

## Pupil premium strategy statement – 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Mary's Catholic College
Number of pupils in school	884 (current pupils on roll 939)
Proportion (%) of pupil premium eligible pupils	44.5% (393) (current pupil premium recipient on roll 45.6% (429))
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, <b><u>2022-2023</u></b> , 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Mr K Maddocks
Pupil premium lead	Mr A Hampson
Governor / Trustee lead	Charles Donnelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,105
Recovery premium funding allocation this academic year	£110,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£497,105

## Part A: Pupil premium strategy plan

### Statement of intent

*We want our pupils to experience 'fullness of life', where the sort of person that they become is of paramount importance. At St Mary's our vision is simple, if we work together we will succeed together. Our mission is to develop individual excellence through embracing opportunities and building communities with Gospel values at the heart of everything we do. We encourage our pupils and staff to grow as individuals and to serve their world. Through our Inspire programme we specifically developed the skills that allow our pupils to live our values of Respect, Courage, Pride, Compassion and Determination.*

*We want to be one of the best schools in the country where our pupils have the best education and the best opportunities. Our core belief is that SMCC is a place where all children can learn. We expect all adults and pupils to model positive behaviours based on Gospel values. Our community has a consistent culture of high expectations so that everyone can achieve their full potential. We will celebrate achievement and swiftly address underachievement. By doing this we instil in our pupils a desire and the means to be the best and make a positive difference to our world. The gaining of qualifications, skills and experiences is not just about what pupils get out of it but how it helps them to help others. This is our SMCC Experience.*

*We are aspirational for all our pupils and our knowledge-rich curriculum is based around ensuring that all pupils experience a curriculum that enables them to achieve better than their peers nationally. We recognise that this curriculum is responsive and allows timely opportunities throughout the year for the curriculum to be reviewed. Pupils will only be able to apply their learning and demonstrate this success if they acquire a deep knowledge and understanding across their curriculum that enables them to apply and present what they know and are able to do.*

*Our approach to ensuring that our disadvantaged pupils achieve well in College is one that is based on focused support, evidenced by the needs of the pupils, as well as the growing body of educational research around this issue (for example recommendations of the Sutton Trust Toolkit, EEF guidance). The reality of our approach is to try to replicate some of the advantages held by non-disadvantaged pupils whose attainment at St Mary's College is greater than our disadvantaged pupils as a whole.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Improve attendance for disadvantaged groups.</b> Attendance rate for DP pupils ( <i>as an overall cohort</i> ) is below the target (currently 85.1%) for all pupils of 96%. This reduces their College hours and is a factor contributing to some of them making less than expected progress.
2	<b>Use assessment and data effectively to fine tune teaching and learning (<i>forensic analysis of groups</i>) to improve progress and remove barriers for disadvantaged groups.</b> <a href="#">Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.</a>
3	<b>Develop reading as a curriculum priority to enable disadvantaged students access a full curriculum offer.</b> Upon entry a large proportion of pupil premium pupils' reading ages are much lower than non-disadvantaged pupils, hindering access to the curriculum, their progress/attainment and life chances after leaving education ( <i>see reading/literacy strategy</i> ).
4	<b>Ensure that all leaders (including middle leaders) are forensically focused on closing the gap for disadvantaged pupils.</b>
5	<b>Increase pupils' confidence, resilience and knowledge so that they can keep themselves healthy, physically and mentally.</b> <a href="#">During the pandemic, some disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing including anxiety and loneliness.</a>

## 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
To bring attendance and PA percentage in line with the national average.	<ul style="list-style-type: none"> <li>→ First day's response is effective.</li> <li>→ Form tutors proactively implement the St Mary's attendance policy "Attend Today Achieve Tomorrow", prioritising DP.</li> <li>→ DP parents/carers engage with pastoral teams.</li> <li>→ DP are aware and are able to self-regulate attendance.</li> <li>→ Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.</li> </ul>
<p>Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally.</p> <p>Data is analysed on a regular basis and discussed.</p> <p>AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.</p>	<ul style="list-style-type: none"> <li>→ AHT overseeing attainment and progress of DP.</li> <li>→ Focused support and intervention programme for Yr11, English and Maths EBacc.</li> <li>→ Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly</li> <li>→ Areas of development are identified in team members' subject knowledge and behaviour management (SL/AHT).</li> <li>→ SENCO/AHT/Tutor teams and HOLs maximise pupil potential in year groups and tutor groups.</li> </ul>
Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.	<ul style="list-style-type: none"> <li>→ Pupils can read fluently with comprehension as measured by the NGRT.</li> <li>→ Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.</li> </ul>

All leaders are forensically focused on closing the GAP of disadvantaged pupils.	<p>→DP pupils gap closed particularly for PP HPA males.</p> <p>→Regular reviews of the PP strategy in line with QA and data cycles.</p>
To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.	<p>→AIM Review.</p> <p>→Student voice.</p> <p>→Engagement in extracurricular activities.</p> <p>→Improved attendance.</p> <p>→Improved wellbeing.</p> <p>→Correct pathways accessed.</p>

## 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: £202,186**

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>→ Reading across the whole curriculum - disciplinary literacy.</li> <li>→ Regular use of NGRT followed by supported analysis; CPD around NGRT work with DoE to establish programmes:</li> <li>→ CPD for subject leaders to lead within subject areas: time.</li> <li>→ Reading Champion to support reading across the whole curriculum.</li> </ul>	<p>NGRT/RR training - all teachers x 2 hours.</p> <p>10 HODs x 2 hours.</p> <p>Reading Champion full cost</p>	<p><a href="#">EEF - guidance report for developing literacy.</a></p> <p><a href="#">EEF - guide to pupil premium.</a></p> <p><a href="#">EEF – Teaching and Learning Toolkit.</a></p> <p><a href="#">Benefits of NGRT.</a></p>	3
<ul style="list-style-type: none"> <li>→ CPD developing curriculum.</li> <li>→ Accurately identify the funds available.</li> <li>→ Ensure that key staff (<i>SLT/ELT/middle leaders</i>) are familiar with the research</li> </ul>	<p>All teachers x equivalent 3 days</p> <p>Director of research - 1 day per week</p>	<p><a href="#">EEF - guide to pupil premium.</a></p> <p><a href="#">EEF – Teaching and Learning Toolkit.</a></p>	1, 2, 3 & 5

evidence available to make appropriate decisions.			
<ul style="list-style-type: none"> <li>→Data is used to inform teachers of the effectiveness of their own teaching and its impact on pupil learning.</li> <li>→Ongoing CPD led by LPs on curriculum assessment.</li> <li>→Middle leader coaching and support to ensure incremental progression through the curriculum is maintained.</li> <li>→QFT addresses gaps in learning.</li> <li>→Bespoke intervention programme.</li> </ul>	<p>Arbor package.</p> <p>All teachers x 6 hours, Lead Pracs 5 x 3 hours per week.</p> <p>16 hours HOD, 16 Hours SLT for line management.</p>	<p><a href="#">EEF - Effective professional development - guidance report.</a></p> <p><a href="#">EEF – Teaching and Learning Toolkit.</a></p>	2 & 4



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

Budgeted cost: £113,885

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading</b> →Optima reading and Reciprocal reading ; staff training on the development of reading skills. →Buy texts across the key stages/curriculum areas. →Investment in the school library.	Training = 4 English staff x 12 hours Reading champion full cost.  Library resources.	<a href="#">GL Assessments.</a>  <a href="#">FFT Literacy - Reciprocal reading.</a>  <a href="#">EEF - Teaching and Learning Toolkit. Reading comprehension strategies.</a>	3

→Explicit expectations for reading - staff/pupil.	Lesson =1 x teacher 16 hours per week		
→Timely AIM meetings to identify pupils who require additional support. →Data is used to ensure that gaps in knowledge are acknowledged and addressed in the short term to enable pupil progress to be maximised. →Teachers understand what data should be used and how: data acted upon in a timely way and teaching learning adaptations made immediately.	1x SENDCO, 1 x HOD, 2 x P&A Coach x 30 hours.  1 x HOD, 1 x Senior leader x 30 hours.   All staff x 2 hours.	<a href="#">EEF - guide to pupil premium.</a>  <a href="#">Putting evidence to work: A school's guide to implementation. Gathering and interpreting data to identify priorities.</a>	1, 2 & 4
→Focused support and intervention programme for Yr11, English and Maths EBacc (consultant support).	Approx. 8 teachers x 1.5 hours per week (Inspire Intervention). Approx. 6 teachers 1 1 hours per week after school. English Intervention Teacher - SNI  TLR for English Leader-English Support/intervention	<a href="#">EEF - Teaching and Learning Toolkit.</a>	2 & 4

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

Budgeted cost: £156,701

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> Ensure that attendance is a higher priority in students', parents', and teachers' minds: → Analyse PA data to identify barriers to attendance. → Ongoing engagement with students. → Attendance officer. → Return to school meetings. → Staff training on the importance of DP attendance. → Daily monitoring. → PASS surveys conducted. → Learning coaches meet with DP. → Pupil voice. → Attendance is celebrated and valued by all stakeholders.	10 hours per week term time DM (Attendance support)  36 hours per week - term time SPA (Pupil Premium Attendance Officer).  5 hours per week term time - P&A coach.  5 hours per week 1 x SLT term time.  5 hours per day HOY term time.	<a href="#">EEF - Working with parents to support children's learning guidance report.</a>  <a href="#">DfE – Improving school attendance guidance.</a>  <a href="#">EEF – Teaching and Learning Toolkit.</a>	1

<p><b>Healthy Living</b></p> <p>→Inspire curriculum, DT curriculum (food), RSHE &amp; PSHE. Healthy Lifestyle days.</p> <p>→Work with external agencies to improve pupils' wellbeing</p>	<p>Food costs.</p> <p>Outside speakers (first aider speakers) 16 days' supply</p> <p>1 Lead Prac x 1.5 hours per week.</p>	<p><a href="#"><i>Fair Society, Healthy Lives - Marmot report.</i></a></p> <p><a href="#">DfE Promoting children young people's mental health and wellbeing - a whole school and College approach.</a></p>	<p>5</p>
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<p>physical and mental wellbeing.</p> <p>→A range of further projects and initiatives supporting a systematic programme of extracurricular learning. Extra curricular sport / enrichment programme(i.e. performing arts, Faith in Action).</p> <p>→College-wide commitment to outdoor adventure learning - primarily DofE Award Programme.</p> <p>→Enhanced support for pupils (AIM / GAS meetings).</p> <p>→Clear pathways to signpost parents and pupils to the relevant support.</p> <p>→The Scholars Programme – access to Higher Education, and tutorials. Challenging courses on subjects beyond the curriculum. Developing key skills – for example critical thinking.</p>	<p>5 PE teachers x 5 hours per week. 1 school chaplain x 1 hour per week.</p> <p>DofE TLR responsibility points.</p> <p>SEND Leader 4 x 2 hours, 4 Teachers x 2 hours.</p> <p>P&amp;A coach x 5 hours per week.</p> <p>Scholars Programme Officer/Tutor.</p>	<p><a href="#">EEF - Teaching and Learning Toolkit.</a></p> <p><a href="#">Benefits of DofE.</a></p> <p><a href="#">Covid-19mentalhealthandwellbeingsurveillance report - children and young people.</a></p> <p><a href="#">The Brilliant Club</a></p>	
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**Total budgeted cost: £433,962**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022 academic year**.

Intended outcome	Success criteria	Review
To bring attendance and PA percentage in line with the national average.	<ul style="list-style-type: none"> <li>→ First day's response is effective.</li> <li>→ Form tutors proactively implement the St Mary's attendance policy "Attend Today Achieve Tomorrow", prioritising DP.</li> <li>→ DP parents/carers engage with pastoral teams.</li> <li>→ DP are aware and are able to self-regulate attendance.</li> <li>→ Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.</li> </ul>	<p>Attendance has remained a key priority this year. The school team has worked hard to ensure that as many pupils as possible were in full time education and attending regularly. We offer a clear vision for attendance, which is underpinned by high expectations and our core values. Through our clear and consistent robust school systems and processes, we have worked tirelessly to improve, reward and incentivise attendance and address absences. Such as, the Attendance Additional Intervention Meetings (AIM) which take place as scheduled every half term as per the College calendar. In these meetings action plans are agreed and cohorts and strategies identified to improve pupils' attendance. We have maintained and developed this year a range of strategies to encourage good attendance by means of reward, such as the BALL challenge. Together with this, we have worked in partnership with a range of relevant external agencies, such as completing an external attendance review with the LEA; in order to maintain good attendance and to support our pupils and families with any issues that may affect their attendance and punctuality to school.</p> <p>Yet, the overall attendance of disadvantaged pupils was lower than in previous years. During the 2021/2022 academic year the attendance of disadvantaged pupils was 82.5% compared to their peers 88.2%. This was significantly below the national average for disadvantaged pupils and below the 89.0% attendance of disadvantaged pupils during the Pre-Covid academic year of 2018/2019. In terms of persistent absence, the figure was 21.4% higher. These outcomes point primarily to the impact of the Covid pandemic which has led to a 6.5% gap developing in overall attendance.</p>

		Attendance is a continued priority in our 3 year strategic plan. A key development for the 2022/2023 academic year is the employment of a Pupil Premium attendance officer.																																								
<p>Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally.</p> <p>Data is analysed on a regular basis and discussed.</p> <p>AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.</p>	<p>→ AHT overseeing attainment and progress of DP.</p> <p>→ Focused support and intervention programme for Yr11, English and Maths EBacc.</p> <p>→ Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly</p> <p>→ Areas of development are identified in team members' subject knowledge and behaviour management (SL/AHT).</p> <p>→ SENCO/AHT/Tutor teams and HOLs maximise pupil potential in year groups and tutor groups.</p>	<p>Data was used to produce a Year 11 Raising Achievement Plan which ensured that pupil premium pupils were prioritised and attended exam intervention provision. Data was analysed on a regular basis via the departmental one page overview documents and discussed with line managers.</p> <p><b><u>Academic Year 2021-2022</u></b></p> <table><tr><th>Academic Year 2021-2022</th><th>Pupils eligible for PP at SMCC</th><th>Non-PP Pupils at SMCC</th><th>All Pupils at SMCC</th></tr><tr><td>% achieving 4+ in English and Maths (2021/2022)</td><td>20.2%</td><td>44.4%</td><td>32.8%</td></tr><tr><td>% achieving 5+ in English and Maths (2021/2022)</td><td>4.8%</td><td>27.8%</td><td>16.7%</td></tr><tr><td>Attainment 8 score (2021/2022)</td><td>27.52</td><td>41.92</td><td>34.97</td></tr><tr><td>Progress 8 score (2021/2022)</td><td>-1.04</td><td>-0.19</td><td>-0.61</td></tr></table> <p><b><u>Academic Year 2018-2019 (Pre-Covid-19 data)</u></b></p> <table><tr><th>Academic Year 2018-2019</th><th>Pupils eligible for PP at SMCC</th><th>Non-PP Pupils at SMCC</th><th>All Pupils at SMCC</th></tr><tr><td>% achieving 4+ in English and Maths (2018/2019)</td><td>29.8%</td><td>62.5%</td><td>47.6%</td></tr><tr><td>% achieving 5+ in English and Maths (2018/2019)</td><td>12.3%</td><td>33.1%</td><td>23.6%</td></tr><tr><td>Attainment 8 score (2018/2019)</td><td>34.34</td><td>45.53</td><td>40.43</td></tr><tr><td>Progress 8 score (2018/2019)</td><td>-0.57</td><td>-0.14</td><td>-0.34</td></tr></table> <p>Progress 8 and Attainment 8 measures for DP are lower than pre-covid-19 pandemic measures. Those DP achieving 4+ in English and Maths is 9.6% lower than pre-pandemic levels. This is a continued priority in our 3 year strategic plan. A key development for the 2022/2023 academic year is the development of a raising achievement plan in Year 10 to help close the attainment gap between DP and non-DP pupils, ensuring early intervention.</p> <p><b><u>Ebacc Data 2021-2022</u></b></p> <p>The school's Ebacc entry levels remain consistent with previous years.</p>	Academic Year 2021-2022	Pupils eligible for PP at SMCC	Non-PP Pupils at SMCC	All Pupils at SMCC	% achieving 4+ in English and Maths (2021/2022)	20.2%	44.4%	32.8%	% achieving 5+ in English and Maths (2021/2022)	4.8%	27.8%	16.7%	Attainment 8 score (2021/2022)	27.52	41.92	34.97	Progress 8 score (2021/2022)	-1.04	-0.19	-0.61	Academic Year 2018-2019	Pupils eligible for PP at SMCC	Non-PP Pupils at SMCC	All Pupils at SMCC	% achieving 4+ in English and Maths (2018/2019)	29.8%	62.5%	47.6%	% achieving 5+ in English and Maths (2018/2019)	12.3%	33.1%	23.6%	Attainment 8 score (2018/2019)	34.34	45.53	40.43	Progress 8 score (2018/2019)	-0.57	-0.14	-0.34
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		<ul style="list-style-type: none"> <li>→ Ebacc entry 52.4% compared with 61.1% non-pupil premium.</li> <li>→ Ebacc APS: 2:13 compared with 3.38 non-pupil premium.</li> </ul>
Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.	<ul style="list-style-type: none"> <li>→ Pupils can read fluently with comprehension as measured by the NGRT.</li> <li>→ Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.</li> </ul>	<p>All staff have had access to the NGRT data and CPD around the NGRT work. Data shows:</p> <p><b>Year 7 analysis</b></p> <ul style="list-style-type: none"> <li>→ Standard age score increased from 93.8 to 100 (This is now in line with national.)</li> <li>→ Boys increased from 93.5 to 99.9</li> <li>→ Girls from 94 to 100.1</li> <li>→ Very low stanine (1) halved- reducing from 18% to 9%</li> <li>→ Below average stanines (2 and 3) reduced from 18% to 15%</li> <li>→ Above average stanines (7 and 8) increased from 15% to 29%</li> <li>→ Very high stanine (9) decreased by 1%</li> </ul> <p><b>Year 8 analysis</b></p> <ul style="list-style-type: none"> <li>→ Standard age score increased from 93.4 to 96.7</li> <li>→ Boys increased from 94.9 to 99.1</li> <li>→ Girls from 90.8 to 92.4</li> <li>→ Very low stanine (1) reduced from 18% to 16%</li> <li>→ Below average stanines (2 and 3) remained at 22%, however stanine 2 reduced from 11% to 8%</li> <li>→ Above average stanines (7 and 8) increased from 15% to 26%</li> <li>→ Very high stanine (9) increased from 2% to 4% (This is now in line with national)</li> </ul> <p><b>Year 9 analysis</b></p> <ul style="list-style-type: none"> <li>→ Standard age score increased from 93.4 to 95.6</li> <li>→ Boys increased from 94.5 to 96.3</li> <li>→ Girls from 91.8 to 94.9</li> <li>→ Very low stanine (1) remained at 18%</li> <li>→ Below average stanines (2 and 3) reduced from 27% to 20%</li> <li>→ Above average stanines (7 and 8) increased from 18% to 20%</li> <li>→ Very high stanine (9) increased from 1% to 2%</li> </ul>



		CPD delivered on a whole school reciprocal reading approach to reading texts. Continued focus as part of this plan to increase pupils' engagement and enjoyment in reading – CPD delivered on the 'Big Read', which will be launched in September 2022. Reciprocal reading training completed and academic mentor working with pupil premium pupils in English. This is a continued focus on our 3 year strategic plan.																				
All leaders are forensically focused on closing the GAP of disadvantaged pupils.	<ul style="list-style-type: none"><li>→ DP pupils gap closed particularly for PP HPA males.</li><li>→ Regular reviews of the PP strategy in line with QA and data cycles.</li><li>→ AIM Review.</li></ul>	<p>Through the academic year all leaders have forensically focused on data and closing the GAP of disadvantaged pupils, with a particular focus for PP HPA males. 100% of all PP HPA males achieved 4+ in English and Maths, which improved upon pre-pandemic levels and was in line with HPA males' non-PP data. However, the gap has widened in terms of A8 and P8 levels and PP pupils and their peers; on assessment the outcomes point primarily to significant Covid-19 impact, which disrupted all of our subject areas to varying degrees. Engagement of HPA male PP pupils with online learning during Covid-19 was significantly lower, which meant they were not able to benefit from the targeted interventions to the degree that we intended, which has led to a widened gap.</p> <p><b><u>Academic Year 2021-2022 (HPA Males)</u></b></p> <table><tr><th>Academic Year 2021-2022</th><th>HPA male pupils eligible for PP at SMCC</th><th>HPA males non-PP at SMCC</th><th>All HPA males Pupils at SMCC</th></tr><tr><td>% achieving 4+ in English and Maths (2021/2022)</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>% achieving 5+ in English and Maths (2021/2022)</td><td>0%</td><td>50.0%</td><td>25.0%</td></tr><tr><td>Attainment 8 score (2021/2022)</td><td>36.75</td><td>51.00</td><td>43.88</td></tr><tr><td>Progress 8 score (2021/2022)</td><td>-2.66</td><td>-1.36</td><td>-2.01</td></tr></table> <p><b><u>Academic Year 2018-2019 (HPA Males)</u></b></p>	Academic Year 2021-2022	HPA male pupils eligible for PP at SMCC	HPA males non-PP at SMCC	All HPA males Pupils at SMCC	% achieving 4+ in English and Maths (2021/2022)	100%	100%	100%	% achieving 5+ in English and Maths (2021/2022)	0%	50.0%	25.0%	Attainment 8 score (2021/2022)	36.75	51.00	43.88	Progress 8 score (2021/2022)	-2.66	-1.36	-2.01
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% achieving 4+ in English and Maths (2018/2019)	78.6%	77.3%	77.6%																			
% achieving 5+ in English and Maths (2018/2019)	57.1%	59.1%	58.6%																			
Attainment 8 score (2018/2019)	50.14	51.89	51.47																			
Progress 8 score (2018/2019)	-0.86	-0.74	-0.77																			
To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.	<ul style="list-style-type: none"><li>→ Student voice.</li><li>→ Engagement in extracurricular activities.</li><li>→ Improved attendance.</li><li>→ Improved wellbeing.</li><li>→ Correct pathways accessed.</li></ul>	<p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils.</p> <p>Parents' information evening and coffee mornings on mental health and wellbeing provided advice and support to these key stakeholders on how to best support their child in terms of their wellbeing. Targeted based provision through 'the Blues' and 'Bouncing Back' programmes to help tackle early signs of teenage anxiety and depression. Mental health and wellbeing assemblies delivered to Years 10, 11, 12 and 13 – focusing on exam anxiety. A range of extracurricular activities and trips have been on offer this year, attendance rates were greater with DP during lunchtimes. Development of wellbeing and extracurricular activities is a continued focus on our 3 year strategic plan, with the development of our Inspire Programme and Inspire Opportunities and change in school day timings – to create a longer lunchtime to allow more pupils to engage in extracurricular activities.</p>																				

## 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
NGRT Reading Test	GL Assessment
CAT4	GL Assessment

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Careers appointment/extra support from P and A coaches.
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

N/A