

# PP strategy statement – St Cuthbert Mayne 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	1047
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 - September 2025
Date this statement was published	16.12.22
Date on which it will be reviewed	September 2023
Statement authorised by	James Down
Pupil premium lead	Kris Statham
Governor / Trustee lead	Katie Coombe

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£353,245
Recovery premium funding allocation this academic year	£72,879
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*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.</i>	£14,465
<b>Total budget for this academic year</b>  <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>	£440,589

## Part A: Pupil premium strategy plan

### Statement of intent

At St Cuthbert Mayne school we believe that all children are gifts from God and, therefore, our disadvantaged strategy is fundamental in ensuring we are fully inclusive. Our mission statement is “Educating for Life is all its Fullness” and that means **all** students.

At STCM, all students are able to achieve outstanding progress and outstanding attainment. We have high expectations for all student groups and individuals. We do not equate deprivation and challenge with low ability.

Not all students who qualify for Pupil Premium are socially disadvantaged and not all socially disadvantaged students qualify for Pupil Premium. We, therefore, focus on the needs, progress and attainment of all students.

All teaching and learning strategies are designed to meet the needs of individual groups. Additional support and intervention is integrated into our daily teaching programmes.

Research, trialing and self-evaluation are used in order to allocate funding to activities that are most likely to have an impact on achievement.

In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of Disadvantaged and non-Disadvantaged students.

The overall strategy looks at tackling the challenges below through a combination of High Quality Teaching, Targeted Support and Wider Strategies; details of these are listed in the sections below.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Consistency of Teaching and Learning</p> <p>Continue to improve High Quality Teaching across all subject areas. There will be a particular focus in the classroom on assessment and adaptive teaching. These areas have been identified through observations and staff voice.</p>
2	<p>Attendance and persistent absence</p> <p>At present our attendance gap for our Pupil Premium pupils is 6.45%. Many are at risk of falling into the 'persistent absenteeism' category.</p>
3	<p>Ensuring students can access the full curriculum</p> <p>Our assessments and observations show that our Disadvantaged students are more likely to have a tier 2 and 3 vocabulary deficit, reading comprehension and numeracy/reasoning issues. This may, therefore, be preventing our disadvantaged students from accessing certain parts of the curriculum.</p>
4	<p>Relationships and Behaviour for Learning</p> <p>The data shows that engagement and participation in their learning appears to be a significant issue for some of our disadvantaged students leading to higher incidents of extreme behaviour resulting in more Fixed Term Suspensions.</p>
5	<p>Wellbeing and emotional issues</p> <p>Our assessments, discussions and observations have identified social and emotional issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>

## 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
Higher attendance for all our disadvantaged students	94% + attendance.
Improve overall attainment	Achieve national average for attainment of all pupil groups. Average A8 disadvantaged grade of 4 or more so as to increase the number of overall qualifications passed and, therefore, improve life chances.
Improve the vocabulary deficit and reading comprehension	Observations, diagnostic analysis and student attainment will show that: <ul style="list-style-type: none"><li>• Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.</li><li>• Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</li><li>• All students will be able to access ideas and knowledge beyond their starting points.</li></ul>
Improve the understanding of numeracy and ability to use logical reasoning to solve problems	Observations, diagnostic analysis and student attainment will show that: <ul style="list-style-type: none"><li>• Students will be able to use logical reasoning in a variety of contexts, both within subjects and across different subject areas.</li><li>• Students will be able to use numeracy across all subjects, which will enable them to fully access the curriculum.</li></ul>
Improve the self-regulation skills of our disadvantaged pupils.	Observations and student attainment will show that: <ul style="list-style-type: none"><li>• All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process.</li><li>• Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects.</li><li>• They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.</li></ul>
Fewer incidents of disadvantaged students exhibiting extreme behaviour and being more engaged in their learning.	Observations, diagnostic analysis and behaviour data will show that: <ul style="list-style-type: none"><li>• The average number of lesson removals is being decreased.</li><li>• Learner Score increases demonstrating more engagement with learning.</li><li>• The number of fixed term suspensions is being decreased.</li></ul>

## 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** Budgeted cost: £193,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</b></p> <ul style="list-style-type: none"> <li>This will be achieved through monitoring by SLT, Curriculum Leaders and a team of Lead practitioners.</li> <li>This process will then be moderated through external reviews including ESW review days.</li> <li>The use of technology will enhance QFT supported by Google Apps for Education and our blended learning strategy.</li> </ul>	<p>The EEF's pupil premium guide references one summary research report in its explanation of why it promotes QFT (2019): A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>In turn, this Sutton Trust report (2011) references five studies in support of QFT (Aaronson et al., 2007; Hanushek, 1992; Rivkin et al., 2005; Rockoff, 2004; Slater et al., 2012). Each probes teacher effectiveness and variability: how much of the variation in students' test scores can be attributed to their teachers? These studies estimate that an increase of one standard deviation in teacher effectiveness corresponds to an increase of 5–20% of a standard deviation of a student's test scores.</p> <p>Even at the lower end of the range, this flurry of research in the 2000s concluded that having a good teacher matters. This amounted to a significant contribution to the long-standing debate in education research regarding the importance of school effectiveness and leadership in comparison to the importance of teachers in the classroom. In some (but not all) of these studies, a comparison was made with school-level factors, indicating that having a 'good teacher' has a larger impact on test scores than being at a 'good school'.</p>	1, 3
<p><b>Professional development on evidence-based approaches.</b></p> <ul style="list-style-type: none"> <li>This extensive CPD Programme will focus on: <ul style="list-style-type: none"> <li>Assessment</li> <li>Adaptive Teaching</li> <li>Phonics</li> <li>Metacognition.</li> </ul> </li> </ul>	<p>A few strategies are not currently well supported by evidence like continuing professional development (CPD). However, there are numerous sources which back up the merits in the foci we have chosen and below I have highlighted a few.</p> <p>The NFER Survey of Headteachers (2015), showed that improving feedback between teachers and pupils was identified as the second most effective way of raising the attainment of disadvantaged pupils.</p> <p>The PISA research says that 'adaptive instruction' is one of the approaches most positively correlated with student performance. The following document further explores the evidence behind the choices to focus on Assessment and Adaptive Teaching:</p>	1, 3, 4

<ul style="list-style-type: none"> <li>It will be delivered through whole school TeachMeets, Partnership work with other local schools, in addition to National College training.</li> </ul>	<p><a href="#">EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and Effective Diagnostic Assessment</a></p> <p>The research into Phonics is secure as an evidence base and shows it is cost effective and gives good impact (+5 month on the EEF toolkit): <a href="#">Phonics   EEF</a></p> <p>Although mainly studied at a primary school level, supporting younger pupils to master the basics of reading has shown similar results in secondary.</p> <p>Looking at our New Group Reading Test data shows a large proportion of our intake enter our school with below expected reading ages, hence why this has been selected as a focus.</p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>This is why the guidance report will be used to support implementation:  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/meta-cognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1670402717">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/meta-cognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1670402717</a></p>	
<p><b>Mentoring and coaching.</b></p> <ul style="list-style-type: none"> <li>Dedicated directed CL Leadership time has been increased to allow them to focus on coaching.</li> <li>This will use the StepLabs platform to facilitate this instructional coaching.</li> </ul>	<p>Instructional coaching uses expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills. However, there is a lack of evidence on the use of instructional coaching in an English schools context.</p> <p><a href="#">Four reasons instructional coaching is currently the best-evidenced form of CPD</a></p> <p>A pilot evaluation by the EEF was designed to run from June 2019-July 2020. However, both delivery and evaluation were modified due to the COVID-19 outbreak and this report covers the initial set-up period until February 2020. This means that we only saw the very early stages of programmes, which limits the evaluation and its findings.</p> <p>With these limitations in mind, the pilot evaluation suggests that all three programmes show some evidence of promise. In particular, the online materials provided by Ambition and the Chartered College of Teaching, and subsequent coaching sessions delivered in schools, were perceived to be high quality and impactful by participants.</p>	<p>1, 3, 4</p>

## Targeted academic support Budgeted cost: £93,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions to support language development, literacy and numeracy.</b></p> <ul style="list-style-type: none"> <li>Interventions run by English learning coach overseen by the Literacy lead.</li> <li>Interventions run by Maths learning coach overseen by the Numeracy lead.</li> <li>Mayne Reads guided reading programme used to support language development.</li> </ul>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><a href="#">Small group tuition   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Significant Benefits of Guided Reading:</p> <p><a href="#">Specific Instructions on How to Use Guided Reading to Help Your Child or Student Advance Reading Skills</a></p>	3
<p><b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND.</b></p> <ul style="list-style-type: none"> <li>Specific fortnightly training given to teachers</li> </ul>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	3, 4, 5

<p>by SENCO to target need.</p> <ul style="list-style-type: none"> <li>• Learning Support to focus on disadvantaged students.</li> </ul>	<p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p> <p>Studies showing that TAs have a positive impact on pupil attainment list a variety of benefits for pupils. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parents.</p> <p><a href="#">Do teaching assistants improve pupil outcomes in mainstream schools?.</a></p>	
<p><b>Peer tutoring.</b></p> <ul style="list-style-type: none"> <li>• Programme developed with sixth form students supporting.</li> </ul>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>There are risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee, and some studies report negative overall impacts.</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p>There is no evidence that approaches with a single focus on improving academic attainment or performance are more effective, programmes with multiple objectives can be equally or more effective.</p> <p><a href="#">Mentoring   EEF</a></p>	<p>4, 5</p>



## Wider strategies Budgeted cost: £153,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <ul style="list-style-type: none"> <li>Support provided by: <ul style="list-style-type: none"> <li>A team of SEMH champions</li> <li>Behaviour support team.</li> </ul> </li> </ul>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	4, 5
<p><b>Supporting attendance</b></p> <ul style="list-style-type: none"> <li>Raise the profile of good attendance to students</li> <li>Support other whole school attendance strategies e.g. Year lotteries</li> </ul>	<p>A pupil's attendance will directly affect their achievement in school. Evidence shows that a pupil's progress and attainment is affected if their attendance falls below 90% and statistics show that if pupils miss just 17 days (34 sessions) of school, their GCSE attainment is likely to drop by an entire grade.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449</a></p>	2
<p><b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</b></p> <ul style="list-style-type: none"> <li>Programme and strategy in place to increase disadvantaged student participation.</li> <li>Monitored and tracked by SLT lead.</li> </ul>	<p>See section 2 of the following document from the Social Mobility Commission:</p> <p><a href="#">Extra-Curricular Activities, Soft Skills and Social Mobility</a></p>	2, 5

<ul style="list-style-type: none"> <li>Financial support to support access to trips and other activities.</li> </ul>		
<p><b>Breakfast clubs and meal provision</b></p> <ul style="list-style-type: none"> <li>Wider roll out to double disadvantaged students.</li> </ul>	<p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> <li>Improve cognitive function, particularly memory, attention, and executive function</li> <li>Improve academic performance, including school grades and achievement test scores</li> <li>Increase on-task behaviour in the class</li> </ul> <p><a href="#">The impact of breakfast on learning in children - Family Action</a></p> <p>Magic Breakfast's 2015 survey, of headteachers, school business managers and breakfast club coordinators at its partner schools, found overwhelming evidence of the positive impact that eating a nutritious "magic" breakfast has on school children. Of those who responded to the survey (345 schools): 84% reported improved educational attainment among pupils who attend breakfast club with 96% reporting increased energy levels/alertness and 95% reporting improved concentration levels among pupils.</p>	2, 5
<p><b>Reduce additional barriers to learning</b></p> <ul style="list-style-type: none"> <li>These include: <ul style="list-style-type: none"> <li>Home learning</li> <li>Uniform issues</li> <li>Equipment gaps.</li> </ul> </li> </ul>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p><a href="#">Homework   EEF</a></p>	3, 4, 5

**Total budgeted cost: £440,589**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. Therefore, a National gap of -15.1. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Therefore, a National gap of -0.7.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was well below our expectations. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 gap of our non-disadvantaged pupils was -1.05, and the Attainment 8 gap was -15.37. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 2%, which is similar to previous years but 1.5% below that for non-disadvantaged pupils. We have changed our options process to combat this issue.

Absence among disadvantaged pupils was 9.15% higher than their peers in 2021/22 and persistent absence 11.45% 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 assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic.

The impact on disadvantaged pupils has been particularly acute. The school is committed towards achieving an average A8 grade of 4 (a passing grade at GCSE) with disadvantaged students to increase their life chances regardless of their starting point. This figure, 2.75 in 2022 but projected to be 3.99 in 2023, is increasing as you look through the school year groups as we continue to work towards this goal. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. There is further information below which provides more details about the funding of our Disadvantaged strategy.

<https://www.st-cuthbertmayne.co.uk/wp-content/uploads/2022/11/2021-22-Pupil-Premium-Spending-and-Impact.pdf>

## 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