

Pupil premium strategy statement

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Reviewed Dec 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1045
Proportion (%) of pupil premium eligible pupils	12.2% (128 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	20/12/23
Date on which it will be reviewed	July 2024
Statement authorised by	A McGlown
Pupil premium lead	I Bromelow
Governor / Trustee lead	D Corner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149675
Recovery premium funding allocation this academic year	£ 31188
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	<p>£180863</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning to enable disadvantaged pupils to achieve their full potential.

We will ensure that all teaching staff can identify disadvantaged pupils and through comprehensive CPD programmes, can identify areas of strength and can employ a range of strategies to support disadvantaged pupils in their learning.

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 12.2% 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 attainment 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 extra-curricular offer for disadvantaged 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 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 continues to be 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). From 2020/2021 strategies have been developed to improve parental attendance – Virtual Parents Evenings – 89% total. These strategies will continue to be reviewed and improved.
To develop a pupil's Keys to Success and the Student Leadership Programme which will be used to encourage participation in wider school life.	To continue to build on the work that has been done to develop the Keys to Success Programme since Covid. This remains a priority for 2022-2023
Targetted pupils to receive extra tuition in English, Maths and Science.	<ul style="list-style-type: none"> • In school assessment data identifies students who need extra support. • Identified students attend tutoring. • Improved outcomes for students attending tutoring.
Improved levels of engagement in home learning. This could be measured using feedback from surveys	Parent/carers feedback show improved levels of engagement. This continues to be an area to focus on.
Reduced rates of Persistent Absenteeism of FSM students	Attendance data shows that strategies have been effective in improving attendance of FSM students.

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: £ 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to ongoing Staff Training and Development</p> <p>12% of AHT T&L Salary £3000</p> <p>CPD</p> <p>£20000</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 timetabled class.</p> <p>£30000</p>	<p><u>Sutton Trust – 3 months gain for reducing class sizes</u></p> <p>The extra member of staff and therefore the extra class enables the class sizes to be reduced to more appropriate levels, thus allowing teachers to provide more individualised support, feedback and guidance than would otherwise be possible.</p>	1
<p>Contribute to the salary of CIAG Mentor (Futures Co Ordinator)</p> <p>£12000</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>	1,2,3

	<p>Extra support for Y11 transition</p> <p>1:1 support for apprenticeship applications</p> <p>1:1 support for CV writing</p> <p>Access GM higher funded opportunities e.g. Leeds University and MMU University.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to fund Communication Software to improve communication with parents/ Carers. (EduLink)</p> <p>£250</p>	<p><u>EEF Toolkit (7-month gain) Develop self – regulated learning.</u></p> <p><u>EEF evidence (4-month gain)</u></p> <p>Involvement of parents in their children’s learning activities.</p>	1,4
<p>Tutoring in English, Maths and Science</p> <p>£15000</p>	<p><u>EEF Toolkit (4-month gain) Small group tuition</u></p>	1
<p>12% contribution to costs of educational software licenses to support learning both in class and independent learning:</p> <p>Century Tech</p> <p>Sparx</p> <p>Accelerated Reader</p> <p>Seneca</p> <p>£2400</p>	<p><u>EEF Toolkit (5 month gain) Homework</u></p>	1
<p>12% contribution to other software licences:</p> <p>CPOMS</p>	<p>Software packages are used extensively in school to support pupils safety, wellbeing and academic progress.</p>	1

SISRA GL Assessments (CATs) £900		
Contribute to the salary of HLTAs responsible for behaviour, learning and nurture. £12720	<u>Sutton Trust – 3 months gain for individual instruction.</u> <u>EEF Evidence (4-month gain) Small group tuition</u> Support is provided for vulnerable students to help them engage with all aspects of school life more successfully.	1,5
Contribution to salary of SEND/Access Arrangements coordinator £2640	<u>Access arrangements for exams ensure that all pupils are given an equal chance of success.</u>	1
Ensure students have all necessary revision guides and resources. £1000	<u>EEF evidence (7-month gain) Metacognition and self-regulation.</u> <u>EEF Evidence (5-month gain)</u> Parental engagement 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.	1,4
Peer tutoring	<u>EEF (5 months gain) Peer tutoring</u> Peer tutoring has been shown to be effective in raising achievement and levels of confidence. The SENDCO is developing a peer reading programme which will operate in a similar way to previous schemes which have had a positive impact on the students involved.	1
Fund 12% of TLRs for 5 HOYs and 5 Deputy HOYs: £10000	<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>	1,4,5

	<p><u>This will ensure that all Year Groups have a Head of Year and Deputy Head of Year.</u></p> <p><u>Enable form tutors to mentor their students during form time.</u></p> <p><u>Build positive relationships with parents and be a 'point of contact'.</u></p>	
<p>To make Individual contribution to each child on a specific need basis</p> <p>£16000</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><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
<p>Tutoring for CLA students</p> <p>Funding for external tutors in English and Maths</p> <p>£10000</p>	<p><u>EEF Toolkit (5 month gain) One to one tuition</u></p>	1
<p>Funding for alternative provision</p> <p>£5000</p>	<p><u>Alternative provision is used sparingly in rare cases where students need that form of support</u></p>	1,3
<p>Provide 1 'in house' tuition staff for short term interventions.</p> <p>Target PP & CLA pupils in small group tuition in English</p> <p>£14750</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>Small group interventions to be provided in school to support learning.</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>Pastoral support to improve attendance, behaviour and attitude to learning.</p> <p>Fund 12% of salary of 2 AAHTs.</p> <p>£6000</p>	<p><u>EEf Toolkit (4 month gain) behaviour interventions</u></p>	5
<p>Appoint EWO for 0.5 days per week with specific focus on FSM pupils</p> <p>£4913</p>	<p>Improve PA for FSM students</p> <p>Statistically, attendance has a direct correlation to performance and outcomes</p>	5
<p>Contribute to TESS worker to support behaviour interventions:</p> <p>£3000</p>	<p><u>EEf Toolkit (4 month gain) behaviour interventions</u></p>	1,3,5
<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 pupils’ mental health and wellbeing.</p> <p>£1500</p>	<p><u>T&L (4-month gain) 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

Contribution to the Rewards Programme £600	<u>EEF Evidence (3-month gain)</u> <u>Aspirations interventions</u> <u>EEF Evidence (4-month gain)</u> <u>Behaviour interventions</u>	1,5
Pupil Premium Checking service. £939	This enables school to ensure that staff are aware of who is eligible for Pupil Premium Funding	

Total budgeted cost: £ 172612

Contingency £8251

Total £180863

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.

Indicators – Whole School

- Attendance of FSM6 Students for 2022/2023 was 2.5% above national (source FFT Aspire attendance tracker).
- Internal code of conduct data shows that the vast majority of pupils who are eligible for Pupil Premium funding achieve their 'Code-of-Conduct' award.
- Internal progress data shows that the proportion of disadvantaged students who are making progress in line with or above their 'Expected Attainment Pathway' is broadly in line with the percentage of students who are not disadvantaged.

Indicators – Y11 Leavers 2023

Case studies are available which detail the outcomes and destinations for each of the 27 individual Year 11 students who were eligible for pupil premium funding.

Summary:

- Destination data shows that all the disadvantage pupils who left Year 11 in 2023 went on to sustained education, employment or training:
 - 3 apprenticeships
 - 3 on L1 qualifications
 - 8 on L2 qualifications
 - 12 on L3 qualifications (including 2 on T levels)
 - 1 attending a traineeship at Groundworks
- The A8 average score of 34.9 for St. Peter's disadvantaged pupils was in line with the A8 score for national disadvantaged pupils (34.9) and above the A8 average of 32.5 for the Wigan LA (source Wigan EBIU data).
- The percentage of disadvantaged pupils achieving grade 4+ in English and Maths was in line with the national percentage (43%) and above the percentage for the Wigan LA (37%) (Source Wigan EBIU data).
- The percentage of disadvantaged students who achieved grade 4+ or a L1P+ was above the LA average for disadvantaged students in Maths, English Language, English Literature, Geography, History, Religious Studies, Design & Technology, Drama, Childcare and Sports Studies (source Wigan EBIU data).

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

Further information (optional)

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

In the 2022/2023 academic year, 13 students received tutoring in English. Their average improvement between the first data drop prior to starting the tutoring and the end of the year was +0.8 levels (either KS4 Grades or KS3 Peter's Progress Levels). 17 students received tutoring in Maths. Their average improvement was +0.6 levels. Whilst it is impossible to know what the students would have achieved without the tutoring, these figures suggest that the tutoring had a positive impact on them, especially considering that the students were selected from vulnerable groups and had been identified as being in need of support.

These figures suggest that this use of the recovery funding should continue into 2023 2024.