

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	747
Proportion (%) of pupil premium eligible pupils	27.3%
Academic year/years that our current pupil premium strategy plan covers – 2 year plan	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nicola Oddie (Headteacher)
Pupil premium lead	Nicola Oddie (Headteacher)
Governor / Trustee lead	Frances Fordyce (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236, 269
Recovery premium funding allocation this academic year	£57,132
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293,401

# Part A: Pupil premium strategy plan

## Statement of intent

The Mission Statement of Brownedge St Mary's expresses our intention to ensure that ALL pupils are given the opportunity to fulfil their potential using their unique talents gifted to them by God. Irrespective of background or any challenges pupils face, we are committed to providing opportunities that allow all pupils to develop as independent, confident and successful learners with high aspirations who enjoy learning and make good progress. Building on knowledge of pupils' prior learning, we will ensure that pupils from day one will be challenged through new and engaging learning which matches their varied needs and aspirations of all learners; the focus of our Pupil Premium Strategy is to achieve this.

At Brownedge St Mary's, we use our pupil premium funding to ensure all pupils benefit from the following:

- High quality teaching that effectively promotes motivation, high aspiration and accelerated learning for all. This teaching will focus on the needs of individual learners and identifies where disadvantaged pupils may need greater levels of support. This teaching is delivered by passionate and knowledgeable teachers, using pedagogy that engages all.
- A broad, rich and personalised curriculum that equips learners to transition into appropriate progression routes so that they lead successful and fulfilling lives, whether it be traditional EBacc, technical or vocational. Our curriculum is characterised by the retention, interleaving, spacing and retrieval of knowledge and skills and will promote resilience and determination as key qualities for success and will demonstrate that challenge and ambition develop a healthy mindset equipping them for life and all its diversity.
- Exceptional pastoral care with bespoke, personalised provision for pupils who need additional support
- Enrichment and extracurricular opportunities that develops personal and social skills, confidence in learning, builds pupils' cultural capital providing access to funding for those suffering hardship, to meet costs for access to enrichment opportunities

## Challenges

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

Challenge number	Detail of challenge
1	<b>Raise achievement outcomes</b> Disadvantaged pupils enter Brownedge St Mary's with generally lower attainment levels than their peers. 2023 KS2 data shows average entry for disadvantaged pupils is 96.5, whilst non-disadvantaged pupils it is 103.5, with 44% of disadvantage pupils failed to reach expected standards in Maths and 51% in Reading. Outcomes in KS4 also shows a gap with leavers in 2023 cohort achieving an A8 of 48.5 for non-disadvantaged pupils, compared to 34.7 for disadvantaged pupils. For P8 0.25 for non-disadvantaged pupils, compared to -0.64 for disadvantaged pupils.
2	<b>Address attendance, attitude and aspirations patterns</b>

	<p>Data suggests that there is a disproportionate amount of our persistent absentees are disadvantaged, as are many pupils who attendance at school is poor.</p> <p>In 2022-23, attendance for disadvantaged pupils was 83.6%, whilst attendance for non-disadvantaged pupils was 93.3%.</p> <p>In 2022-23, persistent absence for disadvantaged pupils was 48.94%, whilst persistent absence for non-disadvantaged pupils was 18%. This is particularly the case in Year 9, 10 and 11.</p> <p>Disadvantaged pupils receive a higher level of sanctions, including low level behaviours, and periods of internal and external suspensions. In 2022-23, 66 pupils were externally suspended with 34 being disadvantaged pupils. None of our 7 permanent exclusions were disadvantaged pupils.</p>
3	<p><b>Literacy and reading development to a standard that matches their peers.</b></p> <p>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. NGRT reading tests evidenced this, with all groups showing poorer readers tend to be our Disadvantaged pupils.</p>
4	<p><b>Increase participation in enrichment and extracurricular activities</b></p> <p>Generally, our disadvantaged pupils are less likely to engage in extra-curricular, enrichment and leadership opportunities on offer at school. Non-disadvantaged pupils contributed a vast amount more than disadvantaged pupils in terms of learning enrichment activities, school visits, residential trips, intervention and CASEO clubs.</p>
5	<p><b>Appropriate support for the Social and Emotional issues</b></p> <p>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. These challenges particularly affect disadvantaged pupils, as shown in our pastoral data.?? Of our disadvantaged pupils have accessed support via our Intervention Services, our school councillor or external mental health providers.</p>
6	<p><b>Ensuring equitable access to equipment and educational resources</b></p> <p>Parental conversations highlight the need for additional support in the provision of ICT equipment, uniform, educational materials and transport services.</p>

## 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
<b>Raise achievement outcomes</b>	<p>Increased P8 score for disadvantaged pupils.</p> <p>Reduced gap between outcomes for disadvantaged and non-disadvantaged pupils.</p>
<b>Address attendance, attitude and aspirations patterns</b>	<p>Enhanced monitoring and parental engagement strategies by pastoral/attendance officer</p> <p>Increased attendance patterns for disadvantaged pupils currently between 90% and 97%.</p> <p>Reduction in the number of disadvantaged pupils with less than 90% attendance.</p> <p>Improved attendance of our hard-to-reach persistent absentees.</p> <p>Alternative curriculum to support school refusers and support in place to integrate back into school life.</p> <p>Reduced numbers of sanctions particularly for disadvantaged pupils and to reduce the gap between the disadvantaged and non disadvantaged.</p>
<b>Literacy and reading development to a standard that matches their peers</b>	<p>Reading comprehension tests demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers.</p> <p>Disadvantaged pupils who are identified as struggling readers will have access to appropriate interventions such as specialist teaching and/or IDL reading intervention. Diagnostic testing provides evidence that reading interventions have been impactful.</p> <p>Those disadvantaged pupils not identified as struggling will engage with in Form Tutor reading activities twice a week.</p>
<b>Increase participation in enrichment and extracurricular activities</b>	<p>Full enrichment programme for Ks3/4 for all pupils to engage in at least one activity a week. Pupil voice to indicate preferred enrichment activities are on offer.</p> <p>At least all Year 7 and 8 disadvantaged pupils engage in the Brownedge Beacon Award</p> <p>At least 50% of Year 9 and 10 disadvantaged pupils engage in the Duke of Edinburgh Award scheme</p> <p>Use of Pupil Premium funding to ensure all disadvantaged pupils have access to curriculum related enrichment activities and additional extra-curricular trips such as exposure to theatre performances, trips and residential.</p> <p>Tracking of enrichment attendance data shows high levels of participation of disadvantaged pupils across the array on offer.</p>
<b>Appropriate support for the Social and Emotional issues</b>	<p>Nurture Group for pupils who need support with attendance or social and communication issues (Year 7).</p>

	<p>1:1 support from our Intervention and Behaviour teams, pastoral support, key workers, tutors and HOH to support management of homework and personal organisation.</p> <p>Support from the school counsellor and lay chaplain.</p> <p>Improved home school relationships through work to maintain a high Parents' Evening and Information Evening attendance for disadvantaged families. Email, text, letters, guidance booklets, regular feedback and phone calls for identified families.</p>
<p><b>Ensuring equitable access to equipment and educational resources</b></p>	<p>Ensuring all disadvantaged pupils have access to all items of equipment and resources which are considered necessary to provide full access to the curriculum. Evidenced by stakeholder voice.</p>

## Activity in 2023-25

This details how we intend to spend our pupil premium in 2023 to 2025 to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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
Develop Quality Assurance Strategies to improve the amount of Quality First Teaching	‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that every teacher is supported in delivering high quality teaching is essential for achieving the best outcome for all pupils, particularly the most disadvantaged amongst them’ EEF Toolkit: High Quality Teaching	1, 3
Use of GL assessments to benchmark pupils and measure impact of interventions	Use of nationally standardised tests like GL assessments (Reading, spelling or CATS) provide robust information about the specific strengths and weaknesses our pupils. These tests are designed to indicate a pupil’s propensity to succeed at school. We will use them to identify those pupils requiring further support, chose appropriate teaching groups and retest when necessary to monitor interventions. Assessment and feedback   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 3

<p>Development of our whole school reading strategy involving:</p> <p>Reading in Subjects</p> <p>Reading independently for pleasure and Reading Enrichment</p> <p>Support for struggling readers</p>	<p>Disciplinary literacy is a proven approach to improving literacy across the curriculum.</p> <p>Teachers in every subject become responsible for teaching students how to read, write and communicate effectively in their subjects. We know that there can be as much as a 27% gap in the vocabulary between pupils whose parents are in the lowest quintile for earnings vs those in the top quintile. This will lead to an accumulation of advantage for some.</p> <p>Improving Literacy in Secondary Schools   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) Low Income and Early Cognitive Development in the U.K. - Sutton Trust</p>	<p>1, 2, 3</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>EEF Toolkit highlights +4 months for Small group tuition, with +2 months for Reducing class sizes.</p> <p>Enhance support and collaboration will expose and support any changes that need to made to drive up outcomes. <a href="#">Research review series: English - GOV.UK</a></p>	<p>1, 3</p>
<p>Improved literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">Why Closing the Word Gap Matters</a></p> <p>EEF Toolkit highlights +6 months for Oral language interventions</p>	<p>1, 3</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>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Teaching mathematics at key stage 3 - GOV.UK</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: <a href="#">KS2 KS3 Maths Guidance</a></p> <p>The Maths team are engaged in CPD on Mastery. EEF Toolkit highlights +6 months for mathematics and science.</p>	<p>1</p>

<p>Regular monitoring of DPs of most concern through the use of accurate assessment of learning, monitoring of engagement and attitude to learning.</p>	<p>EEF Toolkit suggests +6 months for Feedback, +4 for Individual instruction and Behaviour interventions.</p>	<p>1, 2, 3</p>
<p>Engaging in NPQs and having staff who are delivering the Early Career Framework.</p>	<p>At least one and often more staff are undertaking each of the NPQs to enhance practice. This is to be done in conjunction with development of our Early Career Teacher provision. These CPD opportunities exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. Funding will be allocated to release staff to attend training. Effective Professional Development   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1</p>



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

Budgeted cost: £66,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teaching for identified pupils in reading and those with EAL	Using specialist phonics teaching to support weaker readers in Year 7, 8 and 9. 'If an older reader is struggling with decoding, phonics approaches will still be appropriate.' EEF Toolkit: Phonics <a href="#">A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL)</a>	1, 2, 3
Intervention programme for Maths and English for KS3 pupils	EEF Toolkit identifies +4 months for Small group tuition	1, 3
Year 11 Intervention Programme	Creation of a period 6, Half Term and Easter school for identified cohorts across subjects. EEF Toolkit identifies +3 months for Extending school time.	1, 2, 3
One-to-one Tutoring. Bespoke online tutoring for disadvantaged and vulnerable pupils	EEF Toolkit identifies +4 months for Small group tuition	1, 2, 3
Enable all disadvantaged pupils 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, 4, 5

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

Budgeted cost: £113,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	Research has repeatedly demonstrated that poor attendance is linked to poor academic attainment, engagement and sometimes behaviour across all stages. Despite this, evidence also suggests that small improvements in attendance can lead to meaningful improvements in outcomes for pupils. We know that our disadvantaged pupils are absent more often than their non-disadvantaged peers. EEF Toolkit: +4 for Parental engagement.	1, 2
Continue to enhance pastoral support available to pupils including counselling, Intervention mentoring and behaviour support, lay chaplain	Evidence suggests that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a> EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	1, 2, 5
Ensure those most disaffected benefit from Work Related Learning and bespoke external provision	Aspirations and personalised curriculums are often crucial in behaviour management for our most vulnerable and we want to focus on improving this aspect to impact attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</a>	1, 2, 5
Ensure Careers provision is developed to ensure all pupils have a realistic awareness of future career plans and how to get there.	Aspirations and vision can have a significant impact on student motivation and achievement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 2, 4, 5
Planned programme of enrichment (including CASEO, Interhouse, DofE and Educational Visits)	EEF Toolkit identifies +4 months for Social and emotional learning, +3 months for Arts participation and Extending school time.	1, 2, 4, 5
Regular monitoring of behaviour concerns to identify further interventions necessary for disadvantaged pupils.	EEF Toolkit identifies +4 months for Behaviour interventions	1, 2
Ensure all disadvantaged pupils have access to	EEF Toolkit identifies +7 months for Metacognition / self-regulated learning.	1, 2, 6

materials necessary to support learning and demonstrate progress.		
Ensure all Year 6 disadvantaged pupils transition to school well, providing additional support prior and on entry to school	<p>Research evidences that if pupils are settled and confident with surroundings then they are more likely to achieve well.</p> <p>Anna Freud:  <a href="https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/">https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/</a></p>	1, 2, 5

**Total budgeted cost: £286,100**

**Contingency: £25,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

	A8			Basics 4+			Basics 5+			Grade 7+		
	2019 BSM	2022 BSM	2023 BSM	2019 BSM %	2022 BSM %	2023 BSM %	2019 BSM %	2022 BSM %	2023 BSM %	2019 BSM %	2022 BSM %	2023 BSM %
All	44.5	42.8	44.5	57.7	59.3	63.3	34.6	40.7	46	4.6	4.7	12.7
F	50	46.1	48.2	65	60.3	67.9	50	45.2	50	10.0	8.2	16.7
M	39.7	39.5	39.8	51.4	59.2	57.6	21.4	36.8	40.9	0	1.3	7.6
Non PP	47	44.9	48.5	66	66.4	72.5	40.6	47.8	55	5.7	5.3	15.6
PP	33.6	35.9	34.7	20.8	38.9	35	8.3	22.5	22	0	2.8	4.9

Cohort Summary		Total	%
Cohort	All	149	100
	Not Disadvantaged	109	73.2
	Disadvantaged	40	26.8
Average KS2 Prior Attainment	Not Disadvantaged	104.5	
	Disadvantaged	100.5	
<b>PROGRESS</b>			
Progress 8	Not Disadvantaged	0.25	
	Disadvantaged	-0.64	
Average English Progress 8	Not Disadvantaged	0.43	
	Disadvantaged	-0.37	
Average Maths Progress 8	Not Disadvantaged	0.37	
	Disadvantaged	-0.53	
Average EBacc Progress 8	Not Disadvantaged	0.25	
	Disadvantaged	-0.7	
Average Open Progress 8	Not Disadvantaged	0.07	
	Disadvantaged	-0.89	

Attendance breakdown		YEAR TO DATE						9/5/2022 - 7/21/2023	
All Pupils	Pupils	All	Year 7	Year 8	Year 9	Year 10	Year 11		
All Pupils	743	School	90.8%	94.7%	92.3%	89.5%	87.4%	88.8%	
		FFT National	90.7%	92.8%	91.2%	90.1%	89.6%	89.4%	
		Difference	+0.1%	+1.9% ●	+1.1% ●	-0.6%	-2.2% ●	-0.6%	
FSM6	190	School	83.4%	91.0%	87.1%	81.3%	79.3%	78.5%	
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%	
		Difference	-1.8% ●	+2.2% ●	+0.9%	-2.9% ●	-3.7% ●	-4.4% ●	
Not FSM6	553	School	93.3%	95.6%	94.4%	91.4%	91.8%	92.3%	
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%	
		Difference	+0.7%	+1.2% ●	+1.3% ●	-0.7%	+0.1%	+0.9%	

## Overall Attendance

FFT collaboration May 2023			
	School	National	Difference
All	90.8	90.8	0.0
F	90.7	89.5	0.8
M	90.9	91.1	-0.2
PP	83.5	85.5	-2.0
Non-PP	93.3	92.7	0.6
SEN K	86.2	85.9	0.3
SEN E	68.8	86.9	-14.1
SEN N	91.6	91.9	-0.3

## Persistent Absence

FFT collaboration May 2023			
	School	National	Diff
All	26	27	1
7	13	20	7
8	21	26	5
9	32	29	-3
10	36	32	-4
11	31	30	1

Persistent Absenteeism School	
2022-23	
All	26.1%
PP	48.94%
Non-PP	18%

	Total FTE					% Enrolments with FTE 1+				
	Total % of cohort and number of instances					Total % of cohort and number of instances				
	ALL	Boys	Girls	PP	SEN	ALL	Boys	Girls	PP	SEN
<b>2022-2023</b>	9	9	9	17	22	3	3	3	4	12
September - July	(66)	(35)	(32)	(34)	(18)	(21)	(11)	(10)	(9)	(10)
<b>2021-2022</b>	12	13	10	28	34	8	9	7	18	20
September - July	(86)	(47)	(39)	(55)	(25)	(57)	(32)	(25)	(36)	(15)

## Externally provided programmes

Programme	Provider
National Tutoring Programme	Pearson at KS4 and Mannings at KS3
External Careers Support	Careers North
School Nurse	Mrs Williams
EHMP	Compass Bloom UK
Sparx maths	Sparx Maths
Mental Health Support	CAMHS
Accelerated Reader	Renaissance Place
IDL Literacy and Numeracy Programme	IDLs Group
Year 8 Youth Engagement	JEP Youth Engagement
Year 9 Youth Engagement	Preston North End Community and Education Trust
Year 11 Youth Engagement	National Tutoring & Advisory Support
KS4 Alternative Curriculum Provision	Preston College
EAL Tutoring	LCC National Tutoring EAL Tuition