



## Introduction

The Pupil Premium is additional funding allocated to St Mary's Catholic School. It is used to support students who, within the last six years, have been registered for free school meals at any point or have been on a local authority's looked-after children register. Pupil Premium funding applies to children of service personnel too. St Mary's currently has 263 Pupil Premium students in Key Stage 3 and Key Stage 4, representing 22% of the school population in these year groups.

At St Mary's, we have an excellent record of closing the gap between our disadvantaged students and those who are not in receipt of Pupil Premium funding. We have the highest aspirations for all our students, regardless of social background, and allocate our resources so that they have maximum impact on pupil progress and learning. This is reflected in the fact that, year on year, our valued added scores, the expected progress that a student makes between Year 6 and Year 11, are significantly above national averages for both Pupil Premium students and non-Pupil Premium students. We are proud of this outstanding achievement.

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged students. 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 School
Number of students in school	263 PP (1167 NOR in Years 7-11)
Proportion (%) of pupil premium eligible students	22%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	22/12/2022
Date on which it will be reviewed	01/07/20223
Statement authorised by	E Patterson
Pupil premium lead	I Stanton
Governor / Trustee lead	A Ness

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261.025
Recovery premium funding allocation this academic year	£79.212
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£340.462

## Pupil premium strategy plan

### Statement of intent

At St Mary's, we are never complacent. We have high expectations in every area. Therefore, we are constantly striving to develop further all areas of the school. The heart of our mission is to provide our students and their families with the highest standard of holistic education. That way, we prepare our students fully for the future, ensuring that everyone, irrespective of social background, gender, ethnic origin, sexual orientation or academic ability, is able to make the most of their unique God-given gifts and talents. Above all, we want students to feel safe, to thrive and to be very happy at St Mary's Catholic School.

We make use of the Pupil Premium funding to maintain a high standard of teaching and learning, and refine intervention strategies for those students who need additional support. We have reviewed the strategies implemented in previous years, investigated the barriers to learning for disadvantaged students and used the Education Endowment Fund (EEF) Toolkit and evidence from the Ofsted report 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement' to research the most effective strategies to overcome these barriers to learning. Our approach and strategies are also informed by the document 'Turning the page on poverty,' which recognises that the problems caused by poverty on educational outcomes are complex and difficult to solve. Issues are often deep-seated and they require long-term plans for these issues to be addressed effectively. Our desired outcomes and the strategies for alleviating the impact of poverty on education are listed below.

### Challenges

We recognise that the main challenges to achievement for our disadvantaged students are:

1. Attendance and Punctuality Issues
2. Social, Emotional and Mental Health
3. Progress/achievement, including literacy and numeracy skills
4. Behaviour Challenges
5. Parental Engagement

### Intended Outcomes

The table below 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
For Disadvantaged students to continue to make outstanding progress	Continue to achieve positive Progress 8 for disadvantaged pupils

For Disadvantaged students to continue to make outstanding achievement	Continue to achieve high attainment scores for disadvantaged pupils
Improved attendance	Improve attendance to national average for all pupils
Increased EBacc entry	Better than national average EBacc Entry for all pupils
Decreased exclusions and behaviour incidents. A decrease in the number of exclusions and in line with national average for all pupils. A reduced number of behaviour incidents.	Decreased exclusions and behaviour incidents. A decrease in the number of exclusions and in line with national average for all pupils. A reduced number of behaviour incidents.

## Activity in this academic year

### Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing Class Sizes	Across the curriculum, there are many classes with fewer than fifteen students. Whilst smaller class sizes alone do not necessarily lead to improved attainment, they do allow for more one-to-one and small-group support from the teacher during the lesson. This improves outcomes considerably, especially in those groups where students require more intervention. What is more, smaller class sizes are a result of the high degree of flexibility within our curriculum. In short, this means that the vast majority of our Key Stage 4 pupils study subjects that are most suited to their needs and preferences. Evidence from the EEF indicates that a reduction in class size needs to be significant, e.g. below 20 students to have a positive impact. Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year	3
Additional Maths and English classes	We have created additional classes in maths and English across Key Stage 3 and Key Stage 4 to provide our more vulnerable students with extra support in the most important areas of the curriculum. These classes run at times when it is possible and appropriate to withdraw these students from other lessons. For example, some pupils in Key Stage 3 study only one modern foreign language instead of two. This time is spent catching up on literacy and numeracy. Evidence from the EEF indicates that students tutored in small groups can make up to four months progress when compared with larger groups or whole classes.	3
Developing high-quality teaching, assessment and a curriculum that responds to pupil needs	There is a well-planned calendar in place of whole school T&L evaluation to ensure that each department is evaluated once during the year at whole school level. Refinement of procedures for whole school T&L evaluations ensure they best capture the strengths and areas for development of each department. High quality feedback is given to Heads of Department following	3

	whole school evaluation which drives improvement. SEND and PP students are regularly represented in Student Voice activities which form part of whole school T&L evaluation.	
Further develop the Personal Development Programme, including any necessary adaptations for our PP and SEND students, supported by high quality training for teachers and robust evaluation of the implementation and impact of this curriculum area.	Strategic Year Group overviews that demonstrate weekly planning of Personal Development Programme lessons as well as rigorous curriculum planning, similar to Core Departments in school. Full implementation of all DfE guidelines regarding Personal Development. All students to feel educated and supported by the school's Personal Development Programme. Monitoring and evaluation evidenced through T&L evaluation including regular student voice as well as learning walks, staff feedback and monitoring of student work. Differentiated activities and lessons to support all learners, including PP and SEND students.	2 & 3
Continue to address any gaps in learning following COVID-19 and embed effective support for students, including with literacy/numeracy.	Department curriculums are well designed and sequenced so that they effectively address gaps in learning. Robust assessment practices allow staff to quickly identify and address gaps in students' learning. Staff receive high quality CPD and regular reminders on Disciplinary Literacy and feel confident in tackling literacy barriers in their subject. There is a thorough and well-sequenced reading curriculum in place to develop students' literacy. Students' reading ages are assessed on entry to Year 7 and weaker readers are supported via a tiered programme of reading intervention. This programme continues into Year 8. Academic mentors work effectively with small groups of students to support their progress in literacy and numeracy.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reviewing the identification of students who have gaps in their literacy by using the IDL software to ensure all students who have gaps in their literacy are quickly identified upon entry to the school and are provided with appropriate, bespoke support consistently in KS3 and KS4 to swiftly improve their literacy levels.	Intervention for weaker readers outside lessons complements reading curriculum in subjects. Impact of reading support/intervention evaluated regularly to ensure effective/improved outcomes. In September 2022 all Year 7/8 students completed testing to identify reading ages. This, combined with other data and information from Primary schools, has been used to identify three different cohorts of weaker readers: Fresh Start for students with a reading age of below 9 years 6 months are withdrawn from non-core subjects on a carousel for 5 hours over a fortnight to follow this phonics-based reading project; IDL Reader is used to support low to middle ability students in literacy, as well as students with a diagnosis of dyslexia; Registration Reading is used for students with low reading ages, but who do not meet the threshold for more formal intervention. This takes place in the library and is led by	3

	LSAs and Sixth Form Reading coaches three times per week.	
Further enhance the focus on literacy for all students, especially those in KS3, by providing them with access to resources and opportunities to develop their passion for reading.	Reading for pleasure and disciplinary literacy are core components of our robust whole-school literacy plan. Reading for pleasure is informed by survey data on students' reading habits and research into how best to build a reading culture, such as form-time reading, currently reading posters and reading to students. The books chosen have a wide-ranging appeal, as well as interesting themes and cultural references in order to build cultural capital. Choices are age appropriate and content becomes more serious and challenging progressively through the age groups. Representation of gender and race was also factored in when choosing books, both in terms of characters and authors.	3
Teaching assistant deployment interventions	Embed high quality training for HoDs/teachers to ensure early identification and robust support for all SEND students, including those who are PP. Ensure that good LSA practice is regularly shared in departmental meeting time. Develop a programme of CPD for LSAs which takes place in departmental meeting time and twilights. CPD will be based on staff areas for development and student need.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review the support provided to the disadvantaged students on the transition from KS4 to KS5 to ensure all students in KS4 are given the appropriate support to develop and achieve their aspirations, including ensuring they have the appropriate cultural capital to overcome any disadvantage in either the working world or in further education.	During Year 11, all students have one-to-one meetings with a member of the pastoral team, in which they are given detailed and expert advice and guidance on pathways in education, apprenticeships or employment. We are particularly attentive to the needs of our vulnerable and disadvantaged students. Follow up meetings, ongoing support and contextual knowledge of each individual student ensure that the advice and guidance that we give are highly effective.	4
Further develop the pastoral intervention provided to students at KS4 to ensure they achieve their academic potential.	In Year 11, we identify underachieving students, who are largely from vulnerable/disadvantaged settings. Five or six members of staff, including an AHT, HoKS, Hoy and two HoDs, provide pastoral support and mentoring with the aim of identifying barriers to progress, increasing engagement and improving academic performance. A key aspect of this process is regular contact with a parent. Students respond very positively to this form of intervention, as it strikes the right balance between support and accountability, and not only keeps parents informed, but encourages them to be more active in their support.	2

<p>Reviewing the instilling of aspiration through all aspects of the curriculum from KS3 to KS5 to confirm that all students are comprehensively aware of the potential career and educational pathways available to them after they leave St. Mary's. This can also include access to wider curricular opportunities and visits, including residential trips in the UK and abroad.</p>	<p>We are developing a Career Strategies programme which will allow all students to track their own journey, to record the advice that they have received and evaluate their next steps. Part of the programme will be to ensure that students engage in activities, which allow them to raise aspirations and challenge stereotypical thinking in terms of gender, class and ethnicity. Adhering to the Gatsby Benchmarks, we want students to experience one meaningful encounter with an employer every year that they are at school, as well as have one experience of the workplace in KS4 and KS5.</p>	4
<p>Developing the use of the existing cashless payment system in school to ensure no student suffers from material deprivation.</p>	<p>The cashless payment system ensures that all students in receipt of PP have their card automatically topped up each. It also ensures that PP students have the same system of payment as non-PP, reducing the possibility of any kind of social stigma. We are working with the catering provider to improve the range and offer of food available to PP students for the set daily amount.</p>	2
<p>Review and refine the current rewards system, using it as appropriate to engage all students with all aspects of school life.</p>	<p>Most departments have their own rewards schemes in process, such as postcards and phone calls home to parents. Across the whole school, we have replaced the use of SIMs with Class Charts as the main rewards system, with the accumulation of Praise Points resulting in termly prizes. Ensuring that praise points are awarded to our disadvantaged students is a major part of this new whole-school strategy.</p>	2
<p>High levels of participation of disadvantaged students in wider-curricular activities.</p>	<p>Find out levels of participation of disadvantaged students in wider-curricular activities, finding out if there are any barriers to participation, such as timing or cost, and look for practical solutions to resolve these issues.</p>	2
<p>Review/analyse transport arrangements of those disadvantaged students whose journey to and from school is costly and time-consuming</p>	<p>Carry out pupil voice interviews with disadvantaged students from Byker, Walker and in the west of the city, to find out what problems they face in their daily journey to and from school in terms of cost and time, and the impact that these may have on their willingness/ability to take part in after school clubs or attend revision lessons at the end of the school day. Look at ways to alleviate any problems and look for practical solutions to address these issues.</p>	1
<p>Further develop the wider curriculum and enrichment activities in Years 7-13, to include greater opportunities to develop student leadership and student voice, and to ensure high participation of all students, including PP and SEND students.</p>	<p>Maintain/enhance current comprehensive offer of wider curricular activities. Existence of high-quality provision with activities covering all subject areas and across all year groups. Increased participation levels among vulnerable, more disadvantaged and SEND students. Regular M&amp;E of wider curricular activities to ensure quality and attendance levels.</p>	5
<p>Supporting attendance</p>	<p>Improving behaviour, attendance and punctuality across all year groups continues to be an important element at St Mary's in the drive to raise the attainment of all students, particularly those in receipt of Pupil Premium and those from 'Just About Managing' families. In addition to Heads of Year, we also have Key Stage</p>	1

	Leaders. They now provide leadership responsibility for pastoral provision within their respective key stage. We also employ a designated attendance officer whose primary role is to identify and follow up when students are absent. We have very high standards in relation to behaviour, attendance, and punctuality, and intervene swiftly when these standards are not met. Closing any gap in punctuality and attendance between our Pupil Premium and non-Pupil Premium students is an ongoing focus of our work.	
Wider-curricular activities, including trips, as well as general provision of essential items	We insist on money not being a barrier to participation. Financial support is provided when necessary by contributing towards the cost of trips or activities. We also provide assistance when children from low income households require help to pay for essential items, including school uniform, revisions guides and equipment.	2

### Part B: Review of outcomes in the previous academic year

We are highly focused on delivering high-quality lessons to all students, which gives students from all backgrounds the best possible educational experience. For a number of years, our GCSE results have been well above national averages.

Since 2007, our academic progress has been significantly above national average. Our average Progress 8 score from 2015-19 was +0.5. In 2022, the Progress 8 figure was +0.7, which includes outstanding progress for our disadvantaged students and students with SEND. In 2022, the Progress 8 score for PP students was 0.0, which was only slightly below the national figure for non-disadvantaged students.

Our average SEND Progress 8 (+0.25) from 2015-19 is also higher than the national figure for non-SEND (+0.07). In 2022, the Progress 8 score for our students with SEND was +0.9. We aspire to the highest standards for all students. To ensure that, we recognise that some students need additional support to fulfil their potential.

In 2022, 70% of Pupil Premium students achieved Grade 4 or above in English and maths, which was only slightly below the national figure for non-disadvantaged students at 76%. 42% of our PP students entered the EBacc, which is almost the same as the national figure for all pupils at 43%. 26% of all our PP students achieved the EBacc at 4+, which is very close to the national figure for all pupils at 31%. The Attainment 8 score for St Mary's PP students in 2022 was 47.6, which, again, is only slightly below the national figure at 52.6 for all pupils.

In terms of attendance, our figures compare favourably with the national picture. In 2021-22, overall attendance for disadvantaged students was 88.6%, 2.75% higher than the national figure for disadvantaged students, which stood at 85.8%. Our overall attendance figure for 2021-22 stood at 92.8%, 2.2% above the national average.