

## 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. Anne's Catholic High School for Girls
Number of pupils in school	1028
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 and 2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£225,000 (est)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0

## Disadvantaged pupil performance overview for 2020-21 academic year

Detail	Amount
Progress 8	+1.41
Attainment 8	59.81
9 – 4 in English & Maths	77%
9 – 5 in English & Maths	66%
Achieving Ebacc 5+	43%

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- High levels of progress in literacy for Key Stage 3 pupils eligible for PP.
- High levels of progress in maths for Year 7 pupils eligible for PP.
- Improved student outcomes for PP students at Year 11
- Increased access to computers and the internet outside of school hours for PP students.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium intervention
- s at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attainment gap in children achieving greater depth particularly in writing
4	Attendance and Punctuality issues.
5	Frequent behaviour difficulties within a core group of children

## 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
Increased access to computers and the internet	Thorough briefing of Achievement Leader (AL), students and parents about the need to access learning out of school hours.
Improved interpersonal, team-building and cooperative skills	Engage with external agencies, parents and pupils before the trip begins to address any concerns.

No bar to access to enrichment activities	Pupils and parents know they can apply to the Hardship Fund
Support for students who need guidance with homework or do not have an appropriate space at home	Pupils and parents know they can apply to the Hardship Fund
Students prepared for Year 7	Engage with external agencies Evaluate the programme
Improved mental health and study skills	Discussions with School Counsellor, Academic Mentor, Learning Mentors and Educational Psychologist
Maintaining high level of pastoral support	Director of Key Stage 4 to meet fortnightly with the Inclusion Teams.
PP students have level of study resources available to other students	Pupils 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
Improved attainment across the curriculum	Contribution to maintaining the number of English and Maths classes at least at eight rather than six in Years 10 and 11. Contribution to maintaining an increase in the number of periods spent teaching Science from four to five per week.
UPS teacher to access CPD (NPQ) on mentoring and coaching others (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.

Achievement for all Mentoring Programme	To close the gap between all students and PP students
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: £ 19,350

Activity	Evidence that supports this approach
Improved Year 7 maths results	High: observed increased progress amongst participating children compared to peers, as measured using their grades in mathematics GCSE exam.  Success criteria: met 2019/2020
Improved Year 7 Literacy and English results	High: observed increased progress amongst participating children compared to peers, as measured using their grades in mathematics GCSE exam.  Success criteria: met 2019/2020
Improved Year 11 maths results	High: observed increased progress amongst participating children compared to peers, as measured using their grades in mathematics GCSE exam.  Success criteria: met 2019/2020

Improved Literacy for Year 8 and year 9 PP students	High: observed increased progress amongst participating children compared to peers, as measured using their grades in mathematics GCSE exam.  Success criteria: met 2019/2020
Support for students looked after or formerly looked after	High: The plans agreed between school, family and, where appropriate, social workers have been implemented.  met 2019/2020

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

Budgeted cost: £78,760

<b>Activity</b>	<b>Evidence that supports this approach</b>
Improved mental health and study skills	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.
Maintaining high level of pastoral support	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.
PP students have level of study resources available to other students	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.
Contribution to Public Exam Day breakfasts and water and Pre Public Exam water	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.
Consistent nutrition Meal subsidies for PP students in Years 7-11 who are no longer entitled to a Free School Meal (FSM)	Students who eat a nutritious meal at lunchtime are more able and are able to concentrate in the afternoon. To be continued next year.