

## 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 Monica's RC High School
Number of pupils in school	1131
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 – 2022/23
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs E Keenan
Pupil premium lead	Mr D Breen
Governor / Trustee lead	Mr J Costello

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219185
Recovery premium funding allocation this academic year	£31900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£251085

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the core subjects which provide them with a passport to the next stage of their education.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach recognises the wider pastoral care required by disadvantaged pupils and the necessity for a team of staff who can provide bespoke levels of pastoral support.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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	Disadvantaged pupils having a lower than average attendance and punctuality to school/lessons record than non-disadvantaged pupils. Disadvantaged pupils having a lower average attitude to learning than non-disadvantaged pupils.

2	Lower levels of reading and comprehension within disadvantaged Key Stage 3 pupils than their peers. This impacts their progress in all subjects.
3	Partial school closures have impacted more heavily on disadvantaged pupils than non-disadvantaged pupils. This assertion is backed up by several national studies and has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations.

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and English.	By the end of our current strategy plan in 2022/23, our disadvantaged pupils achieve; <ul style="list-style-type: none"> <li>a sustained grade 5+ pass rate in Maths and English which is in line with national average for all pupils.</li> <li>a sustained attainment 8 score which is in line with national average for all pupils.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	By the end of our current strategy plan in 2022/23, our disadvantaged pupils should have a higher average reading age than at present, and the gap between non-disadvantaged pupils and disadvantaged pupils should have been reduced.
To achieve and sustain improved attitude to learning for all pupils, including those who are disadvantaged.	By the end of our current strategy plan in 2022/23, our disadvantaged pupils should have improved their average attitude to learning grade from present.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By the end of our current strategy plan in 2022/23 our attendance figure – for all pupils and for disadvantaged pupils – should be in line/above national average rates.

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for Year 7 pupils.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2, 3

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

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3

<p>Adopting a targeted reading intervention for pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £201085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in a pastoral support team, comprising of Pastoral Managers, Attendance Officer and Family Liaison Officer.</p> <p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>1</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 251085**

## 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.

Our aims for 2020-21 were for Progress 8 and Attainment 8 for our disadvantaged pupils to be in line with national average for all pupils.

Due to COVID-19 Teacher Assessed Grades were used to evaluate the performance of Year 11 pupils in 2020-21. As a result no Progress 8 figures were published. The average attainment of our Pupil Premium pupils and the percentage of pupils with grade 5+ passes in Maths and English were both below national averages for all pupils which we had aimed for.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our provision of live online lessons.

### 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
Small group tutoring	The Tutor Trust