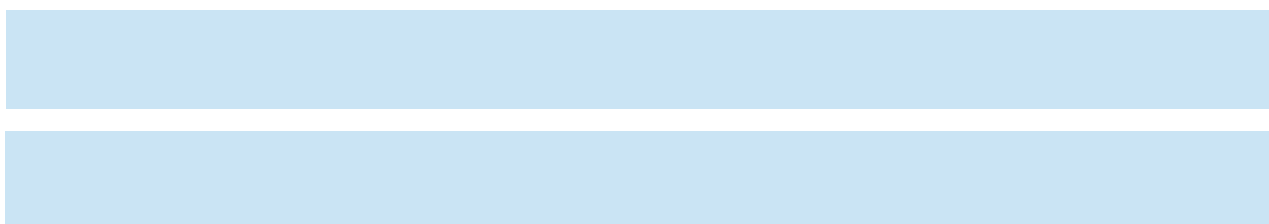
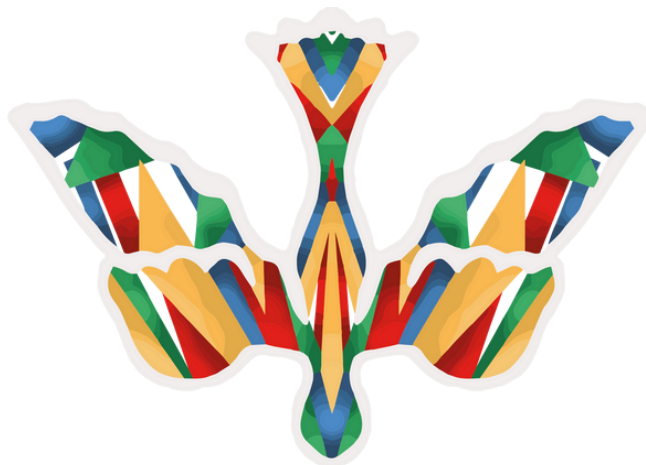

Pupil Premium Strategy Statement of Intent 2024-27

The McAuley Catholic High School



Pupil premium strategy statement – McAuley Catholic high school Doncaster

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1433
Proportion (%) of pupil premium eligible pupils	24.8% (355)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31/12/2024
Date on which it will be reviewed	01/12/2025
Statement authorised by	Mr J Tucker Head Teacher
Pupil premium lead	Mrs J McGee Deputy Head Teacher
Governor / Trustee lead	Mr G Thickett Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,120p
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£10,976350p

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our objectives are:

To follow the EEF guidance and use the three tier approach model to effective pupil premium allocations. [The tiered approach to Pupil Premium spending | Education Endowment Foundation](#)

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To raise literacy levels so disadvantaged pupils in school make or exceed nationally expected progress.
- To provide social and emotional support to improve student attendance, engagement, aspiration and resilience.
- To provide students with opportunities for cultural enrichment and remove financial barriers where possible.

We aim to achieve these by:

- Ensuring that teaching and learning meets the needs of all the pupils through a broad and balanced curriculum, quality first teaching and with continued professional learning opportunities for teachers.
- Providing small group tuition and catch up opportunities
- Monitoring of attendance and attendance initiatives such as rewards, phone calls home and home visits
- Provide resources and funding for students to experience extra curricula opportunities

Our key principles are aligned with our whole school curriculum intent and improvement strategy. We believe the study of a broad range of subjects is important to facilitate the development of cultural capital for all students. Each subject's curriculum is planned by a subject specialist and is deliberately sequenced to promote progress. In addition, exposure to a range of experiences and knowledge will help to raise the attainment of disadvantaged students in particular. Every subject area values the importance of personal development to ensure students develop into citizens able to make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	Improve outcomes for PP students

2	Literacy levels are lower for incoming PP students than non-pp students.
3	Attendance rates for students eligible for PP are lower than other students.
4	Low levels of aspiration and resilience

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
Pupils make at least expected progress	Gaps will close in progress made between PP and non PP. PP students to achieve, or exceed, P8 averages, in line with national averages for all students
Improved literacy outcomes for PP students so they can access the full curriculum	Close the gap in reading ages so PP are in line with non PP cohort Standardised reading scores are in line, or above, national averages
Improvement in the attendance for PP students	PP student attendance gap closing compared to non pp. PA rate for PP will be in line, or lower than national averages. Increased parental engagement demonstrated through home visits
Higher levels of engagement of PP students in school and within lessons	PP students receiving attitude to learning grades in line with non-pp cohorts Increased engagement is evident in data tracking, classroom observations, access to the curriculum and progress.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £181.060

Activity	Evidence that supports this approach	Challenge number(s)) addressed

<p>Provide engaging and ambitious curriculum for PP students through:</p> <p>a) A broad and ambitious curriculum with a 3 year KS3. Long term whole school curriculum plan has endpoints based on our McAuley 7 year pledge.</p> <p>b) Subject curriculum planning is sequenced through the long and medium term taking full account of the incremental steps of learning in the subject. There is logical progression and the sequencing builds in ways of students committing knowledge and skills to memory. Retrieval and cognitive science explored in training sessions.</p>	<p>EEF A Tiered Approach to 2020-21 – High quality teaching for all</p> <p>A narrowed curriculum can mean that children miss out on opportunities to study subjects and gain knowledge that could be valuable in later stages of education, or in their adult lives. It can also have a disproportionately negative effect on the most disadvantaged pupils https://educationinspection.blog.gov.uk/2020/01/09/making-curriculum-decisions-in-the-best-interests-of-children/</p> <p>Great teaching toolkit dimensions</p> <p>1.2: Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching.</p> <p>1.3 Knowledge of relevant curriculum tasks, assessments and activities their diagnostic and didactic potential.</p>	<p>1</p>
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<p>Whole school priority is focusing on developing effective AFL strategies in the classroom. Current CPD package 'Dylan Williams effective use of AFL'.</p>	<p>Building on over 20 years of research by Dylan Wiliam and Siobhan Leahy, this programme has shown to make a positive impact on student achievement and teacher behaviours.</p> <p>Embedding Formative Assessment - SSAT</p>	<p>1 and 2</p>
<p>Whole school approach to improving literacy - all subjects continually develop their reading curriculum and explicit strategies for boosting comprehension and to develop</p>	<p>EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p>	<p>1, 2 and 4</p>

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

Budgeted cost: £90,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Group Reading Test (NGRT)	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2
Literacy support/intervention/catch up provision.	EEF A Tiered Approach to 2020-21 –Targeted academic support	2

Appointment of a Literacy intervention coordinator role	EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.	
Disciplinary literacy	Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction	2
School led tutoring program	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2

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

Budgeted cost: £90,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve overall attendance for disadvantaged by liaison of Attendance Officer and Family Support staff, with YL and KSM specifically targeting FSM students	EEF A Tiered Approach to 2020-21 - Wider strategies EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tiered approach. DfE Pockets of poverty state - effective schools provide a supportive culture. EEF toolkit suggests that PP students are more likely than other pupils to miss at least one in five days in secondary school'	3
Reduce the number of Exclusions, Fixed Term Exclusions and	Disadvantaged students have a higher national percentage of Permanent Exclusions. If they are	3

the number of Permanent Exclusions.	excluded by the school, they have less chance of becoming productive members of society. PP students are 4X more likely to receive FT exclusion (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)	
Improve resilience and mental health of vulnerable disadvantaged students. Support provide through safeguarding team, pastoral support, Emmaus, Nurture, and Engage.	EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. DfE Pockets of poverty state - effective schools provide a supportive culture	4
Support aspirations and school engagement. Providing 1-1 meetings with a pastoral colleague to discuss any barriers to learning experiences.	EEF A Tiered Approach to 2020-21 - Wider strategies EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. DfE Pockets of poverty state - effective schools provide a supportive culture. EEF toolkit suggests that PP students are more likely than other pupils to miss at least one in five days in secondary school'	4
Careers guidance meetings to work through a skills builder programme.	EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. DfE Pockets of poverty state - effective schools provide a supportive culture	4

Total budgeted cost: £ 362,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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