

Pupil premium strategy statement – St. Mary’s Catholic Academy

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Y7 – 13: 1208 Y7 – 11: 1057
Proportion (%) of pupil premium eligible pupils	Y7 – 13: 34.7% Y7 – 11: 39.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of 3
Date this statement was published	September 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Simon Eccles
Pupil premium lead	Kate Hetherington
Governor / Trustee lead	Michelle Staveley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 347,705
Recovery premium funding allocation this academic year	£ 99,636
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 447,341

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to help us to **achieve** and then **sustain** higher academic attainment outcomes for disadvantaged pupils at our school so that ultimately these outcomes are comparable with those of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- Reading
- Vocabulary
- Becoming motivated independent learners

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at St Mary's Catholic Academy is that **all** pupils, irrespective of background or the challenges they face, leave us as strong and confident readers who have accessed a wide range of fiction and non-fiction texts during their time with us. This will enable them to **read to learn**, broaden their horizons and support them in becoming interested and interesting citizens. Linked to this is the development of independent learners who are motivated to learn and who want to achieve, and who know what it means to be an effective learner.

The approaches we have adopted complement each other to help pupils to achieve. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene as the need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gap Our assessments, discussions and observations show vocabulary gaps and weaker reading skills for some disadvantaged pupils, particularly in Key Stage 3. Our baseline NGRT assessments demonstrate that in Y7 32.1% of our disadvantaged pupils have reading ages below their chronological ages compared to only 17.7% of others.

2	Attainment and progress at GCSE- Internal assessments and external examinations show some disadvantaged pupils attain less well, impacting on their post-16 options.
3	Metacognition/aspirations Observations and discussions have identified a lack of understanding about how best to learn and the inherent value of learning for some disadvantaged pupils.
4	Attendance Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
5	Vulnerable Learners Our analysis shows a small cohort of high-needs pupils who need additional in-school support in order to maximise their potential.
6	Quality first teaching Ensuring our classroom teaching is built upon the best available evidence and is high-quality for all.

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 vocabulary for our disadvantaged pupils	Increased engagement with, and performance in post-lesson test on, the Bedrock Vocabulary programme. A consistent approach to the teaching of vocabulary across the Academy.
All disadvantaged pupils leave St Mary's as strong and confident readers who have accessed a wide range of fiction and non-fiction texts during their time with us	Year on year progress in NGRT reading data shows improvements for disadvantaged students and a narrowing of the gap to others.
Improved outcomes at KS4 for our disadvantaged pupils	GL assessment data at Key Stage Three along with outcomes at GCSE Y11 show a closing of the gap for disadvantaged students and their peers.
Improved punctuality and attendance for disadvantaged pupils	Reduction in the overall absence for disadvantaged compared to previous years. Reduction in the number of lates for disadvantaged pupils. Reduction in the persistent absence for disadvantaged pupils.
Provide bespoke support for a small cohort of high-needs disadvantaged pupils to increase their access to the curriculum	Curriculum in place. Outcomes for students enable them to avoid becoming NEET following their time at St Mary's.

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: £ 23,448.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic GL assessments to identify individual pupil need for academic intervention Funded by LA	EEF – diagnostic assessment	1, 2, 3
Embedding strategies for the teaching of vocabulary and reading across the school <i>Bedrock learning £4,459.87</i>	EEF secondary literacy guidance report	1
Support for early career teachers through delivery of the ECF via Blackpool Research School, working with Star Institute <i>Admin, preparation and support time for ECF teacher induction and mentoring £1500</i>	DfE – Early career framework	4, 7
Recruitment and retention of 2 TeachFirst staff to ensure well qualified graduate teachers on the staff. <i>Admin and training costs to TeachFirst £11,620</i>	DfE – Early career framework	
Development of a high-quality CPD curriculum with bespoke pathways relevant to teachers and leaders at all stages of their careers Purchase of and implementation of “Walkthru” programme during CPD <i>TDT membership: £868.50 CPD T&L: £5000</i>	TDT – Developing great teaching EEF - Effective professional development guidance report	1, 4, 7
Increase the capacity of Blackpool Research School in order to reflect the external work of the research school within St Mary’s, particularly in developing evidence-based approaches to teaching and learning	Sutton Trust – What makes great teaching	1, 4, 7
A change to mixed prior attainment groupings in Year 7 and Year 8, with staff training, to ensure disproportionately high numbers of	EEF toolkit – Setting and streaming	4, 7

disadvantaged pupils in low sets are not further disadvantaged		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 257,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for form tutors in delivering high-quality evidence-informed mentoring, with a menu of referral options to support pupils who are struggling <i>Preparation time and delivery</i> <u>£27,334</u>	EEF toolkit - Mentoring	5, 6
Lexonik <i>Staffing with HLTA to deliver</i> <u>£11,618</u>		1
Tutoring One to one tutoring - details of which are provided separately in the Academies recovery premium plan.	EEF toolkit – Small group tuition	1, 2, 3
Student services to be developed to provide a calm, safe space to de-escalate situations and keep pupils in school and learning. <i>Staffing with family support worker and behaviour manager</i> <u>£75,472</u>	EEF behaviour guidance report	5, 6
Development of an alternative pathway for a small group of Year 10 disadvantaged pupils with specific needs <i>Staffing costs for 3 days in school</i> <u>£32,797</u>	EEF toolkit – Small group tuition	5, 6
Key workers to provide support to high-needs pupils and to “Our Children” <i>Staffing costs</i> <u>£77,892</u>	EEF behaviour guidance report	5, 6
Support for targeted KS4 pupils through provision of resources for creative subjects and revision guides for other subjects. Bright Leaders and positive synergy. <u>£4,550</u>		
Supplies of uniform/PE kit and stationery supplies for disadvantaged pupils to ensure they can access learning <u>£10000</u>		
Subsidies for the Academy Laptop scheme for disadvantaged students		

<u>£8000</u>		
Subsidies for extra curricular trips and instrument lessons <u>£10,000</u>		

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

Budgeted cost: £ 66,593.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a trauma-informed approach across the Academy to provide a range of strategies for working with pupils who struggle to self-regulate. <i>AHT time to lead and develop <u>£500</u></i>		5, 6
Sparx Maths to support independent learning in mathematics <i>Subscription cost <u>£2,000</u></i>		2, 4
Purchase of GCSE Pod to support independent learning at GCSE <u>£3,875</u>		
Bedrock Vocabulary to support vocabulary development, led by the English team Cost included above.		1, 4
Free breakfast provision in place each day for all FSM children each day. <i>Additional pound per student per day for 190 days <u>£52,130</u></i>	EEF – Breakfast club trial	5
Development of an attendance and punctuality plan involving PWO targeted home visits, targeted letters to families with accessible and supportive language, led by a new team of assistant heads of year <i>Planning and admin support <u>£500</u></i>	EEF behaviour guidance report	5
Contingency fund for acute issues <u>£7588.63</u>	Resources set aside for need not yet identified, in order to be responsive to changing circumstances	

Total budgeted cost: £347,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

The attendance for disadvantaged students in the academic year 2021-2022 was better than the FFT average. Across all year groups the attendance for disadvantaged students was 3% higher than other FFT schools.

In Year 11, attendance for disadvantaged students was 7.4% higher than other FFT schools.

All year groups showed better than FFT schools attendance for disadvantaged students except from Year 9 who were 0.1% below.

Progress of students

The Academy continues to work hard to close the gap for disadvantaged students at GCSE. There is also a large focus on the development of key stage three as a foundation to this work. A focus on literacy, particularly reading at Key Stage Three has had an impact.

Externally norm referenced data for the New Group Reading test through GL assessment show:

Year Group	Overall	Disadvantaged	Non-disadvantaged
Year 8	104.0	101.9	105.5
Year 9	103.6	100.1	106.6
Year 10	103.5	98.0	106.7

All year groups are significantly above national. In Year 8 and 9 disadvantaged students' reading data is higher than national. We have seen a dip in disadvantaged students reading scores in Year 10 which serves as a reminder that the pandemic has had a long lasting effect on disadvantaged students in the older year groups.

Our Key Stage 4 outcomes data is as follows:

	Overall	Disadvantaged	Non-disadvantaged
Progress 8 (Provisional)	-0.65	-1.04	-0.48

This data shows that the effect of the pandemic is ongoing and that more work has to be done to improve the outcomes for disadvantaged students.

CPD of staff

The Academy has focused on the development of its CPD provision for teaching and support staff. An external audit of our work by the Teacher Development Trust rated it as gold standard. A focus on evidence based approaches to teaching led by the Blackpool research school, based within our trust has further developed the quality of first teaching in the classroom. This will continue over the next few years with a focus on the Walkthru programme.

Self-regulation development in vulnerable students

The continued development of our student services has provided extra support for our vulnerable learners. The menu of targeted support is being refined so that we are able to meet the acute needs of disadvantaged students within our setting and supporting them on their journey towards a whole person education and GCSE grades that are close to predicted grades.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexonic	Lexonic
Sparx mathematics	Sparx mathematics
Bedrock Learning	Bedrock
Bright Leaders	Bright Leaders
GCSE Pod	GCSE Pod

