

Pupil Premium Strategy Statement - September 2024

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	1210
Proportion (%) of pupil premium eligible pupils	14% (172)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2024 - Sept 2027
Date this statement was published	Nov 24
Date on which it will be reviewed	Nov 24
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	£208,900
*Covid 19 Recovery Premium (Unspent 2023/24) (24/25 Financial Year Summer Term)	£20,000 £10,764
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	£239,664

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.

No	Challenge	Detail of challenge
1.	Achievement: disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.	<p>Upon entry into school:</p> <p>The attainment of disadvantaged pupils at St Edmund Arrowsmith is generally lower than that of their peers. Assessments on entry to year 7 in the last 3 years indicate that our disadvantaged pupils have a lower average KS2 scores in English and maths compared to non-disadvantaged students.</p> <p>It is important to note that KS2 scores for disadvantaged pupils are still above national average.</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects</p> <p>As pupils progress through school, the attainment of KS3 and KS4 pupils is lower than their counterparts.</p> <p>The attainment of pupils at GCSE is generally lower than that of their peers.</p>
2	Behaviour and attitude	<p>Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.</p> <p>Observations from recent data drops show that many lower attaining disadvantaged pupils lack meta-cognitive/self-regulation/retrieval skills.</p>
3	Aspiration:	<p>Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.</p> <p>A recent report highlighted the lack of pupil participation in extra-curricular and enrichment activities with the pupil premium cohort.</p>
4	Dealing with anxiety.	<p>Our discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, bereavement, depression (diagnosed by medical professionals) and low self-esteem.</p>
5	Attendance:	<p>Across the country, average attendance rates for disadvantaged pupils are lower than that of other students, and school target for all children. This reduces their learning time and diminishes progress.</p> <p>St Edmund Arrowsmith attendance rates in every category are significantly above average when compared to national and regional data. This includes overall data, male, female, FSM, Not FSM, SEND EHC, SEND Support and No SEND.</p> <p>However, our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	Parental engagement:	<p>Some parents/carers need additional information, support and guidance to help their child to learn and make progress.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS3 AND KS4, particularly in English and maths and EBACC.	<p>Achieving rising levels of attainment and progress as evidenced by GCSE outcomes. This would be in line or smaller align with that of disadvantaged pupils nationally.</p> <p>Adaptive teaching, effective feedback and appropriate challenge in every lesson is also required. Targeted academic interventions through the school's Academic Care Package will address knowledge gaps and improve confidence, attainment and progress.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
An enhanced literacy and numeracy offer supports the progress of KS3 pupils who struggle in those areas.	<p>The performance of Y7, 8 and 9 PP pupils will be analysed following the completion of GL Assessment reading tests. Those identified as a concern will be assigned additional literacy support and will be retested within 12 months with improvements reflected.</p> <p>Reading comprehension tests demonstrate an improvement in 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.</p> <p>The performance of Y7 PP pupils will be monitored via Accelerated Reader records and should show an increase in reading and levels of challenge at different stages of the year.</p> <p>Additional support should be considered for KS4 pupils.</p> <p>PP pupils who show concern following numeracy testing will be assigned to additional support. Those pupils will be tested regularly and bespoke intervention assigned appropriately.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Pupils actively accessing the Inclusion provision.</p> <p>Disadvantaged pupils to take part in curriculum based/school rewards trips.</p>
Improve parental engagement through taking a proactive and persistent approach in establishing connections that empower parents and carers to play a more effective role in supporting their child's educational journey.	<p>A significant increase in attendance at events.</p> <p>Record of conversations/communications on Arbor which reflect encouragement from school to parents/carers of PP students.</p> <p>100% of PP parents/carers engage with school via Arbor.</p>
Promote positive behaviour and attitudes to learning.	<p>ATL scores for PP pupils are in-line with those of nonPP pupils or shows an improving trend across all year groups.</p> <p>Behaviour records (APS & BPs) for PP pupils are in-line with those of nonPP pupils</p>

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

Budgeted Cost £2500 (Wave 1)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a sequenced curriculum, which is reviewed on a regular basis. This will include the review of assessment across the curriculum- formative and summative.</p>	<p>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.'*</p> <p>A structured Middle-Leader training programme which will allow staff to discuss vision, share good practice and make appropriate changes according to pupil needs. This will then be disseminated to departments.</p> <p>Professional development for teaching staff and in-class support staff.</p>	1,2,3
<p>Developing metacognitive, retrieval and self-regulation skills in all pupils. This should improve knowledge retention, revision strategies and home-learning.</p> <p>This will involve ongoing teacher training and support and release time. (CPD)</p>	<p>Teaching meta-cognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. According to the EEF, the impact of this intervention is +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) (Wave 2)
Budgeted cost: £ 99,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students who struggle with literacy and numeracy receive an enhanced offer in small groups.	<p>Small group tuition can improve learning outcomes by up to 4 months according to the EEF</p> <p>Reading comprehension strategies can improve learning outcomes by up to 6 months.</p> <p><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></p> <p><i>Pupil Premium: The persistent problem of poverty</i> <i>Written by: Sean Harris Published: 26 October 2020</i></p>	1,2,3
Additional staffing capacity in maths used strategically for pupil premium intervention. This capacity can be used to provide 1-1 and small group tuition, in-class support and team-teaching.	The EEF states that on average, 1-1 tuition is very effective at improving pupil outcomes. 1-1 might be an effective way to provide targeted support and is more impactful if it is additional and explicitly linked to normal lessons.	1,2, 3
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	The Bronfenbrenner approach helps to highlight that special educational needs are not something the pupil needs to change about themselves; rather, the school needs to consider how to change the quality of what happens in the immediate environment to best support the pupil's learning, taking into account the individual, the home and wider community, and time	1,2,4
Support staff including Behaviour and Learning mentors, Literacy and numeracy interventions, Inclusion and Learning Development Leads for CLA PP.	Tailoring instruction to individual needs can effectively enhance pupil attainment. Research indicates that individualised instruction, especially with older secondary school pupils tend to yield higher effects.	1,2,3

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

Budgeted cost: £ 106,813 plus £30,764 (Covid Recovery Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities	Sustainable extra-curricular academic and non-academic programme to support students. Research: Sutton Trust, Potential for Success. “Students should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.”	4, 5,6
Attendance team. 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.	(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)	5
Bespoke offers are put in place to address barriers to well-being/learning/behaviour	Both targeted interventions and universal interventions have positive overall effects (+4 months.) Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support.	1,2,3,4,5,6
Supporting emotional needs.	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 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. Bereavement - Rainbow	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	1,2,3
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 must be spent by the end of the Academic Year.	

Total budgeted cost: £ 239,664

PART B: Review of outcomes in the previous academic year

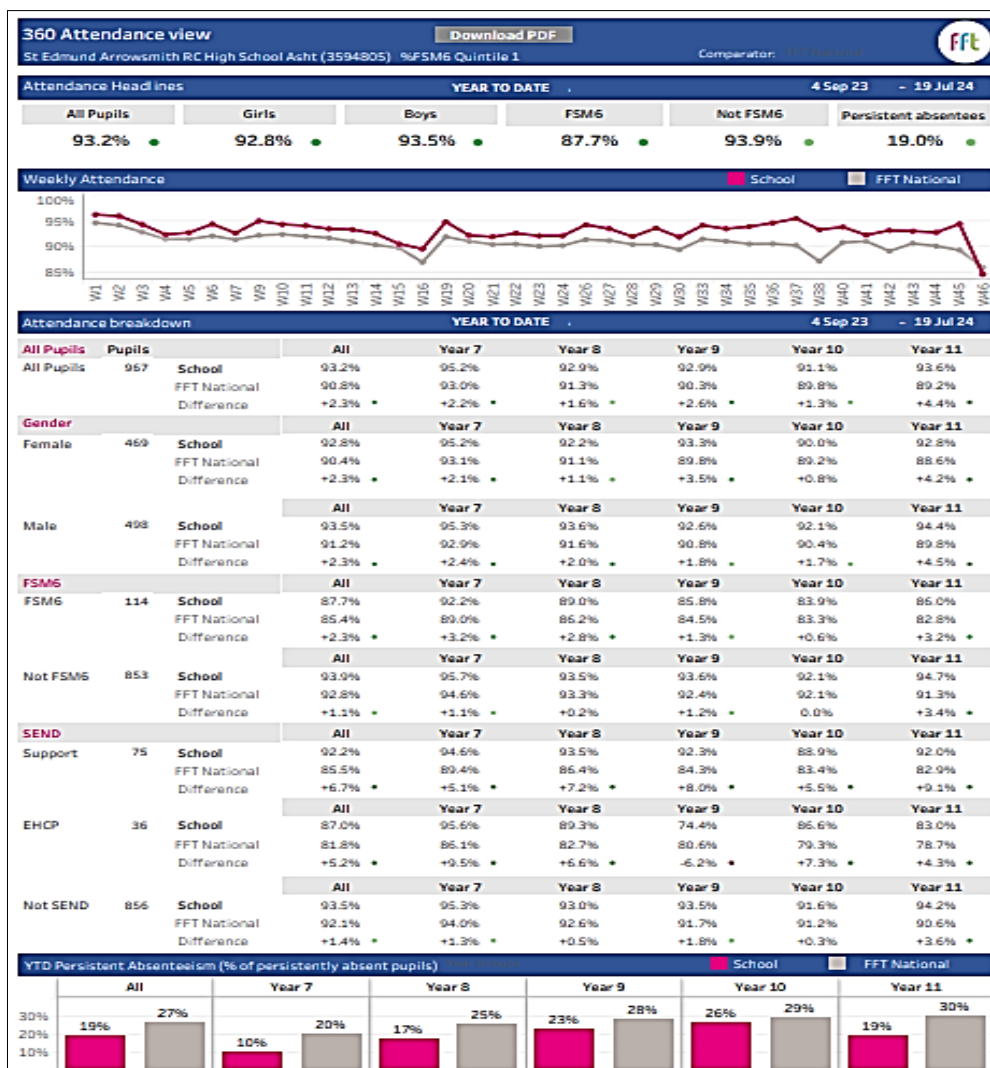
Pupil Premium Strategy Outcomes

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



The attendance of PP pupils at St Edmund Arrowsmith Catholic High School is quite healthy compared to the attendance of PP pupils nationally. Locally, the SEA PP cohort are ranked 4th out of 19 schools. Nationally, they are in the top 30-40% of schools. 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.

Term 3: Attitude to Learning (ATL) and Progress Data

Year 7

The average ATL for Y7 PP students is 2
The average ATL for Y7 nonPP students is 1.9

63.2% of nonPP students are on or above track.
57.5% of PP students are on or above track.

Year 8

The average ATL for Y8 PP students is 1.9
The average ATL for Y8 nonPP students is 2

60.1% of nonPP students are on or above track.
58.9% of PP students are on or above track.

Year 9

The average ATL for Y9 PP students is 1.9.
The average ATL for Y9 nonPP students is 2.2.

95.4% of nonPP students are on or above track.
92.8% of PP students are on or above track.

Year 10

The average ATL for Y10 PP students is 2.2
The average ATL for Y10 nonPP students is 1.9

The average EAP score for Y10 PP students is -0.4
The average EAP score for Y10 nonPP students is -0.7

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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use a range of avenues to determine that pupils have whatever is necessary to attend/achieve. Spending plans for carry over funding/newly allocated additional funding include:

- *Department Development Funding. Heads of Department will be invited to bid for funding to develop QFT in their departments.*
- *Additional middle leader QA training.*
- *A programme of holiday booster tutoring sessions (Easter/June/Summer)*
- *Laptop support for pupils without access to technology.*