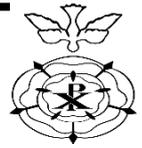

Pupil Premium Strategy Statement



The McAuley Catholic High School



Reviewed December 2025

Next Review December 2026

Pupil premium strategy statement – McAuley Catholic high school Doncaster

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	£385.765p
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£11,556.316p

Part A: Pupil premium strategy plan

Statement of intent

McAuley School is committed to ensuring that all pupils achieve the highest standards of which they are capable. Our mission statement, *"I have come that they may have life and have it to the full,"* underpins our work with disadvantaged pupils. This strategy is rooted in our core principles of Motivate, Community and Achieve and aligns closely with whole-school improvement priorities.

Analysis of attainment, attendance and pastoral data indicates that pupils eligible for Pupil Premium face a number of barriers to learning. These include lower levels of literacy on entry, gaps in learning linked to attendance, and social, emotional and behavioural needs that impact engagement with learning. A significant proportion of disadvantaged pupils also have SEND, increasing the complexity of need and the level of support required.

The strategy aims to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. A member of the safeguarding team provides first-day response for Pupil Premium students, while the pastoral team has a dedicated daily hour to contact families regarding absence, working proactively to identify and remove barriers to attendance. The literacy team identifies pupils requiring immediate support to access the curriculum and implements targeted programmes designed to close gaps and enable pupils to engage fully with learning.

Improving literacy is a key priority, ensuring that disadvantaged pupils make at least expected progress, and increasingly accelerated progress, over time. Further intended outcomes include improved attendance, engagement and resilience, alongside increased access to cultural enrichment opportunities.

High-quality teaching is the foundation of the Pupil Premium strategy and is prioritised as the most effective way to improve outcomes for disadvantaged pupils, in line with EEF guidance. Investment focuses on delivering a broad, balanced and ambitious curriculum that is carefully sequenced and taught by subject specialists. Ongoing professional development supports staff in developing adaptive and inclusive teaching strategies so that lessons meet the needs of disadvantaged pupils and those with SEND.

Targeted academic support is implemented where assessment identifies specific gaps in learning, particularly in literacy. Small-group interventions and catch-up programmes are time-limited, evidence-informed and regularly reviewed to ensure they complement, rather than replace, high-quality classroom teaching.

Wider strategies address non-academic barriers to learning and reflect the school's distinct ethos. Chaplaincy support is available for pupils experiencing personal challenges, alongside targeted pastoral provision. There is close collaboration between SEND, senior leaders and curriculum leaders, with additional mentoring provided for vulnerable pupils, including Looked After Children. Attendance is closely monitored, with early intervention and sustained engagement with families. Pupil Premium funding is also used to remove financial barriers to extra-curricular activities and enrichment opportunities, ensuring full participation for all pupils.

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 and numeracy 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.	Behaviour incidents and exclusion data: PP students are over-represented in sanctions for negative behaviours and exclusions.
5	Access to technology and educational resources: PP students have less access to resources to use at home for private study.
6	Lack of aspiration for key stage 4 and 16-18 destinations: PP students need more support to ensure they consider all options open to them.
7	Parental /carer involvement – parent/carers consultation evenings) the attendance rates of the PP to information evenings is proportionally lower.
8	Vulnerable students receive Emotional, Behavioural support.
9	Higher levels of engagement of PP students in school, within lessons and within extracurricular offer, trips and visits.

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
1. Pupils make at least expected progress. Seat first, check first and home first.	PP students have access to high quality adaptive teaching. Gap between PP and Non-PP attainment data narrowing by July 2026. IDSR and internal tracking.
2. Improved literacy outcomes for PP students so they can access the full curriculum	Improved literacy and numeracy levels. In house tracking of reading plus, Sparx maths and McAuley literacy programme.
3. Improvement in the attendance for PP students	Gaps between PP students and non-PP students narrower by July 2026 IDSR data
4. Behaviour incidents and exclusion data: PP students are over-represented in sanctions for negative behaviours and exclusions.	Gap between PP/Non-PP students' ratio of achievement points: behaviour points narrower by July 2027. Gap between rates of exclusions of PP/Non-PP students narrower by July 2026.
5. Access to technology and educational resources: PP students have less access to resources to use at home for private study.	All PP students to have access to technology and educational resources in school or at home 2026
6. Lack of aspiration for key stage 4 and 16-18 destinations: PP students need more support to ensure they consider all options open to them	Destination data of PP students. NEET figures. IDSR destination data and in house tracking. UCAS reports.

7. Parental /carer involvement – parent/carers (parent/carer consultation evenings) the attendance rates of the PP to information evenings is proportionally lower.	Gap between PP/Non-PP attendance at open information evenings/Parent/carer evenings narrower by 2026.
8. Students feel more confident and able to deal with school. Decreased authorised absence due to anxiety.	Students feel more confident and able to deal with school. Decreased authorised absence and truancy due to anxiety.
9. Higher levels of engagement of PP students in school, within lessons and within extracurricular offer, trips and visits.	Gap between PP and Non-PP engagement in the wider curriculum offer narrower by 2026. In house tracking.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £181.060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD priority is focusing on developing effective AFL strategies in the classroom. Current CPD package 'Dylan Williams effective use of AFL'.	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. Embedding Formative Assessment - SSAT	1, 2, 5
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, 4,
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.	How to develop a pastoral support plan The Key Leaders Building positive communications and relationships with family and students to improve attainment.	1,2,3, 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
New Group Reading Test (NGRT). All students complete the NGRT and reading scores shared with colleagues to help support planning of resources. Reading scores also used to target students for intervention.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1, 2
Literacy support/intervention/catch up provision. Appointment of a Literacy intervention coordinator role	EEF A Tiered Approach to 2020-21 – Targeted academic support EEF Improving literacy in secondary schools	1,2
School led tutoring program – afterschool Maths.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,2
Targeted Maths GCSE tuition – Focusing on Year 11 students. Targeted Maths Year 10 intervention	EEF A Tiered Approach to 2020-21 – Targeted academic support EEF Improving literacy in secondary schools	1,2
KS3 Homework club Introduced weekly SPARX reader and SPARX Maths homework.	Homework EEF	1,2,5
Introduction of the MCA cultural values.	2. Build a culture of community and belonging for pupils EEF	1,3, 4, 8
Appointment of a study skills lead.	Improving behaviour in schools 2. Build a culture of community and belonging for pupils EEF	1,3,4, 9
Parental half termly curriculum snapshot updates	3. Communicate effectively with families EEF	1,3,4,6,7
Provide more opportunities for parents to attend school. Parents information evenings (extra to the general parents evening)	3. Communicate effectively with families EEF	1,3 4,7
Revised approach to assessing Attitude to learning leader.	The Relationship between Children's Wellbeing and their Educational Outcomes Improving behaviour in schools	1,2,4,6
SEND department review and training – comorbidity group. SEN and PP cohort identified and tracked.	Five a day: supporting high-quality teaching for pupils with... EEF	1,2,4

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

Budgeted cost: £90,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve overall attendance for disadvantaged by liaison of	EEF A Tiered Approach to 2020-21 - Wider strategies	1,2, 3,4, 6

Attendance Officer and Family Support staff, with YL and KSM specifically targeting disadvantage students.	EEF Guide to Pupil Premium 2019 states 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance'	
Introduction of fortnightly behaviour meetings with Head, depts and Inclusion lead.	Disadvantaged students have a higher national percentage of Permanent Exclusions.	4,6
Increasing Pastoral support.	EEF Guide to Pupil Premium	8
Providing 1-1 meetings with a pastoral colleague Positive progress meetings with students	EEF A Tiered Approach to 2020-21 - Wider strategies Improving behaviour in schools	1,2, 5, 8
Careers guidance meetings	Independent review of careers guidance in schools and further education and skills providers - GOV.UK	6

Total budgeted cost: £ 362,120