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# Pupil Premium Strategy Statement 2024-2027



The McAuley Catholic High School



Reviewed December 2025

# Pupil premium strategy statement – McAuley Catholic high school Doncaster

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1439
Proportion (%) of pupil premium eligible pupils	28.91% (416)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	01/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Mr J Tucker Head Teacher
Pupil premium lead	Mrs J McGee Deputy Head Teacher
Governor / Trustee lead	Mrs R Shay Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£385,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,556.316

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

Our objectives are:

To follow the EEF guidance and use the three tier approach model to effective pupil premium allocations. [The tiered approach to Pupil Premium spending | Education Endowment Foundation](#)

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To raise literacy levels so disadvantaged pupils in school make or exceed nationally expected progress.
- To provide social and emotional support to improve student attendance, engagement, aspiration and resilience.
- To provide students with opportunities for cultural enrichment and remove financial barriers where possible.

We aim to achieve these by:

- Ensuring that teaching and learning meets the needs of all the pupils through a broad and balanced curriculum, quality first teaching and with continued professional learning opportunities for teachers.
- Providing small group tuition and catch-up opportunities
- Monitoring of attendance and attendance initiatives such as rewards, phone calls home and home visits
- Provide resources and funding for students to experience extra curricula opportunities

Our key principles are aligned with our whole school curriculum intent and improvement strategy. We believe the study of a broad range of subjects is important to facilitate the development of cultural capital for all students. Each subject's curriculum is planned by a subject specialist and is deliberately sequenced to promote progress. In addition, exposure to a range of experiences and knowledge will help to raise the attainment of disadvantaged students in particular. Every subject area values the importance of personal development to ensure students develop into citizens able to make a positive contribution to society.

## Challenges

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

Challenge number	Detail of challenge
1	Improve outcomes for PP students

2	Literacy levels are lower for incoming PP students than non-pp students.
3	Attendance rates for students eligible for PP are lower than other students.
4	Low levels of aspiration and resilience

## 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
Pupils make at least expected progress. Seat first, check first and home first.	Gaps will close in progress made between PP and non PP. PP students to achieve, or exceed, in line with national averages for all students.
Improved literacy outcomes for PP students so they can access the full curriculum	Close the gap in reading ages so PP are in line with non PP cohort Standardised reading scores are in line, or above, national averages
Improvement in the attendance for PP students	PP student attendance gap closing compared to non pp. PA rate for PP will be in line, or lower than national averages. Increased parental engagement demonstrated through home visits
Higher levels of engagement of PP students in school, within lessons and within extracurricular offer, trips and visits.	PP students receiving attitude to learning grades in line with non-pp cohorts Increased engagement is evident in data tracking, classroom observations, access to the curriculum and progress. Increased engagement with before and afterschool offer, increased parental engagement at parents' evenings, increased engagement with cultural enrichment trips and visits.

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £204,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide engaging and ambitious curriculum for PP students through:</p> <p>a) A broad and ambitious curriculum with a 3 year KS3. Long term whole school curriculum plan has endpoints based on our McAuley 7-year pledge.</p> <p>b) Subject curriculum planning is sequenced through the long and medium term taking full account of the incremental steps of learning in the subject. Retrieval and cognitive science explored in training sessions.</p>	<p>EEF A Tiered Approach to 2020-21 – High quality teaching for all</p> <p>A narrowed curriculum can mean that children miss out on opportunities to study subjects and gain knowledge that could be valuable in later stages of education, or in their adult lives. It can also have a disproportionately negative effect on the most disadvantaged pupils  <a href="https://educationinspection.blog.gov.uk/2020/01/09/making-curriculum-decisions-in-the-best-interests-of-children/">https://educationinspection.blog.gov.uk/2020/01/09/making-curriculum-decisions-in-the-best-interests-of-children/</a></p> <p>Great teaching toolkit dimensions  1.2: Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching.  1.3 Knowledge of relevant curriculum tasks, assessments and activities their diagnostic and didactic potential.</p>	1
<p>Whole school priority is focusing on developing effective AFL strategies in the</p>	<p>Building on over 20 years of research by Dylan Wiliam and Siobhan Leahy, this programme has shown to make a positive impact on student achievement and teacher behaviours.  <a href="#">Embedding Formative Assessment - SSAT</a></p>	1 and 2

classroom. Current CPD package 'Dylan Williams effective use of AFL'.		
Whole school approach to improving literacy - all subjects continually develop their reading curriculum and explicit strategies for boosting comprehension and to develop.	EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.	1, 2 and 4
Disciplinary literacy	Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	2
Increased the capacity of the pastoral team via the appointment of 3 assistant Key stage managers. The role of the AKSM is to support students in their academic and pastoral	<a href="#">How to develop a pastoral support plan   The Key Leaders</a> Building positive communications and relationships with family and students to improve attainment.	1,2,3 and 4

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

Budgeted cost: £90,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Group Reading Test (NGRT). All students complete the NGRT and reading scores shared with colleagues to help support planning of resources.</p> <p>Reading scores also used to target students for intervention.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	2
<p>Literacy support/intervention/catch up provision.</p> <p>Appointment of a Literacy intervention coordinator role</p>	<p>EEF A Tiered Approach to 2020-21 –Targeted academic support</p> <p>EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p>	2
<p>School led tutoring program – afterschool Maths. Higher and Foundations sessions. Staffed by internal colleagues who know the students.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EEF 2020)</p>	2
<p>During school form time:</p> <ul style="list-style-type: none"> <li>Targeted Maths GCSE tuition – Focusing on Year 11 students.</li> <li>Targeted Maths Year 10 intervention</li> </ul>	<p>EEF A Tiered Approach to 2020-21 –Targeted academic support</p> <p>EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p>	2
<ul style="list-style-type: none"> <li>KS3 Homework club</li> <li>Introduced weekly SPARX reader and SPARX Maths homework.</li> <li>Year 11 open school 2.15-4pm Wednesday club</li> </ul>	<p><a href="#">Homework   EEF</a></p> <p>Homework has a positive Impact on progress and attainment</p> <p>5 months</p> <p>Closing the gap report suggest that disadvantage students do not always have a quiet space to work at home. The lunch sessions</p>	2

<ul style="list-style-type: none"> <li>GCSE – Weekly Year 11 revision afterschool sessions</li> </ul>	Tuesday and Thursday will give students the opportunity to access IT and a quiet space.	
<ul style="list-style-type: none"> <li>Introduction of the MCA cultural values to try and raise identity, aspirations and attainment</li> <li>Training time</li> <li>Visual materials to support the message in school</li> <li>Parent meetings and information/website</li> </ul>	<a href="#">2. Build a culture of community and belonging for pupils   EEF</a>	1,3 and 4
<ul style="list-style-type: none"> <li>Appointment of a study skills lead. Time allocated to collate, prepare and distribute study skills resources to enhance the form time curriculum.</li> </ul>	<a href="#">Improving behaviour in schools</a> <a href="#">2. Build a culture of community and belonging for pupils   EEF</a>	1,3 and 4
<ul style="list-style-type: none"> <li>Parental half termly curriculum snapshot updates</li> </ul> <p>Increasing parental communications to provide wrap around support for all students. Key information, revision links and assessment dates for each year group and each subject.</p>	<a href="#">3. Communicate effectively with families   EEF</a>	1,3 and 4
<ul style="list-style-type: none"> <li>Parents information evenings (extra to the general parents evening)</li> </ul> <p>Sessions designed to inform parents of study skills, key exam preparation, evidence-based approaches.</p> <p>Visit every subject area to talk to a subject specialist about supporting child.</p> <p>Opportunity to purchase key exam revision materials.</p>	<a href="#">3. Communicate effectively with families   EEF</a>	1,3 and 4
<ul style="list-style-type: none"> <li>Revised approach to assessing Attitude to learning.</li> </ul>	<a href="#">The Relationship between Children's Wellbeing and their Educational Outcomes</a>	4



Distinguishing focused and passive students – allowing for earlier intervention.  Dedicated training time and materials.	<a href="#">Improving behaviour in schools</a>	
<ul style="list-style-type: none"> <li>SEND department review and training – comorbidity group. SEN and PP cohort identified and tracked.</li> </ul>	<a href="#">Five a day: supporting high-quality teaching for pupils with...   EEF</a>	1

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

Budgeted cost: £90,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve overall attendance for disadvantaged by liaison of Attendance Officer and Family Support staff, with YL and KSM specifically targeting disadvantage students.</p> <p>Updating at the end of each day the break down for the attendance of key groups.</p> <p>Safeguarding team member reallocated to 'first day safe and well visits.</p> <p>Attendance officer</p>	<p>EEF A Tiered Approach to 2020-21 - Wider strategies</p> <p>EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tiered approach. DfE Pockets of poverty state - effective schools provide a supportive culture. EEF toolkit suggests that PP students are more likely than other pupils to miss at least one in five days in secondary school'</p>	3
Reduce the number of Exclusions, Fixed Term Exclusions and the number of	Disadvantaged students have a higher national percentage of Permanent Exclusions. If they are excluded by the school, they have less chance of	3

<p>Permanent Exclusions. (The appointment in 2023 of an assistant headteacher responsible for inclusion)</p>	<p>becoming productive members of society. PP students are 4X more likely to receive FT exclusion (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p>	
<p>Improve resilience and mental health of vulnerable disadvantaged students. Support provides through:</p> <ul style="list-style-type: none"> <li>• safeguarding team</li> <li>• pastoral support</li> <li>• Emmaus – In house counselling service that offers safe space for students who need SMH support. External agencies also booked and use the dedicated space in school.</li> <li>• Nurture – provision for students who are not able to access the full curriculum in the main school setting. Individual and targeted small group subject specific sessions.</li> </ul>	<p>EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tired approach. DfE Pockets of poverty state - effective schools provide a supportive culture</p>	<p>4</p>

<p>Dedicated safe space in school.</p> <ul style="list-style-type: none"> <li>• 1 Nurture teacher FT</li> <li>• 1 Nurture support teacher PT</li> <li>• 1 Kings trust teacher FT</li> </ul>		
<p>Support aspirations and school engagement. Providing 1-1 meetings with a pastoral colleague to discuss any barriers to learning experiences.</p> <p>Positive progress meetings with students</p>	<p>EEF A Tiered Approach to 2020-21 - Wider strategies EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support' should be considered as a tiered approach. DfE Pockets of poverty state - effective schools provide a supportive culture. EEF toolkit suggests that PP students are more likely than other pupils to miss at least one in five days in secondary school'</p> <p><a href="#">Improving behaviour in schools</a></p>	4
<p>Careers guidance meetings to work through a skills builder programme. In house careers lead FT</p>	<p><a href="#">Independent review of careers guidance in schools and further education and skills providers - GOV.UK</a></p>	4
<p>In house chaplain to support with student pastoral issues FT</p>	<p><a href="http://Catholiceducation.org.uk/resources/ces-national-standards-for-school-chaplains">Catholiceducation.org.uk/resources/ces-national-standards-for-school-chaplains</a></p>	3 and 4
<p>Premier league inspires Year 7 Year 8 Year 9</p>	<p>Primarily targeting PP students – Raising aspirations workshops. 1hr per week. Organised via the <a href="#">Football Community Programme - Premier League Inspires</a></p>	3 and 4

Disadvantaged boys working group with me in mind and DST	This group primarily focuses on disadvantaged boys and social, emotional and cultural issues. The boys meet once per week with support and resource provided by the counselling service with me in mind. Approx 8 students from Year 9 meet with DST each week for their session. This group is intended to explore issues and barriers to success.	1 and 4
Disadvantaged HIGER ability Maths intervention – in partnership with Sheffield Hallam University.	Training days and Maths specific workshops targeting HA PP Mathematicians. This group of students attend 5 days of input at the university – cultural capital and supporting students to achieve grades 7-9.	1

**Total budgeted cost: £ 385,765**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

In 2024: On average, PP students performed less well than non-PP students. The gap had closed slightly on the previous year.

#### Headline average point score:

- PP **3.73** verse non-PP **4.72**. This was below national results for PP students. *(a note of caution can be added here to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently)*

Intended outcome	Success criteria	Was this outcome achieved?			
Pupils make at least expected progress. Seat first, check first and home first.	Gaps will close in progress made between PP and non PP.  PP students to achieve, or exceed, in line with national averages for all students.	Progress made – the gap is starting to decrease, and predictions are that Work in this area will continue in 2025.  Staffing changes and interventions in place to support students.			
Improved literacy outcomes for PP students so they can access the full curriculum	Close the gap in reading ages so PP are in line with non PP cohort  Standardised reading scores are in line, or above, national averages	<u>Overview</u>	<u>N.o of students</u> <u>Sept 2024</u>	<u>N.o of students</u> <u>Remaining in Literacy - Sept 2025</u>	<u>Good Progress</u> <u>* - between Feb NGRT 2 - Jun NGRT 3 - 2025</u>
		<b>Year 7</b>	35	15 (58% exited)	80%
		<b>Year 8</b>	22	8 (64% exited)	86%
		<b>Year 9</b>	17	9 (47% exited)	76%

		<p>62% of Y7-9 students exited literacy intervention 24-25, this was 2% higher than 23-24 and 8% higher than in 22-23 and in 21-22. Overall progress %'s is up on average by 30% for the whole cohort (Y7-9).</p> <p>This was met and work is continuing into 2025</p>
Improvement in the attendance for PP students	<p>PP student attendance gap closing compared to non pp.</p> <p>PA rate for PP will be in line, or lower than national averages.</p> <p>Increased parental engagement demonstrated through home visits</p>	<p>Attendance has improved.</p> <p>Whole school attendance average 91%</p> <p>PP cohort average 89%</p>
Higher levels of engagement of PP students in school, within lessons and within extracurricular offer, trips and visits.	<p>PP students receiving attitude to learning grades in line with non-pp cohorts</p> <p>Increased engagement is evident in data tracking, classroom observations, access to the curriculum and progress. Increased engagement with before and after school offer, increased parental engagement at parents' evenings, increased engagement with cultural enrichment trips and visits.</p>	<p>There is no significant gap in 2024 between attitude to learning of PP verse non-PP students.</p> <p>A change to the way in which we capture attitude to learning has been implemented in 2025.</p>