

# Pupil premium strategy statement

**Reviewed Oct 2022**

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	1038
Proportion (%) of pupil premium eligible pupils	11.8% (123 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	C Campbell
Governor / Trustee lead	David Corner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125910
Recovery premium funding allocation this academic year	£12029
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	£137939

# 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  <b>Changed to supporting PP pupils with additional Maths English interventions</b>

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 2022-2023
To develop a transport system to enable transport home from extra-curricular sessions  <b>The cost of living crisis has increased the cost of the transport considerably. The GCSE results data shows that the money would be more effectively used in supporting pupils in getting a 4 in English &amp; Math</b>	To remove barriers for PP pupils attending extra-curricular sessions due to a difficulty in getting home.  <b>To engage 2 'in school' tutors to support reduced class sizes in KS4 for English &amp; Maths.</b> <b>To implement 'in school' tuition during morning and afternoon sessions to target PP &amp; CLA pupils in English &amp; Maths</b>

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: £ 40503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to ongoing Staff Training and Development</p> <p>AAHT CPD</p> <p><b>£10000</b></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>£18413</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. 22/23</p>	1
<p>Contribute to the salary of CIAG Mentor (Futures Co Ordinator) – 2 days per week</p> <p>£12090</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: £61513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to fund Communication Software to improve communication with parents/ Carers. (EduLink) £200	<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 £11210	<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. £900	<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.	

<p>Specialist mentoring to support PP and disadvantaged pupils</p>	<p><u>Sutton Trust (3 month gain for individual instruction)</u>  <u>EEF evidence (7-month gain) Metacognition and self-regulation.</u>  <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.  Using SIMS data to support students academically and behaviourally in school. The mentoring sessions during form time are supported by the HOY/ DHOY</p>	<p>1</p>
<p>Peer tutoring</p>	<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>	<p>1</p>
<p>Fund two additional Deputy heads of Year £8203</p>	<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>	<p>1,4,5</p>
<p>To make Individual contribution to each child on a specific need basis £5000</p>	<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>1,3, 4</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>Provide 2 'in house' tuition staff to support a reduction in class sizes in KS3/4.</p> <p>Target PP &amp; CLA pupils in small group tuition in English &amp; Maths</p> <p>£36000</p>	<p><u>EEF Evidence (3-month gain) Extending school time.</u></p> <p><u>EEF Evidence (4-month gain) Small group Tuition</u></p> <p><u>EEF Evidence (2-month gain) Reducing Class Sizes</u></p> <p>Pupils will have a reduction in class size which will focus on raising their attainment and supporting the 4- 5 grade boundary.</p> <p>PP &amp; CLA Pupils will also attend small group tuition in morning or afternoon sessions in Maths &amp; English.</p>	1,3, 4

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

Budgeted cost: £22812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint EWO for 2 days per week with specific focus on FSM pupils</p> <p>£9862</p>	<p>Improve PA for FSM students</p> <p>Statistically, attendance has a direct correlation to performance and outcomes</p>	5
<p>To make Individual contribution to each child on a specific need basis</p> <p>£5000</p>	<p><u>EEF Evidence (3-month gain) Arts Participation</u></p> <p><u>EEF Evidence (7-month gain) Metacognition and self-regulation</u></p> <p><u>EEF Evidence (3-month gain) Extending school time.</u></p> <p>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.</p>	1,3, 4

<p>Improve parental engagement for parents of PP pupils</p>	<p><u>EEF Evidence (4-month gain) Parental engagement</u></p> <p>EEF recommendations on “Working with parents to support children’s learning”.</p> <p>Virtual Parents evenings support parental attendance.</p> <p>Invitation to Parental Revision Support evenings in KS4</p> <p>Form tutors to build relationships through phone calls home, postcards, EduLink</p>	4
<p>Support pupil’s mental health and wellbeing. £1500</p>	<p><u>T&amp;L (4-month gain)</u> <u>Toolkit indicates that SEMH learning can accelerate pupils learning</u></p> <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>	3
<p>Contribution to the Pass survey from GL assessment to review student happiness and mental health.  £200</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.</p> <p>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
<p>Contribution to the Rewards Programme  £1750</p>	<p><u>EEF Evidence (3-month gain)</u> <u>Aspirations interventions</u></p> <p><u>EEF Evidence (4-month gain)</u> <u>Behaviour interventions</u></p>	1,5

**Total budgeted cost: £ 124828**

Under - £1081.70

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

### 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)

Recovery Premium Funding – This funding will be used to support pupils in accessing Next Level tuition until February.