

**St Cuthbert's
Catholic High School**
Live life in all its fullness

Pupil Premium Strategy 2022-2025

Updated: 06/02/2023

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What is the Pupil Premium Grant?

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Why is this Important?

In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

Who is entitled to pupil premium funding?

It is paid to schools for each pupil who:

- Is recorded as being eligible for Free School Meals in the last 6 years (Ever 6 FSM)
- Is looked after (LAC)
- Has a parent serving in the armed forces (SC)

Roles for monitoring Pupil Premium

- **Headteacher:** Catherine Twist
- **Deputy Headteacher:** Stuart Holland
- **LAC Coordinator:** Heather Jenkins
- **PP Coordinator:** Liza Alhadad
- **PP Governor:** Judith Godley

Key:

PP: Pupils eligible for the Pupil Premium grant
HAP: High ability pupil
MAP: Mid ability pupil
LAP: Lower ability pupil
CL: Curriculum Leader
HOY: Head of Year
AHOY: Assistant Head of Year

CPL: Continuous Professional Learning (for staff)
EEF: Education Endowment Fund (research organisation)
CEAIG: Careers education, advice, information and guidance
PD: Personal Development
T&L: Teaching & Learning
KAT's: Key-assessed tasks
NEET: School leavers not in education, employment and training

SEND: Special educational needs and disabilities
AHT: Assistant Headteacher
ATL: Attitude to learning
CC: Cultural Capital

Allocation	2022/2023 Expected Funding		
<p>Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2022 to 2023 will include pupils recorded in the January 2022 school census who have been eligible for free school meals (FSM) since May 2016, as well as those first known to be eligible at January 2022.</p>	399	@ £985	£393,015
<p>Looked-after children (LAC): The pupil premium from 2022 to 2023 will include pupils recorded in the October 2022 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted. This funding is ring-fenced for use for LAC only.</p>	25	@ £2410	£60,250
	26 Post-Lac	@ 2410	£62,660
<p>Service Children: 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.</p>	5	@ £320	£1600
<p>Recovery Premium Funding</p>	424	@ £276	£112,884
Total			£630,409

NOR	Higher Ability PP	Middle Ability PP	Lower Ability PP	TOTAL	
Y7 - 185	11 (27% of HAPs are PP)	62 (34 % of MAPs are PP)	15 (14% of LAPs are PP)	88 (32% of the year group are PP)	39m/49f
Y8 – 184	7 (21% of HAPs are PP)	42 (44% of MAPs are PP)	37 (67% of LAPs are PP)	86 (37% of the year group are PP)	41m/45f
Y9 – 180	12 (44% of HAPs are PP)	66 (66% of MAPs are PP)	0 (50% of LAPs are PP)	78 (56% of the year group are PP)	40m/38f
Y10 – 179	25 (44% of HAPs are PP)	62 (56% of MAPs are PP)	7 (73% of LAPs are PP)	94 (54% of the year group are PP)	50m/44f
Y11 – 180	23 (26% of HAPs are PP)	55 (55% of MAPs are PP)	3 (60% of LAPs are PP)	81 (50% of the year group are PP)	41m/40f
Whole - 908	78 (10% of the whole school are HAP PP students)	268 (35% of the whole school are MAP PP students)	62 (4% of the whole school are LAP PP students)	427 PP students in total (46% of whole school) – this includes LAC/PLAC/SC	

Broad strategic principles:

At St. Cuthbert's we hold the firm belief that all of our pupils are a creation of God, and it is our duty to ensure we offer them the very best opportunities to experience 'life in all its fullness'. As a Catholic School we share the Church's mission of the preferential option for the poor, and our Governors and staff take this responsibility very seriously. We are determined to close the attainment gap between our PP and Non-PP students, and therefore, high quality teaching and learning, raising aspirations and developing cultural capital, promoting positive behaviour, tackling poor attendance and a renewing our commitment to working with parents are all of key focus in our strategy.

Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on seven aspects. The Educational Endowment Fund (EEF) toolkit suggests that all of these strategies have high impact on pupil learning.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

1. **Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos**
2. **Ensuring that teaching & learning is the highest quality**
3. **Ensuring that the curriculum is right for all pupils**
4. **Ensuring that disadvantaged pupils have access to the best CEAIG**
5. **Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality**
6. **Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils**
7. **Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils**

Allocation, Spend and Impact Expected Funding

Summary information:					
School	St. Cuthbert's Catholic High School				
Academic Year	2022-2023	Total PP budget	£409,175	Date of most recent PP Review	18/01/19 (Phil Mooney NLE)
Total number of pupils	908	Number of pupils eligible for PP	427 (46.9%)	Date for next internal review of this strategy	Sept 2023
Projected income over 3 years:					
Rationale: Numbers of disadvantaged pupils are rising at a rate of 5% each year. Projected income includes these rises.					
Academic Year	2020 to end 2023	Total PP budget (excluding recovery and PP+)	2022-2023 £393,015	2023-2024 £412,665	2024-2025 £433,298
Projected 3-year total income			£ 1,238,978		

Current progress and attainment

	2019	2022
PP = Disadvantaged pupils (Pupil Premium) NPP = Other pupils P8 = Progress 8 A8 = Attainment 8		
National P8	0.00	0.00
School P8	-0.77	-0.74
School PP P8	-0.98	-1.05
National A8	4.65	4.87
School A8	3.92	3.77
School PP A8	3.5	3.27
National English/Maths 4+ (%)	64.4	
English/Maths 4+ (%)	57.6	47.5
English/Maths PP 4+ (%)	44.4	40.9
English/Maths NPP 4+ (%)	71.0	54.7
Gap	26.6	13.8
National English/Maths 5+ (%)	43.0	49.6
English/Maths 5+ (%)	30	31.3
English/ Maths PP 5+ (%)	15.9	25.8
English/Maths NPP 5+ (%)	45.2	37.2
Gap	29.3	11.4

Whilst we are proud of our PP students' experiences of wider-school strategies, their attendance data and pastoral and well-being support offer, we are clear that PP Students do not achieve as well as their NPP peers academically, and this gap in attainment is too wide.

We are determined to close this attainment gap significantly over the next 3 years. As well as identifying the main barriers to achieving this, our strategy is based on carefully considered actions we will take to overcome them.

	Current Y8 (E/Y July 2022)	Current Y9 (E/Y July 2022)	Current Y10 (E/Y July 2022)	Current Y11 (9-4 July 2022)	Leavers (9-4 July 2022)
English	14.2%	14.2%	27.2%	12.4%	25.7%
Maths	15.4%	22.9%	29.5%	20%	8.9%

Barriers to future attainment (for pupils eligible for PP)**Academic barriers** *(issues to be addressed in school, such as poor literacy skills)*

A.	Teaching and Learning: Some disadvantaged students find it challenging to engage in some aspects of T&L therefore resulting in less academic progress than their non-disadvantaged peers. Gaps in knowledge occur through poor attendance, lack of exposure to QFT in some areas, and lack of preparation for learning.
B.	Aspirations: Some disadvantaged students do not benefit from experiences that raise aspirations or develop positive social skills, therefore not enabling them to be ready for the next stage.
C.	Weak literacy skills: On average, disadvantaged students have a narrower vocabulary and lower reading ages than those of their non-disadvantaged peers.

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

D.	Attendance & Punctuality: Students who are disadvantaged tend to make up the largest proportion of students who are Severely persistently absent, persistently absent or have sporadic absences. They also form the largest proportion of students who do not arrive at school on time, prepared to learn and can often internally truant.
E.	Parental Engagement: Some parents/carers of disadvantaged students may require additional support and encouragement to support their child in making good progress.

Actions	Staff	Evidence / Rationale	Intended impact	Resource / Cost	Review – when and how?
<p>A To ensure that our disadvantaged students receive the highest quality teaching and learning:</p> <ul style="list-style-type: none"> • Ensure that the first CPL session of the academic year for all staff is about strategies to support disadvantaged learners. • Ensure that all Curriculum Areas have action plans in place linked to EEF tiered approach and review termly. • Recruit 2 specialist teachers to work specifically with disadvantaged LA KS3 groups in English and Maths. • Increase opportunities to stretch and challenge HA disadvantaged students academically. • Continue to develop provision (by recruiting a SEMH specialist teacher) and embedding the role of Inclusion Manager in the Melrose to ensure that disadvantaged students are robustly accessing the curriculum when not in class 	<p>JGS (QofE)</p> <p>DAN (CPL/T&L)</p> <p>SHD – CL PP Plans</p> <p>CL's Teachers</p> <p>DFN – Inclusion</p> <p>JAD/ARF</p>	<p>EEF: High impact and low cost of metacognition and self-regulation. (Effective use can result in 7 months progress).</p> <p>EEF PP spending tiered approach: Effective support for early career teachers is effective.</p> <p>EEF: Personalised packages of support tailored to suit individuals can improve pupils progress by 3+ months.</p> <p>Our data suggests that HA PP pupils do not make as much progress as MA PP pupils in English and Maths.</p>	<ul style="list-style-type: none"> • Teaching and Learning continues to improve for our PP students. They are exposed to an even greater amount of QFT. • Our Curriculum is further tailored to meet the needs of all students. • Attainment gap will narrow. • Outcomes for PP students will improve in both Key Stages. 	<p>80% of 2 x specialist teachers salary – their classes are made up of an average of 80% PP students</p> <p>Brilliant Club subscription – all are PP students</p> <p>Students who are regularly involved in our Inclusion Base are on average 75% PP</p> <p>Inclusion Manager</p> <p>Inclusion teacher who will be based in Melrose (To be appointed)</p> <p>Unit staff x 2</p> <p>Revision guides</p>	<p>CPL review immediately via staff voice</p> <p>Action plans to be completed by October Half term and reviewed termly with SHD</p> <p>All other actions to be reviewed using track data, inclusion data and student voice</p>

Actions	Staff	Evidence / Rationale	Intended impact	Resource / Cost	Review – when and how?
<p>B To build aspirations and increase engagement in all aspects of school life through:</p> <ul style="list-style-type: none"> Track and monitor participation of opportunities to build CC amongst disadvantaged students and adjust offer accordingly. Evaluate CC links in the curriculum. Further strengthen opportunities for extra-curricular engagement. Ensure our disadvantaged students are ready for the next stage (develop our CEIAG offer). Develop links with external organisations like Humanutopia, Speakers for Schools and Career Connect. 	<p>SHD NWD CL's HOY's</p>	<p>DFE: Careers Strategy: Making the most of everyone's skills and talents (Dec 2017)</p> <p>OFSTED: 'CC is the essential knowledge that children need to prepare them for success in later life.'</p> <p>Gatsby toolkit: Benchmark 1 'why this matters' outlines the importance of a stable and strong careers programme. Young people are 3 times more likely to be unemployed than adults. This is higher for PP young people.</p>	<ul style="list-style-type: none"> Improved social mobility. Increase in Capital Cultural. Higher engagement in extracurricular activities. Readiness for the next stage for all students. 	<p>Resources linked to extra-curricular according to current timetable (resources and external providers i.e. Cheer)</p> <p>Music tuition</p> <p>Ingredients</p> <p>External organisations (Humanutopia etc) (partly funded through PD budget)</p> <p>LAC co-ordinator</p> <p>PP co-ordinator</p> <p>Safer Schools Officer</p> <p>Proportion of Y6 Summer school</p> <p>School trips subsidies</p>	<p>Impact of external organisations to be reviewed immediately after the event using student voice, and ongoing attainment and attendance data.</p> <p>Extra-curricular timetable to be reviewed termly taking into account attendance figures.</p>

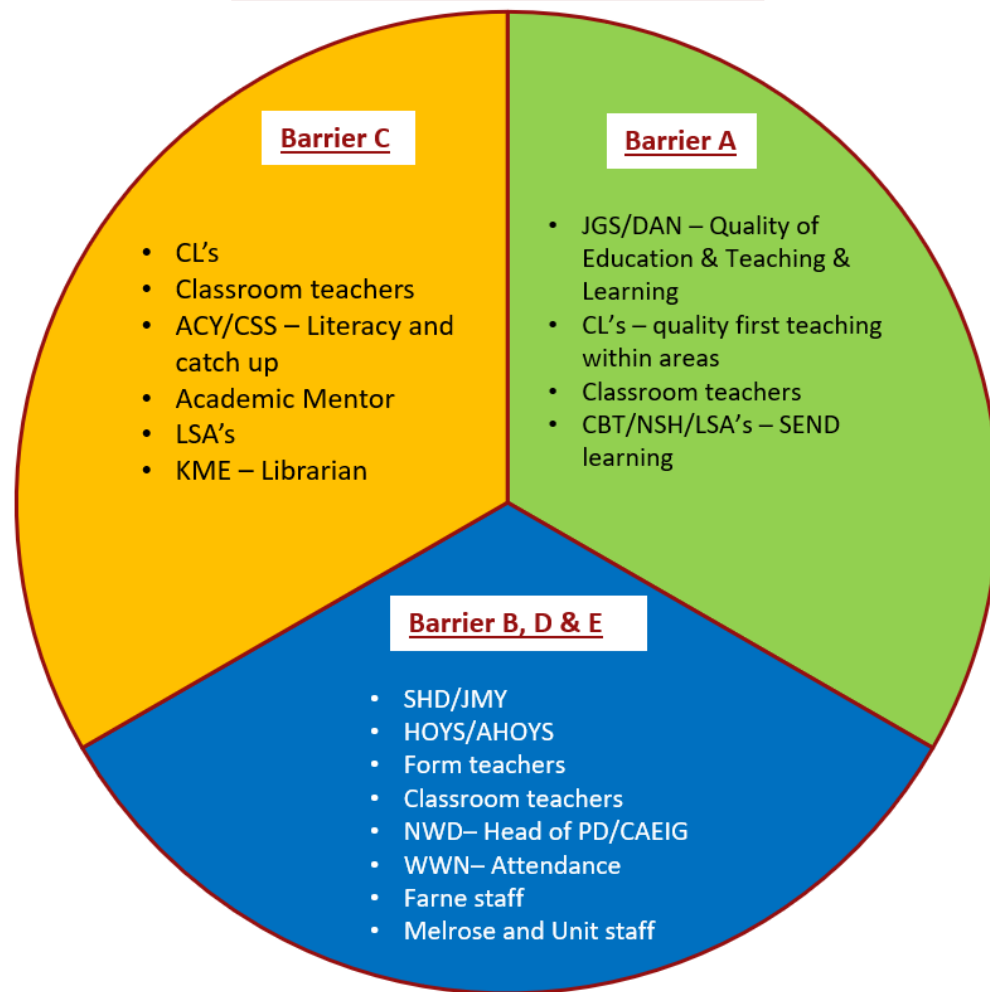
Actions	Staff	Evidence / Rationale	Intended impact	Resource / Cost	Review – when and how?
<p>C Continue to further develop the literacy skills of our disadvantaged students through:</p> <ul style="list-style-type: none"> Ensuring the whole-school literacy improvement plan is being adopted, particularly with our disadvantaged students. Continue to strengthen the Y7 catch up programme. Appoint an Academic Mentor to support literacy. Embed the use of NGRT Develop strategies to improve literacy skills in our middle-ability male disadvantaged students. 	CL's, ACY, JGS, SHD	<p>Case study (Dixons Academy) in EEF guide. Similar make up to our school. QFT/Literacy at the core of raising attainment.</p> <p>EEF: 7 recommendation in 'improving literacy in secondary schools.'</p>	<ul style="list-style-type: none"> Improved literacy skills, particularly in MA males. More assessment accessed. Higher attainment. 	<p>40% of Academic Mentor (the rest from NTP)</p> <p>NGRT (50%)</p>	<p>Review in line with Literacy catch up plan and waves. (Improved reading ages)</p>
<p>D Ensure attendance figures for disadvantaged pupils improve through:</p> <ul style="list-style-type: none"> Further develop monitoring, tracking and evaluation process of disadvantaged students' attendance and punctuality. Launch a detailed action plan and levelled approach. Raise the profile of rewards for good attendance. Review opportunities to discuss the benefits of positive attendance with our students (assemblies, Form Time etc) Decrease internal truancy through support from external agencies and AHOY's. 	JMY, WWN, HOYS/AHOYS, HJN SHD	<p>St. Cuthbert's 3-year attendance figures show that disadvantaged students do not attend school as regularly as non-disadvantaged students.</p>	<ul style="list-style-type: none"> Closed gap in attendance. Academic outcomes will improve. 	<p>Attendance Officer</p> <p>EWO</p> <p>AHOYs</p> <p>HOYs</p> <p>ADHD Foundation SLA</p> <p>Young Voices counselling</p> <p>Listening Ear counselling</p> <p>Farne staff</p>	<p>Attendance strategy – review weekly</p>

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<ul style="list-style-type: none"> Increase opportunities for students to work with mental health agencies to decrease anxieties and raise self-esteem. 				Rewards Breakfast bagels	
E Increase parental engagement in encouraging and supporting their child's learning through: <ul style="list-style-type: none"> Review of current communication methods. Questionnaire, what do parents prefer? Track and monitor attendance of parents of disadvantaged students at events such as parents evening. CPL for staff on working with parents. Look to increase SLA with ADHD Foundation to work with parents. Investigate courses that can offered after school for parents based around key skills to increase aspirations and understanding. 	SHD, HOY'S CL's	EEF: Parental engagement can have a positive impact on pupil progress by 3+ months. EEF: Working with Parents recommendations 1-4. EEF – Working with parents 'two-way conversation is most effective'	<ul style="list-style-type: none"> More effective communication with parents/carers. 	MYED cost Training costs	Questionnaire to go out and be reviewed before Christmas 2022 Other actions to be reviewed termly or as when appropriate.

Actions	Staff	Evidence / Rationale	Intended impact	Resource / Cost	Review – when and how?
<p>TARGETED SUPPORT:</p> <p>Improve the progress of SEND disadvantaged students:</p> <ul style="list-style-type: none"> • Review of process for providing access arrangements. • CPL for full staff on working with SEND • Use and promote 3-key T&L strategies • Plan and deliver information 	CBT, NST, LSA's	Send Code of Practice: 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.	Progress of SEND disadvantaged students improves.	SEN support officer Proportion of SENCO Proportion of LSA's	

Barrier	
A.	Teaching and Learning: Some disadvantaged students find it challenging to engage in some aspects of T&L therefore resulting in less academic progress than their non-disadvantaged peers. Gaps in knowledge occur through poor attendance, lack of exposure to QFT in some areas, and lack of preparation for learning.
B.	Aspirations: Some disadvantaged students do not benefit from experiences that raise aspirations or develop positive social skills, therefore not enabling them to be ready for the next stage.
C.	Weak literacy skills: On average, disadvantaged students have a narrower vocabulary and lower reading ages than those of their non-disadvantaged peers.
D.	Attendance & Punctuality: Students who are disadvantaged tend to make up the largest proportion of students who are severely persistently absent, persistently absent or have sporadic absences. They also form the largest proportion of students who do not arrive at school on time, prepared to learn and can often internally truant.
E.	Parental Engagement: Some parents/carers of disadvantaged students may require additional support and encouragement to support their child in making good progress.

EEF Tiered Approach - St. Cuthbert's
We ALL have a part to play



■ 1 - Teaching ■ 2 - Targeted Academic Support ■ 3 - Wider strategies

PP Lead/SLT: Mr. Holland
PP Co-ordinator: Ms. L. Alhadad
LAC Co-ordinator: Miss. H. Jenkins
PP Governor: Mrs. J. Godley

