



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# **Pupil Premium Evaluation**

**2020-2021**

Note: Evaluation of impact should be considered in the context of disruption to the academic year caused by the COVID-19 pandemic. A number of strategies and planned actions could not be carried out as effectively as intended due to periods of bubbles/remote learning.

## Background to the Pupil Premium Grant (PPG)

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at students from deprived backgrounds. Research has indicated that students from deprived backgrounds underachieve compared to their peers. The Pupil Premium is provided in order to support these students in reaching their potential by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after (Pupil Premium) as an indicator for deprivation. They have provided a fixed amount of funding to schools per student, based upon the number of pupils that have registered for Free School Meals (currently or within the previous six academic years) and those that have been looked after by the Local Authority (within the previous six months).

Research suggests that the following barriers to learning are particularly significant to pupil premium students:

- Students enter the school with low levels of literacy and numeracy
- The attendance and punctuality of pupil premium students often reduces their learning hours and causes them to fall behind
- Poor home learning environment leading to a lack of independent study
- Family problems – safeguarding, finance, parenting skills, mental health leading to a lack of parental engagement
- Students have not had anyone in the family attend University so do not have the same level of knowledge at home to draw from when considering future options
- Students may not have had the same access to a wide range of enrichment activities as non-PP students.
- Some students require additional support or an alternative curriculum to meet their needs
- Poor language acquisition (English as an Additional Language)

### Principles

St Cuthbert's Catholic High School provides a good education to a local community with a high level of social deprivation. All members of staff and governors are committed to meeting the pastoral, social and academic needs of every student irrespective of background. Pupil premium funding is therefore directed to ensuring an equality of opportunity for all learners.

**Objectives in spending PPG** - Diminishing the attainment gap between those students with deprived backgrounds and the school as a whole by the end of Key Stage 4 - Increase the rate of progress by disadvantaged students in English - Increase the rate of progress by disadvantaged students in Maths - Improve levels of achievement for all learners - Ensure that there is equality of opportunity for all learners.

## Pupil Premium Allocation 2020/2021

In **2020/2021**, our allocation for students amounted to:

**Number of students and Pupil Premium Grant (PPG) received (taken from January 2021 census).**

Allocation	2020/2021 Expected Funding		
<b>Pupils in year 7 to 11 recorded as Ever 6 FSM:</b> The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have been eligible for free school meals (FSM) since May 2014, as well as those first known to be eligible at January 2019.	385	@ £955	£367,675
<b>Looked-after children (LAC):</b> The pupil premium from 2020 to 2021 will include pupils recorded in the October 2020 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted.	20	@ £2000	£40,000
<b>Service Children:</b> For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the October 2020 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the October 2020 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the October 2020 school census.	5	@ £300	£1500
<b>Total</b>			<b>£409,175</b>

NOR	Higher Ability PP	Middle Ability PP	Lower Ability PP	TOTAL	
Y7 - 180	7 (27% of HAPs are PP)	50 (34 % of MAPs are PP)	1 (14% of LAPs are PP)	58 (32% of the year group are PP)	30m/28f
Y8 – 181	15 (21% of HAPs are PP)	42 (44% of MAPs are PP)	10 (67% of LAPs are PP)	67 (37% of the year group are PP)	36m/30f
Y9 – 183	28 (44% of HAPs are PP)	72 (66% of MAPs are PP)	3 (50% of LAPs are PP)	103 (56% of the year group are PP)	53m/50f
Y10 – 183	22 (44% of HAPs are PP)	66 (56% of MAPs are PP)	11 (73% of LAPs are PP)	99 (54% of the year group are PP)	54m/44f
Y11 – 173	8 (26% of HAPs are PP)	72 (55% of MAPs are PP)	6 (60% of LAPs are PP)	86 (50% of the year group are PP)	42m/43f
Whole - 900	80 (10% of the whole school are HAP PP students)	302 (35% of the whole school are MAP PP students)	31 (4% of the whole school are LAP PP students)	<b>410 PP students in total (46% of whole school)</b>	

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**Our Pupil Premium Funding is used to overcome the following barriers as per our 3-year strategy document:**

**Barriers to future attainment (for pupils eligible for PP)**

**Academic barriers** *(issues to be addressed in school, such as poor literacy skills)*

**Teaching and Learning:** Some disadvantaged students find it challenging to engage positively in the classroom. It is highly unlikely that these same students engage in any meaningful way in academic study after school on site. This results in less academic progress than the vast majority of their non-disadvantaged peers.

**Aspirations:** Some disadvantaged students do not benefit from positive adult support that, for most young people, raises aspirations, supports the development of positive social skills and creates resilience; where this is the case, these students are not ready for the next stage.

**Weak literacy skills:** Studies show that, on average, disadvantaged students have a narrower vocabulary and a lower reading age than their non-disadvantaged peers; this restricts learning with the time allocation required for catch-up itself restrictive.

**Additional barriers** *(including issues which also require action outside school, such as low attendance rates)*

**Attendance:** Students who are disadvantaged are, on average, absent from school far more than non-disadvantaged students; this causes many to fall behind with their studies. This can become chronic in later years at secondary school.

**Parental Engagement:** Some parents/carers of disadvantaged students may require additional assistance and encouragement to support their child in making good progress.

**Access to blended learning:** Higher proportions of disadvantaged students do not have access to technology such as laptops or tablet style hardware. Even when they do, access to wi-fi is sometimes limited. It is clear that these are essential tools for all learners to access study opportunities in what will remain as blended styles. Students who do not have this access are limited in the scope of their learning potential.

Barrier	Overall Spend	Evaluation of impact 2020-2021																											
<p><b>Teaching and Learning:</b> Some disadvantaged students find it challenging to engage positively in the classroom. It is highly unlikely that these same students engage in any meaningful way in academic study after school <u>on site</u>. This results in less academic progress than the vast majority of their non-disadvantaged peers.</p>	£290000	<table border="1" data-bbox="696 244 1615 451"> <thead> <tr> <th></th> <th>2019</th> <th>2020 CAGs</th> <th>2021 TAGs</th> </tr> </thead> <tbody> <tr> <td>Eng P8</td> <td>-0.92</td> <td>-0.59</td> <td>-0.44</td> </tr> <tr> <td>Maths P8</td> <td>-0.68</td> <td>-0.28</td> <td>-0.15</td> </tr> <tr> <td>Ebacc P8</td> <td>-1.01</td> <td>-0.38</td> <td>0.31</td> </tr> <tr> <td>Open P8</td> <td>-1.05</td> <td>-0.42</td> <td>-0.41</td> </tr> <tr> <td>Overall P9</td> <td>-0.93</td> <td>-0.38</td> <td>-0.15</td> </tr> </tbody> </table> <p>Progress 8 scores for PP students have improved consistently over the past 3-years according to internal data. Strategies such as full-time additional specialist staff in English and Maths in 2020-2021, along with the appointment of an additional SEND/PP teacher using PP funding had an impact in ensuring our attainment gap wasn't wider across all year groups. There was an increase in the number of PP students our 'SEND/PP' teachers (2 in total) worked with in 2020-2021 (74% in total)</p> <p>All curriculum areas have produced a PP action plan with area specific aims which improved strategy at a curriculum area level.</p> <p>There was a slight reduction in PP v Non-PP FTE's (gap of 9%). The reduction in the gap is due to improved QFT.</p> <p>Increased interventions (such as AHOY interventions and HA PP IEP meetings) for PP students not on track helped to improve P8 scores.</p>					2019	2020 CAGs	2021 TAGs	Eng P8	-0.92	-0.59	-0.44	Maths P8	-0.68	-0.28	-0.15	Ebacc P8	-1.01	-0.38	0.31	Open P8	-1.05	-0.42	-0.41	Overall P9	-0.93	-0.38	-0.15
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<p><b>Aspirations:</b> Some disadvantaged students do not benefit from positive adult support that, for most young people, raises aspirations, supports the development of positive social skills and creates resilience; where this is the case, these students are not ready for the next stage.</p>	£25000	<p>ATL scores were on average more positive than 2019-2020.</p> <p>Growth Mindset pilot carried out with 22 males PP students and student voice was positive with 90% of students agreeing that the pilot had helped them to build resilience.</p> <p>Personal Development offer focussed on PP students both during remote learning and face to face. All projects (speakers for schools) has a high proportion of PP students involved.</p> <p>PP student and parent voice indicated specific needs in relation to extra-curricular activities and these were responded to. There was a 14% increase in PP student's engagement with extra-curricular activities in the summer term in comparison to 2018-2019. (Cannot be compared to 2019-2020 due to the pandemic).</p>																											

<b>Barrier</b>	<b>Overall Spend</b>	<b>Evaluation of impact 2020-2021</b>
		<p>68% of students who received support from our Mentoring and Social Group Intervention via Farne were PP students.</p> <p>FTE's of PP students continue to be consistently below that of national, regional, statistical neighbours and local FTE rates. This highlights the positive impact that Melrose Centre, Hype Project and Farne has on these students.</p> <p>Managed transfer numbers continue to fall again demonstrating the impact of the Melrose Centre.</p> <p>Virtual Post-16 market place, UniFrog tasks and visits from all local Post-16 providers was offered for all of our PP students.</p> <p>Pupil Premium funding has sought to enable all PP students the same access to the curriculum by working towards removing financial barriers and helping to ensure equality of provision and opportunities to develop cultural capital. The school has provided essential uniform items for some of our students, has arranged transport for some students, and has provided food packages where necessary.</p>
<p><b>Weak literacy skills:</b> Studies show that, on average, disadvantaged students have a narrower vocabulary and a lower reading age than their non-disadvantaged peers; this restricts learning with the time allocation required for catch-up itself restrictive.</p>	£16000	<p>Y7 Catch-up involving a high proportion of PP students was successful with all waves of students improving their reading ages across the academic year, along with an increase by at-least 10% in each of wave of students making expected progress from September-July.</p> <p>LSA and KS4 reading buddies programme launched and had a high proportion of PP students involved.</p> <p>Literacy CPL was provided throughout the year along with specific training around working with disadvantaged students.</p>
<p><b>Attendance:</b> Students who are disadvantaged are, on average, absent from school far more than non-disadvantaged students; this causes many to fall behind with their studies. This can become chronic in</p>	£28000	<p>During the period of remote learning, robust engagement trackers were used to ensure that PP students were learning.</p> <p>There was improved LAC attendance which is a result of the work carried out by our LAC/PP co-ordinator funded by our PP budget.</p>

<b>Barrier</b>	<b>Overall Spend</b>	<b>Evaluation of impact 2020-2021</b>
later years at secondary school.		It is difficult to compare data to the previous academic year as both years were significantly impacted due to COVID. However, we know that PP attendance still remains an issue and is a key focus for us moving forward.
<b>Parental Engagement:</b> Some parents/carers of disadvantaged students may require additional assistance and encouragement to support their child in making good progress.	£3000	<p>A comprehensive Transition Programme was carried out with 61% of students attending summer school being PP.</p> <p>Parents Evening events were impacted during the year as a result of COVID but considerable efforts to engage parents and carers through online Parents Evenings (with additional help, guidance and support offered to PP students' parents) ensured that all parents were offered effective feedback throughout the year.</p> <p>Parents of PP students who took part in the Growth Mindset pilot were given the opportunity to meet and engage with key staff.</p>
<b>Access to blended learning:</b> Higher proportions of disadvantaged students do not have access to technology such as laptops or tablet style hardware. Even when they do, access to wi-fi is sometimes limited. It is clear that these are essential tools for all learners to access study opportunities in what will remain as blended styles. Students who do not have this access are limited in the scope of their learning potential.	£3000	<p>180 devices distributed and free wifi applied for a provided by DfE, SVP and BT. All of our PP students had access to a device in their home.</p> <p>Blended learning co-ordinator worked with HOY/AHOY's to ensure that PP students who were not engaging during remote learning were contacted, and interventions were put in place.</p> <p>PP Action Plan was put in place in January 2021 (see separate document), to ensure that all PP students could achieve.</p>