

Pupil premium strategy statement

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	St Mary's Catholic High School, Leyland
Number of pupils in school	778
Proportion (%) of pupil premium eligible pupils	230
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	Dec 24
Date on which it will be reviewed	February 2022
Statement authorised by	P Thompson
Pupil premium lead	C Loftus
Governor / Trustee lead	H Ormrod & N Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 193 865
Recovery premium funding allocation this academic year	£ 26 122.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 219 987.50

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils is that we limit/remove any barriers to learning so that they are able to access the full holistic educational programme. In the same capacity as any other pupil who does not face the same socio-economic disadvantages.

We aim to allow all pupils access to the highest quality teaching and learning which will enable them to achieve high attainment across a wide range of subjects irrespective of their starting point. We recognise that quality first teaching and learning is proven to close attainment gaps for all learners but more significantly disadvantaged learners.

Our plan also has a clear strand for wider academic support for pupils who will benefit from targeted intervention either in certain academic areas or from a wider pedagogical need.

We will; plan, review and adapt our strategy by considering the challenges facing all our learners regardless of if they are disadvantaged or not. As although this plan is to close the gaps for disadvantaged learners it is also expected that the strategy will improve the attainment of pupils who are not disadvantaged but would benefit from the support offered.

*Finally, this strategy also incorporates our planned **education recovery for all** which is needed for all learners due to the disruptions from COVID pandemic, notably in the use of school led tutoring, and resources to close academic gaps.*

As our strategy is responsive to current needs. We will ensure that we use robust assessment about the impact of the strands for disadvantaged pupils. To ensure this strategy is working and effective (for our learners) we will;

- *Update our whole school PPG teacher guidance document to ensure that the disadvantaged pupils are a key focus and challenged in all aspects of the curriculum.*
- *Intervene early to ensure needs are met.*
- *Ensure all key stakeholders take responsibility for the disadvantaged pupils to raise expectations and outcomes.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions at transition and with KS3 pupils indicates that pupils from disadvantaged backgrounds have lower reading ages, particularly reading comprehension than their peers and this is impacting progress across the full range of subjects. In 2021 in a cohort of 154 year 7 pupils, 46.8% of the cohort have a reading age below their chronological age with 27.3% of pupils with a reading age of 3 years or more below chronological age.</p>
2	<p>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. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and science.</p>
3	<p>Our observations suggest many disadvantaged pupils lack the level of oral language that would enable them to discuss effectively either content or processes which would benefit their comprehension and reading skills. When faced with challenging tasks, they are unable to articulate their ideas leading to simplistic analysis and evaluation. This is indicated across the curriculum, particularly in science and history.</p>
4	<p>Our assessments (including pupil premium survey), 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.</p> <p>During the pandemic, teacher referrals for support doubled. 395 pupils (270 of whom are disadvantaged) required additional support.</p>
5	<p>Attendance data over the last year indicates that attendance gap between disadvantaged pupils is currently at 5.39%.</p> <p>The majority of our 'persistently absent' are disadvantaged pupils Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in all subjects.</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
To ensure Quality first Teaching for all students by providing staff with a comprehensive programme of CPD which meets the needs of all stakeholders, with particular focus on our whole school priorities.	The school quality assurance process will provide evidence that the students are receiving the highest quality teaching and learning and this will be reflected in outcomes.
To improve and maintain the attainment of PP pupils.	Attainment at in line with National 2019 and surpassed in most. (Progress not used as no comparable data) PP attainment to match with FFT 5% targets
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved oracy among disadvantaged pupils across KS3.	Improvements in reading and writing outcomes in KS4. Enhance communication skills, and increase students' understanding across the curriculum.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils to at least 30% for all activities.

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: £ 23 000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1&2
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,2 & 3
<p>Effective professional development of colleagues. in line with recommendations in the EEF Effective PD we will fund colleagues to raise the quality of their teaching in line with the most recent pedagogical evidence.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. The new EEF guidance has been underpinned by a new review of evidence that seeks to move the evidence base forward. It points to the role of mechanisms within professional development, the crucial elements that cause impact, and this guidance explains the impact these mechanisms may have, and how they may be</p>	1,2,3 & 4

	incorporated into effective PD design.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100 000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2 & 3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2 & 3
Additional Literacy & Numeracy Low Ability pupils.	In KS3 pupils who join school with below expected literacy and numeracy receive an additional lesson which focuses on improving literacy. This is because research as shown long-term planning for literacy, rather than a focus on 'quick fixes', is important and more likely to close the educational gap. Improving Literacy in Secondary Schools	1,2 & 3

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

Budgeted cost: £ 104 000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling Service Flexible, emotional and therapeutic support for schools.1 day per week for 39 weeks per year.</p>	<p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p>DfE Health and Wellbeing</p>	4
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance Manager appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 227000.00

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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in key areas of the curriculum. The gap in attainment between PP and their non-PP peers closed slightly.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 95.14%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5.39% higher than their peers and persistent absence even higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan

Our assessments demonstrated 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

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The National College webinar programme	The National College
Flexible, emotional and therapeutic support for schools.	Key