Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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 Matthias
Number of students in school	875.5
Proportion (%) of pupil premium eligible students	55.2%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022 2022 to 2023 **2023 to 2024**
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Dean Coombes, Headteacher
Pupil premium leads	Sarah Jeavons and Yogesh Gainda
Governor / Trustee lead	Sue Moore, Vice Chair of Governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£500,423
Recovery premium funding allocation this academic year	£136,636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£637,059

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.
The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable students and the activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, currently school led tutoring for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. The approaches we have adopted complement each other to help students excel. To be sure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set

- act early to intervene at the point need is identified through our school diagnostic testing and Department Development Plans

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects. On entry to year 7, for years 8 – 11 of the students with a reading score of below 100 between 51– 74% of our disadvantaged students arrive below age-related expectations compared to 26 – 49% of their peers. *(see Reading table below)* GCSE outcomes show that the gap between disadvantaged and non-disadvantaged students for a standard pass in English over the last 6 years is between 1 and 24%. *(see GCSE English table below)*
2	The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks. On entry to year 7, for years 8 – 11 of the students with a maths score of below 100, between 49- 68% of our disadvantaged students arrive below age-related expectations compared to 32 - 51% of their peers.

Reading

	KS2 Assessments (Score below 100)				KS2 Assessments (Score 110 and above)		
	Disadvantaged	Non Disadvantaged	Gap (D-ND)		Disadvantaged	Non Disadvantaged	Gap (D-ND)
Year 11	51%	49%	2%		51%	49%	2%
Year 10*	67%	33%	34%		33%	66%	-33%
Year 9*	63%	37%	26%		50%	50%	0%
Year 8	74%	26%	48%		58%	42%	16%

*Internal KS2 assessments completed at the at start of Y7 due to no KS2 Assessments.

GCSE English Grade 4 and above

	Disadvantaged	Non-Disadvantaged	Gap (D-ND)
2017	66.7%	90.3%	-24%
2018	80.0%	84.6%	-5%
2019	64.8%	77.0%	-12%
2020	81.2%	82.5%	-1%
2021	76.4%	87.7%	-11%
2022	71.9%	91.2%	-19%
2023	68.9%	84.1%	-15%

Maths						
	KS2 Assessments (Score below 100)			KS2 Assessments (Score 110 and above)		
	Disadvantaged	Non Disadvantaged	Gap (D-ND)	Disadvantaged	Non Disadvantaged	Gap (D-ND)
Year 11	49%	51%	-2%	34%	66%	-13%
Year 10*	68%	32%	36%	33%	66%	-33%
Year 9*	61%	39%	22%	30%	70%	-40%
Year 8	66%	34%	32%	44%	56%	-2%

*Internal KS2 assessments completed at the at start of Y7 due to no KS2 Assessments.

GCSE outcomes show that the gap between disadvantaged and non-disadvantaged students for a standard pass in maths over the last 6 years is between 8 and 33%.

GCSE Maths Grade 4 and above			
	Disadvantaged	Non-Disadvantaged	Gap (D-ND)
2017	50.9%	61.3%	-10%
2018	60.0%	74.4%	-14%
2019	42.6%	50.8%	-8%
2020	49.3%	70.0%	-21%
2021	50.6%	83.1%	-33%
2022	53.9%	67.6%	-14%
2023	45.3%	75.4%	-30%

3	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. Compounded by the lack of student independence. These findings are backed up by several national studies:
	https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment
	This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, particularly in the EBacc subjects.
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenge, notably in their retention and evaluation of their knowledge. This is apparent across the curriculum.
5	Our assessments (including SDQ data, CPOMS, EP assessments), observations and discussions with students and families have identified social and emotional issues for many students, including anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, fam-

	ily issues, peer group/relationship issues, lack of routine, lack of social interaction. These challenges particularly affect disadvantaged students, including their attainment.
6	Comparing the attendance rate for 18/19 (pre covid) 21/22 and 22/23 indicates that the average rate amongst disadvantaged students has been 10.3% compared to 6.5% for non disadvantaged. The challenge is to continue narrowing the gap. Comparing the persistent absence rate for 18/19 (pre covid) 21/22 and 22/23 indicates that the average rate amongst disadvantaged students has been 35% compared to 19.06% for non disadvantaged. The challenge is to continue narrowing the gap.
7	Comparing the suspensions rate for 18/19 (pre covid) 21/22 and 22/23 indicates that the average rate amongst disadvantaged students has been 26.02% compared to 9.38% for non disadvantaged. The challenge is to continue narrowing the gap. Comparing the permanent exclusion rate for 18/19 (pre covid) 21/22 and 22/23 indicates that the average rate amongst disadvantaged students has been 1.59% compared to 0.25% for non disadvantaged. The challenge is to continue narrowing the gap.

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
Improved reading comprehension among disadvantaged students.	Reading comprehension tests (Renaissance reading) demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4.	2023/24 KS4 outcomes demonstrate a reduction in the gap between disadvantaged and non-disadvantaged students for: • Progress 8 • Standard pass rate in English and maths. • Studying a Modern Foreign Language to increase the number of EBacc entries.
To achieve and sustain improved wellbeing for all	Increase in wellbeing from 2023/24 demonstrated by:

students, including those who are disadvantaged.	• Qualitative data from student voice, student and parent surveys and teacher observations/zones logs. • Quantitative data from SDQ. • Embedding Zones of Regulation across school, through regular Friday Zones reflection activities within form time • An increase in participation in enrichment activities, particularly amongst disadvantaged students.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports, internal and external assessments, work scrutiny and class observations suggest disadvantaged students are more able to retain and evaluate their knowledge. This finding is supported by 'Independent Study' completion rates across all classes and subjects.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	The overall absence rate for all students being broadly in line with the national average for similar schools by 2024/25 (5.88% pre Covid). Milestone 8.0% absence by 23/24. The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to being better or broadly in line with National average for schools.
To achieve and sustain lower rates of suspensions for all students, particularly our disadvantaged students.	The overall suspension rate for all students being in line with similar schools and closer to the NA. Milestone 14% or less suspensions by 23/24. The percentage of all students who are permanently excluded being below 1%. The suspensions / permanent exclusions gap between disadvantaged students and their non-disadvantaged peers being reduced and broadly in line with National average for schools.

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: **£305,934**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments including reading, Complete Maths, CATs, EXACT testing and SDQ.Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1, 2, 3 and 5
Developing metacognitive and self-regulation skills in all students. Form time sessions to develop students' meta-cognitive and self-regulation skills. This will involve ongoing teacher training including the WALKTHRU CPD program and support and release time. Further strategies will be shared over the 3 years.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF Interleaving https://link.springer.com/article/10.3758%2Fs13423-014-0588-3 https://onlinelibrary.wiley.com/doi/10.1002/acp.1598 Retrieval Practice and Processing Load https://www.learningscientists.org/blog/2021/9/9-1 Research behind the WALKTHRUs program https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf Dan Willingham - Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom. Shimamura's Marge model	4

	https://shimamurapubs.wordpress.com/marge-a-whole-brain-learning-approach-for-students-and-teachers Dylan Williams -Embedded Formative Assessment Ron Berger's - Ethic of Excellence EEF Effective Professional Development guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD courses.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk) Diagnostic testing: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	2, 3 and 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will continue with professional development and instructional coaching	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading comprehension: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

focussed on each teacher's subject area. Adopting a targeted reciprocal teaching programme as a reading strategy for students to comprehend texts and address vocabulary gaps. Reading Fluency project introduced at both KS3 and KS4 to improve reading comprehension. Reading Fluency strategies to be shared across departments.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Reading comprehension strategies can have a positive impact on students' ability to under-stand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF	
Class sizes reduced by overstaffing in the EBacc subjects. Continued efforts to recruit and train staff through ITT routes.	Reducing class size enables the range of ap-proaches a teacher can employ and the amount of attention each student will receive will in-crease as the number of students per teacher becomes smaller. https://educationendowmentfounda-tion.org.uk/education-evidence/teaching-learn-ing-toolkit/reducing-class-size	1,2 and 3
Ensure pupils are not disadvantaged by lack of access to resources or technology.	Lacking sufficient money has an impact on the resources families can access to support child development and learning. The gap in access to devices and internet at home between disadvan-taged and non disadvantaged students can be a barrier to students ability to complete school and homework (Independent Study). Disadvantaged students have access to a subsidised iPad scheme and are given revision guides so they have access to the same resources as non dis-advantaged students. https://www.oecd-ili-brary.org/docserver/5jlv8zq6hw43-en.pdf?ex-pires=1670600605&id=id&ac-cname=guest&check-sum=43C510424EE7390FBE6B7869F20FD715	1,2,3 and 4

Independent Study (homework) is used effectively to support learning in school and promote independent study from all year groups.	Independent study supports: improved academic performance, increased motivation and confidence and increased chances to be creative and intellectually creative. The most effective homework is linked to classwork. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_searchh&search_term EEF states that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Independent study at St Matthias is based on retention and retrieval techniques to aid knowledge retention.	4
Ambition Institute is used to develop Senior and Middle Leaders and support ECTs.	Leaders are completing NPQ qualifications facilitated by the Ambition Institute and ECT's are enrolled with the Ambition Institute for the delivery of the ECF. Improving leadership will improve teaching and student outcomes. The aim of the Ambition Institute is to help educators serving children from disadvantaged backgrounds to keep getting better. https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf	1,2,3 and 4.

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

Budgeted cost: **£149,518.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Established Accelerated Reader programme in small groups and 1:1.	Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

Reading Fluency project introduced at both KS3 and KS4 to improve reading comprehension.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Accelerated Reader programme: https://www.renaissance.com/products/acceler-ated-reader/	
Engaging with the National Tutoring Programme to provide tuition for all disadvantaged students regardless of ability since their education has been impacted by the pandemic. Non disadvantaged students who have been most affected by the pandemic will also engage with the National Tutoring Programme to provide tuition.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endow ment Foundation	EEF	1, 2, 3 and 4
Established subject specific tutoring with Year 11 students in after school sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1,2 and 3
Careers guidance for all pupils in Year 11.	High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace	1,2,3 and 5

Careers Fair is used to promote careers to years 9,10 and 11. Careers week is used to explore careers across all year groups. Careers visits to employers. Recruit an additional careers advisor.	by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf	
Year 11 Mentoring for a targeted group of pupils where there are concerns around social, emotional, and mental health concerns.	A targeted group of Year 11 students are offered academic mentoring to support them with concerns surrounding social, emotional, and mental health. Students are allocated an academic mentor and engage in weekly catch-up sessions. This provides a 1-1 space where concerns leading up to exams are shared and support strategies are put in place. Students can also access support surrounding revision approaches, as well as discuss any subject specific concerns they may have. This provision has proven to have a positive impact on students in the lead up to exams. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf	1,2,3 and 4

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

Budgeted cost: **£181,606.25**

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

Adoption of a universal social and emotional learning (SEL) intervention for all specific students who require support with recognising and regulating their behaviour and emotions.	EIF's report on adolescent mental health found there is evidence to suggest that SEL interventions can have a significant impact on emotional and social skills development and in the reduction of symptoms of depression and anxiety Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	5
Embedding of Zones of Regulation intervention for specific students who require support with regulating their behaviour and emotions. This includes training for school staff, student training through PSHE lessons, Mental Health first aid training of key members of staff. Educational Psychologist support including specific training and advice for staff on supporting pupils with particular emotional needs	Zones of Regulation https://www.zonesofregulation.com/index.html https://www.zonesofregulation.com/research--evidence-base.html	
A mental health lead will be in place and a tiered system of support will be implemented ensuring support is available for students based upon their assessments.	Mental health lead: Anna Freud is a world leading mental health charity for children and families: https://www.annafreud.org/resources/schools-and-colleges/5-steps/leading-change/prepare-for-change/#:~:text=Appointing%20a%20Senior%20Mental%20Health,Lead%20(SMHL)%20by%202025. DFE: The government Green Paper recommends that all schools and colleges have a designated Senior Mental Health Lead (SMHL) by 2025.	

Embedding student ambassadors to support student leadership and provide a vehicle for student voice Embedding extended form time to support students in having additional contact time with their form tutors – key wellbeing person in school Embedding weekly assemblies linked to events of national importance Embedding weekly theme of the week linked to assemblies to increase the cultural capital of our students and support wider involvement in school and society	https://assets.publishing.service.gov.uk/media/5a823518e5274a2e87dc1b56/Transforming_children_and_young_people_s_mental_health_provision.pdf https://www.gov.uk/guidance/senior-mental-health-lead-training Pupil participation https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation Character education https://www.gov.uk/government/publications/character-education-framework	
Embedding principles of good practice set out in DfE's: Working together to improve school attendance May 2022 Improving School Attendance Attendance tracker in place Expansion of staffing to provide additional support with a focus on families / home visits (Assistant Year Leaders)	Working together to improve school attendance May 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf The annual Report of His Majesty's Chief Inspector of Education, Children's services and skills 22/23, in particular the references to 'Social Contract' https://assets.publishing.service.gov.uk/media/655f2551c39e5a001392e4ca/31587_Ofsted_Annual_Report_2022-23_WEB.pdf	6

Targeted staff training to raise understanding of barriers to school attendance Earlier intervention (SAS 'Support Around Student', attendance support plans) Staff to have Behaviour for Learning Attendance/ Punctuality focus students identified by ½ termly monitoring	Rapid evidence assessment on attendance interventions for school-aged pupils (EEF); https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-protocol-Addendum-Nov21.pdf	
Embedding principles of improving behaviour in schools (EEF) Refinement and application of Consistent Approach Further training around Restorative approaches Targeted staff training and the introduction of Assistant Year Leader Earlier intervention (SAS 'Support Around Student', behaviour support plans) Staff to have Behaviour for Learning focus students identified by ½ termly monitoring Review of Rewards and incentives	Creating a culture - How school leaders can optimise behaviour - Tom Bennett https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf EEF - Improving behaviour in Schools – Guidance Report Summary of recommendations: https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	7
Subsidise enrichment opportunities for disadvantaged pupils to supplement the curriculum and develop cultural capital.	*EEF: "Children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and development of social skills enables them to thrive in and out of the classroom, as well as later life."* Numerous opportunities for pupils to extend their learning, for example geography field	3,4 and 5

	trips, universities, colleges, historical and religious venues; attending music and theatre performances and participating in sports competitions. This year we are working closely with Wolverhampton Music Service to broaden our music offer at St Matthias. Students in both KS3 and KS4 are now able to access 1-1 instrumental lessons in string, brass, percussion, and wood wind. We are also running a weekly vocal group, where a professional vocalist is working with students on their group performance skills.

Music therapy is also offered on a 1-1 or small group basis.

Playing an instrument can help young people to **reduce anxiety, gain control of emotions, and focus attention** – by altering the behaviour-regulating and motor areas of the brain.

Music To My Brain: Could Music Training Be Used to Improve Adolescent Brain Development? Guido K W Frank, Journal of the American Academy of Child and Adolescent Psychiatry (2014)

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation |
| Introduce the Princes Trust Award Scheme (to be renamed The Kings Trust) to improve student's PDES Personal Development and Employability Skills.

Enhance learning experiences to celebrate and promote British Values and Inclusion and Equality of Op- | Princes Trust: How it grows skills and increases confidence https://www.princes-trust.org.uk/how-we-can-help/grow-skills-and-confidence/explore-your-potential

Embedding British Values https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

Equality of opportunity |

portunity by giving them purpose through performance, exhibition and showcase opportunities.	https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Externally Provided Programmes.

Program	Provider
One to one tutoring	Fledge Tuition

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 students in the 2022 to 2023 academic year.

Our overall Progress 8 - 2023 GCSE outcomes shows that the gap between disadvantaged & non disadvantaged students has slightly increased by 0.07 from Progress 8 – 2022. However, this was lower than the national average which showed a gap of -0.74 between Disadvantaged (-0.57) and Non-Disadvantaged pupils (0.17).

KS4 Outcomes								
		2017	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Progress 8 Score	Disadvantaged	-0.397	0.086	-0.257			-0.070	-0.300
	Non Disadvantaged	0.874	0.513	0.379			0.440	0.280
	Gap (D - ND)	-1.271	-0.427	-0.636			-0.51	-0.58

Overall attendance in 2022/223:

- Comparing 21/22 and 22/23, the whole school attendance has improved by 0.3%
- The milestone of 10% absence or less was achieved.
- The overall attendance amongst disadvantaged students has improved by 0.8%.
- Comparing 21/22 and 22/23 the gap between disadvantaged and non disadvantaged students has narrowed by 1.00%

Persistent Absence 2022/23:

- Comparing 21/22 and 22/23, the whole school persistent absence has improved by 2.5%
- The overall rate of persistent absence amongst disadvantaged students has improved by 3.44%.
- For both 21/22 and 22/23 the gap between disadvantaged and non disadvantaged students is narrower than the NA%
- The gap between disadvantaged students and the NA% for disadvantaged students has improved from 0.4% 2021/22 to 3.04% 2022/23

Suspensions in 2022/23:

- Compared to pre Covid data, the overall suspension rate has reduced by 10.41%.
- Comparing 21/22 and 22/23 data, the gap between disadvantaged and non disadvantaged students has narrowed by 5.89%
- Compared to pre Covid data the overall suspension rate for disadvantaged students has reduced by 17.51%
- The 22/23 suspension rate for disadvantaged students was 18.82% below the NA

- For two consecutive years the data for disadvantaged students has been below the NA.

Permanent Exclusions 2022/23:

- Comparing the 21/22 and 22/23 rates for permanent exclusions, the rate has reduced by 0.36%
- Comparing the pre Covid 18/19 and 22/23 rates for permanent exclusions, the rate has reduced by 0.91%
- The 22/23 milestone of 1% or less has been achieved.
- Comparing pre Covid 18/19 and 22/23 data, the gap between disadvantaged and non disadvantaged students has narrowed by 0.9%.

Accelerated reader:

Year 7
Over the course of the academic year there was a reduction of 1% in the Urgent intervention category, a 7% reduction in the Intervention category and a 2% increase in the On watch category. The At/above benchmark category saw an increase of 6%. There are 78% of children who are reading at the At/above benchmark.

Year 8
Over the course of the academic year there was a reduction of 4% in the Urgent intervention category and a 3% reduction in the Intervention category and a 9% reduction in the On watch category. The At/above benchmark category saw an increase of 16% taking 76% of pupils in Year 8 to reading score of 95 or above.

Year 9
Over the course of the academic year there was a reduction of 5% in the Urgent intervention category and a 6% reduction in the intervention category. On watch category saw a 1% increase. The At/above benchmark category saw an increase of 10 %, taking 70% of pupils in Year 9 to reading score of 95 or above.

From our October 2022 SDQ data, 57% of disadvantaged students had a high total difficulties score. October 2023 SDQ data showed a reduction in the high total difficulties score to 52% for disadvantaged students. Analysing the emotional problem scores, the SDQ data showed that in October 2022 there were 51% of disadvantaged students with a high emotional score. October 2023 showed a decrease to 38%.

The reduction in need shows the positive impact of the SEMH programme of support in place. To support students further we implemented the following:

- Mental health lead training (EPH and MMA).
- Introduction of student/wellbeing ambassador scheme providing peer-based support .
- Introduction of student led assemblies.

- Introduction of extended form time embedded with dedicated Zones of Regulation focus day

There has been an increase in school performances and student participation in 22/23. Our partnership with Wolverhampton Music Service has seen students across both KS3 and KS4 develop their skills in reading music, playing instruments as well gaining confidence in performance skills. We have been lucky enough to utilise our performance space in school in a number of performances:

- St Matthias Culture Day
- St Matthias Summer Showcase
- Student Led performance-based assemblies for Black History, Diwali, Remembrance Day.

As well as performance, Students have taken the lead on the production of each show, taking responsibility for lighting, sound, and stage management.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. <u>EEF evidence</u> demonstrates this has significant benefits for students, particularly disadvantaged students.

- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

Planning, implementation, and evaluation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the <u>EEF's implementation guidance</u> to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.