

# Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium 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	<b>St Martin's Catholic Academy</b>
Number of pupils in school	779
Proportion (%) of pupil premium eligible pupils	13.35% (104/779)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	February 2023
Statement authorised by	C Wright (Principal)
Pupil premium lead	D Dixon
Governor / Trustee lead	J Connolly

## Headline figures

	Pupils eligible for PP (your school/ <b>nationally/Leics LA</b> )	Pupils not eligible for PP (national average / <b>Leics LA</b> )
<b>Progress 8 score (2018/19)</b>	-0.01 / <b>-0.45</b> / -0.6	+0.13 / <b>+0.05</b>
<b>Average Attainment 8 score (2018/19)</b>	47.56 / <b>36.7</b> / 34.3	50.3 / <b>48.8</b>
<b>Progress 8 score (2021/22)</b>	<b>0.00*</b> / <b>TBC</b> / <b>TBC</b>	TBC / <b>TBC</b>
<b>Average Attainment 8 score (2021/22)</b>	<b>45.75</b> / <b>TBC</b> / <b>TBC</b>	TBC / <b>TBC</b>

\*Outcomes for our students were better than these figures suggest, since the GCSE in Religious Studies they all received in August 2021 did not contribute to the 2022 Progress 8 / Attainment 8 figures. Had they done so, our Progress 8 figure would be +0.25 and our Attainment 8 figure 48.25

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£111,080

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Getting home from twilight intervention sessions
2	Numeracy/literacy skills for small groups in each year (exacerbated for some by lost learning resulting from pandemic-related school closures)
3	Aspiration / planning for the future
4	Parents unable to afford trips/necessary items for certain subjects (e.g. Food Tech ingredients)
5	Attendance

### 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
Good twilight attendance from PP students	80% of Y11+Y10 PP students targeted attending interventions
Improved basic skills	70%+ of PP students achieving a +ve P8 score (KS4); PP Y7 and Y8 cohorts to average 1.5 subgrades' progress in English + maths (KS3)
Tangible evidence of student engagement with career planning	90+% of PP students to have taken / attended at least one externally-led, careers-driven session, and 95+% to have uploaded details on to the XELLO platform

## 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/targeted academic support (combined here as what's described overlaps the two elements, but constitutes a single spend)

Budgeted cost: £ 88,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group teaching (KS3); Enhanced Learning+small group classes (KS4)</b></p>	<p>Analysis of first externally-assessed GCSE results data in three years demonstrated effectiveness of this kind of 'intervention group' approach. Results for English language show that all 33 students who were in Enhanced Learning classes met or exceeded their benchmark (FFT20) grade, as did all Pupil Premium students. In maths, 90.9% of the 33 Enhanced Learning students met or exceeded their benchmark grade, as did all students in the smallest maths class and 70% of PP students overall.</p> <p>Wider research further supports the strategy. The Education Endowment Fund (EEF) recommends that schools 'provide high-quality literacy [and numeracy] interventions for struggling students', while the positive impact of class sizes below 20 students has been suggested in studies such as Glass, G. V. <i>et al</i>, <i>School Class Size: Research and Policy</i> (Sage: Beverley Hills: 1982).</p>	<p>2</p>
<p><b>'Morning reading' 4 days a week</b></p>	<p>Details: Y7-10: focus on morning reading in tutor-time Tues-Fri, with appropriately challenging texts (inc. Dickens, Austen and Orwell) purchased /replaced. Y11: morning Divinity (Tues-Fri) to replace more general 'morning reading', with focus on reading/discussion of major theological /philosophical texts, with appropriate texts purchased.</p> <p>Evidence: EEF recommends adopting strategies that 'develop students' ability to read complex academic texts'. When students have been given free choice to read what they like during form-based reading time, tutors observed that students were often choosing texts that were not challenging.</p>	<p>2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Subscribing to online homework platform (Satchel One)</b></p>	<p>This platform facilitates the uploading of Knowledge Organisers (KOs) for all subjects in all years. These KOs form the basis for most of the homework set in school, and are vocabulary-focused. Providing targeted vocabulary instruction in every subject is an EEF-recommended strategy.</p> <p>The platform also allows for more explicit and detailed homework instructions than can be achieved through students copying instructions into homework diaries, and ensures parents can see what has been set even if their child has not recorded the homework. This provides another and easy-to-access avenue through which parents can engage with their child's education, and the more parents are engaged in the education of their children, 'the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement.' (Goodall and Vorhaus, 2011).</p>	<p>2</p>

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

Budgeted cost: £22,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Waiving fee for late minibus for all Y11 and all PP students (all years) attending twilight study sessions; contacting parents in event of non-attendance	Subsidised minibus places in 2017-18 saw low uptake, but waiving the fee in subsequent years has seen significant improvement in attendance – PP Progress 8 also improved dramatically in 2018-19. Due to lost learning in 2019-20 and 2020-21, late minibus to facilitate catch-up/revision sessions will be free to use for all Y11 students.	1
Subsidising salary for a Careers Leader, plus ongoing subscription to XELLO (careers education program designed to engage students in building the skills, knowledge and plans for future success, regardless of background, ability or pathway)	Conversations with PP students have revealed that many do not think much about their lives beyond school, or have vague ideas about what they might want to do but have little knowledge of what is required to achieve it – studies have drawn clear links between student engagement with school and clearly understood career aspirations (e.g. Hudley <i>et al</i> , 'Factors Supporting School Engagement and Achievement among Adolescents').	3
Providing funds to: (i) support the purchase of resources for PP students in subjects where there are costs (e.g. Food Tech); and (ii) cover any subject-based non-residential trips and subsidise any residential trips that are: (a) spiritual and/or (b) conducive to the development of talent	Some students have previously been put off choosing Food Tech as a GCSE option because of the cost, or have missed out on practical lessons due to arriving without the necessary ingredients – this strategy will enable the department to keep a supply of ingredients to help remove this barrier. Access to academic trips is necessary to in order for PP students to have the same access to their subjects as their non-PP peers – the budget does not allow us to extend this to fully cover pastoral residential trips, but what we can offer may be enough to enable some parents of PP students to support such trips. We also do not want finances to be a barrier to the progress of talented students (for sporting talent, we are using 'county standard' as the measure for this), so will subsidise trips that help develop such talent.	4
Subsidising salary for Attendance Officer and other measures geared towards improving attendance	The link between attendance and attainment has been widely evidenced through various studies, and absenteeism is more prevalent among PP students than with their non-PP counterparts. As such, having an Attendance Officer to follow, identify and act upon absences early disproportionately benefits PP students and is therefore worth investment from our PP funds. Cost-inducing measures put in place to help support attendance are also covered.	5

**Total budgeted cost: £ 111,080**

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

<b>Previous Academic Year</b>		<b>2021-22</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improved basic skills	DI class/small group teaching (KS3); Enhanced Learning/small group classes (KS4)	<p>The success criteria was set at 70+% gaining a +ve P8 score (KS4) and 80+% making 2+ subgrades' progress in English+Maths (KS3).</p> <p>For KS4, a provisional Progress 8 figure of 0.00 (well above national average for PP students) shows the success of this strategy, especially when considering this figure would have been significantly higher had early-entry results for Religious Studies counted. While we are awaiting a breakdown by student, analysis suggests 6/10 students had a +ve P8 score, and that with their Religious Studies result counting, this figure would have increased and the success criteria met. Analysis of first externally-assessed GCSE results data in three years demonstrated effectiveness of this kind of 'intervention group' approach in the areas that Enhanced Learning in particular focuses on. Results for English language show that all 33 students who were in Enhanced Learning classes met or exceeded their benchmark (FFT20) grade, as did all Pupil Premium students. In maths, 90.9% of the 33 Enhanced Learning students met or exceeded their benchmark grade, as did all students in the smallest maths class and 70% of PP students overall. The effectiveness of small group teaching was also reinforced in Y10 with the results of the small groups' GCSE Religious Studies results, both of which outperformed their challenging FFT20 benchmarks (the smallest group, 5/11 of which were PP, making the most progress of all 6 classes).</p> <p>At KS3, 10/21 PP students in English and 13/21 in maths made the targeted progress, compared with 15/22 (Eng) and 12/22 in Y8. In Y7, we may need to review the methodology for measuring, as progress is measured from autumn-summer, whereas Y8 is measured end-of-Y7 to end-of-Y8, which is an actual year.</p>	<p>Provisional Progress 8 data suggests this is a very effective approach and it will continue to draw the bulk of our PP spending for the foreseeable future.</p> <p>For KS3, the method of measuring progress needs reviewing – it may be unsuited to the GCSE grading system used in English and maths at KS3</p>	£96,270

<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Good twilight attendance from PP students	Waiving fee for late minibs for all Y11 and all PP students (all years); contacting parents in event of non-attendance	Success criteria was identified as <b>80% of PP students targeted attending Eng/Maths/D+T interventions</b> . The intention here was met – in addition to the success of PP students in English and maths reported above, 66.6% of the PP students taking qualifications under the D+T umbrella surpassed their FFT20 benchmark grades, while the other 33.3% met the benchmark.	We will continue with this approach	£11,000
Improved parental engagement at key events (e.g. Parent Evenings)	Utilising SchoolCloud for parent evenings and seeking out ideas from schools/EEF that have succeeded in improving parental engagement with a view to implementing workable ideas	While the use of SchoolCloud was seen by some parents as a more convenient way of accessing parent evenings, others found the technological/internet requirements a barrier and so the strategy could not be described as an unresounding success.	Going forward, we will adopt a dual approach, combining SchoolCloud with on-site appointments.	

Tangible evidence of student engagement with career planning	Purchase of XELLO (careers education program designed to engage students in building the skills, knowledge and plans for future success, regardless of background, ability or pathway), with careers leader available before, during and after normal school hours to support students with the program and arrange sessions with external employers	<p>Success criteria: 90+% of PP students to have taken attended at least one externally-led, careers-driven session, and 95+% to have uploaded details on to the XELLO platform</p> <p>Thanks to the support of our Careers Leader, this target was exceeded. The software was also widely utilised by pupils not eligible for PP.</p>	We will continue subscribing to this software program.	
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## 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
Careers software	XELLO