to -0.39</p>
Enable all disadvantaged pupils to access the curriculum as much as possible through the provision of Homework Club and Breakfast Club.	<p>17% of PP pupils regularly accessed homework club as a result of targeted identification which led to improved independent learning skills. 44% of PP pupils accessed breakfast club which can be seen in the improved attendance outcomes for PP pupils.</p>

WIDER STRATEGIES

Planned Actions	Impact
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	PP attendance has improved significantly (FFT current data). At end of 2023 PP attendance was 83.4% compared to FFT NA of 85.3%. At the end of 2024 this had increased to 86.3%, which was 0.9% above FFT NA. In 2024 PP PA was 3% higher than national and is improving. 29% of PP pupils were eligible to access the Summer reward trip for attendance, behaviour and punctuality. 39% of PP pupils were eligible to access the Easter reward trip for attendance, behaviour and punctuality.
Continue to enhance pastoral support available to pupils including counselling, Intervention mentoring and behaviour support, lay chaplain	74% of PP pupils accessed some form of intervention and support from a wide range of services within school. The impact of this intervention work can be seen in improved patterns in PP behaviour and attendance data. Pupil voice also identifies support provided and has been beneficial in supporting children in a range of complex emotional needs. Further work needs to be carried out to embed the new DSL in their role as Senior Mental Health practitioner across school. External agencies have supported students, for example Compass Bloom, Kooth, ASB interventions, Caritas, Safer Neighbourhood Policing, WUWD project, The Cells Project and Natural High initiative.
Ensure those most disaffected benefit from Work Related Learning and bespoke external provision	In 2024, 10 PP year 11 pupils (potential NEETs) accessed alternative pathway curriculum at Preston college with 100% successful progression. 6 pupils continued their education at Preston College and the remaining 4 continued at another college or in employer-based training.
Ensure Careers provision is developed to ensure all pupils have a realistic awareness of future career plans and how to get there.	All pupils in Year 10 & 11 received at least one CEIAG meeting with a Level 6 qualified advisor, with many receiving multiple meetings. Disadvantaged pupils were prioritised for this provision. Further support was available via workshops, assemblies, Learning for Life lessons and resources like CV templates. Impact can be seen in all disadvantaged Year 11 pupils (apart from one) receiving an offer of a college/apprenticeship place.
Planned programme of enrichment (including CASEO, Interhouse, DofE and Educational Visits)	52.4% of the overall PP cohort attended a CASEO club. A tracking system was used to ensure disadvantaged pupils were represented on educational visits arranged by the Careers team, providing several disadvantaged pupils with further access to experiences with post-16 providers beyond those offered to all pupils.
Regular monitoring of behaviour concerns to identify further interventions necessary for disadvantaged pupils.	Numerous PP pupils received regular informal behaviour mentoring sessions from the behaviour team, completing activities like a behaviour journal, mentoring charts and restorative conversations.
Ensure all disadvantaged pupils have access to materials necessary to support learning and demonstrate progress.	All disadvantaged pupils in Year 11 were provided with revision guides for each subject, a scientific calculator and an exam pack of stationary, with access to further materials as required. 94% of Year 11 pupils surveyed agreed they had access to the resources they needed for their exams.
Ensure all Year 6 disadvantaged pupils transition to school well, providing additional support prior and on entry to school	Transition programmes were put in place including 2 x induction days, SEN visits and those pupils who were identified as needing additional emotional support. This was in addition to taster days which ran through April for Year 5 pupils, together with workshops in Maths, DT, PE, MfL and Computing.

Outcomes for Pupil Premium Pupils 2023-24

GCSE Attainment

	A8			Basics 4+ Eng & Maths			Basics 5+ Eng & Maths		
	2019 BSM	2023 BSM	2024 BSM	2019 BSM%	2023 BSM%	2024 BSM%	2019 BSM%	2023 BSM%	2024 BSM%
All	44.5	44.5	44.4	57.7	63.3	63.6	34.6	46	46.2
Non PP	47	48.3	50.7	66	72.5	75.6	40.6	55	57.3
PP	33.6	34.2	34.2	20.8	33.3	44	8.3	22	28

GCSE Progress

	Pupil Premium Data			
	2019	2023	2024	2024 (non-mobile)
P8	-0.65	-0.80	-0.64	-0.56
P8 English Element	-0.86	-0.51	-0.59	-0.47
P8 Maths Element	-0.35	-0.67	-0.51	-0.39
P8 EBacc Element	-0.59	-0.89	-0.67	-0.55
P8 Open Element	-0.78	-1.08	-0.97	-0.86

Reading Data

		Below Expected Progress	At Expected Progress	Higher than Expected Progress	At expected or higher progress
Whole School	All	20.93%	47.54%	26.20%	73.74%
	PP	22.78%	40.48%	25.48%	65.96%
	NPP	20.22%	48.24%	26.36%	74.60%

Attendance Data

Attendance Headlines			YEAR TO DATE					4 Sept 23 - 19 Jul 24	
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees				
92.1%	91.5%	92.8%	86.3%	94.0%	20.8%				

Attendance breakdown			YEAR TO DATE					4 Sept 23 - 19 Jul 24	
All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11	
All Pupils	612	School	92.1%	95.4%	92.3%	91.5%	90.4%	90.2%	
		FFT National	90.8%	93.0%	91.3%	90.3%	89.8%	89.2%	
		Difference	+1.3%	+2.4%	+1.0%	+1.2%	+0.6%	+1.0%	
FSM6	143	School	86.3%	93.6%	88.1%	81.7%	84.0%	84.9%	
		FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%	
		Difference	+0.9%	+4.6%	+1.9%	-2.9%	+0.7%	+2.1%	
Not FSM6	469	School	94.0%	95.9%	93.4%	95.3%	92.0%	92.9%	
		FFT National	92.8%	94.6%	93.3%	92.4%	92.1%	91.3%	
		Difference	+1.2%	+1.3%	+0.1%	+2.9%	-0.1%	+1.6%	

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
FSM6	87.7%	86.8%	+0.9%	85.9%	85.2%	+0.7%	84.9%	83.9%	+1.0%
Not FSM6	94.5%	93.5%	+1.0%	94.0%	92.8%	+1.2%	93.2%	91.9%	+1.3%

Persistent Absence Data

