



ST MARY'S COLLEGE PUPIL PREMIUM REPORT 2020 – 2021

1. An Introduction to the Pupil Premium

The Pupil Premium is funding directed to schools to help them address the inequalities between disadvantaged children and their peers. Disadvantaged students are defined here as those who are:

- currently eligible for free school meals or have been eligible at any point in the last 6 years (**FSM**)
- looked after children (**CLA**) or post looked after children
- recorded as service children at any point in the last 6 years

It is evident that at a national level, there is currently a very significant gap in the attainment and achievement of disadvantaged students and their peers.

Funding is used for a range of initiatives within the school specifically aimed at raising the achievement of Pupil Premium pupils and closing the aforementioned attainment and achievement gaps.

- An attainment gap in this context can be defined as the difference between the academic attainment of those eligible for the Pupil Premium compared to those who are not.
- An achievement gap in this context can be defined as the difference between the progress (from end of key stage 2 starting points) made by those eligible for the Pupil Premium compared to those who are not.

Whilst we regularly track the attainment and progress of students across all year groups at St Mary's College, this document will primarily focus on the evaluation of performance at the end of KS4 (secondary education) and comparisons with student starting points at the end of KS2 (primary education).

2. School Mission

The school mission statement clearly expresses our Christian values, and as a Catholic school support for the most vulnerable is core to our foundation. A key aim in our service to young people is to significantly improve the life chances of the most disadvantaged students and remove any inequality of opportunity. This is deeply important to our sense of moral purpose. **'Every person in our community is specially valued and has an important part to play in making sure that we live out our mission.'**

3. School Context

19.9% of the school population of 1,696, which excludes 6th form students, are known to qualify for FSM status (definition outlined above), and this compares to 27.7% nationally. Below is a break down by Year group of pupils identified as FSM or CLA:

	Year 7			Year 8			Year 9			Year 10			Year 11		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Number on roll 2020-21	198	182	380	188	176	364	158	175	333	154	161	315	148	156	304
Ever 6 FSM*	33	39	72	40	36	76	39	34	73	27	33	60	30	26	56
Children Looked After	2	1	3	1	2	3	3	0	3	0	3	3	0	0	0

The English Indices of Deprivation placed Hull amongst the 7 most deprived local authority areas in the country and, according to End Child Poverty, one third of children and young people live in 'income deprived' households. Hull does not have any relatively affluent suburbs or semi-rural environments that help to alleviate this situation for many other local authority areas. St Mary's College has been invited by the National College for Teaching and Leadership to be an exemplar school for 'closing the gap'.

4. Previous and Current Pupil Premium Funding

The pupil premium received in 2019/20 was £307,615. It was spent on a range of progress support initiatives, staff and activities, many of which have evolved through our experience of targeting support for the needs of individual students. All activity is tested against national evidence on the impact of strategies to support disadvantaged students, particularly that collated by the Education Endowment Foundation. Given the unprecedented impact of Covid-19 much of the planned activity had to be adapted to be delivered remotely and to facilitate learning at home or in our targeted on-site provision. However the impact of that work continued to be evident in the access, engagement and outcomes for disadvantaged students. Strategies deployed will be revisited and further developed during 2020/21.

This academic year, the Pupil Premium funding we will receive will be:

- £955 per FSM6 student: £321,835 for 337 FSM6 students;
- £310 per service premium student: £2,790 for 9 service students; and
- £2345 per looked after student: funding for these 12 students is held centrally by the local authority and will be allocated to us where applications for approved spending are agreed.

5. Impact Summary: Pupil Premium students at St Mary's College 2020-21

(Further analysis of KS4 performance available in Appendix A)

Students eligible for Pupil Premium are described in terms of the data below as 'Disadvantaged pupils'. Students not deemed disadvantaged and so not eligible for this funding are described as 'Other pupils'.

- Progress for disadvantaged students at St Mary's College across the 'Progress 8' curriculum is **well above** that for all pupils nationally. It also consistently exceeds comparisons for Other pupils nationally.
- Attainment for disadvantaged students at St Mary's College across the 'Progress 8' curriculum also exceeds that of Other pupils nationally.

(Progress 8 is a primary accountability measure for schools and reflects the progress students make between the end of primary school and the end of secondary school across a particular suite of qualifying subjects. Attainment 8 is a measure of the average attainment outcome across the same subjects.)

- The **percentage** of disadvantaged students at St Mary's College who are entered for the English Baccalaureate is 65% compared with 43% for Other pupils nationally.
- The **average point score** in the English Baccalaureate for disadvantaged students at St Mary's College is above that of Other pupils nationally.
- Disadvantaged students at St Mary's College missed **over 3%** less sessions in 2019/20 than peers nationally.

6. School Expectations of Teaching and Learning

At St Mary's College we acknowledge that the most important gains in student progress are made in classrooms through excellent teaching. For this reason there is a relentless focus on outstanding teaching and learning for all students including those who are vulnerable and may require additional support. With our continued emphasis on closing gaps and ensuring outstanding progress is enabled for all, there has been an ongoing focus on:

- **Improving the core areas of literacy and numeracy** to enable disadvantaged pupils to quickly access the full curriculum. This is achieved through ensuring a consistent approach across the curriculum to reading, writing, communication and mathematics including through our Teaching and Learning policy. As a result of extensive tracking, students who are underachieving in core subjects are quickly identified and targeted with progress support initiatives across all Year groups, not just at the end of Key Stage 4.
- **Maintaining a core focus on effective feedback** and student responses to this. We have invested in resources and mechanisms to support teachers in providing meaningful and regular feedback which students respond to and demonstrate tangible progress in their learning as a result.
- **Constant analysis of progress for Pupil Premium students** is used to identify underachieving individuals and to respond with appropriate support from teaching staff, pastoral care teams, Heads of Year, tutors and teaching assistants. Monitoring of the impact and success of implemented strategies is carried out by the Senior Leadership Team.
- Expectations on all staff to **deliver consistently good and outstanding lessons** using data provided to highlight students eligible for Pupil Premium and target them for support as required. All teaching staff are held to account for the progress of all learners for whom they are responsible. Challenging and relevant homework is provided regularly and systems are in place to support all learners in ensuring they meet all deadlines.

7. Pupil Premium Spend

Academic Year 2020-21: The pupil premium funding of £324,625 for this academic year will be spent on:

Pastoral Care and Support

Pastoral Support Staff	30,809	<p>Pastoral support structures at St Mary's College play a fundamental role in removing any barriers to the learning of disadvantaged students. A number of key leadership and support roles within the team are financially supported through the Pupil Premium. These include a Vice Principal with responsibilities including Safeguarding and behaviour, Safeguarding and Looked After Children Assistants, a Transition Coordinator, Heads of Year, Assistant Heads of Year and Learning Mentors amongst others. Pastoral teams provide focused individual tutoring and support for students across all aspects of their school life. This includes social and emotional support for all issues affecting students' wellbeing and academic progress in school.</p> <p>Each child has a personal tutor whose responsibility is to monitor the progress of their tutees and meet with them a minimum of four times per year for 30 minutes. Teachers receive scheduled non-teaching time each week which is ring-fenced for this to take place. Once a year the school holds a parent / tutor day which provides parents with the opportunity to have a detailed discussion about progress and engagement in school.</p> <p>Pastoral Administrators alongside our Education Welfare Officer ensure that all students attend school and all absences are closely tracked and monitored. Information collated is shared with other colleagues to liaise with students, parents and carers to overcome any issues leading to any issues of poor attendance.</p>																																
Personal Tutoring	21,506																																	
Pastoral Administration (Attendance)	10,648	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">% sessions missed due to Overall Absence (to March 2020)</th> <th colspan="2">% Persistent absentees – absent for 10% + sessions (to March 2020)</th> </tr> <tr> <th>School</th> <th>National average</th> <th>School</th> <th>National average</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>3.4</td> <td>5.5</td> <td>6.8</td> <td>13.7</td> </tr> <tr> <td>Free School Meals (Ever 6)</td> <td>4.9</td> <td>8.2</td> <td>12.2</td> <td>24.7</td> </tr> <tr> <td>Other pupils</td> <td>2.8</td> <td>4.5</td> <td>4.9</td> <td>9.1</td> </tr> <tr> <td>Gaps</td> <td>-2.1</td> <td>-3.7</td> <td>-7.3</td> <td>-15.6</td> </tr> </tbody> </table>					% sessions missed due to Overall Absence (to March 2020)		% Persistent absentees – absent for 10% + sessions (to March 2020)		School	National average	School	National average	All Pupils	3.4	5.5	6.8	13.7	Free School Meals (Ever 6)	4.9	8.2	12.2	24.7	Other pupils	2.8	4.5	4.9	9.1	Gaps	-2.1	-3.7	-7.3	-15.6
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Welfare Fund	8,000	<p>There is a welfare fund used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities.</p>																																

Improving Academic Outcomes

Leadership and Management	46,514	<p>A Data, Exams and Curriculum team provides accurate and robust tracking and monitoring of all groups of students including disadvantaged. Key stakeholders are provided with data frequently in order to effectively target, intervene and evaluate the impact of progress support initiatives in the school. A strategic overview is taken to ensure students have access to a meaningful and challenging curriculum and are successful within it, making at least expected levels of progress and meeting challenging attainment targets. This has led to disadvantaged students consistently performing well above national comparisons (including those 'Others' who are non-disadvantaged). Additional support is provided to Year 7 and 8 students (many of which are eligible for Pupil Premium support) whose levels of literacy and numeracy limit their capacity to meaningfully access the full curriculum. A range of programmes to accelerate the core skills for these students including social skills are deployed with the aim of reintegrating them in to a broader curriculum at the earliest opportunity.</p>
Nurture Groups	4,337	

Progress Support	11,907	Collaboration between pastoral teams, subject leaders, teaching and support staff enables regular monitoring of progress for all students. Where any student is failing to achieve minimum expected levels of progress, support measures are put in place which are wide ranging and vary in approach. Impact is regularly evaluated and provision adapted as required. Any gaps for disadvantaged students are a focus for support. Transport solutions for after school provisions are found to ensure access is enabled for all.
Pupil Premium Fund	5,000	This is a budget to enable middle leaders to bid for funding to support initiatives targeted to benefit students who are eligible for support through the Pupil Premium.
Effective Marking & Feedback	2,000	As part of the Teaching and Learning policy at St Mary's College teachers are required to regularly assess progress and feedback to students. A template sticker is used across the curriculum, which scaffolds effective feedback to students and forms the platform for their responses. Coloured pens enable clear identification of marking, feedback and responses and are provided to all classrooms for use in all lessons. Regular, robust and diagnostic marking and feedback have been recognised through national research as one of the most impactful strategies to support the academic progress of learners.

Improving Literacy and Numeracy

Maths and English Intervention	28,500	Maths and English intervention is provided to students identified as being at risk of not achieving expected rates of progress. Strong performance in core subjects promotes progress across the curriculum and is important for access to further education and employment. A key part of the strategy includes employing high quality (often retired) maths teachers for small group intervention and to support immersive programmes.
Reading Cloud / Facilitation	4,857	This is an online programme which has demonstrated impact in improving access to reading, accelerating the reading age of targeted pupils.
Literacy and Numeracy Leads	2,779	Literacy and Numeracy coordinators promote application across the curriculum to ensure consistency of delivery of whole school programmes. This reinforces other shorter and more targeted intervention initiatives.
Core Subject Class Sizes	114,990	Reduced class sizes in Maths and English enable more focused support of individuals and small groups. In Years 10 and 11 there is an extra class, with comparatively smaller numbers of students. This support particularly benefits those vulnerable in the core areas and helps to narrow achievement gaps.

Raising Aspirations

Enrichment Activities	6,300	A wide range of sporting and other activities and clubs are available to disadvantaged students and they are actively encouraged to participate in enrichment activities. Free transport to sporting events is provided.
Student Awards	1,486	An annual awards evening is held at which there are awards for academic as well as non-academic achievement and disadvantaged students are well represented amongst those receiving awards.
Peer mentoring	300	Peer mentoring takes place between 6 th form students and those in the lower school. 6 th form students also assist in a variety of sporting events and with sports coaching of younger pupils. This peer support helps to encourage pupils in various aspects of their school life and provides a tangible and relevant role model for pupils to continue into 6 th form.
Careers Advice and Guidance	2,113	Our independent careers expert will see targeted disadvantaged students as a priority, guided through pastoral teams. This provides an opportunity to discuss and foster their aspirations and plans for the future.
Free Breakfasts & Music Tuition	22,579	The school fund free breakfasts and music tuition for disadvantaged pupils. There are a number of students who will benefit from free music tuition.

8. Post 16 Provision

At St Mary's College we are committed to ensuring that all students, regardless of starting points or level of disadvantage are able to succeed and leave school confident and prepared for their next steps in life. As we continue our relentless drive to develop the quality of teaching and learning pre and post 16, we do so with the support of accurate and detailed tracking of data.

Students eligible for FSM or who are CLA continue to be monitored in the Sixth Form and support is provided as required to maintain progress towards and beyond targets. Our current proportions of students categorised as disadvantaged* are as follows:

	Year 12	Year 13
Number on roll	406	254
Number Disadvantaged	53	27
% Disadvantaged	13.05%	10.63%

* These figures include all students who we know through our own internal records or following investigation through local authorities were FSM6 when in Year 11 and/or remain looked after students

We are proud of the fact that 100% of students leaving Year 13 last academic left with a plan for Higher Education, Training or Employment. As a result of the Covid-19 pandemic, a greater number chose to defer their places at University. A breakdown of disadvantaged and other pupils is outlined below:

Destination	Disadvantaged pupils	Other pupils
Higher Education Institutions	75.1%	76.7%
Foundation Courses	0.0%	0.0%
Employment	17.6%	13.0%
Gap Year	7.3%	10.3%

* These figures include only students who we knew through our own internal records were FSM6 when in Year 11 and/or remained looked after students during their post 16 study

Further information about the attainment of Pupil Premium pupils at St Mary's College can be found by using the following links:

DfE Performance Tables (Only available up to and including 2019 due to CV19 Pandemic)

Local Authority: <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase®ion=810&geographic=la&phase=secondary>
(Look out for the drop-down menu for a range of disadvantaged pupil comparisons.)

St Mary's College: <https://www.compare-school-performance.service.gov.uk/school/118117>

If you have any further questions regarding the Pupil Premium at St Mary's College or any of the data included with this report please contact us and we will endeavor to provide the information you require.

David Perry
Head of School

Sophie Teasdale
Director of Operations

Appendix A - Analysis of KS4 performance (Source: Internal Analysis of validated Centre Assessed Grades 2020)

Group	Number of students	KS2 APS	P8	A8	EM (%)		EBacc			English (%)			Maths (%)		
					4+	5+	4+ (%)	5 + (%)	APS	7+	5+	4+	7+	5+	4+
All Students	272	4.78	0.93	55.57	77.6	54.0	57.0	42.3	5.14	24.3	68.4	84.6	27.6	62.5	82.0
Gender															
Males	134	4.78	0.63	52.96	73.9	49.3	50.8	39.6	4.95	18.7	56.7	79.1	27.6	61.9	82.8
Females	138	4.78	1.22	58.11	81.2	58.7	63.0	44.9	5.33	29.7	79.7	89.9	27.5	63.0	81.2
Pupil Premium															
PP	54	4.59	0.55	46.45	59.3	33.3	37.0	22.2	4.1	7.4	53.7	72.2	11.1	40.7	66.7
Non-PP	218	4.82	1.02	57.83	82.1	59.2	61.9	47.3	5.4	28.4	72.0	87.6	31.7	67.9	85.8
EAL															
EAL	78	4.53	1.6	56.15	78.2	53.9	59.0	41.0	5.37	16.7	70.5	87.2	28.2	66.7	80.8
Non EAL	194	4.88	0.66	55.34	77.3	54.1	56.2	42.8	5.05	27.3	67.5	83.5	27.3	60.8	82.5
SEN															
SEN K	62	4.64	0.44	47.9	58.1	35.5	40.3	27.4	4.22	12.9	50.0	69.4	17.7	45.2	62.9
SEN E	8	3.85	0.53	37.38	37.5	37.5	12.5	12.5	3	25.0	37.5	37.5	0.0	37.5	37.5
Prior Attainment															
High	102	5.32	0.68	66.38	94.1	87.3	82.4	71.6	6.35	46.1	91.2	94.1	49.0	89.2	99.0
Middle	133	4.61	1.07	51.24	74.4	36.8	47.4	27.1	4.61	12.8	59.4	86.5	15.8	50.4	78.2
Low	25	3.47	1.2	36.86	28.0	12.0	12.0	8.0	3.22	0.0	24.0	40.0	4.0	20.0	32.0

Figure A – Overall performance for each pupil group continues to be positive relative to national comparisons.

Please note that all estimates of headlines across pupil groups are based on 2019 national data sets. National performance tables will not be published for the 2020 examination results.

Headline Post 16 Performance Summary (2 Year Trend) including disadvantaged

KS5 Headline Measures	All 2019	All 2020	Dis 2019	Dis 2020
A level cohort and results				
Number of students at the end of 16-18 study with an A level exam entry (for average grade measure)	152	154	27	19
Average point score per A level entry expressed as a grade	B-	B+	B-	B
Average point score per A level entry	38.08	42.4	38.14	40
A level – Level 3 Value Added				
A level value added score	0.26		0.43	
Academic cohort and results				
Number of students at the end of 16-18 study with an academic exam entry (for average grade measure)	158	154	27	19
Average point score per academic entry expressed as an A level grade	B-	B+	B-	B
Average point score per academic entry	38.14	42.45	38.14	39.89
Academic – Level 3 Value Added				
Academic value added score	0.26		0.43	
Applied general cohort and results *				
Number of students at the end of 16-18 study with an applied general exam entry (for average grade measure)	45	82	21	8
Avg point score per applied general entry expressed as a vocational grade	Dist+	Dist+	Dist+	Dist+
Avg point score per applied general entry	37.56	41.01	37.56	40.06
Applied general – Level 3 Value Added *				
Applied general value added score	0.66		0.54	
Tech level cohort and results *				
Number of students at the end of 16-18 study with a tech level exam entry (for average grade measure)	19	21	9	2
Average point score per tech level entry expressed as a vocational grade	Dist+	Dist*-	Dist+	Dist+
Average point score per tech level entry	41.25	41.9	40.54	40
English and maths progress measure				
No. of students at end of 16-18 study in scope for English progress measure	21		1	
Average progress made in English	0.40		1.00	
No. of students at end of 16-18 study in scope for maths progress measure	47		8	
Average progress made in maths	0.21		0.53	

Figure B – Summary of key headlines Post 16 comparing disadvantaged students with all students (DfE September 2019 / CAG internal analysis 2020). Value added measures are not available for 2020.