

Pupil Premium Strategy Statement - September 2023

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	St Edmund Arrowsmith Catholic High School
Number of pupils in school	1218
Proportion (%) of pupil premium eligible pupils	13.6% (167)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2021 - Sept 2024
Date this statement was published	Nov 23
Date on which it will be reviewed	Nov 23
Statement authorised by	M Dumican
Pupil premium lead	A Doolan
Governor / Trustee lead	A Connellan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 191,025
*Covid 19 Recovery Premium (Unspent 2022/23)	£20,000
(23/24 Financial Year Summer Term)	£10,143
(23/24 Autumn/Spring Term)	£20,424
(23/24 Summer Term)	£20,424
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (Understatement)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 262,016

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Edmund Arrowsmith Catholic High School we intend for all pupils to experience high quality teaching which allows them to leave the school with the necessary knowledge, skills and spiritual and emotional development to lead happy, successful lives. The school's drive for excellent attendance, first-class teaching and its facilitation of access to necessary resources supports its intention that the Pupil Premium cohort will progress in-line with or better than their non-Pupil Premium Peers.

To support the success of the Pupil Premium cohort, the school will ensure that:

- Attendance is closely monitored
- Designated staff will support the Pupil Premium Cohort
- All staff will take responsibility for delivering quality first teaching
- Barriers to learning are removed whether they be weaker than expected literacy or numeracy skills or access to uniform or resources

Close and regular monitoring of data will allow early intervention to take place once a need has been identified. School systems ensure that each child is known by their form and class teachers so that bespoke support can be implemented in a timely and appropriate manner. The school's joined up approach to the curriculum and pastoral care means that all Pupil Premium children will receive the support that they need to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Teaching must be consistently high quality for all.
2	PP attendance must be as good as that of nonPP.
3	PP pupils who struggle with literacy and numeracy must receive extra support in order to access learning across the curriculum.
4	PP students must be motivated to engage with their learning. (Low levels of motivation and engagement with education and learning hampers PP pupil progress and creates disaffection. This was exacerbated by covid lockdowns and remote learning. Anxiety and lack of emotional resilience can affect attendance, behaviour and engagement with learning.)
5	PP students must have access to the uniform and resources that they need to succeed.

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
1	QFT approaches are consistently used across the curriculum leading to PP pupils achieving in-line with non-PP pupils.	Learning walk records. Termly progress data demonstrates expected progress is being made In-house exam results demonstrate expected progress is being made GCSE exam results (P8 scores show that PP pupils achieve in line with nonPP)
2	The attendance of PP pupils equals that of nonPP pupils, thus allowing for better engagement and improved progress.	Attendance records show PP attendance is equal to the attendance of nonPP
3	An enhanced literacy and numeracy offer supports the progress of pupils who struggle in those areas.	IDL records show progress Accelerated Reader records show an increase in reading and levels of challenge Termly progress data demonstrates expected progress being made by PP pupils
5	The engagement, motivation and aspiration of PP students improve.	ATL scores for PP pupils are in-line with those of nonPP pupils Behaviour records (APS & BPs) for PP pupils are in-line with those of nonPP pupils Pupil voice records engagement and aspiration Sample records of PP pupils show engagement with enrichment opportunities
6	Barriers to attendance and learning are removed because PP students have access to the uniform and resources that they need to succeed.	Pupil voice Provision Map/spending records

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 (Wave 1)

Budgeted cost: **£2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Middle Leader and Training. Vision and discussion of/sharing of good practice is disseminated to departments.	Sutton Trust Research 2011 'The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers.' [*]	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions) (Wave 2)

Budgeted cost: £ 10,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students who struggle with literacy and numeracy receive an enhanced offer in small groups	Small group tuition can improve learning outcomes by up to 4 months according to the EEF Reading comprehension strategies can improve learning outcomes by up to 6 months.	3
Book Buzz Scheme – fosters reading enjoyment for all – PP cohort are part of the ‘buzz’.	<i>The national attainment gap stands at 18.1 months (based on 2019 data - pre covid pandemic) and is calculated based on pupils’ performance in their English and maths GCSEs</i>	3
Targeted holiday boosters following identification of pupils at data drops.	Pupil Premium: The persistent problem of poverty <i>Written by: Sean Harris Published: 26 October 2020</i>	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) (Wave 3)

Budgeted cost: £ 178,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance Officer closely monitors attendance of PP cohort and liaises with Learning Development Leaders i/c KS3 and 4 and CLA and EWO. Interventions are implemented according to need. An additional person has been recruited.	(There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C. ‘Improving Attendance at School’ - DFE 2012)	2
<i>Bespoke offers are put in place to address barriers to well-being/learning/behaviour (Pastoral Hub)</i>	In May, [2021] the government announced 17 million [would be made available] to improve mental health support in schools. ‘Mental health problems have been exacerbated during the pandemic, particularly for families with lower incomes ... Supporting children early on to reduce the need for clinical interventions means they can receive help when they need it, rather than waiting until they are unwell.’ Records show that PP students at SEA are more likely than nonPP students to need the support of professionals to maintain healthy well-being. The Education Policy Institute published a report in August 2020 which found disadvantaged children were over a year and a half behind their better off peers by the end of	2

	secondary school. 'On the eve of the pandemic this gap ... had begun to widen ... COVID-19 having exacerbated a whole host of deeply ingrained problems.' Natalie Perera – executive director of the EDUCATION Policy Institute.	
Appointment of Learning Development Leaders to oversee KS3 and 4 and CLA PP cohorts. Termly analysis of PP data and scrutiny of in-house exam data informs future actions	On average, term 3 ATLs for PP students were lower than ATLs for nonPP students.	5
Use a range of avenues to determine that pupils have whatever is necessary to attend/achieve.	The research found that 98 per cent of school leaders and teachers believed that pupils were behind in their programme of curriculum study. The situation was worse for schools serving communities of socio-economic disadvantage. Head teachers and school leaders indicated in the report that almost 30 per cent of pupils have had no access to a laptop or computer in the home environment. Pupil Premium: The persistent problem of poverty Written by: Sean Harris Published: 26 October 2020	6
Contingency	N.B. Contingency fund will be allowed to roll over to the next year. The covid 19 recovery premium grant is not a permanent feature of funding and it seems preferable to allow unspent funds to rollover and benefit pupils next year than spend it all at once.	

Total budgeted cost: £ 262,016

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.

The EAP score measures performance against expected performance, therefore a score of 0 means that a pupil is working as expected, while a + EAP score suggests pupils are doing better than expected and a - EAP score suggests pupils are doing less well than expected.

While stringent end of year tests were undertaken in all subjects (for the first time) by Years 7-10, for the purposes of this report, holistic teacher assessments will be used to demonstrate the progress of Years 7-9. However, both teacher assessment and End of Year exam data will be used to monitor the progress of Year 10. In the future, exam data will be used for all year groups.

Attendance

	Overall Attendance	PP	Non-PP	FSM	Non-FSM	CLA	Non-CLA
Year 7	94.19 (249)	92.90 (33)	94.38 (216)	92.74 (29)	94.38 (220)	99.01 (3)	94.13 (246)
Year 8	92.91 (244)	89.44 (34)	93.48 (210)	85.86 (20)	93.55 (224)	89.46 (2)	92.94 (242)
Year 9	91.80 (247)	85.64 (34)	92.79 (213)	83.90 (29)	92.85 (218)	95.27 (4)	91.74 (243)
Year 10	93.08 (240)	89.11 (32)	93.69 (208)	97.82 (28)	93.77 (212)	97.43 (2)	93.04 (238)
Year 11	84.10 (231)	74.04 (27)	85.43 (204)	70.34 (25)	85.72 (206)	88.73 (1)	84.07 (230)
Whole School	91.39 (1211)	86.82 (160)	92.09 (1051)	84.66 (131)	92.20 (1080)	95.09 (12)	91.35 (1199)

The attendance of PP pupils at St Edmund Arrowsmith Catholic High School is similar to the attendance of PP pupils nationally, however, overall attendance is in the top 25% of schools nationally. A range of strategies are used to encourage good attendance at school but the low attendance of some persistent absentees impacts on the average attendance of the PP cohort.

All the staff of the school are committed to raising attendance of all pupils, especially the PP cohort.

Year 7 – Term 3 Attitude to Learning (ATL) and Progress Data

The average ATL for Y7 PP students is 2

The average ATL for Y7 nonPP students is 1.9

The average teacher assessed EAP score for Y7 PP students is 1.6

The average teacher assessed EAP score for Y7 nonPP students is 1.7

Year 8 – Term 3 Data

The average ATL for Y8 PP students is 2.1

The average ATL for Y8 nonPP students is 1.8

The average teacher assessed EAP score for Y8 PP students is 2.7

The average teacher assessed EAP score for Y8 nonPP students is 2.8

Year 9 – Term 3 Data

The average ATL for Y9 PP students is 2.2

The average ATL for Y9 nonPP students is 2.0

The average teacher assessed EAP score for Y9 PP students is 0.6

The average teacher assessed EAP score for Y9 nonPP students is 0.7

Year 10 – Term 3 Data

The average ATL for Y10 PP students is 2.2

The average ATL for Y10 nonPP students is 1.8

The average teacher assessed EAP score for Y10 PP students is 0.2

The average teacher assessed EAP score for Y10 nonPP students is -0.3

[15 PP pupils are judged to be on or above EAP

9 are between 0.1 and 1 grade below EAP

8 are clear outliers performing more than 1 grade below EAP]

The average EAP score for Y10 PP students is -0.4

The average EAP score for Y10 nonPP students is -1.0

[4 PP pupils managed to be on or above EAP in their exams

14 are between 0.1 and 1 grade below EAP in their exams

14 are clear outliers performing more than 1 grade below EAP in their exams]

The challenge of GCSE standard exams is clearly having its effect with PP pupils achieving a grade less than they should have done in their end of year exams and performing just over half a grade less well than their nonPP peers.

Revision strategies will feature on the Year 11 pastoral curriculum prior to the mock exams and the whole school shift to a more stringent exam culture should help to better prepare all students, including PP students for the rigours of GCSE exams.

Year 11 – GCSE Data

Data provided by DFE Table Checking Exercise

	Pupil Premium	Non Pupil Premium
Progress 8	-0.17	0.25
Progress 8 Score - English element	-0.07	0.12
Progress 8 Score – Maths element	-0.37	0.38
Progress 8 Score - Ebacc element	-0.30	0.18
Progress 8 Score - Open Element	-0.18	0.29