

Pupil premium strategy statement 2023-24

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	St Martin's Catholic Academy
Number of pupils in school	778 Oct. 2023 (773 16.5.24)
Proportion (%) of pupil premium eligible pupils	11.95% (93/778) 12.03% (93/773) 16.5.24
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023 Most recent updates 16.5.24
Date on which it will be reviewed	Mid-year review Feb.'24 Summer update May '24
Statement authorised by	C Wright (Principal)
Pupil premium lead	D Dixon
Governor / Trustee lead	J Connolly

Headline figures

	Pupils eligible for PP (your school/ nationally/Leics LA)	Pupils not eligible for PP (national average / Leics LA)
Progress 8 score (2021/22)	+0.01 / -0.55 / -0.67	+0.15 / +0.16
Average Attainment 8 score (2021/22)	46.0 / 37.6 / 35.59	52.8 / 51.70
Progress 8 score (2022/23)	-0.12 / -0.57* / -0.75*	+0.17 / +0.05
Average Attainment 8 score (2022/23)	44.6 / 34.9 / 31.9	50.3 / 48.7
*provisional figure based on the government's October 2023 data release. Non-asterisked figures for 22/23 based on January 2024 data release.		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium	£27,117
Total budget for this academic year	£135,953

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

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
Improved basic skills	Progress 8 indicators for English and maths to outperform national non-disadvantaged figure (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
Improved attendance 16.5.24: Autumn+Spring combined data (FFT) shows our FSM6 attendance significantly above national equivalent. Current FSM6 attendance in line with last year.	'Bronze' – our PP attendance is better than national PP attendance 'Silver' – as Bronze with an improvement in year-on-year PP attendance 'Gold' – as Silver plus our PP attendance exceeds national attendance (all students)

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: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group teaching (KS3); Enhanced Learning+small group classes (KS4)</p>	<p>Analysis of the most recent GCSE results continues to demonstrate the effectiveness of this kind of 'intervention group' approach. Results for English language show that 27/33 students who were in Enhanced Learning classes met or exceeded their benchmark (FFT20) grade, as did 15/19 Pupil Premium students. In maths, 24/33 Enhanced Learning students met or exceeded their benchmark grade, as did 11/19 Pupil Premium students.</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>1</p>
<p>'Morning reading' 4 days a week</p>	<p>Details: focus on morning reading in tutor-time Tues-Fri, with appropriately challenging texts (inc. Dickens, Austen and Orwell) purchased /replaced.</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>1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribing to online homework platform (Satchel One)</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>1</p>

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

Budgeted cost: £20,000

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.	5
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.	2

Total budgeted cost: £ 135,000 (the remaining £953 will be kept available to contribute to the payment of things that might help support our PP students in situations that may arise over the year)

Part B: Review of outcomes in the previous academic year

Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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 PP students to average 1.5 subgrades' progress in English+Maths (KS3).</p> <p>For KS4, a provisional Progress 8 figure of -0.11 (well above national average for PP students) shows the success of this strategy (despite the dip from +0.01 in the previous year, which was anticipated for reasons unrelated to this strategy). We are still awaiting a breakdown of Progress 8 scores by individual student. <i>[Feb. update – data release from January 2024 showed 12/21 students had a +ve P8 score, and 15/21 was needed to meet the success criterion set.]</i> Analysis of the most recent GCSE results continues to demonstrate the effectiveness of this kind of 'intervention group' approach. Results for English language show that 27/33 students who were in Enhanced Learning classes met or exceeded their benchmark (FFT20) grade, as did 15/19 Pupil Premium students. In maths, 24/33 Enhanced Learning students met or exceeded their benchmark grade, as did 11/19 Pupil Premium students.</p> <p>At KS3, PP students made an average of 2.1 subgrades' progress in maths from the end of Y7 to the end of Y8. PP students made an average of 1.6 subgrades' progress in English from the end of Y7 to the end of Y8. To measure progress over an equivalent period for the current Y8, a snapshot will be taken at the end of the term comparing working grades at the end of Y7 Michaelmas and the end of Y8 Michaelmas. <i>[Feb. update – students over the period identified averaged 0.67 subgrades' progress in English and 2.67 subgrades' in Maths.]</i></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 success criteria was met by last year's Y8 cohort – the check for last year's Y7 will be taken at the end of the Michaelmas term 2023. <i>[Feb. update – success criteria met for Maths but not English]</i></p>	£88,500

ii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good twilight attendance from PP students	Waiving fee for late minibus for all Y11 and all PP students (all years); contacting parents in event of non-attendance	Success criteria was identified as 80% of PP students targeted attending interventions . While there was success in that over 80% of targeted PP students did attend twilight interventions, the regularity of such attendance and the breadth of subject interventions attended was variable. Follow-up calls with parents of students identified as missing from interventions took place when reported, with some success in bringing about subsequent attendance.	We will continue with this approach to help remove one barrier (i.e. transport and related costs) to PP attendance of twilight interventions, but other measures (e.g. tweaking of departmental communications regarding interventions) will also be needed to help further drive attendance	£22,580
Tangible evidence of student engagement with career planning	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)	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 Thanks to the support of our Careers Leader, this target was exceeded. The software was also widely utilised by pupils not eligible for PP.	We will continue subscribing to this software program.	

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 (continued subscription)	XELLO