

Pupil premium strategy statement

School overview

Metric	Data
School name	St Monica's RC High School.
Pupils in school	1120
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£196615
Academic year or years covered by statement	2020/2021 – 2022/2023
Publish date	November 2020
Review date	September 2021
Statement authorised by	C Foley - Headteacher
Pupil premium lead	D Breen – Deputy Headteacher
Governor lead	Mrs C Parkinson – Foundation Governor

Disadvantaged pupil performance overview for last academic year – 2019/2020

Progress 8	+0.35 (based on 2019 A8 estimates)
Attainment 8	46.03 (based on 2019 A8 estimates)
Percentage of Grade 5+ in English and maths	42%
Ebacc entry	16%

Strategy aims for disadvantaged pupils – 2020/2021

Aim	Target	Target date
Progress 8	To achieve a Progress 8 score similar to that for all other pupils nationally	Aug 2021
Attainment 8	To achieve national average for attainment for all pupils	Aug 2021
Percentage of Grade 5+ in English and maths	To achieve national average for 5+ English and Maths attainment for all pupils	Aug 2021
Ebacc entry	18%	Aug 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue to develop school and subject curricula to ensure they are effectively sequenced to support pupil learning for disadvantaged pupils, with a focus on remote learning where appropriate.
Priority 2	Improve effectiveness of classroom practice so disadvantaged pupils, are able to know and remember more consistently.
Barriers to learning these priorities address	Lack of pupil understanding of key skills and knowledge Lack of pupil articulation of their learning Lack of pupil engagement/enjoyment in their learning
Projected spending	£7065

Targeted academic support for current academic year

Measure	Activity
Priority 1	To develop an effective system for closing gaps in learning of disadvantaged pupils, generated due to lost learning time in school (Mar 2020-July 2020, and ongoing)
Priority 2	To develop a system of numeracy and literacy interventions for low attaining KS3 disadvantaged pupils
Barriers to learning these priorities address	Lack of understanding of key skills and knowledge Lack of pupil engagement in their learning
Projected spending	£50000 (COVID catch up spending)

Wider strategies for current academic year

Measure	Activity
Priority 1	Refine and further develop pastoral systems and responses are managed effectively to improve the culture, behaviour and aspiration of pupils, specifically disadvantaged pupils and boys.
Priority 2	Develop a clear and comprehensive Personal Development and Well-being strategy to ensure disadvantaged pupils are equipped for life as Catholic in Modern Britain.
Barriers to learning these priorities address	Attendance and punctuality to school and to lessons Pupil attitude in learning Pupil engagement in their learning Low aspirations beyond secondary school
Projected spending	£189,550 for Pastoral Support Officers Attendance Officer Pastoral Managers x 2 Family Liaison Officer Inclusion Room Manager

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is provided for staff professional development	Staff INSET days and meeting time dedicated to CPD in these areas
Targeted support	Sourcing an appropriate tuition partner and arranging appropriate and sustainable methods of small group delivery	Use of National Tutoring Programme to source appropriate tutors. Tuition provided remotely to pupils.
Wider strategies	Engagement of pupils and parents in these processes	Improving systems of parental engagement and targeted support for pupils

Review: last year's aims and outcomes

Aim	Outcome
Reduction in instances of FTE, PX and isolation for disadvantaged pupils, particularly boys.	2019 Disadvantaged Pupils: 88 days 2020 Disadvantaged Pupils: 22 days 2019 FTE Boys: 145.5 days 2020 FTE Boys: 45.5 days
Improved quality of teaching to ensure disadvantaged pupils are able to make progress	OFSTED evidence highlights improvements made – subject leaders are now developing and implementing curriculum plans which are well thought out.
Improved Year 11 outcomes for disadvantaged pupils, particularly boys	2019 P8 All disadvantaged: +0.32 2020 P8 All disadvantaged: +0.35 2019 P8 Boys disadvantaged: -0.15 2020 P8 Boys disadvantaged: +0.14

Additional Context Commentary

During 2019/2020 we invested a large proportion of our Pupil Premium spending on improving our Pastoral Support Team, with an Inclusion Support Officer, a Pastoral Manager, an Assistant Pastoral Manager, an Attendance Officer and a Learning Support Manager.

The aim of this spend was to remove barriers to learning for our disadvantaged pupils by providing targeted support via clear channels eg attendance meetings, systems of pastoral care, mentoring programmes and rewards calendars to enhance engagement in learning.

The OFSTED inspection during the academic year gave validation to this work - *The attainment and progress of disadvantaged pupils is strong. Leaders use the pupil premium funding effectively to help pupils to overcome any barriers that they face. Interventions and support are bespoke and individualised so that pupils are supported and challenged to*

achieve well.

We continue to invest in the roles of Pastoral Support Officers, Attendance Officer, Pastoral Managers x2, Family Liaison Officer and Inclusion Room Manager to further develop our pastoral systems and responses to improve the culture, behaviour and aspiration of our disadvantaged pupils.