

St Mary's RC High School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2026 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. *The use of "PP" indicates disadvantaged pupils and "NPP" non-disadvantaged pupils.*

School overview

Detail	Data
School name	St Mary's Catholic High School
Number of pupils in school	814
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	January 2024
Date on which it will be reviewed	September 2026
Statement authorised by	P Thompson
Pupil premium lead	S Webb & J Diffley
Governor / Trustee lead	H Ormerod & N Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,725
Recovery premium funding allocation this academic year	£55,614
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year funding, state the amount available to your school this academic year	£266,339
Projected 3-year budget. Based on estimates of numbers of PP and recovery funding	£799,017

Part A: Pupil premium strategy plan

Statement of intent

Staff and Governors at St Mary's Catholic High School endeavour to serve the academic, spiritual, moral, social and physical needs of all members of the school community. In particular, we acknowledge the needs of those who are our least advantaged pupils.

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. The focus of our pupil premium strategy is to support the achievement of that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are our least advantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which our least advantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gaps and has an impact for all. Implicit in the intended outcomes, is the intention that attainment for non-disadvantaged pupils will be sustained and improved alongside progress for pupils for those that are least advantaged.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of our least advantaged. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- *Ensure all pupils, regardless of background, are challenged with the work that they're set*
- *Act early to intervene at the point need is identified*
- *Adapt a whole school approach where the key expectation is that all staff take responsibility.*

Challenges

All pupils face challenges. The following is not intended to be an exhaustive list but focuses on the **key challenges** for PP, which, if addressed, can make a difference.

	Detail of challenge
1	Assessments, observations and discussions at transition and with KS3 pupils indicates that our least advantaged pupils have lower reading ages, particularly reading comprehension, than their peers and this is impacting progress across the full range of subjects. In 2023 in a cohort of 157 year 7 pupils, 36.94% of the cohort have a reading age below their chronological age with 18.47% of pupils with a reading age of 3 years or more below chronological age.
2	GCSE progress and attainment for PP is weaker than NPP comparing pupils in school. Compared to national NPP, PP performance is much weaker. More detail on this date PP data GCSE 2023.docx .
3	Assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our least advantaged pupils have been impacted by partial school closures (due to the pandemic and teacher strikes) to a greater extent than for other pupils. These findings are backed up by several national studies. The cost-of-living crisis means access to ICT such as

	laptops or tablets is not secure for PP. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
4	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. These challenges particularly affect least advantaged pupils, including their attainment. Participation in our extracurricular activities might help build their self-esteem.
5	Attendance data over the last year indicates that attendance gap between our least advantaged pupils is currently at 9.24%. The majority of our 'persistently absent' are our least advantaged pupils Our assessments and observations indicate that absenteeism is negatively impacting our least advantaged pupils' progress in all subjects.

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.

September 2024 update – Please see progress against each outcome using internal school data below in red font:

Intended outcome	Success criteria																				
Improved reading decoding and comprehension among our least advantaged pupils across KS3 and KS4.	<p>Reading comprehension tests (NGRT) identify our weak readers that will be considered for our Thinking Reading programme.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>All years read in form twice a week (Year 11 once) and a questionnaire are completed to look at their engagement, enjoyment and overall reading habits. We also have a reading intervention teacher that does 1:3 sessions with our PP red readers following the new Thinking Reading programme.</p> <p>NGRT Reading data</p> <p>Red Readers - Defined as having a Standardised age score of between 69-85 or having a reading age that is 2 years below their current age at time of testing (September 2023).</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP Pupils on programme</th> <th>% Pupils with improved reading age</th> <th>Average reading age increase</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>5</td> <td>60</td> <td>1.8 years</td> </tr> <tr> <td>Y8</td> <td>3</td> <td>67%</td> <td>0.5 years</td> </tr> <tr> <td>Y9</td> <td>2</td> <td>67%*</td> <td>2.6 years</td> </tr> <tr> <td>Y10</td> <td>4</td> <td>25%</td> <td>-0.8 years</td> </tr> </tbody> </table> <p>* Denotes pupil long term absence impacting lack of data</p>	Year Group	PP Pupils on programme	% Pupils with improved reading age	Average reading age increase	Y7	5	60	1.8 years	Y8	3	67%	0.5 years	Y9	2	67%*	2.6 years	Y10	4	25%	-0.8 years
Year Group	PP Pupils on programme	% Pupils with improved reading age	Average reading age increase																		
Y7	5	60	1.8 years																		
Y8	3	67%	0.5 years																		
Y9	2	67%*	2.6 years																		
Y10	4	25%	-0.8 years																		

Name	NGRT 2023	NGRT 2024	Difference
TC	9.03	15.02	5.09
NC	8.06	16.05	7.09
LI		-	
AM		12.04	4.5
HN		12.11	5.8
JSG		14.06	7.8
LC		8.04	1.7
SM		7.1	-0.1
LW		7.02	2.1
KW		14.03	7.2
DW		9.05	0.9
EL		11.02	3.7
CR		14.1	5

Average increase over previous 12 months of Thinking Reading programme is 3.9 years. 11 out of 13 pupils on programme improved (85%).

Other reading initiatives for engagement:

Red readers not needing the Thinking Reading programme receive intervention in small reading groups once a week. During form time, trained reading ambassadors read to our red and amber readers. 'Reading with Rocket' programme in form (Therapy dog). A small group of PP/ SEND girls are reading one of the Lionesses books with a female PE teacher once a week. In 2023-24 a group of PP / SEND boys read Marcus Rashford's book with a male PE teacher once a week.

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.

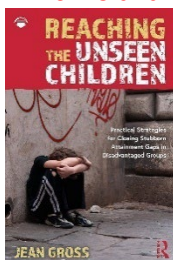
The school quality assurance process will provide evidence that the students are receiving the highest quality teaching and learning and this will be reflected in outcomes.

CPD update

23/24 – Staff received 2 CPD sessions during the academic year, linked to teaching strategies and information regarding PP.

24/25 – Staff to receive 5 CPD sessions linked to Pupil Premium.

School has purchased 2 copies of 'Reaching the Unseen Children' by Jean Gross which is available for staff to read for personal CPD.



In 2023/24 the QA process involved PP pupils across all subject areas.

The typical PP involvement was 20-40% of PP pupils. PP was also the only agenda item for most of the Curriculum review meetings during 2023/24 with Curriculum Leaders and SLT.

In 2024/25 there will be a separate PP focussed book scrutiny across whole school.

To achieve and sustain improved wellbeing for all pupils, including those who are least advantaged.

Improve the home and school communication (PP mentoring).
 Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
 School councilor interventions.

The following tables outline the proportion of pupils that receive additional wellbeing support within school. These include referral to the school counsellor, a referral to Compass Bloom, or participation in either a Resilience or Connect and Respect group.

PP Pupils referred to School Counsellor 2023-24:

	PP	NPP	PP%
Y7	1	1	50%
Y8	3	3	50%
Y9	1	3	25%
Y10	1	2	33%
Overall	6	9	40%

PP Pupils referred to Compass Bloom 2023-24:

	PP	NPP	PP%
Y7	-	1	-
Y8	-	5	-
Y9	-	1	-
Y10	-	3	-
Y11	2	4	33%

PP Pupils that attended the Resilience group 2023-24:

	PP	NPP	PP%
Y7	1	2	33%
Y8	-	1	-
Y9	-	1	-
Y10	-	3	-
Overall	1	7	12.5%

PP Pupils that attended the Connect and Respect group 2023-24:

	PP	NPP	PP%
Y7	2	1	67%
Y8	5	5	50%
Y9	4	9	31%
Y10	3	2	60%
Overall	14	17	45%

These figures show that the proportion of pupils receiving wellbeing support is higher than the overall proportion of PP pupils in school. This justifies the importance of supporting the wellbeing of PP pupils within the strategy.

To improve pupils' social and emotional issues through enrichment.

An increase in participation in enrichment activities, particularly among our least advantaged pupils to at least 22% for all activities.

Extra-curricular data

	Oct - Dec	Jan - Feb	Feb - Mar	April - May	May - July
Number of Clubs Tracked	9	14	18	11	12
Avg Attendance	19	13	12	13	15
Avg PP Attendance	10%	11%	15%	12%	13%
Avg SEND Attendance	17%	21%	24%	20%	22%

Enrichment data

Below is the breakdown of Enrichment opportunities recorded on Evolve, with PP % in attendance compared to overall number of pupils that participated.

Trip	PP % Att	Total Pupils in attendance	Trip	PP % Att	Total Pupils in attendance
Pleasure Beach Travel & Tourism Y10	22.5%	40	Runshaw Masterclass	17%	6
Maths Y11 G+T Workshop	7%	15	UK Parliament (All Yrs.)	7%	33
Geography Field Trip Liverpool Y10	15%	27	Bowling Rewards	15%	39
Ambleside Geography Field Trip Y11	7%	28	Trafford centre Rewards	11%	438
National Apprenticeship Show (Y11)	17%	29	Westholme theatre visit (Y10)	18%	22
Chorley Library Y9	12.50%	8	Fulwood Army Barracks (Y9 & Y10)	29%	17
COP 28 Y9 & Y11	33%	6	Sports Tour Lisbon	6%	97
Community Foodbank Y7	20%	11	Runshaw Science	25%	12

				Masterclass (Y10)		
	Hamilton Musical Y10 & Y11	54%	13	Thackray Museum (Y10)	5%	60
	Food & Nut Farm	13%	24	Y9 Eric Wright Cons	43%	14
	Computer Museum	12%	17	Synagogue & Cathedral	17%	24
	Faith in Action Awards	7%	29	Good Shepherd Mass	14%	14
	Geography Field Trip Y10	15%	27	Prom	13%	114
	Sandcastle Rewards	12%	51	Zoo Rewards	18%	17
	Liverpool Pilgrimage Y8	16%	83	Ampleforth Retreat Y10	3%	31
	Y10 Girls PE Tennis	18%	22			

Statistics show an average of 17% of those attending Enrichment opportunities are PP pupils. This compares to the cohort proportion being 22% of the school population.

To improve and maintain the attainment of PP pupils.

Our aim is for attainment to be in line with National 2023 and be similar to schools of the same demographic.

GCSE outcome data (23/24 Progress data awaiting validation – September 2024)

	PP	NPP
A8 23/24	31.7	45.3
A8 22/23	31	48.4
P8 23/24	-0.67	-0.01
P8 22/23	-1.36	-0.05
E/ 5+ 23/24	19%	35%
E/M 5+ 22/23	16%	51%
E/M 4+ 23/24	41%	60.6%
E/M 4+ 22/23	35.4%	68.4%

The initial GCSE results for the 2023/24 cohort show a **closing** of the gap between PP and non-PP pupils in terms of progress data.

In 2023, the P8 gap was -1.31.

In 2024 the gap is provisionally -0.68.

Activity each academic year:

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost annually: £

Activity	Evidence that supports this approach	Challenge
<p>The purchase of standardised diagnostic assessments (NGRT). All of KS3 to be tested in September, red readers retested and again at the end of the year and amber readers again at the end of the year.</p> <p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Thinking Reading to target red readers:</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 the new Thinking Reading programme.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress </p> <p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 & 3</p>
<p>Recruitment and retention of core subject teachers above standard teacher-pupil ratios to target PP in lessons.</p> <p>Effective professional development of colleagues. we will fund colleagues to raise the quality of their teaching in line with the most recent pedagogical evidence.</p> <p>Pastoral and teaching support staff to effectively engage PP pupils.</p>	<p>EEF guide to the Pupil Premium.</p> <p>In line with recommendations in the EEF Effective PD</p>	<p>1, 2 & 3</p>

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

Budgeted cost annually: £

Activity	Evidence that supports this approach	Challenge
Form time reading interventions for the green readers to support the amber readers.	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2 & 3
Small group support for readers who are not supported by the Thinking Reading Programme.	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2 & 3

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

Budgeted cost annually: £104,369.60

Activity	Evidence that supports this approach	Challenge
Offer a counselling Service that is flexible, emotional and a therapeutic support for schools. 1 day per week for 39 weeks per year. Staff to receive training on mental health and first aid.	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. DfE Health and Wellbeing	3, 4 & 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance Manager appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Contingency fund for acute issues (£20,000)	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 such as: enrichment opportunities, partial funding of trips, pencil cases, uniform, music lessons, revision material etc.	1, 2, 3, 4 & 5

Total budgeted cost: £210,725

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the gap in attainment between PP and their non-PP peers closed slightly.

Although overall attendance in 2022/23 was lower than in the preceding 4 years, it was higher than the national average.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly acute for our least advantaged 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
NGRT reading tests for all of KS3.	NGRT
NTP – tutoring for year 9 and 10 in maths, English and science.	Teaching Personnel