



## Pupil premium strategy statement: St Matthew's RC High School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1328
Proportion (%) of pupil premium eligible pupils	52.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	1.9.23
Date on which it will be reviewed	1.9.24
Statement authorised by	Mr A Nightingale
Pupil premium lead	Mr S Atkin
Governor / Trustee lead	Ms J Meredith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£702, 160
Recovery premium funding allocation this academic year	£186,300
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
<b>Total budget for this academic year</b>	£888,460
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

## Part A: Pupil premium strategy plan 2023-24

### Statement of intent

At St Matthew's our ultimate objectives for disadvantaged students are that:

- all pupils, including disadvantaged pupils, have consistently high-quality teaching as research shows that the most important factor that impacts on the outcomes of students is the quality of teaching they receive.
- disadvantaged pupils are given support to ensure they are reading at their chronological age or higher. This is a key life skill which impacts directly on life chances.
- where students have gaps in their learning, these are recognised and there is planned intervention/support to close the gaps.
- where students struggle with social/welfare/mental health issues because of their disadvantage, we take every reasonable step to support them.
- we identify what other barriers to success our students are experiencing, and work hard to remove them or, at least, to minimise their impact.

### Challenges

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

Challenge number	Detail of challenge
1	The need to provide consistent high quality teaching in a school that has been subject to high turnover of staff in last five years. This includes recruiting experienced staff with a proven track record of positive impact, and also ensuring that teachers new to the school and the profession are effectively trained.
2	To improve the reading ability of our disadvantaged students. NGRT testing shows that the average Standard Age Score of our disadvantaged students is below that of other students in all year groups.
3	Assessments indicate that attainment is low in Maths for our disadvantaged students.
4	In previous years, academic setting of classes at KS3 had led to a number of lower sets having high proportions of disadvantaged students with low aspirations and poor climate for learning.
5	Referrals to our pastoral team for SEMH are high for disadvantaged students.
6	The attendance of disadvantaged students is lower than that of other students. PA for disadvantaged is also higher than that of other 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
1a. Teaching vacancies to attract experienced, high-quality candidates via competitive salaries and strategic use of TLR payments for extra responsibilities.	Increase in the % of vacancies filled by teachers with more than 2 years' experience in academic year 2023-24.
1b. In core subjects, recruit more staff than in last year's budget. Specialised teachers with surplus on timetable can cover for absent colleagues and provide extra support to disadvantaged students.	This will result in a lower % of lessons being taken by non-specialist teachers or supply.
1c. All teaching staff, especially Early Careers Teachers, to be effectively trained and supported via a strong CPD programme.	All ECTs to successfully complete their programmes.

	Decrease in teaching staff turnover in 2023-24 compared to average of last 5 years.
1d. Recruit 2 X cover supervisors who are qualified teachers, ideally in Maths/English.	Increased quality of cover lessons delivered when colleagues are absent. This will result in stronger climate for learning across the school.
2. The reading intervention programme enables disadvantaged students below their chronological reading age to make more than 12 months progress in a year to close this gap.	NGRT results in Summer Term 2024 show average improvement of more than 12 months for disadvantaged students in Years 7-10.
3. Improved maths attainment in both KS3 and KS4 for disadvantaged students.	% pass rates at Grades 4/5/7 improves for disadvantaged students in GCSE results in August 2024 compared to 2023. Year group average % attainment scores in Y7-10 increases for disadvantaged students in EoY exams in Summer 2024.
4. The new mixed prior attainment teaching groups in KS3 will establish a strong culture of high expectations and standards for all students.	During academic year 2023-24, staff feel increasingly confident delivering lessons to mixed prior attainment groups. Quality of Education monitoring (learning walks, work scrutiny, student and staff voice) shows positive impact of these changes.
5. Disadvantaged students with SEMH needs are provided with appropriate intervention.	Behaviour incident logs for disadvantaged students show a decrease in Summer Term 2024 compared to average of Autumn and Spring and also 2023. Exit surveys for all disadvantaged students who access the SEMH provision show improvement in well-being.
6. The attendance team to prioritise disadvantaged students and provide them with targeted support to improve their attendance.	Overall attendance for disadvantaged pupils improves to be in line with or closer to national averages.
7. Ensure all disadvantaged students have full access to our full school curriculum offer.	Attendance lists show that all extra-curricular opportunities for students are well attended by disadvantaged 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 318,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching vacancies to include recruitment incentive for highly skilled candidates.	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF 2019</p> <p>Sutton Trust research states that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most pupils.</p>	1a
Recruitment of experienced core teachers.		1b
ECT Year 1 & 2 teachers to have extra planning time factored into their timetables.		1c
ECT mentors to have extra free time in timetables to enable them to meet frequently with their mentees.		1c
Full CPD programme for all staff, with bespoke packages for ECT.		1c
Leadership development promoted via the appraisal programme including access to NPQs as appropriate		
Recruit 2 X cover teachers		1d
Regular CPD for staff focuses on adaptive teaching to ensure all students (at KS3 especially) can access the curriculum. This is especially important given the move to mixed prior attainment classes in KS3.	<p>"Setting is likely to lead to a widening of the attainment gap between disadvantaged pupils and their peers, because the former are more likely to be assigned to a lower group." EEF 2017</p>	4

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

Budgeted cost: £ 225,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the Literacy Strategy, including: NGRT testing package to continue to enable all year groups to be tested twice per year.</p> <p>Lexonic Leap and Advance packages purchased.</p> <p>Increased numbers of staff trained on this delivery and staff time made available to deliver intervention to targeted groups of students.</p> <p>TLR for Literacy Lead Teacher</p> <p>Purchase of appropriate texts for each year group for Guided Reading during Form Time (St Matthew's Literary Canon) and also to ensure the library is fully stocked with a wide range of age-appropriate texts.</p>	<p>The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). <i>"Literacy is the gateway to the curriculum"</i></p> <p>EEF Toolkit: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	2
<p>Subscription to Sparx Maths</p> <p>TLR for responsibility for Maths interventions to ensure all targeted students are given appropriate support and challenge via Lesson 0 and Lesson 6</p> <p>KS3 intervention teacher delivering numeracy/maths interventions to identified disadvantaged students, with particular focus on Y7s who are not 'secondary school ready'.</p> <p>Holiday Schools/revision sessions out of term time to focus on Y11 Maths exam preparation</p>	<p>Regular and sustained 1 hour per week use of Sparx maths leads to increase of 20% on GCSE grade (Sonia Ilie, University of Cambridge, 2021).</p> <p>"Maths interventions should start early, be guided by assessment and be carefully planned." (EEF, 2017)</p> <p>"When pupils arrive in Y7...structured intervention support may be required for Y7 pupils who are struggling to make progress." (EEF, 2017)</p>	3

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

Budgeted cost: £ 325,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two dedicated SEMH-trained intervention tutors work full-time with the students with the highest needs. Their caseload is regularly reviewed to assess impact. Increased pastoral teams in each year group organise appropriate interventions for all students causing concern due to behaviour. Appropriate interventions are implemented and monitored for effectiveness. Continued implementation of 'Learning Behaviours' programme for all students.	<p>"Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills."</p> <p>"Targeted approaches that are tailored to pupils' needs...may be appropriate where pupils are struggling with behaviour."</p> <p>EEF 'Closing the disadvantage gap' 2021.</p>	5
Attendance strategy to be implemented, with particular focus on disadvantaged students: Increased staffing to the pastoral and attendance teams allows quicker response to non-attendance, including: <ul style="list-style-type: none"> <li>- first day phone calls all completed before 10am</li> <li>- more staff enables higher number of parental meetings to take place</li> <li>- increased number of home visits for PA and SA students</li> <li>- free uniform items for new Y7 students and spare uniform items purchased to ensure this is not a barrier to any family</li> <li>- budgeted allowance for attendance incentives and rewards</li> </ul>	<p>"Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding."</p> <p>DfE Working together to improve school attendance 2022</p>	6
All students who wish to study a musical instrument to receive free peripatetic lessons delivered by a specialist teacher. Staff to be able to bid for funding to enable disadvantaged students to access all extra-curricular trips and other such activities. Free breakfast items to ensure students have a healthy, nutritious start to the day.	Our mission as a Catholic school is to ensure that all our students can appreciate the wonder of God's creation in all its facets. It is therefore of vital importance to us that we ensure our disadvantaged students have full access to everything on offer at our school.	7

**Total budgeted cost: £ 888,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the provisional Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.1 and for our non-disadvantaged pupils it was -0.55. The Attainment 8 figure (which is a measure of GCSE attainment across 8 subjects) for our disadvantaged pupils was 31.4 whilst the figure for non-disadvantaged pupils was 41.4. See [DfE guidance](#) for more information about KS4 performance measures.

We will compare our results to national figures for 2022-23 once they become available. Although national averages change from year to year, the national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data shows that the progress and attainment of the school's disadvantaged pupils in 2022/23 remains below our expectations. However the 2023 results did show an improvement in terms of attainment and progress compared to the previous year and the attainment and progress gap at our school was smaller than the national average.

Absence among disadvantaged pupils was 7.6% higher than their peers in 2022/23 and persistent absence 9.9% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our internal data showed that the % of incidents of significant negative behaviour (spent time in internal isolation, suspended or permanently excluded) involving disadvantaged students was 71%, whereas only 29% of these incidents involved non-disadvantaged students. This shows why reducing this number is part of our current plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Sparx Maths	Sparx Learning
Lexonik Leap and Advance	Lexonik Ltd
Seneca – various subjects	Seneca Learning
Sentence Builders	The Language Gym
Kerboodle	
Educake	
Tassomai	