

## 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 Peter's Catholic High
Number of pupils in school	1041
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mr A McGlown
Pupil premium lead	Mrs C Campbell
Governor / Trustee lead	Mr D Corner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87725
Recovery premium funding allocation this academic year	£12510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100340

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning.

We will ensure that all teaching staff can identify disadvantaged pupils and through comprehensive CPD programmes, can identify areas of strength and improvements across school.

Our goal is to ensure that no child is left behind socially or academically due to disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

St. Peter's Catholic High has 10% of children identified as disadvantaged. This is below the national figure of 20.8%

## Challenges

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

Challenge number	Detail of challenge
1	Lower progress of Disadvantaged students in comparison to not disadvantaged students
2	Lower rates of attendance of disadvantaged students' parents/carers at parents' evenings, guidance evenings, options evenings etc. in comparison with not disadvantaged students.
3	Less engagement in wider school life for PP students in comparison with not disadvantaged students
4	Lower rates of engagement of parents of disadvantaged students in supporting their children's home study in comparison with not disadvantaged students.
5	Lower rates of attendance of PA FSM students

## 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 reduce the attainment gap between PP students and not PP students	Attainment gap to be in-line with or smaller than the national gap. Evidence from the EEF shows that the Coronavirus shutdown has disproportionately affected disadvantaged pupils. Minimising the longer-term impact of this is a priority for this school year
To continue to reduce the gap between attendance of PP parents/carers and not PP parents/carers at guidance evenings and parents' evenings. This will be measured using attendance records.	In 2019/2020 reduced this gap to 17% (88% Not DP, 71% DP).  In 2020/2021 strategies were implemented to improve parental attendance – Virtual Parents Evenings – 89% total.  These strategies will continue to be developed this year.
To develop a pupil's Keys to Success and the Student Leadership Programme which will be used to encourage participation in wider school life.	The Coronavirus shutdown prevented implementation of the Keys to Success and Student Leadership Programme.  This remains a priority for 2020/2021
To develop a transport system to enable transport home from extra-curricular sessions	To remove barriers for PP pupils attending extra-curricular sessions due to a difficulty in getting home.
Improved levels of engagement in home learning. This could be measured using feedback from surveys	Parent/carer feedback will hopefully show improved levels of engagement
Reduced rates of Persistent Absenteeism of FSM students	Attendance data to show improvement

## 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: £ 46138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to ongoing Staff Training and Development</p> <p>AAHT CPD</p>	<p><u>EEF Evidence – Students make 40% more progress with highly effective teaching than they do with poor teaching.</u></p> <p><u>As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’.</u></p> <p>All staff to participate with regular planned CPD programmes</p> <p>Positive demonstrable impact of CPD on staff development and education of students.</p>	1
<p>Contribution made to the curriculum budget to help provide an additional class on the B side to reduce class sizes.</p>	<p><u>Sutton Trust – 3 months gain for reducing class sizes</u></p> <p>Class sizes with 3 classes on the B side would be approx. 28. If we have 4 classes – class sizes are approx. 20/21</p>	1
<p>Contribute to the salary of CIAG Mentor (Futures Co Ordinator) – 2 days per week</p>	<p><u>EEF (2-month gain) for focused mentoring.</u></p> <p>Ensuring that students secure an appropriate Post 16 destination.</p> <p>Providing individualised and tailored support for futures learning.</p> <p>University visit in Y8 to raise aspirations</p> <p>Extra 1:1 meeting with Careers Advisor Y7-11</p> <p>Extra support for Y11 transition</p> <p>1:1 support for apprenticeship applications</p> <p>1:1 support for CV writing</p>	1

	Access GM higher funded opportunities e.g. Leeds University and MMU University.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to fund Communication Software to improve communication with parents/ Carers. (EduLink)	<u>EEF Toolkit (7-month gain) Develop self – regulated learning.</u> <u>EEF evidence (4-month gain) Involvement of parents in their children’s learning activities.</u>	4
Contribute to the salary of teacher of Intervention	<u>Sutton Trust – 3 months gain for individual instruction.</u> <u>EEF Evidence (4-month gain) Small group tuition</u>  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.  Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1
Ensure students have all necessary revision guides and resources.	<u>EEF evidence (7-month gain) Metacognition and self-regulation.</u> <u>EEF Evidence (5-month gain) Parental engagement</u> Providing the necessary materials to develop learning will aid a number of strategies to support learning. Revision material can encourage parents to support their child with revision.	
Specialist mentoring to support PP and disadvantaged pupils	<u>Sutton Trust (3 month gain for individual instruction)</u> <u>EEF evidence (7-month gain) Metacognition and self-regulation.</u>	1

	<p><u>EEF Mentoring (2-month gain)</u>  <u>EEF Evidence Behaviour interventions (2-month gain)</u></p> <p>Supporting pupils in how to retain information and understand how to prioritise learning.</p> <p>Using SIMS data to support students academically and behaviourally in school. The mentoring sessions during form time are supported by the HOY/ DHOY</p>	
Peer tutoring	<p><u>EEF (5 months gain) Peer tutoring</u></p> <p>Peer tutoring has been shown to be effective in raising achievement and levels of confidence.</p> <p>A trial with Y8 students and prefects during lunchtime will benefit both the peer tutor and learner. It will help to consolidate their learning through activities and revision techniques.</p>	1
Fund two additional Deputy heads of Year	<p><u>Sutton Trust (1 month gain for mentoring)</u>  <u>EEF (3 month gain for behaviour interventions)</u>  <u>Parental engagement (4-month gain)</u>  <u>This will ensure that all Year Groups have a Head of Year and Deputy Head of Year.</u>  <u>Enable form tutors to mentor their students during form time.</u>  <u>Build positive relationships with parents and be a 'point of contact'.</u></p>	1,4,5
To make Individual contribution to each child on a specific need basis	<p><u>EEF Evidence (3-month gain) Arts Participation</u>  <u>EEF Evidence (7-month gain) Metacognition and self-regulation</u>  <u>EEF Evidence (3-month gain) Extending school time.</u></p> <p><u>PP students are provided with resources, equipment or tuition to ensure that they are not disadvantaged in any way from their peers.</u></p>	1,3, 4

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

Budgeted cost: £ 32075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint EWO for 1 day per week with specific focus on FSM pupils	Improve PA for FSM students Statistically, attendance has a direct correlation to performance and outcomes	5
To make Individual contribution to each child on a specific need basis	<u>EEF Evidence (3-month gain) Arts Participation</u> <u>EEF Evidence (7-month gain) Metacognition and self-regulation</u> <u>EEF Evidence (3-month gain) Extending school time.</u>  PP students are provided with resources, experiences and contributions are made to educational visits in order to ensure that they are not disadvantaged in any way from their peers.	1,3, 4
Ensure that transport is provided for pupils who may find it a barrier to staying after school.	<u>EEF evidence (3 months gain) Extending the school day.</u> Transport provided to enable PP students to attend the wider life of the school.	3, 4
Improve parental engagement for parents of PP pupils	<u>EEF Evidence (4-month gain) Parental engagement</u>  EEF recommendations on “Working with parents to support children’s learning”. Virtual Parents evenings support parental attendance. Invitation to Parental Revision Support evenings in KS4 Form tutors to build relationships through phone calls home, postcards, EduLink	4
Support pupil’s mental health and wellbeing.	<u>T&amp;L (4-month gain)</u> <u>Toolkit indicates that SEMH learning can accelerate pupils learning</u>	3

	<p>EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects'</p> <p>The EEF states that the wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>BACP accredited councillor to support SEMH wellbeing in school.</p>	
<p>Contribution to the Pass survey from GL assessment to review student happiness and mental health.</p>	<p><u>EEF Evidence (4-month gain)</u> <u>Social and emotional learning</u></p> <p>The Pass attitudinal measures link to wellbeing and enable whole school interventions and foci to be effective. To be able to analyse and respond to the needs of our students effectively</p>	3
<p>Duke of Edinburgh Award</p>	<p><u>EEF Toolkit (4-month gain) Outdoor Adventure Learning</u></p> <p>Nationally accepted and evidenced cultural and social mobility development activity.</p>	3

**Total budgeted cost: £ 100333**