

Pupil premium strategy statement 2021 - 2023

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 Mary's Catholic Academy
Number of pupils in school	1234 (Y7-13) 1055 (Y7-11)
Proportion (%) of pupil premium eligible pupils	30.94% (Y7-13) 34.7% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S Eccles (Headteacher)
Pupil premium lead	S Eccles (Headteacher)
Governor / Trustee lead	Michelle Staveley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 323,745
Recovery premium funding allocation this academic year	£ 49,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 372,900

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
- mathematics
- 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're 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	<p>Our assessments, discussions and observations show vocabulary gaps and weaker reading skills for some disadvantaged pupils, particularly in Key Stage 3.</p> <p>Our baseline NGRT assessments demonstrate that in Y7 26% of our disadvantaged pupils have reading ages below their chronological ages compared to only 20.4% of others.</p>
2	<p>Internal assessments and external examinations show some disadvantaged pupils attain less well in mathematics, impacting on their post-16 options.</p>

	Assessments show that 52.9% of our disadvantaged pupils achieve Grade 4+, an improvement on the previous year. In comparison 79.1% of others achieved a grade 4+ widening the gap. Disadvantaged students also make less progress in Maths with an FFT50 residual of -0.88 compared to +0.06 for others. This gap has widened in 2020-2021.
3	Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures, which show particular impact in mathematics and literacy.
4	Observations and discussions have identified a lack of understanding about how best to learn and the inherent value of learning for some disadvantaged pupils.
5	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Our in-school attendance gap for our Pupil Premium pupils is 1.9% for the academic year 2020-2021 and 7.9% more disadvantaged students were in PA than others.
6	Our analysis shows a small cohort of high-needs pupils who need additional in-school support in order to maximise their potential.
7	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 tests 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 in mathematics for our disadvantaged pupils	GL assessment data at Key Stage Three along with outcomes in GCSE Maths in Y11

	and Y12 resits 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. A closing of the gap 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: £ 49123.97

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</i> £3105.47	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</i> £1500	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</i> £12,800	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 <i>TDT membership: £868.50</i> <i>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 disadvantaged pupils in low sets are not further disadvantaged	EEF toolkit – Setting and streaming	4, 7
Extra mathematics lesson in Year 7 during 2021-22 to mitigate the impact of partial school closures <i>Retention of part time teacher to allow capacity £25,850</i>	GL assessments analysis EEF / NFER analysis Both show mathematics to be the hardest hit subject	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £213,926

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 £500</i>	EEF toolkit - Mentoring	5, 6
Lexonik <i>Staffing with 2 HLTAs to deliver £21,670</i>		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 £69,667</i>	EEF behaviour guidance report	5, 6
Development of an alternative pathway for a small group of	EEF toolkit – Small group tuition	5, 6

Year 10 disadvantaged pupils with specific needs <i>Staffing costs for 4 days in school £41,768</i>		
Key workers to provide support to high-needs pupils and to "Our Children" <i>Staffing costs £68,815</i>	EEF behaviour guidance report	5, 6
Support for targeted KS4 pupils through provision of resources for creative subjects and revision guides for other subjects. £1500		
Supplies of uniform and stationery supplies for disadvantaged pupils to ensure they can access learning £2000		
Subsidies for the Academy Laptop scheme for disadvantaged students £8006		

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

Budgeted cost: £ 54,330

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 £500</i>		5, 6
Hegarty Maths to support independent learning in mathematics <i>Subscription cost £1200</i>		2, 4
Bedrock Vocabulary to support vocabulary development, led by the English team		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 £52,130</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 £500</i>	EEF behaviour guidance report	5
Contingency fund for acute issues £6365	Resources set aside for need not yet identified, in order to be responsive to changing circumstances	N/A

Total budgeted cost: £ 323744.97 (*Costing for recovery premium is cited in a separate plan on the Academy website*)

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.

The impact of the pandemic was felt particularly by some of our most vulnerable students including disadvantaged students. This has resulted in a gap persisting between the progress and attainment of disadvantaged students and their peers at GCSE.

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 Keys Stage Three has had an impact. Externally norm referenced data for the New Group Reading test through GL assessment show:

<u>Year Group</u>	Overall	PP	Non PP
Year 8	105.7	105.8	105.5
Year 9	104.9	105.6	104.7
Year 10	102.3	101.3	102.3

NGRT data Y8-10 for 2020 - 2021

Over 93% of students completed these assessments. All year groups are significantly above national and in Year 8 and 9 disadvantaged (PP) students have performed better

than students who are not disadvantaged. In Year 10 Disadvantaged students still performed above national average with a very small gap to their peers.

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 this 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.

In addition the appointment of two key workers and the development of a student support services has supported disadvantaged students to develop better self regulation. As a result we have seen a reduction in behaviour data for exclusions and internal data for referrals drop over the last two years with this trends continuing in 2021:

	Referrals	URs	Total
End of Nov 2019	475	416	984
End of Nov 2020	448	329	809
End of Nov 2021	333	164	497

There is still much work to do in this regard as gaps still exist for attendance and behaviour data between disadvantaged students and their peers.

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
Lexonic	Lexonic
Hegarty maths	Hegarty
GL assessments	GL Assessment