

# Pupil premium strategy statement – St Margaret Ward Catholic Academy

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 our school.

## School overview

Detail	Data
School name	St Margaret Ward Catholic Academy
Number of pupils in school	1187
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D McKenna Principal
Pupil premium lead	O Warman Assistant Principal
Governor / Trustee lead	R Maguire – Chair of LAC D Mason – NCC PP Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£385,958
Recovery premium funding allocation this academic year	£96,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> (this will be topped up from wider school budget) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£482,558.00 N/A

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

As a Catholic School, with a Lasallian identity, we must aspire to overcome the inequalities of disadvantage through education and enable all our students, from all backgrounds, to compete on equal terms with their peers, no matter how privileged their background, in the future. At the very least, our aim must be that every child that leaves St Margaret Ward Catholic Academy at the end of Year 11 is educated to a level where they are able to read a broadsheet newspaper from cover to cover with complete understanding and confidently engage and interact with society as informed and educated citizens.

Our 'Touching hearts' curriculum has, as its core intention, a focus on formation; through our Catholic life initiatives, collective worship, systems, policies, pastoral care, personal development, extra-curricular programme and educational visits we aim to develop the character of our young people to prepare them to become responsible and independent young people of faith inspired to make a significantly positive contribution to society in the future.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Our Pupil Premium strategy plans to ensure that the education we provide helps to address disadvantage and inequality in our wider community. By focusing on the seven challenges we have identified and outlined below, we intend to ensure all students have a high-quality inclusive education. A tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies supports our existing school improvement planning. By concentrating on effective, regular and very specific targeted coaching for teachers, rigorous assessment and careful monitoring of students, targeted, evidenced based literacy and numeracy interventions, additional SEMH support for students that are struggling to engage with school work and greater participation in extra-curricular opportunities we anticipate all students, regardless of background, will have a successful education that prepares them for life after school.

- *What are the key principles of your strategy plan?*

Our strategy plan is derived from our School Improvement plan which is centred on the five core values of a Lasallian education: Faith in the presence of God (Catholic life, formation and personal development), Respect for all persons (Behaviour and attitudes), Inclusive community (Effective leadership to ensure all members of the community are included and participate in school), Quality education (Our teaching minds and touching hearts curriculum), Concern for the poor and social justice (Ensuring barriers to learning and social inequalities are addressed through education to secure the highest educational outcomes). By addressing the following 7 challenges through this strategy plan we aim to fulfil these underlying principles.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy levels of all students need to be significantly improved particularly among disadvantaged pupils
2	Leaders should ensure that teachers know how to systematically check learning in their subjects so that they can identify gaps in learning and give pupils the help they need. Delivering effective CPD & coaching to upskill staff to identify when pupils are stuck or have gaps in their knowledge, and to know how to systematically check learning in all subjects. This will more effectively support student learning and progress.
3	Two years without data from KS2, KS4 and KS5 alongside significant changes to the curriculum requires a different approach to collecting and using data.
4	Additional numeracy support for the least able students, many of whom are disadvantaged is required. Due to the impact of Covid-19 related disruption some students have even greater gaps in learning. We require bespoke tutoring particularly for numeracy support. Identification of students will be informed by GL assessment data. Through this we intend to address and close the gaps in prior learning in maths due to the impact of Covid 19.
5a	Support for students with challenging behaviour as a result of SEMH is required – We will continue to develop an onsite AP hub to support these students whilst still facilitating access to a challenging curriculum. Recruitment and training of effective support for students with challenging behaviour.
5b	Counselling support from Young minds and access to an Educational Psychiatrist is required to support SEMH. Measuring impact of support with students who have social & emotional difficulties.
6	The school offers a wide range of extra-curricular activities but should do more to track who accesses these and analyse this data to ensure these opportunities can be used to engage more students, particularly disadvantaged, in their education. Implementing effective monitoring, identifying and signposting students to increase engagement levels in extra-curricular activities.
7	Improve attendance and reduce PA%

## 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
1. A holistic literacy strategy including Disciplinary literacy to be	A school-wide literacy strategy is to be embedded which results in most children being able to read at

<p>embedded across the curriculum, with a focus upon providing targeted vocabulary instruction in every subject.</p>	<p>least at their chronological reading age level. Rapidly close the reading gap for our weakest readers by continuing to deliver targeted, high quality and measurable literacy interventions.</p>
<p>2. Deliver effective CPD and Introduce &amp; Instructional Coaching to support teachers to reflect on and improve their practice in the classroom and improve outcomes.</p>	<p>Consistent high quality of teaching to significantly reduce in school variation and diminish the gap between disadvantaged students and their peers. Deployment and practice of support staff is in line with the recommendation set out in the 'Maximising the Impact of Teaching Assistants' research.</p>
<p>3. Rigorous internal assessment using the GL and CAT4 assessment KS3 package to ensure the school has data that is as accurate, reliable and valid as possible to ensure student potential is identified and supported appropriately. Training for all teachers on writing effective assessments to support this in each department.</p>	<p>All KS3 students take the GL NGRT and CAT4 assessments. As a result of these assessments age related expectations can be tracked, information will be shared to help teachers identify and address gaps. All staff have been trained and are producing effective assessments which will provide useful information for teachers to act upon.</p>
<p>4. Addressing the gaps in maths' prior learning, due to Covid-19. Improved attainment for disadvantaged students shows they are working at age appropriate levels in line with their base data.</p>	<p>Targeted maths tutoring allows students to engage in the curriculum and closes the gaps in prior learning. Summative Assessment highlights they are in line with peers of similar ability. Effective remote learning is in place for when it is needed.</p>
<p>5a The impact of a small in-house Alternative Provision hub, with access to counselling and E.P. assistance supports students identified as struggling to access the curriculum.  5b Students who are identified as struggling with the demands of mainstream expectations due to social &amp; emotional difficulties are well supported.</p>	<p>An increased percentage of students are able to go back into mainstream lessons. Their attitude to learning improves which will be reflected in their outcomes. Improved outcomes from what the last data entry indicates. Increased attendance. Decrease in number of FTE's and detentions. Impact of Young Minds counselling ensures targeted students are able to cope with the demands placed upon them, both at home and inside school. LAC students are well supported and perform well.</p>
<p>6. There is a strong take up by pupils, of the extra-curricular opportunities provided, with the most disadvantaged pupils consistently benefitting from this work.</p>	<p>Providing an enhanced extra-curricular and educational visit offer for all disadvantaged students, ensuring greater involvement and engagement for all students to increase participation in activities and enjoyment of school to raise attendance, to develop talents, skills and confidence, to improve mental health and develop cultural capital. Implement the new tracking and analysis of attendance to extra-curricular activities, which provides information on which disadvantaged students to target.</p>

<p>7. Revised approach to attendance strategies which improves attendance, including persistent absenteeism.</p>	<p>Pupils are on time to all lessons, are punctual and have attendance in line with or above the national average.</p> <p>Appropriate, swift and effective action taken when this is not the case.</p> <p>Particular focus on Y9, as their PP attendance is the lowest.</p>
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## 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: **£73,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve Literacy Levels. Further develop the targeted reading programme with a focus on challenge, vocabulary and comprehension which has replaced the accelerated reader programme. These are delivered as discrete lessons to all Year 7 and 8 classes.</p> <p>Staff CPD will focus on reading high quality challenging text and inference and comprehension in all subjects and comprehensive whole school vocabulary instruction.</p> <p>Direct Instruction will continue to be evaluated to understand the impact this has on our younger students to ensure they catch up with their peers.</p>	<p>Linked to EEF Guidance Report on Improving Literacy in Secondary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/">https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/</a></p> <p>NPQSL Research Project has developed into an ongoing project working on the National Literacy Trust's Focus areas using the Annual Literacy Survey to evaluate progress.</p> <p>Enrolling a member of staff on the National Professional Qualification in Leading Literacy.</p> <p>Initial analysis shows the majority of students actively following the DI programme make rapid progress in significantly improving their reading age.</p>	1
<p>Coaching will be refined to be more specific and target priorities</p> <p>Continue to train ITT and ECT mentors on how to coach their mentees into Year 2</p> <p>CPD will focus on disciplinary literacy and responsive teaching.</p> <p>Training on the SMW Way to Teach to be embedded – incorporating metacognition and cognitive science.</p>	<p>Impact of High Quality Teaching and High Quality Feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Benefits of metacognition from EEF:- <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	2

<p>Use GL NGRT assessments to inform the literacy strategy moving forward. Lead Intervention meetings post assessment points. Review School Assessment Policy.</p> <p>Further, refine the assessment writing process and review assessments prior to publication.</p>	<p>GL and CAT4 were introduced because of an absence of KS2 results for two years. These provide a standardised assessment benchmarked in line with National performance. They will support us to track student performance against age related expectations, and SATS scores to generate KS4 outcome targets.</p> <p>In order for data to be effective, the results gathered must be valid and reliable. <a href="https://fft.org.uk/how-schools-use-data/">https://fft.org.uk/how-schools-use-data/</a></p>	<p>3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£243,087.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to explicitly address the identified need in Maths – gaps from prior learning hindering progress.</p> <p>Using assessment data, introduce a tiered approach to intervention in maths for younger students with significant gaps in their maths knowledge including Numicon and the DI programme.</p> <p>National Tutoring Program: School-led Tutoring programme will continue to be used to provide intensive intervention support to support Year 10 and 11 students to fill gaps in</p>	<p>Maths Mastery through the White Rose materials. <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>Impact from our approach to literacy has shown some promising improvements</p> <p><a href="https://www.wordpress.com">What can we learn from Direct Instruction &amp; Siegfried Engelmann?   Joe Kirby (wordpress.com)</a></p> <p>Benefits of small group and or 1-2-1 tuition. <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.ncetm.org.uk">Teacher collaboration supports mixed-attainment classes   NCETM</a></p>	<p>4</p>

knowledge and narrow the progress gap.		
Teachers Delivering Targeted Lessons in the Alternative Provision Hub  Develop a long-term strategy to support students in the Alternate Provision Hub.	School internal data indicates numbers of students who receive repeated sanctions are falling but still high. Internal data highlights FTE are high.  Internal Data from the DLS Centre highlights the positive impact:- attendance, exclusions, outcomes, parent feedback have all been positive and demonstrated improvement. Placement days at AP to support Careers education have been introduced.	5a
Direct Instruction support for those below chronological reading age	Research supporting the benefits of Direct Instruction:-  <a href="#">What can we learn from Direct Instruction &amp; Siegfried Engelmann?   Joe Kirby (wordpress.com)</a>  <a href="#">IGSA2013di.pdf</a>  <a href="#">Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist. (tandfonline.com)</a>  <a href="https://my.chartered.college/wp-content/uploads/2018/08/04.pdf">https://my.chartered.college/wp-content/uploads/2018/08/04.pdf</a>  <a href="https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf">https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf</a>	1
Phonics Support for those below chronological reading age	Evidence supporting the inclusion of phonics support:-  <a href="https://literacyproj.org/2019/01/29/10-key-benefits-of-phonics-education-with-children/#:~:text=Phonics%20allows%20children%20to%20see,reasoning%20and%20reasoning%20by%20analogy.">https://literacyproj.org/2019/01/29/10-key-benefits-of-phonics-education-with-children/#:~:text=Phonics%20allows%20children%20to%20see,reasoning%20and%20reasoning%20by%20analogy.</a>	1
Disciplinary Literacy and targeted support for tier 3 & 4 students	Evidence on prioritising Disciplinary Literacy:-  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#nav-download-the-guidance-report-and-poster</a>	1

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

Budgeted cost: **£234,202.62**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor, Educational	Outcomes are being affected by socio-emotional issues in some students' background.	5b



<p>Psychologist, and Well Being Team Support sessions with targeted Students</p> <p>Continue to support the development of the ELSA (Emotional Literacy Support Assistants) programme in school</p>	<p>Also supported by research from EEF:-</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><a href="#">Evaluating-the-impact-of-ELSA-Research.pdf (elsanetwork.org)</a></p>	
<p>Deliver, track and monitor extra-curricular activities, then analyse data to identify trends using Power Bi and signpost students to existing provision or develop more.</p> <p>Inform parents of levels of engagement where concerns arise and at parents evenings</p> <p>Further develop the Holiday School provision that supports transition from Primary school and provides support for students and families outside of term time. Offer takes place in each holiday, not just summer. With support from the Hubb Foundation.</p>	<p>EEF Three Tier Model.</p> <p>Behaviour improves in school when they are engaging in activities as students feel they belong to the school:-</p> <p><a href="https://nces.ed.gov/pubs95/web/95741.asp">https://nces.ed.gov/pubs95/web/95741.asp</a></p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p> <p>Engagement with Parents, linking to EEF guidance Report:-</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>Summer School Highlighted by the EEF Teacher Toolkit:-</p> <p><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></p>	6
<p>Effective use of Collegiate Education Welfare Officer to support the high number of disadvantaged Students that are persistently absent</p> <p>Expand the attendance team to support the EWO</p>	<p>Engagement of parents – please see link above.</p> <p>Use strategies to improve attendance that are routed in evidence of the cause of weaker attendance, including high quality teaching and relationships.</p> <p>Evidence highlighting the need for good attendance is below:-</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p>	7

<p>Continue to run Attendance Clinics</p> <p>Monitor attendance and intervene when specific thresholds are met.</p> <p>Breakfast Club to support punctuality to school</p> <p>Incentivise attendance through attendance raffles</p>	<p><a href="#">Associations Between Habitual School-Day Breakfast Consumption Frequency and Academic Performance in British Adolescents (family-action.org.uk)</a></p> <p><a href="#">NSBP-final-impact-report.pdf (family-action.org.uk)</a></p>	
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**Total budgeted cost: £421,285**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Analysis of results

The Department for Education have made the following recommendation when looking at school and college performance: 'School and college performance data for the 2022/2023 academic year should be used with caution: In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022. There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently'.

Contextually, of the 2022/23 cohort, 150 students were identified as non-PP and 64 PP. This represents a PP rate of 31.4%. EBacc entry rate was significantly above the national and local averages at 86% and 72% (PP), with the highest entry rate within the local authority for similar non-selective schools. This is reflective of the academy's academic and curriculum ambition for all students. In addition, the rate of students achieving a strong pass in English and maths GCSE was 43% and 33% (PP), overall this was the highest rate for similar non-selective academies within the local authority where the average was 33% for all students. Both rates indicate an improvement on pre COVID-19 2018/19 results.

Attainment 8 is 44.8 and 41 (PP) and Progress 8 is -0.25 and -0.44 (PP), with the PP Progress 8 score in line with national. Both Attainment 8 and Progress 8 have increased in comparison to pre COVID-19 2018/19 results. Whilst these scores are still too low, we are pleased with the improvement given the rigour and academic ambition of our curriculum demonstrated by our significantly above national EBacc entry rate. This is indicative of the impact of our PP strategy.

Additionally, we have drawn on up-to-date attendance and suspension data to target the wider strategies described in the strategy document. Data derived directly from strategy interventions has also been used to support our planning, implementation and evaluation processes.

#### Evaluation of strategy

Whilst there is an impact of the strategy in results, most of the planned strategies are being implemented to tackle the fundamental long-term barriers of education for all students including those who are PP. This means that the benefits of developing high-quality education, targeted academic support and wider strategies are not exclusive for PP students.

Our evaluation of the approached delivered last academic year indicates that.

- Literacy levels – Direct Instruction is continuing to have a significant impact on pupil reading ages. Using NGRT Standardised Assessment Scores data, reading ages in current years 8 and 9 on average increased from 102.8 to 106.5, and from 98.5 to 101.1 (FSM), this brings FSM scores above national average. 85% of all students are making expected or higher than expected progress. Flash Academy used with English as an Additional Language students continues to have an evidenced impact, with EAL students having a Progress 8 score of 0.01.
- High-quality teaching – Coaching models are beginning to be embedded across curriculum areas. Needs are identified through expert consultancy and supported by targeted needs-driven literacy and knowledge-building CPD.
- Numeracy – Following the successes of Literacy Direct Instruction, we have developed a similar approach to numeracy, this is being implemented. We will review impact to determine the value of this approach.
- Behaviour – suspensions are too high and remain in line with previous years, however, the rate is not significant or exceptional compared to schools with a similar level of deprivation. We are proactively utilising the strategy to support the reduction of suspensions.
- Extra-curricular – a new tracking and analysis of extra-curricular activities has been introduced. As this continues to be implemented we will look to measure impact and target provision.
- Attendance – attendance continues to be a priority with whole school attendance to date at 93.5% and 90.6% FSM (November 2023). Whilst this is too low, it continues to be above secondary national all and FSM averages, from available data. Attendance in years 9 to 11 continues to be comparatively low when compared to relative internal whole-school data.

### **Summary**

Based on all of the above information, the performance of our disadvantaged pupils is still not meeting our high expectations, we are closing in on the outcomes we set we but are not on course to fully achieve them all by 2023/24.

We have identified the EBacc element as a growth area for disadvantaged students, the successful approaches outlined in the PP strategy will support this.

The Pupil Premium strategy continues to be aligned with our whole school improvement planning as we continue to make iterative changes to our implementation that support marginal gains.

## **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
Flash Academy	Flash Academy
Unifrog	Unifrog
Direct Instruction	The Direct Instruction Training Hub, Saint Martin's Catholic Academy, Stoke Golding
MyTutor online 1-2-1 tutoring	MyTutor

## Service pupil 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 pupil premium allocation last academic year?	The two students were included in the strategies above.
What was the impact of that spending on service pupil premium eligible pupils?	A continued focus on low stakes, high challenge testing, regular review and formative feedback in class will be a priority in our CPD this year and responsive teaching is a key expectation in the teaching and learning guidance shared with staff.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*