

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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. Anne's Catholic High School for Girls
Number of pupils in school	1,031
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 and 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Loveland, Headteacher
Pupil premium lead	Sean Lawless
Governor / Trustee lead	John Donnelly, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,895 (est)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at St. Anne's is to use the pupil premium funding in the most effective way in order to reduce or remove barriers for disadvantaged learners. By doing so we aim to help all students reach their potential and have attainment in-line with their non-disadvantaged counterparts.

Our strategy is to primarily focus on supporting our disadvantaged students and helping them build confidence in themselves and their abilities, both in the classroom but also in their day to day lives. We aim to achieve this by working with students to build and improve their language and communication skills, building their cultural capital through co-curricular clubs and activities, improving attendance, addressing punctuality issues and providing them with the best learning environment for them to thrive.

We also recognise that there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" model. With this in mind the funding will be used to support the lowest attaining disadvantaged students and allow them to thrive.

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all students
- Ensuring that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- Ensuring lessons are challenging, supportive and inclusive to individual needs
- Ensuring high quality of pastoral care is provided so that students feel safe and supported
- Ensuring additional teaching and learning opportunities are provided through trained TA's or external agencies if appropriate
- Ensuring students are included in activities, educational visits and residentials, allowing students to have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Some students needing support with language comprehension and literacy skills. A number of baseline tests carried out with our year 7 students have shown that some disadvantaged students are more likely to struggle in this area. This makes the curriculum and content more difficult to access and can discourage students fully engaging in lessons and learning.
2	More limited background knowledge for some students. We are aware that one issue some students are facing is a narrow vocabulary that could be expanded. Some students don't always know or are not always familiar with different words or concepts that they are unfamiliar with and this can result in them not engaging with all the curriculum.
3	Some disadvantaged students need to build their confidence which can sometimes result in a lack of motivation to complete tasks due to misconceptions about their learning. This can also lead to a reluctance to get involved with group work or co-curricular clubs and activities.
4	Some students have poor learning behaviours and find it difficult to engage in lessons. This can be due to a wide range of factors and can only be assessed on an individual basis. This is a barrier to learning as a lack of engagement and motivation makes it more difficult for students to reach their potential.
5	Attendance and punctuality difficulties. Arriving to school late or low attendance can have a negative impact on a student's learning. It is important for students to be on time so they can be set up and ready to learn. We need to ensure we provide support to disadvantaged learners and their families to increase attendance levels and decrease persistent absenteeism.

## 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 literacy skills among disadvantaged learners.	Reduce the reading age differences between non-disadvantaged and disadvantaged students.  Continued building of background knowledge in subject areas to better support students learning.
To improve engagement of disadvantaged students in extracurricular opportunities.	Monitoring of disadvantaged students reflects ambition to increase 'cultural capital' and the uptake of opportunities by disadvantaged students and their families.
To raise attainment of disadvantaged students across all subjects.	Students' attainment and results to be in line with non-disadvantaged students and for Progress 8 results to be improved.
Increase support for students who need guidance with homework or do not have an appropriate space at home.	Students to improve consistency in completing homework to a high standard. This will be measurable through homework checks by teachers.
To address knowledge and skills gaps via School-Led boost my skill sessions and the National Tutoring Programme, NTP.	Improvements are evident in both formative and summative assessments. Feedback from NTP tutors will also be available to track progress.
Improvements in attendance levels and maintenance of high attendance levels.	Plans put in place for students that struggle with attendance or punctuality.
Maintaining high level of pastoral support and mental health.	Meetings with the Inclusion Teams. Discussions with School Counsellor, Academic Mentor, Learning Mentors and Educational Psychologist.
Increased access to computers and the internet.	Students and parents know they can apply to the Hardship Fund.

## 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: £140,000

Activity	Evidence that supports this approach
Improving literacy levels in all subject areas through the encouragement of reading from the library and students having reading books with them.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in mathematics and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>
Teacher to access CPD which will inform their teaching. (Supply costs of release for staff member to be confirmed)	<p><a href="#">EEF guide to pupil premium – tiered approach</a> – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.</p>
Provide students with laptops and internet for outside of school with access to a number of online resources.	The Use of Digital Technology to Improve Learning is a key tool in helping students revise and learn outside of school. <a href="#">EEF Evidence Review.</a>
Maintaining availability of non-teaching support for PP students.	Some students need targeted support in lessons to ensure good progress and attainment.

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

Budgeted cost: £ 25,350

Activity	Evidence that supports this approach
<p>After school study for KS4 students used to facilitate students to remain at school and access a quiet space and computers so as self-study and homework can be completed in the right environment.</p>	<p>Having access to a quiet place to complete homework tasks and to revise in a quiet space. Evidence suggests that this can really help consolidate the content they have learnt in lesson.  <a href="#">Homework   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>
<p>Boost my skill sessions in a range of different subjects for targeted intervention with small groups to help improve attainment.</p>	<p>Having a targeted approach to raising attainment is very effective due to the small numbers of learners of a similar ability.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>
<p>Offering support to students that are struggling to achieve the grades they are capable of achieving.</p>	<p>Working with students can be very effective as it allows teachers to target the specific needs of the students. This is also available for students of all abilities, helping to improve attainment.  <a href="#">OnetoonetuitionEEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>
<p>Achievement leaders in a pastoral role to link with home for any issues that arise.</p>	<p>A strong pastoral presence is a key tool in identifying the specific challenges and barriers that each student faces. This also improves the communication between home and school giving the student the best chance of succeeding.  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>
<p>Mastery focus groups at KS3 in order to recover any learning that our students could have missed out on for various reasons due to the pandemic.</p>	<p>Mastery is an excellent way for students to consolidate their work and to revise any learning that was lost during Covid.  <a href="#">Best evidence on impact of COVID-19 on pupil attainment   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>   <a href="#">Mastery learning   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>

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

Budgeted cost: £107,545

Activity	Evidence that supports this approach
Provide opportunities for students to join clubs, teams and other extra-curricular activities outside of the classroom.	There are positive impacts for students that are active and are a part of different clubs. <a href="https://www.educationendowmentfoundation.org.uk/physical-activity-eeef">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>
Maintaining high level of pastoral support and links with home.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning and can lead to positive impacts for the student. <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>
PP students have level of study resources available to other students.	Having access to online resources improve student engagement in their learning and can lead to improved outcomes. <a href="https://www.researchgate.net/publication/328111111">(.PDF) Laptop Programs for Students (researchgate.net)</a>
Consistent nutrition meal subsidies for PP students in Years 7-11 who are no longer entitled to a Free School Meal (FSM) and a breakfast club.	Students who eat a nutritious meal at lunchtime are focused and are able to concentrate in the afternoon. <a href="https://pubmed.ncbi.nlm.nih.gov/26111111/">The effects of breakfast on behavior and academic performance in children and adolescents - PMC (nih.gov)</a>

## 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 students in the 2022 to 2023 academic year.

Over the year, our Pupil Premium strategy had a positive impact on our students in a variety of ways. Below is an outline of some of the key outcomes:

**Mastery/Boost My Skill:** Our Mastery and Boost My Skill sessions proved highly effective in supporting students who needed extra help with different subjects. A significant number of students made use of these sessions, and as a result, their confidence in their understanding of subjects grew substantially. The personalised focus and tailored support they received enabled them to make remarkable improvements in their academic performance. This boost in confidence not only improved their grades but also their overall attitude towards learning.

**After School Study:** The After School Study program played a pivotal role in helping students excel academically. Students took advantage of this opportunity to complete homework, engage in focused revision, and catch up on missed classwork. This dedicated and positive environment fostered a culture of diligence and commitment, leading to better time management skills and academic progress among our students.

**Extra-Curricular Activities:** One of the highlights of our Pupil Premium strategy was the inclusive nature of our extra-curricular activities. Every student participated in at least one enrichment activity. These activities ranged from clubs to educational trips and guest speaker sessions. As a result, students not only gained valuable life experiences but also developed cultural capital. The exposure to diverse activities boosted morale, encouraged teamwork, and broadened their horizons.

In summary, our Pupil Premium strategy in the previous year was successful in nurturing a supportive and enriching educational environment. Students not only received academic assistance but also had the chance to engage in a variety of extracurricular experiences. The growth in confidence, academic performance, and cultural capital among our students demonstrates the positive impact of our strategy.