Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 ourschool.

School overview

Detail	Data
School name	St. Anne's Catholic High School for Girls
Number of pupils in school	904
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 and 2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£250,430 (est)
Recovery premium funding allocation this academic year	£36,000 (est)
Pupil premium funding carried forward from previousyears	£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 extra-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 supports 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 ourdisadvantaged students.

Challeng enumber	Detail of challenge
1	Some students needing support with language comprehension and literacy skills. A number of baseline tests carried out on 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 issues 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 extra-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	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: **£125,000**

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.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)
Teacher to access CPD which will inform their teaching. (Supply costs of release for staff member to be confirmed)	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 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.
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. EEF Evidence Review
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 supportstructured interventions)

Budgeted cost: *£ 19,350*

Activity	Evidence that supports this approach
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.	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. Homework | EEF (educationendowmentfoundation.org.uk)
Boost my skill sessions in a range of different subjects for targeted intervention with small groups to help improve attainment	Having a targeted approach to raising attainment is very effective due to the small numbers of learners of a similar ability. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition
Engaging with the National Tutoring Programme to address skills / content gaps	Working with MyTutour as part of the National Tutoring Programme can be very effective as it tailors the tutoring to the specific needs of the students. This is also available for students of all abilities, helping to improve attainment. OnetoonetuitionEEF (educationendowmentfoundation.org.uk)
Achievement leaders in a pastoral role to link with home for any issues that arise	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. Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)

Mastery focus groups at KS3	
Continuing engagement with World class schools to help give students the ability to gain cultural capital and to equip them with the confidence to identify and articulate their own strengths and skillsets.	Building confidence and having students be able to identify their strengths leads to increased focus and engagement in lesson. Non-cognitive_skills_literature_review_1.pdf (d2tic4wvo1iusb.cloudfront.net)

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

Budgeted cost: **£78,760**

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. Physical activity | EEF (educationendowmentfoundation.org.uk)
Maintaining high level ofpastoral 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. Parental engagement | EEF (educationendowmentfoundation.org.uk)
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. (PDF) Laptop Programs for Students (researchgate.net)
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. The effects of breakfast on behavior and academic performance in children and adolescents - PMC (nih.gov)

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.

Mastery "MPL" and Maths focus group Interventions

This was implemented from soon after the Covid pandemic and school closures of 2020 for KS3 and KS4. It has been taking place for the past two years with an initial focus of recovering and pre-emptying any learning that our students (especially PP) could have missed out on for various reasons due to the pandemic. They have continued in order to offer extra boost and support for students as identified by their teachers, ALs and Key Stage coordinators. These are weekly pull out sessions, where the Maths TAs and Mastery Coordinator would deliver the content. Sessions follow a mastery teaching approach – in essence engaging deep thinking where learners gain a secure, adaptable, long-term understanding of the content and skills. The Interventions were impact assessed termly via the Mastery Newsletters.

Impact Assessment of Mastery "MPL" and Maths focus group Interventions

Analysing baseline data (Years 7 – 10) of the focus groups we noted the following, which is only a sample of the vast data on outcomes over the past 2 years:

2 cohorts of Year 7s – there was average 27% points increase in attainment over 6 weeks. Student feedback/views showed that no one (0%) thought that the project shouldn't be offered to their peers and over 90% found it "very" useful.

This trend was even better moving onto cohorts of Year 8, 9 and 10. For example all 100% Y10 students found the sessions very useful and most recommended sessions to be longer. KS4 students need a more bespoke Intermediate scheme to cater for middle sets, so there was 17% - Higher, 39%-Middle, and 32% Foundation points increase in attainment over 7 weeks.

Two Year 8 cohorts, had an overall 34.75% points increase in attainment across all abilities, 97% of them finding the sessions very useful.

Within Working Parties and other subjects, 75% noted that Mastery is already having a positive impact on progress with the 25% still collating data (though initial indications from lessons, homework, classwork, attitudes showing good impact so far). The MPL format changed constantly based on previous cohort's feedback e.g moved from 4 weeks to 6 weeks (allowing time for both content and assessment), later moved to upcoming topics instead of MPL/prior/lockdown topics.

Overall, the Newsletters from ongoing Mastery focus groups show the huge impact the sessions have had on confidence, skills, metacognition, and attainment regardless of some sessions taking place fully remotely.