

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady's Catholic High School
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nigel Ranson Headteacher
Pupil premium lead	Richard Charnock Deputy Headteacher
Governor / Trustee lead	Mark Murray Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,635
Recovery premium funding allocation this academic year	£23,200
School Led Tutoring funding allocation this academic year	£19,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£48,512
Total budget for this academic year	£274,787

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum is designed to develop literate, numerate, confident speakers; pupils who are solvers of problems by negotiation; true to their faith; caring of others and for their environment; pupils who are creative and appreciative of the arts; ambitious pupils who are motivated and believe in their abilities; who understand the impact of previous generations both locally and on our world and can use their skills, knowledge and values to create a better world for all.

Our curriculum develops our pupils in ways that go far beyond the academic. It is enriched by numerous opportunities for, spiritual growth, personal and moral development, living safely, cultural awareness and personal challenge.

This intention is for all our pupils irrespective of their background or the challenges they face. They should make good progress and achieve high attainment across the curriculum, particularly in English and mathematics.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by all our vulnerable pupils whether disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through personalise tutor programmes, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Core to this is our belief in the importance of reading and the eradication of illiteracy. The approaches we have adopted complement each other to help pupils achieve their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- pursue our highest expectations of behaviour and relationships for all of our pupils.
- ensure a robust careers programme with specific support for the most vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading fluency (accuracy, automaticity, prosody) than their peers. This impacts their progress in all subjects.</p> <p>Our internal assessments show that 48% of disadvantaged pupils in Year 7 are below age expected entry for reading compared with 22% of their peers.</p>
2	<p>Attendance</p> <p>Attendance of our disadvantaged pupils is generally lower than that of their peers. A lower attendance impacts on their progress across all subjects.</p> <p>The gap in attendance since September 2021 for our disadvantaged pupils compared with their peers 4.5%. Pre-Covid this gap was 2.1% at the same time of year.</p>
3	<p>Mathematics</p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 indicate that 70% of our disadvantaged pupils arrive below age-related expectations compared to 45% of their peers.</p>
4	<p>Ambition</p> <p>Our observations and discussions with pupils and families have identified a lack of ambition on entry to our school to achieve well and a desire to move on to further education and training amongst our disadvantaged pupils when compared to their peers.</p>
5	<p>Well being</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their progress and attainment.</p>

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
<p>Improved progress among disadvantaged pupils across the curriculum at the end of KS4.</p> <p>SIP 2b/2c</p>	<p>By the end of our current plan in 2024/25, the progress of disadvantaged pupils will show consistent improvement on 2019 across a number of metrics. There will also be a greater proportion of disadvantaged pupils entered for English Baccalaureate (EBacc) subjects (19% in 2019).</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>SIP 2e</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and fluency of pupil reading.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>SIP 1c/3c/3d</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are now more able to monitor and regulate their own learning. This finding will be evidenced through homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>SIP 1b/3c/4b/4d</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>SIP 3a</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 6% greater than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£164,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>As the lead school in the Abacus North West Maths Hub, we will fund teacher release time within Mathematics. This allows us to develop our commitment to Mastery teaching and to paired planning and observation of lessons, designed to develop deep understanding.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>There will be a key focus on reading fluency (accuracy, automaticity, prosody).</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>2</p>

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

Budgeted cost: **£61,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting Thinking Reading, a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps, thus developing fluency.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>HLTA Maths</p>	<p>Our internal evidence shows that one to one tuition and small group work on basic maths concepts helps improve confidence and understanding.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>HLTA English</p>	<p>Our internal evidence shows that one to one tuition and small group work on basic English concepts helps improve confidence and understanding.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Accelerated reader for the enjoyment of reading and encouragement of fluency.</p>	<p>Evidence shows that silent reading is ineffective as a strategy for developing reading among 'struggling readers'. However, fluent readers must also be inspired to read further and such vulnerable pupils are able to access Accelerated</p>	<p>1</p>

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	Reader. Struggling readers, access the Thinking Reading Programme.	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 4

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

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5
Funding Careers advisor for KS4 pupils and disadvantaged pupils across the school	Internal evidence shows that careers provision raises aspiration amongst all pupils including disadvantaged pupils.	4
Funding Pastoral Support Workers	DfE paper Mental Health and Behaviour in Schools evidences the central part of mental health and behaviour in a school and the need for schools to build structures to address these issues and support pupils and their families. DfE – Mental Health and Behaviour in schools	5

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<p>Continued use of the good practice set out in DfE's Improving School Attendance advice.</p> <p>Funding of a full time Attendance Officer and administrative support.</p> <p>Staff training and meeting time.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £283,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line with previous years at GCSE but below for KS3.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated previous activities and we also drew upon the commissioned pupil premium review we received prior to the pandemic.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our strategy and will adjust our plan over time to secure better outcomes for pupils.