



Pupil Premium Strategy Statement - September 2022

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	1214
Proportion (%) of pupil premium eligible pupils	13.6% (165)
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	Oct 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	M Dumican
Pupil premium lead	L Payne
Governor / Trustee lead	A Connellan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 166,840
*Covid 19 Recovery Premium (Unspent 2021/22)	£40,000
(22/23 Financial Year Summer Term)	£ 9,932
(22/23 Autumn/Spring Term)	£20,286
(22/23 Summer Term)**	£20,286
* An outline of how Covid 19 Recovery Premium will be spent appears in Appendix A at the end of this statement.	
** recovery premium conditions of grant for the 2022 to 2023 academic year state that schools must not use the grant to meet their portion of the costs of tuition provided through the National Tutoring Programme (NTP)	
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (Understatement)	£0
Total budget for this academic year	£257,344
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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: **£69,425**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Middle Leader and Senior Learning Co-ordinator 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
Invitation to HODs to bid for QFT development funding.		1
Subsidy of school's smart t.v. roll out which underpins QFT and ensures best quality visuals are available for all pupils.		1

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

Budgeted cost: **£28,702**

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. The national attainment gap stands at 18.1 months (based on 2019 data - pre covid pandemic) and is calculated based on	3
Book Buzz Scheme – fosters reading enjoyment for all – PP cohort are part of the 'buzz'.		3

Targeted holiday boosters following identification of pupils at data drops.	pupils' performance in their English and maths GCSEs Pupil Premium: The persistent problem of poverty Written by: Sean Harris Published: 26 October 2020	3
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Wider Strategies (for example, related to attendance, behaviour, wellbeing) (Wave 3)

Budgeted cost: £159,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance Officer (previously, attendance matters fell under the remit of the Pupil Services Team – in response to the gap in attendance between PP and nonPP – a specific attendance officer role has been created) 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)	2
Bespoke offers are put in place to address barriers to well-being/learning/behaviour (Pastoral Hub)	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.	2

	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.	
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: £ 257,344

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 2021 to 2022 academic year.

Year 7 – Term 3 Data

Y7 PP average attendance is 2.65% less than non-PP (.65% gap increase on term 2)
Y7 FSM average attendance is 4.33% less than non-FSM (1.33% gap increase on term 2)
Y7 CLA average attendance is 4.2% less than non-CLA (1.2% gap increase on term 2)

The average ATL for Y7 PP students is 1.9
The average ATL for Y7 non-PP students is 1.8

There is a slight improvement of average PP ATL scores since term 2. (2.0 improved to 1.9).

The average progress of Y7 PP students is mostly as expected. 3 are more than 0.4 from where they should be. 9 have negative EAP scores which is an increase of 5 since term 2 data was produced. However, 6 of these are 0.4 or less than where they are expected to be progress wise.

Year 8 – Term 3 Data

Y8 PP average attendance is 5% less than non-PP (3% gap increase on term 2)
Y8 FSM average attendance is 6.7% less than non-FSM *** (2.1% gap increase on term 2)
Y8 CLA average attendance is excellent. 7.4% higher than non-CLA*** (0.6% gap decrease on term 2)

The average ATL for Y8 PP students is 2.2
The average ATL for Y8 non-PP students is 2.0

There is a slight improvement of average PP ATL scores since term 2. (2.2 improved to 2.1).

Year 9 – Term 3 Data

Y9 PP average attendance is 3.7% less than non-PP (1.7% gap increase on term 2)
Y9 FSM average attendance is 5.4% less than non-FSM (2.4% gap increase on term 2)
Y9 CLA average attendance is excellent. 8.4 % higher than non-CLA (0.1 gap decrease)

The average ATL for Y9 PP students is 2.2
The average ATL for Y9 non-PP students is 1.9

There is a slight worsening of average PP ATL scores since term 2. (2.2 gone down from 2.1).

Progress made by the PP cohort is good 22/33 are progressing on average on or above target. 19/33 are progressing on average 0.5 or more above target.

Year 10 – Term 3 Data

Y10 PP average attendance is 4.6 % less than non-PP (1.1% gap increase since term 2)

Y10 FSM average attendance is 13.67% less than non-FSM (10.67% gap increase since term 2)

Y10 CLA average attendance is very good. 3.5 % higher than non-CLA (1% gap decrease since term 2)

The average ATL for Y10 PP students is 2.2

The average ATL for Y10 non-PP students is 1.9

Average ATL scores for PP pupils are the same in term 3 as they were in term 2.

The challenge of GCSE is clearly having its effect with teachers judging 8 PP pupils as being more than half a grade below where they would expect them to be. End of Year 10 exams also proved challenging for some PP students with 19 students being 0.9 or more below target. Revision strategies will feature on the Year 11 pastoral curriculum prior to the mock exams.

Year 11 – GCSE Data: [Data provided by DFE Table Checking Exercise]

	Pupil Premium	Non Pupil Premium
Progress 8	-0.33	0.02
Progress 8 Score - English element	0.15	0.02
Progress 8 Score – Maths element	-0.19	-0.03
Progress 8 Score - Ebacc element	-0.52	-0.42
Progress 8 Score - Open Element	-0.11	0.44

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.

Funding for replacement smartboards to support a quality learning experience in the classroom.

Additional middle leader QA training.

A programme of holiday booster tutoring sessions (Easter/June/Summer)

Laptop support for pupils without access to technology.