

# Pupil premium strategy statement for Mount St Joseph Catholic school

This statement details Mount St Joseph's use of pupil premium (and recovery premium for the 2021 to 2022 academic year and beyond) 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	Mount St Joseph Catholic School
Number of students in school	909
Proportion (%) of pupil premium eligible students	35.5
Academic year/years that our current student premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs A Devany Headteacher
Student premium lead	Mr S Henshaw Deputy Headteacher
Governor / Trustee lead	Mr B Waldron MBE Chair of Governors

## Funding overview

Detail	Amount
pupil premium funding allocation this academic year	£319451
Recovery premium funding allocation this academic year	£72000
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	£391451

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission is that all students, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum and are fully prepared with the necessary skills and knowledge for life after school.

The aim of our student premium strategy is to support disadvantaged students to achieve that goal, making sure they all make maximum progress. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activities outlined are intended to support the needs of all, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged students in our school. This means all students at Mount St Joseph will make good progress and be well prepared for life beyond school with a choice of career paths available. It must always be the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. Through high quality first teaching and interventions for all where needed this should be the case.

Our strategy is also a key part of wider school plans for education recovery, during the continuing Covid-19 pandemic, notably in targeted support and intervention through strategies such as school led tutoring for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be flexible to upcoming challenges, the needs of the school population as a whole and individual student need, and will be measured by robust standardised formal assessment and student voice. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged and motivated to produce the best work possible and thus high levels of progress.
- act early to identify need and to put into place interventions to support students to get back on track
- ensure a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress of disadvantaged students is generally lower than that of their peers. Although disadvantaged students Progress 8 scores at Mount St Joseph have been slightly better than those nationally, a gap still exists between disadvantaged and non-disadvantaged progress. Prior to the Covid-19 pandemic this was closing but evidence now shows that it is once again widening and every effort must be made to reverse this and once again start to close the gaps in progress.</p>
2	<p>Curriculum engagement - Evidence shows many disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths, geography, R.E. and science. This in turn can lead to lack of motivation and aspiration and students turning off from the curriculum being enacted.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Attendance data shows attendance amongst disadvantaged students has been on average 3.25% lower than attendance for non-disadvantaged students over the past three years.</p>
5	<p>Resilience- discussions with students, their families' and from assessments show that disadvantaged students often have lower levels of resilience leading to issues in learning, but also social and emotional issues, such as anxiety and low self-esteem. This often stems from a lack of or interrupted schooling over the past two years and is driven by concern around catching up lost learning, lack of future opportunities and the impact the pandemic has had on leisure opportunities such as sports and the opportunity to experiment and take risks within learning (which would build resilience).</p>
6	<p>Parental engagement- discussions with students and their families indicate the need to further develop engagement with parents. This is obviously a vital area to ensure good progress, attainment and all-round development of students. The parents of disadvantaged students are more likely to have negative views of school, often from their own experiences, and are thus less likely to engage with schools. This has been further compounded by the effects of the pandemic on families and children and this must be reversed to aid</p>

## 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 progress and attainment amongst disadvantaged students across the whole curriculum.	<p>In 2024/25 at the end of this current plan outcomes for disadvantaged students will be:</p> <ul style="list-style-type: none"> <li>Progress 8 scores of -0.2 or above</li> <li>Attainment 8 average score of 4.5</li> <li>An EBacc average point score of 4.2</li> </ul>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects enabling higher levels of curriculum engagement.	<p>Teacher reports, class observations and student voice as well as progress data suggest disadvantaged pupils are more able to monitor and regulate their own learning. This is supported by increased homework completion rates across all classes and subjects, increased attitude to learning scores and increased attainment through curriculum engagement.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>•the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by over 50%.</li> <li>•the percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>•qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>•Increased participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £275,971**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing deployed in English and Maths departments	<p>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:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.            The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:            Teaching mathematics at key stage 3 - GOV.UK (<a href="#">www.gov.uk</a>)            To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:  <a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,2,3
Extension of school day for students in year 11.	<p>Additional teaching time allows students and teachers to address gaps in learning and to build confidence and depth of learning. As laid out:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,2,3
Implementation of a	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is	2

<p>training programme that focuses on developing engagement, learning strategies and AFL through the walkthru programme.</p>	<p>supported and prepared for this academic year is essential to achieving the best outcomes for pupils.</p> <p>Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning or focused training on effective teaching using technology—is likely to be valuable. This may need to be coordinated to match new priorities, such as developing approaches to remote learning, alongside existing habits and practices, including maintaining and sustaining behavioural routines.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a></p> <p>Evidence shows that a focus on AfL and planning is the way to great teaching. Thw WalkThru programme focuses on this to ensure that all staff are delivering quality first teaching at all times.</p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p>	
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:</p> <p>Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>2,3,5</p>

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

**Budgeted cost: £99,049**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing for school led tutoring across the school timetable.</p>	<p>One to one tuition in schools has a high impact on the students accessing this intervention and can improve attainment by over 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1,2,3</p>

To provide all disadvantaged students with support materials such as revision guides.	Removal of barriers to learning have obvious impacts on progress. Providing materials to enable students to learn at home supports homework which is shown to have over 5 months impact on progress particularly when supporting in class learning or part of flipped learning. The support materials provide the means to enable disadvantaged students to do this. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3
Timetabled intervention groups for students.	Small group tuition can improve attainment by over four months and when combined with the collaborative learning taking place in these intervention groups a further five months can be added to improvement allowing a swift and supported attempt to close gaps in learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 3
Development of extra-curricular programs e.g. Brilliant club to raise aspirations.	Aspiration interventions are still the subject of much study to determine the overall impact and the Sutton Trust and EEF are conducting research into this area. However it is clear from student voice that programmes such as these allow students to develop cultural capital, build aspirations and future career planning and so impact on attainment as they provide students with the drive and motivation to strive for these aspirations.	2, 5

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

**Budgeted cost: £77,618**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ASPIRE (PP) coordinator in place.	The EEF toolkit shows evidence that aspiration interventions and social and emotional learning have over 4 months impact on attainment. It is vital that these efforts are co-ordinated and effectively evaluated to allow flexibility and alterations as needed. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2,3, 4,5,6.

<p>Parental support sessions delivered across the year</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>6</p>
<p>To use the intervention centre to provide sessions to give students strategies to cope with stress etc.</p>	<p>Social and emotional learning combined with small group tuition can improve progress by over 8 months in combination.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><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>3,5</p>
<p>To provide an academic subsidy to enable disadvantaged students to build cultural capital.</p>	<p>Building cultural capital in disadvantaged students is key in closing gaps in progress and attainment. Evidence for this can be found in many research papers for example: Social Class Differences in Family-School Relationships: The Importance of Cultural Capital, Annette Lareau.</p> <p><a href="https://www.jstor.org/stable/2112583">https://www.jstor.org/stable/2112583</a></p> <p>and also in the government publication against the odds</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</a></p>	<p>5</p>
<p>Identified cohort of PP students invited to attend transition sessions including English / maths / science / languages – (These may be virtual</p>	<p>The aim of this intervention is to support the learning of students who will be joining Mount St Joseph in the future, to familiarise them with the school and staff, but also to enable small group mastery learning to take place.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Thus combined with mastery learning this gives a large boost to progress over the course of a year.</p>	<p>2,3,5</p>

sessions) Jan 2022 on	<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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	
Transition summer school to be held.	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.  Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	5
Attendance action plans put into place for PP students.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Breakfast club for targeted PP students to provide breakfast and work on resilience and wellbeing.	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5
Year 11 wellbeing and revision activity weekend.	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.  Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	2,5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of outcomes in the previous academic year

### Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. EBacc entry was 37.8%, which is in line with the previous 3 years.

Despite continuing to make gains in closing the attainment gap (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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, in which staff delivered high quality online teaching through Teams lessons and which was also aided by use of online resources for example those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 92%, it was in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers. These gaps are larger than in previous years, which is why attendance is one focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

### 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

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## Service student premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service student premium allocation last academic year?	N/A- we receive no funding.
What was the impact of that spending on service student premium eligible students?	N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, Brilliant club, Prince's Trust support), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also discussed this with other schools in our local area to determine the effects that had been seen within their schools to get a local perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class, work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

We have put a robust evaluation framework in place for the duration of our three-year approach. The plan is flexible and will be reviewed regularly to allow us to will adjust our plan over time to secure better outcomes for students.