



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Maricourt High School
Number of pupils in school	1219
Proportion (%) of pupil premium eligible pupils	24.1 % (yr7-11) (244 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	'3' year plan
Date this statement was published	9/12/21
Date on which it will be reviewed	9/4/21
Statement authorised by	J Mills/S Naughton
Pupil premium lead	S Naughton/ M Clarke
Governor / Trustee lead	Mrs A Dimeck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 205,710
Recovery premium funding allocation this academic year	£ 15,298
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20,285
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 241,293

Part A: Pupil Premium Strategy Plan

Statement of intent

Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on the aspects outlined below. Research from The Educational Endowment Foundation (EEF) has been used to support this strategy; this toolkit suggests that all these strategies have high impact on pupil learning

- 1. Ensuring that teaching & learning is the highest quality:** The provision of high-quality teaching targeted on areas in which disadvantaged pupils require the highest level of support. Additional time for personal CPD (Continuing Professional Development) and subject team meetings is included in every teacher's timetable to reflect this ambition.
- 2. Ensuring that the curriculum is right for all pupils:** Disadvantaged pupils have access to a broad and balanced curriculum which enables them to study courses which are relevant to their ability and aptitude. At Key Stage 3, we ensure literacy and numeracy skills are developed to ensure all pupils can access the broader curriculum. Disadvantaged pupils are not pre-destined to study a specific set of subjects and this results in disadvantaged pupils studying a mix of subjects, suited to their interests and abilities. All option subjects are available to all pupils. The curriculum offer is responsive to the local context. A core of academic subjects is promoted as accessible to all pupils
- 3. Ensuring that disadvantaged pupils have access to the best career education advice:** Disadvantaged pupils are supported through careers advice so that they are in education, training, or employment when they leave school. All pupils possess different aspirations but sometimes, disadvantaged pupils do not perceive their own potential and are limited by other factors beyond school. Disadvantaged pupils are encouraged and guided to take study routes appropriate to their ability and aptitude.
- 4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality:** Rigorous monitoring and tracking of attendance, particularly of disadvantaged pupils helps them to make progress in their learning, supports the overall safeguarding agenda of all pupils and helps to instil positive attitudes towards working life in the future.
- 5. Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils:** An inclusive approach helps to ensure pupils are not further disadvantaged. It is possible to create systems for all pupils which are fair and reduce the need to exclude from school, so that progress is maintained and children are not placed at risk.
- 6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils:** It is difficult for some families to visit school and engage in their child's learning. It is important to work with these families to overcome these barriers.
- 7. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos:** Maricourt is a safe, caring and nurturing environment and the family ethos we have at Maricourt helps disadvantaged pupils overcome the barriers they may be faced with.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in subject knowledge and understanding in all subject areas due to school going into lockdown because of COVID19. Examples given here show areas with the <i>greatest gaps</i> for disadvantaged pupils in December 2021:</p> <ul style="list-style-type: none"> - In Geography, prior learning and Weather and Climate - In History, The Weimar Republic and inference and interpretation skills - In Computing, Programming Skills, and Networking - In Maths Sets 1 and 2; proportion and changing the subject of a formula - In Maths Sets 3 and 4, indices - In RE, the Kingdom of God and the Triune God - In English Language, structure, and punctuation
2	<p>Assessments on entry to year 7 in the last 3 years indicate that</p> <ul style="list-style-type: none"> - between 27% and 33% of disadvantaged pupils arrive below the expected standard in English (20% to 22% of all pupils) - between 35% and 41% of disadvantaged pupils arrive below the expected standard in maths (15% to 22% of all pupils) - between 35% and 41% of disadvantaged pupils arrive below the expected standard in maths and English (8% to 12% of all pupils)
3	<p>Attendance rates for pupils eligible for PP</p> <ul style="list-style-type: none"> - what are they in March 2020: - what are they now FSM 83.8% Nat 85.09 % - non-FSM 91% Nat 90.8%
4	<p>Attitudes to learning and behaviour</p> <ul style="list-style-type: none"> - PSP's - Fixed Term, Exclusions - Reward Points - Raising of Aspirations
5	<p>Metacognitive skills</p> <ul style="list-style-type: none"> - This is an area where PP pupils require an elevated level of support - Subject reviews show this particularly in Science and RE when faced with challenging tasks
7	<p>Resources (such as subject books and revision materials/strategies)</p> <ul style="list-style-type: none"> - Subject reviews show this particularly in Science and RE when faced with challenging tasks
8	<p>Parental engagement rates for pupils eligible for PP are lower than pupils not eligible for PP</p>

* *Pupil voice, school attendance analysis, school behaviour analysis, Education Endowment Foundation (toolkit), The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, Ten-point plan for spending the pupil premium successfully, Dr John Dunford, Supporting the attainment of disadvantaged pupils: articulating success and good practice, Ofsted.*

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
Gaps in knowledge and understanding for PP students, including due to COVID19 are narrowed	Gaps will be narrowed due to whole school teaching and learning initiatives, targeted intervention, and other wider strategies to address gaps in learning.
Year 11 2022 Targets	The Progress 8 target for disadvantaged pupils in 2022 is +0.38 The Attainment 8 target for disadvantaged pupils in 2022 is 51.29
EBAC Enrolments increase	For pupils completing Year 11 in 2024 All 5 subjects 35% Spanish 50% Humanity 80%
Increased attendance rates for those pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance of pupils eligible for PP improves from 91.6 % to 95% in line with other pupils
Improved attitudes to learning (motivation, perseverance, aspiration) and conduct for those pupils eligible for PP, in particular boys	Analysis of rewards and consequences will show a reduction in the number of C3's, C4's and C5'S for pupils eligible for PP (Amended Rewards and Consequences policy July 2020). Increase effort grades for pupils eligible for PP. All pupils eligible for PP have focused and ambitious post 16 targets (education/career) by the Spring term. Good attendance to additional revision sessions. For example, year 11 PP attendance at 'Revise until 5', targeted intervention e.g. Catch up Programme, Catch up sessions before school/after school/lunch time/Saturday morning sessions (Subject to COVID19).
Improved rates of progress for disadvantaged pupils	2022 P8 target for 21 PP boys = +0.21 2022 P8 target for 7 HAP PP = +0.10
Improved participation in enrichment and extra-curricular activities to support pupils' well-being	Disadvantaged pupils will receive the following structured interventions: <ul style="list-style-type: none"> - Provision of published revision guides and materials - Provision of revision materials (flash cards, revision aids etc.) - Priority inclusion in the following programmes <ul style="list-style-type: none"> ▪ EITC interventions ▪ Bespoke work experience placements ▪ Business mentoring ▪ Shaping Futures ▪ HEI trips ▪ Resilience training ▪ Careers Connect ▪ Talk-the--talk
Improved support to enhance the home learning	Remote learning will be accessible to all disadvantaged students and students will possess the necessary skills and knowledge to access online learning e.g. Microsoft teams. Regular and

<p>environment and parental engagement.</p>	<p>consistent monitoring of remote learning will take place to ensure student's progress. Improved parental engagement to support parents in enhancing the home learning environment e.g. virtual parent's evenings, parental meetings for targeted cohorts. Devices, Food Parcels, Financial Support, Calls Home which developed relationships with families to improve outcomes, Provide remote parents evenings</p>
<p>Improved support around Mental Health and Wellbeing for PP students</p>	<p>All students will have undertaken a Pastoral Support Interview and a Mental Health Survey which will enable Progress Leaders to signpost appropriate support if required. Appropriate intervention and support (internal and external) will be targeted to students required e.g., resilience training sessions, learning mentor programmes, school nurse, CAMHS, school police officer targeted interventions. Partnership and agency work. LFC Foundation- country lines education. Sefton Mental Health Team provision-improved access to services and parent engagement. Behaviour support plans- graduated approach. PP students will enjoy school life and achieve</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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lost learning and forgotten learning are identified and curriculum plans revised to accommodate gaps in learning for PP students</p> <p>Gap Analysis review focus on disadvantaged pupils</p>	<p>'There is a large attainment gap for disadvantaged pupils which seems to have grown' – NFER</p> <p>'Catch-up provision, including assessment of lost learning and targeted support, will be essential' - EEF</p>	1
<p>Quality first teaching; teaching continues to be our most important lever to improve the outcomes of our disadvantaged students.</p> <p>Implementation of the 'Maricourt Lesson' including CPD time.</p> <p>Provide CPD during subject team meetings on how to address barriers faced by disadvantaged pupils in each subject and a subject wide approach to addressing gaps in learning</p>	<p>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who may be disadvantaged because of school closure. Additional intervention and support cannot compensate for a lack of superior quality teaching' – EEF</p> <p>Rosenshein's principles of instruction</p> <p>EEF Learning and Teaching Toolkit; Explicit instruction, scaffolding, flexible grouping and cognitive (e.g. memorisation techniques) and metacognitive strategies</p>	1, 4
<p>Improving disciplinary literacy, particularly across subjects with high literacy contents</p> <p>To be made explicit in curriculum plans and schemes</p>	<p>Disadvantaged pupils can struggle to access higher mark questions due to high literacy content which can hinder their progress</p>	1, 4

Develop role of newly appointed librarian Develop subject dictionaries		
Undertaken by Disadvantaged pupils Coordinators in English and Maths English - develop low stakes assessments on aspects of literacy which are typical barriers for disadvantaged pupils Use of innovative technology to improve teaching and more immediate in-class support for disadvantaged pupils, piloted in maths and Art.	The co-ordinator lead in English and Maths curriculum areas ensures regular monitoring of disadvantaged pupils within the curriculum areas. Quality First Teaching, intervention and in class support is deployed because of analysis of progress reviews in line with EEF guidance	1
'Reading across the Curriculum'/promotion of wider reading, and CPD for intervention/catch up tutors	Evidence from the EEF suggests 'that PP pupils benefit from being taught in a rich literacy environment, which should involve a range of strategies' and 'Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.	1
Reduced class sizes in English, Maths, Science and RE	Additional teachers in core subjects continues to allow for smaller class sizes, particularly at KS4. This enables the teacher to provide enhanced personalised instruction, greater feedback. The effectiveness of these strategies is supported through independent research carried out by the EEF.	1, 4
Pupil Premium Lead (SLT)	Designated Lead for disadvantaged pupils to lead strategically to enhance progress and attainment of disadvantaged pupils; the NFER outlines research led decision making and responsive leadership are a key factor in this.	1, 4

Targeted academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Structured interventions	<p>Extending school time has been independently evaluated by the EEF and shown to be effective. Selected pupils will be invited in for sessions before school and after school.</p> <p>Mastery learning has been independently evaluated by the EEF and shown to be effective. Pupils will be selected based on progress review data on a termly basis and teacher recommendation.</p>	1, 3, 4, 5
Successful strategies used in subjects to directly support barriers facing disadvantaged pupils	<p>Computing and IT</p> <p>Subject teachers feedback the following interventions are effective in addressing barriers typically faced by disadvantaged pupils</p> <ul style="list-style-type: none"> - use of 'PRIM' programming software - adapting the format of exam questions, for example, in quiz-show formats - fluid seating plans - personalised homework tasks - scaffolding questions during practice and retrieval activities - 'Paired programming' - full use of MS Teams to save lessons for pupils to access to catch up after and during absence - targeted and timely use of knowledge organisers before key assessments uploaded to SMHW - Lunchtime interventions in IT 	
Small group tuition	<p>Disadvantaged pupils are assigned to particular 'catch up' sessions through flexible grouping. Saturday morning sessions via MS teams (live lessons) to target more able disadvantaged pupils.</p> <p>Small group tuition has been independently evaluated by the EEF and shown to be effective</p>	1, 4
Parental support workshop. Parental meetings with senior leadership	<p>Feedback from parents suggests a need for support in helping pupils revise at home. Parental involvement has been independently evaluated by the EEF and shown to be effective. Parents will be given advice and support in helping their child revise at home. Revision resources will be provided</p>	1, 4, 5, 6
Raising Aspirations programme (to include extensive careers guidance)	<p>Research has shown that pupils need to be guided and advised not only on potential careers, but also on how to achieve their aspirations.</p> <p>Parental involvement and aspirations intervention have been independently evaluated by the EEF and shown to be effective. There will be a particular focus on disadvantaged boys and more able disadvantaged pupils to raise aspirations and ensure these pupils have a clear pathway</p> <p>Year 7: Extra HE Talk</p> <p>Year 8: JMU and Liverpool Uni- budgeting and accommodation, taster lectures</p> <p>Year 9: EITC, Careers Connect- 'Be yourself'</p> <p>Year 10: Work Experience Placements- sourcing and prep. College Taster for PP Send</p>	5, 6

	Year 11: 2 x Careers Interviews	
Literacy catch up interventions at KS3	Reciprocal reading programme (reading comprehension strategies) have been independently evaluated by the EEF and found to have extremely high impact.	1, 4
Attendance interventions including transport support & pupil engagement projects Priority Calls every day Travel Passes Breakfast Club Year 11 Mentoring Programme Focussed middle leader meetings to share best practice on disadvantaged pupil support Recruitment of additional attendance officer A* Attendance software to improve attendance	Students require social and emotional support in addition to academic support. Mentoring, sports participation, and outdoor adventure learning have been independently evaluated by the EEF and shown to be effective. Extra-Curricular and curricular projects focusing on disadvantaged boys to engage them in school life, such as our partnership with Everton in the Community e.g., Sports Leaders Level 1, through the eyes of the boys' project with Shaping Futures, enhanced and extended work experience opportunities. Employability programme with Push Talks.	2, 3
Mental Health and Wellbeing Support. Priority for support EiTC (Everton in the Community) Counsellors Partnership Work Snacks and water Mindset training Mediation and Yoga	COVID 19 has impacted pupils in diverse ways. It is widely acknowledged that many students will require social and emotional support because of school lockdowns and loss of routine. In addition to academic support; the 'well-being' centre offers vulnerable pupils an area to study and participate in workshops to improve their well-being. This is certainly the case following the lockdown and targeted support will be provided for our vulnerable disadvantaged students. External specialist mentors and coaches will be used to support pupils with social and emotional needs. There will be a particular focus on Year 11 disadvantaged pupils to support them through examinations.	1, 2, 3

Wider strategies

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities: Educational visits Engagement projects	Outdoor adventure learning and sports participation have been independently evaluated by the EEF and shown to be effective. Extra-Curricular and curricular projects focusing on disadvantaged boys to engage them in school life such as Everton in the Community project.	2, 3

<p>Provision of educational resources</p> <p>Revision guides, revision packs</p> <p>Development of low stakes multiple choice tests focussed on areas disadvantaged pupils typically find difficult using SMHW to support retrieval.</p> <p>Purchase of class charts software to improve pupils' attitudes and behaviour</p>	<p>Homework and digital technology have been independently evaluated by the EEF and shown to be effective in helping students progress.</p>	<p>3, 5</p>
<p>Parental Engagement (SLT attendance panels, regular communication particularly in the build up to exams, progress review meetings, revision workshops)</p> <p>Remote parents' evenings as part of wider work to improve communication and partnerships with parents</p>	<p>According to the EEF 'The association between parental involvement and a child's academic success is well established'</p> <p>Parental involvement has been independently evaluated by the EEF and shown to be effective.</p>	<p>2, 5, 6</p>

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 2020 to 2021 academic year.

Teaching

Activity	Impact	Next steps
Teaching	<p>Curriculum plans and SOL have been revised considering gaps to ensure key topics are revisited in lessons.</p> <p>Comprehensive 'gap analysis' communicated to parents and pupils with signposts to catch up resources.</p> <p>A VLE ensures all pupils can access all lesson materials to revisit previous topics as directed by their teachers.</p> <p>Adaptations were made during Spring 2021 to ensure the Maricourt Lesson complimented online learning.</p> <p>Subject specific literacy now a key feature of SOL. Tier 2/ tier 3 vocabulary programme in place for KS3.</p> <p>A comparison of outcomes for disadvantaged pupils between 2019 and 2021 shows the following:</p> <ul style="list-style-type: none"> - The proportion of pupils achieving grade 4 and maths and English increased from 47% to 49%. - The proportion of pupils achieving grade 5 and maths and English increased from 47% to 49%. - The P8 score for this group improved from -0.9 to -0.48 - The A8 score for this group improved from 39.0 to 41.6 - Maths A8 improved from 7.8 to 8.57 - English A8 improved from 8.27 to 8.45 <p>8% of disadvantaged pupils completing Year 11 in 2022 will be entered for all elements of the EBAC, an increase from 4% completing Year 11 in 2021. The number of disadvantaged pupils entered for a Language is increasing (10% in 2021, 11% in 2022 and 16% in 2023).</p> <p>Gap Analysis Comparison for current Year 11 pupils (December 2021): In English, <i>the ability to analyse structure and use a range of punctuation for effect</i> are areas of weakness for disadvantaged pupils. In contrast, assessments show the <i>ability to use a range of sentence forms</i> and the <i>ability to analyse language</i></p>	<p>Further enhance the sharing of information to support parents and pupils with independent catch up.</p> <p>Continue to monitor the VLE.</p> <p>Quality of Education Reviews will quality assure the implementation of the Maricourt Lesson and Maricourt Book.</p>

	<p>as areas of strength with over 56% of pupils at least secure in these skills.</p> <p>In Maths (set 1 and 2), at least 50% of disadvantaged pupils have a secure grasp of all key knowledge topics with no gaps <i>in the use the nth term of a linear sequence to solve a problem</i> for any pupil. <i>Inverse and direct proportion, changing the subject of a formula and simple and compound interest are areas with the greatest gaps.</i></p> <p>In Maths (set 3), assessments show <i>simplifying indices</i> as poorly understood (40% of pupils are at least secure in contrast to 73% of all pupils). However, in 7 out of 11 key knowledge descriptors, all disadvantaged pupils are at least secure in their understanding.</p> <p>In Maths (Sets 4 and 5), <i>expanding single and multiple brackets, the area of a trapezium and the area of compound shapes</i>, are topics in which all pupils have gaps in knowledge. (Fewer than half are at least secure at present). A greater proportion of disadvantaged pupils have gaps in these topics. However, in 5 of the 12 topics assessed there are no gaps <i>including simplifying equations and expressions, substitution, standard form, and Pythagoras theorem</i></p>	
Targeted academic support	<p>Call it out training; 95% of students said that they have fully comprehensive understanding of how to communicate respectfully, 92% of students agreed that they have increased awareness of positive behaviours, 72% of students feel confident to *'Call it Out' if they see someone being unkind to others.</p> <p>94% of Year 7 students who took part in the Reciprocal reading programme closed the gap between their reading age and chronological age, 42% had surpassed their chronological age</p> <p>Academic mentoring programme for PP pupils PP boys prioritised in additional after-school parent meetings to review progress PP pupils prioritised in early careers interviews</p> <ul style="list-style-type: none"> • Resilience training was provided for PP in all year groups post covid - 81% felt more resilient because of the session • 81% feel they will be effective in school because of the training • 85% said they will take their learning forwards to make positive changes • 79% said it would support them to cope and stay in school 	<p>Continue to implement targeted intervention through breakfast clubs, after school clubs and Saturday morning sessions.</p> <p>The Reciprocal Reading programme will run again in 2021-22.</p> <p>Targeted academic support will continue in 2020-21</p>
Wider strategies	100% of disadvantaged pupils participated regularly in extra-curricular activities between 2019-21 across	Continue to provide

	<p>a range of different curriculum areas including PSHE and careers.</p> <p>Pupils' engagement in extra-curricular provision is tracked and recorded in detail and grouped by academic subject and pupil sub-group including the PP cohort. This is to promote access to a wide range of cultural capital experiences and career insights. Activities logged also include those which support pupils' well-being and personal development.</p> <p>2019-Jan 2022</p> <p>Year 7- on average each student participated in 14 personal development activities (18 whole school)</p> <p>Year 8- on average each student participated in 16 personal development activities (21 whole school)</p> <p>Year 9- on average each student participated in 21 personal development activities (21 whole school)</p> <p>Year 10- on average each student participated in 14 personal development activities (16 whole school)</p> <p>Year 11- on average each student participated in 21 personal development activities (23 whole school)</p> <p>*Note some PP activities are on for several weeks or hours- e.g., EITC is 20 hours but logged as one activity)</p> <p>Travel pass support is available for all disadvantaged pupils; in 2020-21, 28 disadvantaged pupils were supported with a travel pass.</p> <ul style="list-style-type: none"> ▪ 94% of disadvantaged pupils confirmed positive destination ▪ 6% Progressed onto an apprenticeship ▪ 2% progressed onto a scholarship ▪ 6% progressed onto a Level 1 course ▪ 22% progressed onto a Level 2 course ▪ 57% progressed onto a Level 3 course or sixth form (33% 5% increase Maricourt Sixth Form) ▪ 67% of bursary students in The Sixth form Centre went on to university 17% SAE Institute 	<p>disadvantaged students with a range of enrichment opportunities particularly related to raising aspirations.</p> <p>Continue to monitor attendance and support pupils where travel to school is a barrier to accessing education</p>
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