

Pupil premium strategy statement – St Monica’s RC High School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1079
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2025/26
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	E Keenan
Pupil premium lead	D Breen
Governor / Trustee lead	C Parkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199755
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£53820
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£253575

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	Attendance and Punctuality Disadvantaged pupils having a lower than average attendance and punctuality to school/lessons record than non-disadvantaged pupils.
2	Attitude to Learning Disadvantaged pupils having a lower average attitude to learning than non-disadvantaged pupils.
3	Reading and Comprehension Lower levels of reading and comprehension within disadvantaged Key Stage 3 pupils than their peers. This impacts their progress in all subjects.
4	Knowledge gaps Disadvantaged pupils were affected more prominently than non-disadvantaged pupils by school lockdowns in 2020 and 2021. 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 our disadvantaged pupils to achieve; <ul style="list-style-type: none"> • a grade 5+ pass rate in Maths and English which is in line with national average for all pupils. • an attainment 8 score which is in line with national average for all pupils.
Improved reading comprehension among disadvantaged pupils across KS3.	By the end of our current strategy plan 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 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 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: **£13575**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development programmes, eg Embedding Formative Assessment programme	Improving teaching and learning is not an easy or quick process. We recommend that schools prioritise formative assessment for at least two years if they hope to see the improvements that have been found in the Education Endowment Foundation (EEF) research trial. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	3, 4
Resources to support teaching and learning	Support pupils in independent learning by purchasing appropriate materials. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 4

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

Budgeted cost: **£ 30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 4</p>
<p>Deployment of a reading tutor to work on reading and comprehension skills with learners</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3, 4</p>

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

Budgeted cost: **£210000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in a pastoral support team, comprising of</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p>	<p>1, 2</p>

<p>Pastoral Managers, Attendance Officer and Family Liaison Officer. Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</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>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>Embedding principles of good practice set out in DfE's Working Together to Improve School Attendance guidance</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
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Total budgeted cost: £253575

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of the performance of disadvantaged pupils in 2023 is as follows;

Progress 8: -0.23 (overall pupils +0.12)

Attainment 8: 38.44 (overall pupils 48.56)

EBacc entry: 24.1% (overall pupils 24.0%)

The disadvantaged cohort in 2023 was 29 pupils, out of a total of 225 pupils.

National figures for disadvantaged pupils in 2023

Progress 8: -0.55

Attainment 8: 37.6

EBacc entry: 27.7%

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>

The work to improve outcomes, attendance and punctuality of disadvantaged pupils remains ongoing work and features on our School Improvement Plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Small group tuition	The Tutor Trust