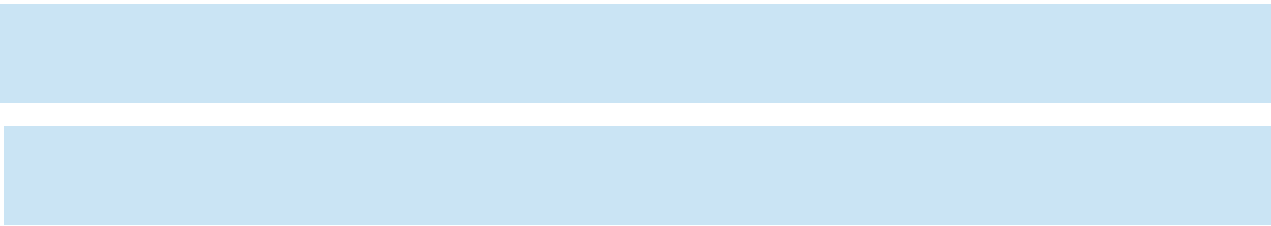
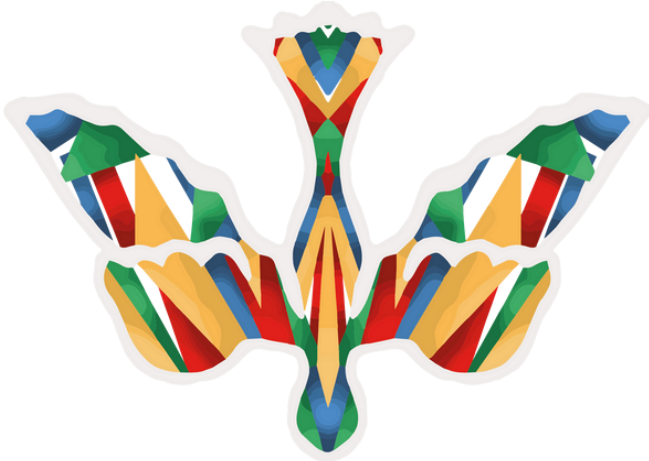

Part B: Review of the Previous Academic Year 23/24



The McAuley Catholic High School



Part B: Review of the previous academic year 2023/24

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that on average disadvantaged students made more progress than the disadvantaged group nationally.

- *McAuley disadvantaged group P8 - -0.69*
- *National disadvantaged group P8 -0.64*
- *Local disadvantaged group*

The data demonstrates that the disadvantage group at our school is still an area of priority for our school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have made progress on our intended outcomes:

The data demonstrated that attendance for ALL students on the whole is in line with the national and local average. We continue to monitor the disadvantage group and the weekly support around the child meetings continue to provide bespoke support for individual families.

Behaviour and attitudes: No significant gap between disadvantaged students and non-disadvantaged -both groups are averaging good on the latest attitude to learning assessment.

We have an intensive literacy intervention package to support students. On entry to school we use SATs, NGRT assessments to generate a reading age score for students. If a student scores between 80-89 then they are placed into a literacy programme. We have seen some great success in this programme. We can conclude that the evidence we have collated shows that students have improved literacy so that they can access the full curriculum.

Our evaluation of the approaches delivered last academic year indicates that the focus on oracy and intensive literacy intervention has helped support students to close gaps and access the curriculum. We will continue to invest in this strategy and build in a further layer of support for those students who exit the literacy intervention programme.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. We have reduced the number of one to one tuition sessions. We have built in more capacity for professional learning opportunities – using the EFA formative assessment CPD programme to help develop pedagogy and further support high quality teaching and learning.