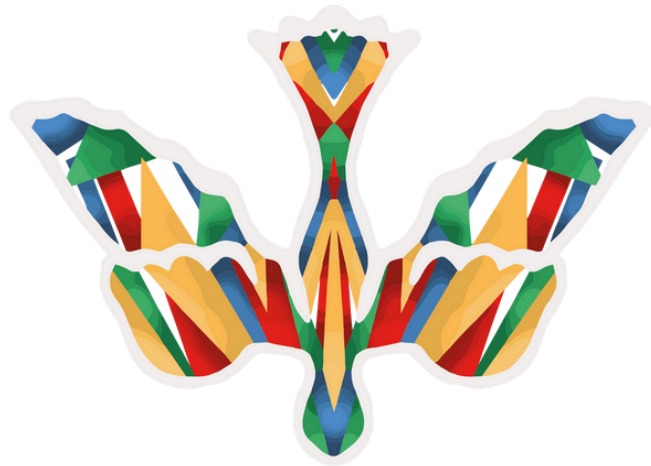

Pupil Premium Strategy



The McAuley Catholic High School



Approved by : Mr J Rooney

Statement published: October 2021

Last reviewed on: Oct 2022

Next Review due by: Oct 2023

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	The McAuley Catholic High School
Number of pupils in school (Year 7-11)	1212
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2023
Statement authorised by	J Rooney (Head Teacher)
Pupil premium lead	21-22 M Howse (Associate Head Teacher) 22-23 - J McGee Associate Head Teacher
Governor / Trustee lead	P Hurley
Date of future review	Oct 2024

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,925
Recovery premium funding allocation this academic year	£48,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£368,500

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are:

- To raise literacy levels so disadvantaged pupils in school make or exceed nationally expected progress.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To provide social and emotional support to improve student attendance, engagement and resilience

We aim to achieve these by:

- Ensuring that teaching and learning meets the needs of all the pupils through a broad and balanced curriculum, quality first teaching and with continued professional learning opportunities for teachers
- Providing small group tuition and catch up opportunities
- Monitoring of attendance and attendance initiatives such as rewards, phone calls home and home visits
- Provide resources and funding for students to experience extra curricula opportunities

Our key principles are aligned with our whole school curriculum intent and improvement strategy. We believe the study of a broad range of subjects is important to facilitate the development of cultural capital for all students. Each subject's curriculum is planned by a subject specialist and is deliberately sequenced to promote progress. In addition, exposure to a range of experiences and knowledge will help to raise the attainment of disadvantaged students in particular. Every subject area values the importance of personal development to ensure students develop into citizens able to make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	Literacy levels are lower for incoming PP students than non-pp students.
2	Improve outcomes for PP students
3	Attendance rates for students eligible for PP are lower than other students.
4	Low levels of aspiration and resilience

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
1. Improved literacy outcomes for PP students so they can access the full curriculum	Close the gap in reading ages so PP are in line with non PP cohort Standardised reading scores are in line, or above, national averages
2. Pupils make at least expected progress	Gaps will close in progress made between PP and non PP. PP students to achieve, or exceed, P8 averages, in line with national averages for all students
3. Improvement in the attendance for PP students	PP student attendance gap closing compared to non pp. PA rate for PP will be in line, or lower than national averages. Increased parental engagement demonstrated through home visits
4. Higher levels of engagement of PP students in school and within lessons	PP students receiving attitude to learning grades in line with non-pp cohorts Increased engagement is evident in data tracking, classroom observations, access to the curriculum and progress.

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: £207,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to improving literacy - all subjects continually develop their reading curriculum and explicit strategies for boosting comprehension and to develop	EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.	1 and 2

reading are planned into schemes of work at all levels and year groups.		
Provide engaging and ambitious curriculum for PP students through: a) A broad and ambitious curriculum with a 3 year KS3. Long term whole school curriculum plan has endpoints based on our McAuley 7 year pledge. b) Subject curriculum planning is sequenced through the long and medium term taking full account of the incremental steps of learning in the subject. There is logical progression and the sequencing builds in ways of students committing knowledge and skills to memory	EEF A Tiered Approach to 2020-21 – High quality teaching for all A narrowed curriculum can mean that children miss out on opportunities to study subjects and gain knowledge that could be valuable in later stages of education, or in their adult lives. It can also have a disproportionately negative effect on the most disadvantaged pupils https://educationinspection.blog.gov.uk/2020/01/09/making-curriculum-decisions-in-the-best-interests-of-children/	1 and 2
Professional learning - Calendared time for department professional learning to develop subject expertise and subject pedagogy, disciplinary literacy support by external SLE coach for Curriculum Leaders.	EEF A Tiered Approach to 2020-21 – High quality teaching for all Sutton Trust – quality first teaching has direct impact on student outcomes.	1 and 2
Using blended learning to support gaps caused by Covid 19. Use of bridging work set over the holidays to support catch up or transition.	Digital technology can add up to +4 months progress (EEF, 2020)	2

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

Budgeted cost: £85,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Group Reading Test (NGRT)	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy	1 and 2

	interventions and appropriate assessment tools to match students to relevant interventions.	
Literacy support/intervention/catch up provision. Appointment of a Literacy intervention coordinator role	EEF A Tiered Approach to 2020-21 –Targeted academic support EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.	1 and 2
Dedicated Teaching Assistant to support targeted interventions using data from NGRT and trackers.	EEF guidance suggests small group tuition is effective for delivering +5 months progress on average	1 and 2
School led tutoring program	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1 and 2
Disciplinary literacy	Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction	1 and 2

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

Budgeted cost: £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve overall attendance for disadvantaged by liaison of Attendance Officer and Family Support staff, with YL and KSM specifically targeting FSM students	EEF A Tiered Approach to 2020-21 - Wider strategies EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers	3

	to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. DfE Pockets of poverty state - effective schools provide a supportive culture. EEF toolkit suggests that PP students are more likely than other pupils to miss at least one in five days in secondary school'	
Reduce the number of Exclusions, Fixed Term Exclusions and the number of Permanent Exclusions.	Disadvantaged students have a higher national percentage of Permanent Exclusions. If they are excluded by the school, they have less chance of becoming productive members of society. PP students are 4X more likely to receive FT exclusion (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)	3
Improve resilience and mental health of vulnerable disadvantaged students. Support provide through Emmaus, Nurture, Reset, Thrive and Engage	EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. DfE Pockets of poverty state - effective schools provide a supportive culture	4
To ensure that PP students have equal access to extra-curricular and enrichment activities. E.g. trips, retreats, productions, music lessons and supply of ingredients for food technology.	The use of extracurricular and enrichment activities aimed at the most able was highlighted as a positive strategy in Ofsted 'The most able students 2014' Effective schools use funding for trips effectively. DfE Pockets of poverty	4
Consistency through a whole school behaviour policy	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	4

Curriculum support via the Inclusion Manager or Alternative provision supports learning.	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	4
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Total budgeted cost: £368,500

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 2021 to 2022 academic year.

Improve pupil progress and outcomes

Progress measures are not directly comparable to previous years due to Covid. The average attainment value for disadvantaged students is 40.03 and the average of all students is 45.48
The Progress 8 Value for disadvantaged students is -0.49 compared to a progress 8 value of -0.17 for all students. Reducing this gap remains a focus of this year's strategy

Attendance

PP attendance for the previous year was greater than the national PP and local PP attendance:

PP attendance 89.3% National 81% Local 82% in comparison to:

Whole School attendance 93% National 84% Local 85%

Although our PP attendance is higher than the national and local attendance, reducing the in-school attendance gap remains a focus for this year's strategy.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.