



St Peter's Catholic College

Pupil Premium Strategy Statement

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 College
Number of pupils in school	548
Proportion (%) of pupil premium eligible pupils	55.5 (298)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024



Date this statement was published	December 2021
Dates on which it will be reviewed	July 2021
Statement authorised by	Michael Burns executive headteacher S Garthwaite, Head of School
Pupil premium lead	K Rafferty, Assistant Headteacher
Governor / Trustee lead	M Ryan, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,590
Recovery premium funding allocation this academic year	£43,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£327,800
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

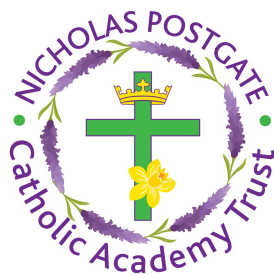
At St Peter's we set the highest expectations for *all* our pupils, irrespective of their background or the challenges they face, to achieve excellent outcomes, improving their life chances by nurturing their gifts and talents. Our intention is that all pupils make good progress and achieve high attainment across the curriculum, particularly in English, Maths and Science.

Our Pupil Premium Strategy is designed to support our disadvantaged pupils to ensure equality of outcomes, experiences and future opportunities to achieve our intentions, particularly those who are middle prior attainers. We will consider the challenges faced by vulnerable pupils, particularly those who face challenges caused by poverty, challenging domestic dynamics and poor mental health. The activity in this statement is intended to support all pupils who need additional support, regardless of whether they are disadvantaged or not.

High quality of education is at the heart of our school development and is therefore the key focus of our pupil premium strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are working to improve the outcomes for all our pupils, whilst closing the attainment gap for disadvantaged pupils' attainment.

Our plan also corresponds with other key foci for our school development, tackling absence rates and continuing to improve attitudes for learning.

In addition, our strategy tackles gaps created by Covid, utilising the National Tutoring Programme to support those pupils most affected by educational disruption over recent years.



Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes for disadvantaged pupils.</p> <p>In the last results published externally (academic year 2018/2019) the overall P8 was -0.42, however for disadvantaged pupils this was -0.79 with a gap of 0.66.</p> <p>In the past two years, this gap has been more significant for Middle Prior Attainers (MPA) with a gap of 1.6 in 2019/2020.</p>
2	<p>Effects of poverty;</p> <ul style="list-style-type: none"> ● Poor home conditions - inc. lack of heating ● Eviction and frequent change of address ● Poor diet ● Hunger ● Inadequate clothing ● Unable to provide equipment <p>The 2019 Income Deprivation Affecting Children Index ranked our catchment areas in the most deprived 10% of England, with three areas in particular in the top 1% (within top 20 of 32,844) most deprived areas.</p>
3	<p>Attendance is a significant challenge within our school and the local area. Redcar and Cleveland attendance figures for 2018/2019 show overall absence rate to be 1.2% above national average and persistent absence rate to be 5.4% above the national average. For the same period, St Peter's absence rate was 2.5% above the</p>



	<p>national average and persistent absence rate was almost 10% above the national average.</p> <p>This has been significantly exacerbated by Covid-19. For our school, the overall absence rate was 88.9% and persistent absence rate was 37.2% for the last academic year.</p>
4	<p>Literacy levels upon entry is a significant challenge to our disadvantaged pupils. The Constituency Literacy Score, created in 2017 by the Literacy Trust, ranked Middlesbrough as 1 out of 533 for literacy levels meaning that it had the greatest need.</p> <p>In our 2021 intake, 71% of pupils started Y7 with a reading age that was at least a year below their actual age. As a year group the average reading age is 9.8.</p>
5	<p>Low aspiration in white working class communities has been acknowledged widely in recent years by prominent voices such as Damien Hinds and recently, Amanda Spielman.</p> <p>Liz Todd of Newcastle University said that some parents 'manifested a more limited sense of efficacy in influencing their children's educational futures. This was more typically associated with the greatest disadvantage'.</p> <p>In our catchment area, this is affected by the labour market; employment rates are almost 12% lower in Middlesbrough and Redcar and Cleveland than the national average. Generational unemployment and lack of value in further education makes low aspiration a significant challenge for our pupils.</p>
6	<p>Social, emotional, health and well-being of pupils has been a challenge for some time in our local area, but that has intensified as a result of Covid-19.</p> <p>In research completed by The Princes' Trust in 2020 identified that 27% of young people felt they were unable to cope with life following the pandemic; more than a third say they struggle to think</p>



	<p>clearly; 37% have experienced insomnia and 41% have experienced self-loathing.</p> <p>The Public Health England 'State of the North East' Public Mental Health and Wellbeing report of 2018 identified that the prevalence of mental health disorders in children and young people was above the national and regional averages in both Middlesbrough and Redcar and Cleveland.</p> <p>At the beginning of the 2021/2022 academic year, 7% of our school population have an identified Social, Emotional and Mental Health need on the SEN register. With many more requiring pastoral support and support from other outside agencies.</p>
7	<p>Curriculum enrichment is needed to equip pupils with life skills and experiences that many within our community would not otherwise benefit from. This is key in our catchment that faces high deprivation.</p> <p>An article by Kay Livingston in The Curriculum Journal (British Educational Research Association) stated that "programmes ostensibly cultivating international education and global citizenship are ultimately assessed and defended through their contribution to other curricular outcomes." Research into curriculum enrichment by Rajeswari Raja stated that 'Successful enrichment programs enhance students' life at school & college increase motivation, achievements and retention in education'.</p>

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
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<p>To achieve as close as possible a progress 8 of 0 for all pupils, without a gap between those advantaged and disadvantaged.</p>	<p>Outcomes for all pupils improve, with significant improvements for DA pupils. Overall P8 for pupils awarded in summer 2024 will be at least 0 and there will be no gap between disadvantaged pupils and those with no disadvantage.</p> <p>The 2019 results showed an overall P8 of -0.52 with a gap of 0.66.</p>
<p>To achieve national average 4+ and 5+ in English and Maths for all our pupils.</p>	<p>By summer of 2024, the number of disadvantaged pupils achieving 4+ and 5+ in English and Maths will meet national average as a minimum.</p> <p>In 2019, 23% of DA pupils achieved 5+ and 40% achieved 4+. 43% of pupils nationally achieved 5+ in the same year.</p>
<p>To achieve national average in overall absences and persistent absentees</p>	<p>Pupil absence rate and persistent absence rate reducing annually until inline with national average by 2024.</p>
<p>To achieve EBacc target</p>	<p>Meet government targets for EBacc entry (90% studying by 2025) with a proportionate representation of DA pupils.</p>

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: £143,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Sisra Observe to create a holistic overview of quality of education to personalise CPD opportunities.</p>	<p>CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (Educational Policy Institute (EPI))</p> <p>What happens in the classroom makes the biggest difference (EEF 'Closing the Attainment Gap, 2018)</p>	<p>1</p>
<p>Further development of sequential curriculum and subject knowledge to support this.</p>	<p>Cognitive load theory informs our curriculum sequencing by revealing the role of memory in helping students build the cognitive architecture required to access the curriculum effectively.</p> <p>As working memory is limited, we need to sequence our curriculum to reduce cognitive load by drawing on prior knowledge and logically sequencing episodes of learning so they accumulate in small stages, securing understanding at one stage before moving on to the next. (K Howard and C Hill)</p>	<p>1</p>



<p>Whole-school reading strategies implemented to improve reading and oracy across the curriculum. This includes DEA and 'control the game'.</p>	<p>On average, reading comprehension approaches deliver additional six months progress (EEF)</p> <p>Studies of oral language interventions consistently show a positive impact on learning, including oral language skills and reading comprehension.' (EEF)</p>	<p>1, 4</p>
<p>Recently qualified teachers to complete the Early Careers Framework and be supported by Subject Mentors and Induction Mentors.</p>	<p>Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. (Education Policy Institute, 2020)</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers compared with 0.5 years with poorly performing teachers." (Sutton Trust, 2011).</p>	<p>1</p>
<p>Use of high quality feedback in all classrooms, both formatively and summatively. This includes use of questioning and purple assessment books.</p>	<p>High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015)</p>	<p>1, 4, 4</p>
<p>Promotion of self-regulation within the curriculum for all pupils, initially focusing on cognition and motivation before developing metacognition.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). (EEF)</p>	<p>1, 3, 4, 5</p>



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

Budgeted cost: £39,283

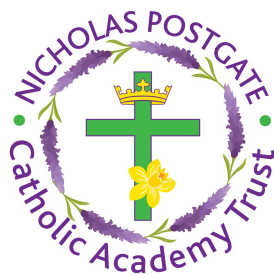
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Data-driven, targeted interventions in phonics, reciprocal reading, handwriting and numeracy.</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' (EEF)</p> <p>'Reading comprehension strategies are high impact on average (+6 months).' (EEF)</p> <p>'Evidence consistently shows the impact that targeted academic support can have.' (EEF)</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' (EEF 'Closing the Attainment Gap' 2018)</p>	<p>1, 4</p>

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



Budgeted cost: £145,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce new and improved praise systems to celebrate successes and efforts of pupils.</p>	<p>'Process praise keeps students focused, not on something called ability that they may or may not have and that magically creates success or failure, but on processes they can all engage in to learn.' (C Dweck)</p>	<p>5, 1</p>
<p>Use of new Careers Lab within curriculum, including PSHE.</p> <p>Implement new PSHCCE curriculum with developed CEIAG strand.</p> <p>Further develop links with Trinity Sixth Form and other further education providers to improve awareness of future opportunities.</p>	<p>'Underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.' (EEF)</p>	<p>5</p>
<p>Implement weekly tutor mentoring of pupils with attendance between 90% and 95% YTD.</p> <p>Implement Pupil Engagement Officer mentoring of pupils with attendance</p>	<p>'Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve GCSEs A*-C including English and maths than pupils missing 15-20% of KS4 lessons.' (DfE, 2016)</p>	<p>1, 3</p>



<p>between 85% and 90% YTD.</p> <p>Implementation of attendance plans by School and Trust attendance teams for any pupils with attendance lower than 85%.</p>		
<p>Implementation of new pastoral structure to allow more forensic monitoring of behaviour, attendance and pupil wellbeing.</p>	<p>Mentors were effective in promoting student motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons.' (The STeP Journal, University of Cumbria).</p>	<p>2, 6</p>
<p>Revised Curriculum Enrichment Programme launched.</p>	<p>'It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase</p>	<p>3, 7</p>



	pupil attendance and retention.' (EEF)	
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Total budgeted cost: £ 327,800

Part B: Review of outcomes in the previous academic year

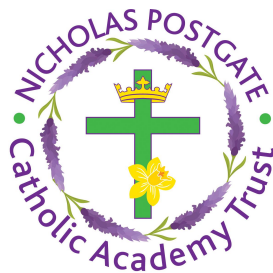
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2020-2021 Aims

Progress 8 - top quartile for progress made by similar schools. As data has not been published externally in recent years due to Covid, it is difficult to accurately assess this. Based upon 2017- 2019 averages, St Peter's was in the bottom quartile of progress made by similar schools (using EEF Families of Schools database) with 79% of similar schools achieving better progress. Based upon our latest P8 data, we would move to the second quartile with 46% of schools achieving better progress. Shows improvements since 2018/2019 published results of 0.1, but impact of COVID-19 has impacted upon this. Recruitment of tutors to support Covid recovery was a challenge, particularly for Maths, and periods of closures and remote learning impacted on tutoring. Where pupils did participate in English tutoring consistently to address gaps, the average English P8 for those pupils who participated was +0.40, whereas the cohort average was -0.24, highlighting the impact of the tutoring intervention.

Attainment 8 - shows improvements of 0.5 since 2018/2019 published results, but impact of COVID-19 has impacted upon this.



5+ in Eng and Maths - This continues to be an important focus of the ongoing pupil premium strategy as intended outcomes were not met in the previous academic year. Of the 21 pupils who participated consistently in English tutoring, 94.4% achieved 4+ in English (compared to 75.1% for the cohort) and 83.3% achieved 5+ (compared to 54.2% for the cohort).

For the above three aims, effectiveness of tutoring and targeted interventions was reduced during closures and periods of remote learning due to reduced engagement from home. Whilst academic and pastoral teams worked to reach out to parents and pupils, some of those targeted were hard to reach.

Attendance - Nationally attendance was significantly impacted by Covid and therefore did not achieve out intended outcomes and is not directly comparable to previous years. During school closure periods, pupil engagement in live lessons increased from 66% to 89% as a result of a close monitoring and regular contacts made home to parents/carers. 200 chromebooks and dongles were handed to pupils so they could access the work. New strategies implemented in term three received positive feedback in pupils voice and will be carried into this three year pupil premium strategy, such as enhanced rewards for attendance and tutor mentoring for those with low attendance.

EBacc entry EBacc investment has increased teaching capacity and improved teaching quality, with MFL and History departments supported by Trust Directors. In MFL, quality assurance has shown teaching to be good within the department when they were previously inadequate. Entry continues to increase with an increase in cohort studying humanities from 81% to 90% and French from 24% to 29%. 100% of KS3 study humanities.

The aims identified within the previous Pupil Premium Strategy are key to supporting our disadvantaged pupils and providing equity and ambition for all our pupils. However, upon reflection, to deliver the improvements required, a one year strategy wasn't sufficient. Therefore we have introduced a three year strategy to create an achievable and embedded difference.