



Pupil Premium strategy statement SMC 2021-22

Last updated November 2021

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 Mary's College
Number of pupils in school	1759
Proportion (%) of Pupil Premium eligible pupils	20.52%
Academic year/years that our current pupil premium strategy plan covers	September 2021- July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Ged Fitzpatrick
Pupil Premium lead	Gareth Wild
Governor / Trustee lead	Peter Fearnley

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (including FSM6, CLA's and SSP)	£306,078
Recovery Premium funding allocation this academic year	£48,503
National Tutoring programme funding allocation this academic year	£40,702.50
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£395,283.5

Part A: Pupil Premium strategy plan

Statement of intent

At St Mary's College we acknowledge that the most important gains in student progress are made in classrooms through quality first teaching. For this reason, there is a relentless focus on outstanding teaching and learning for all students including those who are vulnerable and may require additional support. With our continued emphasis on closing gaps and ensuring outstanding progress is enabled for all, there has been an ongoing focus on:

- **Improving the core areas of literacy and numeracy** to enable disadvantaged pupils to quickly access the full curriculum. This is achieved through ensuring a consistent approach across the curriculum to reading, writing, communication and mathematics and is a key part of our Teaching and Learning policy. Numerous Literacy interventions from Year 7 and onwards are part of our core offer and enable us to identify the right level of intervention on a child-by-child basis. As a result of extensive tracking, students who are underachieving in core subjects are quickly identified and targeted with progress support initiatives across all Year groups, not just at the end of Key Stage 4.
- **Maintaining a core focus on effective feedback** and student responses to this. We have invested in resources and mechanisms to support teachers in providing meaningful and regular feedback which students respond to and demonstrate tangible progress in their learning as a result.
- **Constant analysis of progress for Pupil Premium students** is used to identify underachieving individuals and to respond with appropriate support from teaching staff, pastoral care teams, Heads of Year, tutors and teaching assistants. Monitoring of the impact and success of implemented strategies is carried out by the Senior Leadership Team. New assessment and tracking data implemented Autumn 2021 will allow for a forensic understanding of Pupil Premium students' areas for developments in every curriculum area.
- Expectations are on all staff to **deliver consistently good and outstanding lessons** using data to highlight students eligible for Pupil Premium and target them for support as required. All teaching staff are held to account for the progress of all learners for whom they are responsible. Challenging and relevant homework is provided regularly and systems are in place to support all learners in ensuring they meet all deadlines.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills are often lower for PP students than for Non-PP students, preventing them from fully accessing the curriculum.
2	Despite achieving a positive Progress 8 score of +0.5, PP students make less progress than Non PP students in our school due to not closing gaps early enough.
3	Attendance of PP students is not equal to that of Non-PP resulting in lost learning time for this cohort.
4	Despite all support provided, the impact of lockdown learning has been significantly greater on PP students.

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
Raise literacy level of all students, especially PP students, in KS3 allowing greater access to KS4 curriculum.	Baseline assessments taken in September 2021 will benchmark starting points. Future progress assessments (Jan. 2022) will then all impact of teaching and learning to be measured.
Whole school reading and vocabulary expectations are embedded in everyday learning through the implementation of the SMC Learning Cycle.	This evidenced from lesson drop-ins and observations throughout the academic year.
Improved rates of progress across KS3 for PP students	Progress against student flight paths improved over the next 4 data collections

Classroom teachers are acutely aware of all PP students in their classroom and provide any required focus to narrow attainment/progress gaps.	In school gaps between PP and Non-PP progress and attainment are reduced due to regular and focused support for key cohorts.
Standardised departmental trackers are utilised by Central Leaders to provide 'real time' data	Classroom teachers and departmental leaders are able to action any relevant and/or targeted intervention throughout the year rather wait for data collection analysis.
Our strong pastoral systems are refined to ensure a focus on closing the gap between PP and Non-PP attendance.	Data shows the attendance gap is significantly diminished.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget	Impact
<i>Effective Marking and Feedback as part of the new SMC Learning Cycle</i>	As part of the Teaching and Learning policy at St Mary's College teachers are required to regularly assess progress and feedback to students. Common principles are implemented across the curriculum, which scaffolds effective feedback to students and forms the platform for their responses. Coloured pens enable clear identification of marking, feedback and responses and are provided to all classrooms for use in all lessons. Regular, robust and	2	2,000	To be updated Jan 2022

	diagnostic marking and feedback have been recognised through national research as one of the most impactful strategies to support the academic progress of learners.			
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 218,185

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Personal Tutoring	Each child has a personal tutor whose responsibility is to monitor the progress of their tutees and meet with them a minimum of four times per year for 30 minutes. Teachers receive scheduled non-teaching time each week which is ring-fenced for this to take place. Once a year the school holds a parent / tutor day which provides parents with the opportunity to have a detailed discussion about progress and engagement in school.	2 & 3	21,506	To be updated Jan 2022
Maths and English Intervention	Maths and English intervention is provided to students identified as being at risk of not achieving expected rates of progress. Strong performance in core subjects promotes progress across the curriculum and is important for access to further education and employment. A key part of the strategy includes employing high quality (often retired)	2 & 4	28,500	To be updated Jan 2022

	maths teachers for small group intervention and to support immersive programmes.			
Nurture Groups	Additional support is provided to Year 7 and 8 students (many of which are eligible for Pupil Premium support) whose levels of literacy and numeracy limit their capacity to meaningfully access the full curriculum. A range of programmes to accelerate the core skills for these students including social skills are deployed with the aim of reintegrating them into a broader curriculum at the earliest opportunity.	2 & 3	4,503	To be updated Jan 2022
Progress Support	Collaboration between pastoral teams, subject leaders, teaching and support staff enables regular monitoring of progress for all students. Where any student is failing to achieve minimum expected levels of progress, support measures are put in place which are wide ranging and vary in approach. Impact is regularly evaluated and provision adapted as required. Any gaps for disadvantaged students are a focus for support. Transport solutions for after school provisions are found to ensure access is enabled for all.	2 & 4	11,907	To be updated Jan 2022
Literacy Lead	The literacy lead oversees a full programme of reading enrichment activities to ensure they have full access to novels to read for pleasure as well as to support learning in the classrooms.	1 & 2	2,779	To be updated Jan 2022
Core Subject Class Sizes	Reduced class sizes in English enable more focused support of individuals and small groups. In Years 10 and 11 there is an extra class, with comparatively smaller numbers of students. This support	1, 2 & 4	114,990	To be updated Jan 2022

	particularly benefits those vulnerable in the core areas and helps to narrow achievement gaps.			
(Catch up) Tutoring Programme	Funding has been provided for schools to ensure tutoring is available for both COVID-19 catch up and closing the gap agendas. SMC has elected to go with the school-based option.	1, 2 & 4	11,000	To be updated Jan 2022
Tutor time reading texts	KS3 tutors are reading texts with their form groups to develop literacy skills across the cohorts and expose our most vulnerable students to the joys of reading.	1	3,000	To be updated Jan 2022
Literacy TA	A dedicated member of the TA team to deliver reading interventions to the weakest readers across KS3.	1	20,000	To be updated Jan 2022

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

Budgeted cost: £ 148,684

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Pastoral Support Staff	Pastoral support structures at St Mary's College play a fundamental role in removing any barriers to the learning of disadvantaged students. A number of key leadership and support roles within the team are financially supported through the Pupil Premium. These include a Vice Principal with responsibilities including Safeguarding and Behaviour,	2 & 3	30,809	To be updated Jan 2022

	Safeguarding and Looked After Children Assistants, a Transition Coordinator, Heads of Year, Assistant Heads of Year and Learning Mentors amongst others. Pastoral teams provide focused individual tutoring and support for students across all aspects of their school life. This includes social and emotional support for all issues affecting students' wellbeing and academic progress in school.			
Pastoral Administration (Attendance)	Pastoral Administrators alongside our Education Welfare Officer ensure that all students attend school and all absences are closely tracked and monitored. Information collated is shared with other colleagues to liaise with students, parents and carers to overcome any issues leading to any issues of poor attendance.	1	15,648	To be updated Jan 2022
Leadership and Management	A Data, Exams and Curriculum team provides accurate and robust tracking and monitoring of all groups of students including disadvantaged. Key stakeholders are provided with data frequently in order to effectively target, intervene and evaluate the impact of progress support initiatives in the school. A strategic overview is taken to ensure students have access to a meaningful and challenging curriculum and are successful within it, making at least expected levels of progress and meeting challenging attainment targets. This has led to disadvantaged students consistently performing well above national comparisons (including those 'Others' who are non-disadvantaged).	2	61,514	To be updated Jan 2022

Enrichment Activities	A wide range of sporting and other activities and clubs are available to disadvantaged students and they are actively encouraged to participate in enrichment activities. Free transport to sporting events is provided. PP attendance at all enrichment and extra-curricular activities is tracked in order to ensure this cohort are accessing all learning opportunities.	3 & 4	6,300	To be updated Jan 2022
Student Awards	An annual awards evening is held at which there are awards for academic as well as non-academic achievement and disadvantaged students are well represented amongst those receiving awards.	3	2,000	To be updated Jan 2022
Peer mentoring	Peer mentoring takes place between 6 th form students and those in the lower school. 6 th form students also assist in a variety of sporting events and with sports coaching of younger pupils. This peer support helps to encourage pupils in various aspects of their school life and provides a tangible and relevant role model for pupils to continue into 6 th form.	2 & 3	800	To be updated Jan 2022
Careers Advice and Guidance	Our independent careers expert will see targeted disadvantaged students as a priority, guided through pastoral teams. This provides an opportunity to discuss and foster their aspirations and plans for the future.	1 & 3	2,113	To be updated Jan 2022
Free Breakfast	The school funds free breakfast for disadvantaged pupils.	3	5,000	To be updated Jan 2022
Music Tuition	The school fund free music tuition for disadvantaged pupils.	2, 3 & 4	1,000	To be updated Jan 2022

Welfare Fund	There is a welfare fund used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities.	3	8,000	To be updated Jan 2022
Life Skills Hub	This is a service that provides specialist interventions, guidance and support for students with any of the following issues to remove barriers to success at school (and ultimately in life) SEMH, lack of engagement with school, lack of resilience / social skills, anxiety, low attendance, challenging behaviour, attachment and/or trauma needs, managing difficult emotions, and lack of relaxation.	3	6,000	To be updated Jan 2022
Uniform stock	A previous supplier of uniform was able to offer us their excess stock at reduced price. This will allow us to have a supply of uniform for the foreseeable future for the most vulnerable families throughout the school	1	9,500	To be updated Jan 2022

Total budgeted cost: £ 368,869

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
SAM Learning	SAM Learning
My Tutor	My Tutor

Further information (optional)

At St Mary's College we are committed to ensuring that all students, regardless of starting points or level of disadvantage, are able to succeed and leave school confident and prepared for their next steps in life. Students eligible for FSM or who are CLA continue to be monitored in the Sixth Form and support is provided as required to maintain progress towards and beyond targets.