

Pupil premium strategy statement 2022-25

School overview

Detail	Data
School name	Holy Family Catholic High School
Number of pupils in school	805 (Y7-11)
Proportion (%) of pupil premium eligible pupils	22% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Matthew Symes
Pupil premium lead	Karen Parker
Governor / Trustee lead	Margaret Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,125
Recovery premium funding allocation this academic year	£12,977
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£188,102

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium 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. At Holy Family Catholic High School, we are committed to supporting pupils who are in receipt of the Pupil Premium grant, to achieve at least as well as their peers; this will diminish differences against national indicators and eliminate within school variation with pupils who are not in receipt of the pupil premium grant.

Achieving our objectives for disadvantaged pupils the funding we receive is used to remove barriers to learning and enhance the life experiences of all our young people. This will include supporting disadvantaged pupils both inside and outside of the classroom, pastorally and with their emotional and family wellbeing.

To achieve these objectives, we have rooted our strategy in evidence-based research from the EEF “Putting Evidence to Work – A School’s Guide to Implementation’.” This is to ensure that the plan is sustainable and will have long-term impact to ensure that as the gap narrows it will then be eliminated, ensuring that all pupils regardless of background have access to the same life chances and opportunities. The previous lockdowns exacerbated disadvantage and we quickly sought to provide PP pupils without access to technology with electronic devices to access and support learning. Access to technology is an ongoing strategy to ensure that pupils can use technology both in school and at home.

As our school's name suggests, we are one family inspired to learn and this is in part exemplified through the emphasis we place on supporting disadvantaged pupils and their families through our strong and caring, Christian pastoral ethos. This includes family support, early help, support with emotional and mental wellbeing, subsidised uniform, subsidised access to educational visits, workshops, and residential. The key principles of the strategy

As one family inspired to learn, we are focused on supporting the complete needs of our pupils including supporting families. This includes ensuring that pupils attend school in line with their peers and punctually so that they have the same, learning opportunities as non-disadvantaged pupils. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos as part of our ambitious curriculum and implementation is paramount in our everyday actions. We know that hierarchically, children develop when physiological, safety, belonging and self-esteem needs are met.

These are our aims for all pupils but the challenges and barriers for disadvantaged pupils are usually greater. We are committed to ensuring PP pupils experience the same opportunities to develop their whole self, in the confidence that they are supported to access and move onto their chosen pathways after they leave Holy Family.

In the classroom, we are committed to ensuring that pupils from disadvantaged backgrounds are supported to accelerate their progress and make the most of learning opportunities. This includes ensuring that teachers develop a clear understanding of their individual barriers to learning/ progress within their subject. Once identified, this leads to bespoke support with questioning, assessment for learning and feedback that helps them to address misconceptions and deepen knowledge and understanding.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Improve and sustain good attendance for all pupils, particularly disadvantaged pupils.</u></p> <p>Our attendance and progress data shows that pupils whose attendance falls below 96% ...</p> <p>Ensuring that PP attendance is in line with NPP attendance, and that FSM attendance improves in line with all attendance will have the greatest impact on pupil outcomes. This will ensure that disadvantaged pupils are able to experience the same consistent access and support to an ambitious curriculum without gaps in their knowledge exacerbating existing disadvantage. Our observations indicate that poor parental engagement with school is a factor in persistent absence.</p>
2	<p><u>Improving reading comprehension for all pupils, particularly disadvantaged pupils.</u></p> <p>Without the ability to read fluently at an age-appropriate level, it is impossible for pupils to access the taught curriculum. Therefore, it is an essential part of our overall strategy to rapidly identify at support any PP pupil with a reading deficit on entry in Y7. Our data shows that</p> <p>Our PP literacy strategy has two strands: bespoke intervention and disciplinary literacy. The literacy intervention programme is implemented by specialist phonics and literacy staff to close the reading gap quickly at KS3.</p> <p>All subject leaders and teachers have a literacy strategy (reciprocal reading) to support reading in the taught curriculum and resources to support the explicit teaching of subject specific vocabulary.</p>
3	<p><u>Ensure the highest quality teaching and learning</u></p> <p>It is imperative that disadvantaged pupils have access to the best teaching. All teachers have the agency and ability to adapt their pedagogy in support of individual pupils.</p> <p>We have developed a classroom-based strategy called 'FIRST' which ensures that teachers provide verbal and written feedback in such a way that feedback is timely and challenges pupils to develop metacognition and remember their knowledge in the long term. It ensures questioning is directly targeted and that pupils are ready to learn and are equipped for lessons is an essential component of this strategy.</p>
4	<p><u>Ensure a broad and equitable access to enrichment opportunities.</u></p> <p>At Holy Family we deliver a broad and interesting range of extra-curricular activities. We also encourage pupils to broaden their experiences through a range of trips, visits and events, pupil leadership, volunteering, and peer-to-peer activities. Participation in these activities is linked to improved wellbeing and attendance. It is an essential part of developing a well-rounded experience for all pupils.</p> <p>Participation for PP pupils can be more challenging because of a range of circumstances. This has been further exacerbated by the pandemic and cost of living crisis. We must monitor participation and ensure that those barriers to are removed.</p>

5	<p><u>Encourage ambitious destinations at post-16, post-18 and beyond.</u></p> <p>All pupils should be encouraged to have ambitious career destinations. Our careers strategy must ensure that disadvantaged pupils have access to the best career education advice. In addition, we must provide opportunities to meet employers, apprenticeship providers, colleges and universities including Russel Group universities.</p>
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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.

Challenge	Intended outcome	Success criteria
1. Improve and sustain good attendance for all pupils, particularly for our disadvantaged pupils.	<p>PP attendance is tracked as a priority group.</p> <p>Whole-school graduated response takes place including attendance plans with support, EWO, home visits and the at</p>	<p>Attendance of PP pupils improves so that it is as good as non-PP peers. Whole-school attendance target is 97% or above.</p> <p>The PA of PP pupils reduces so that it is in-line with non-PP peers. Whole-school PA target is no pupil persistently absent.</p>
2. Improve reading comprehension at KS3 for all pupils, particularly for our disadvantaged pupils.	<p>PP pupils with a reading deficit are identified and receiving support within the first half-term in Year 7.</p> <p>For pupils in all year groups, intervention and classroom reading strategies ensure that reading improves to chronological age (or higher).</p> <p>PP pupils can better read subject specific texts (reciprocal reading) and subject specific vocabulary.</p>	<p>Standardised tests and internal data demonstrate improved levels of literacy amongst PP and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers recognise improvement with ambitious vocabulary and work in books.</p>

3. Ensure the highest quality teaching and learning	PP outcomes improve.	<p>Percentage of Grade 5+ in English and Maths increases in line with cohort ability to 23 -30% August 2022</p> <p>Percentage of Grade 4 + in English and Maths increases in line with cohort ability to 46 - 50% August 2022</p>
4. Ensure a broad and equitable access to enrichment opportunities.	PP pupils are proportionally represented in enrichment activities.	
5. Encourage ambitious destinations post-16, post-18 and beyond.	PP destinations indicate that they	Reduced PP NEET data.

Activity in this academic year

High Quality Teaching

Budgeted cost: £30,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of staff - TLR Literacy Intervention</i>	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
<i>Recruitment of staff - TLR Disciplinary Literacy</i>	EEF: Improving disciplinary Literacy - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Alex Quigley, 'Closing the Vocabulary Gap' and 'Closing the Writing Gap.' GL Assessment: Why reading is key to GCSE success.	2,3
<i>Funded Professional Development Programme – 'Reciprocal Reading'</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading https://fft.org.uk/fft-literacy/reciprocal-reading/ Liverpool Archdiocesan Reciprocal Reading Project.	2,3

<i>Recruitment of staff - KS2/3 Phonics specialist teacher</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
<i>Funded professional Development Programme – ‘Making it Stick’</i>	Recently published guidance by the EEF supports the importance of professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessionaldevelopment	2,3
<i>Investment in technology to support learning -Bedrock Learning</i>	EEF ‘Using Digital Technology to Improve Learning’	2
Investment in standardise assessments – GL Suite.	GL Assessment: Why reading is key to GCSE success.	2
Investment in technology to support pupils at home - laptops	EEF ‘Using Digital Technology to Improve Learning’	2,3

Targeted academic support

Budgeted cost: £11,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group maths intervention in form time.	EEF toolkit demonstrates that small group intervention can improve progress by 4 months if used in conjunction with other strategies to develop meta cognition. DFE bulletins also note the importance of this strategy as part of an overall suite of support	3
<i>NTP small group tuition (Action Tutoring and Pearson Tutoring)</i>	National Tutoring fund will be used to provide small group on-line tutoring in English and Maths. This allows more pupils to gain access to the support and for some pupils being educated off-site or on a reduced timetable to also access the resource.	2,3

<i>School-led tuition (maths and English)</i>	School-led National Tutoring fund will be used to provide in-house tutoring. By using school staff to provide our tutoring capacity we are more likely to maximise the impact of this money.	2,3
<i>Elevate Educational Seminars</i>	https://uk.elevateeducation.com/ Metacognitive approaches to revision and exam preparation.	3

Wider strategies

Budgeted cost: £171,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 transition summer school and transition days.	PP pupils are most likely to find transition at KS2 difficult. Their attendance at summer school and at transition days will improve this. EEF Toolkit 'Extending the school time and summer schools' Caroline Sharp: <i>Ensuring Positive Transitions</i> , NFER, 2010; http://bit.ly/1HZO0aE	1,3,4
Close monitoring of PP attendance and rapid follow-up and graduated response using attendance team and LA EWO.	Rowland 2021 "Addressing Educational disadvantage in schools and colleges: the Essex way" DfE: The Link between Absence and Attainment, February 2015; http://bit.ly/1HtmQTZ https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1

<p>Class Charts supports parental communication. It enables up-to-date attendance information to be provided 'live'. their child's attendance.</p> <p>Working with families to increase parental engagement of poor attendees.</p>	<p>Rowland 2021 "Addressing Educational disadvantage in schools and colleges: the Essex way"</p> <p>DfE: The Link between Absence and Attainment, February 2015; http://bit.ly/1HtmQTZ</p>	1
<p>Providing breakfast for vulnerable PP pupils</p>	<p>The Magic Breakfast Scheme. https://www.magicbreakfast.com/</p> <p>EEF pupil engagement-behaviour Sobel. D Leading on Pastoral care 2019</p>	1
<p>Increased hours for POD mentoring to support pupils social and emotional needs.</p>	<p>Tom Bennett 2020</p> <p>EEF pupil engagement-behaviour Sobel. D Leading on Pastoral care 2019</p>	1
<p>Increased in-house therapist hours to support pupils social and emotional needs. This includes ELSA and mental health first aid training for support staff.</p>	<p>This much I know about Love over Fear - John Tompsett 2015</p> <p>CAMHs research and literature</p> <p>EEF pupil engagement-behaviour Sobel. D Leading on Pastoral care 2019</p>	1
<p>Improved access to independent careers advisor for all PP pupils Y7-13. Increase parental access to careers information via newsletter and SchoolCloud online careers appointments.</p>	<p>EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5
<p>LJMU and other University and College Careers events targeted at PP pupils and widening participation.</p>	<p>EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5

<p>Funding for enrichment for all pupils e.g. Duke of Edinburgh Award. The allocation of funding is to ensure a broad range of activities eg. arts, drama, music, and creative activities.</p> <p>Subsidised equipment and costs for enrichment, trips, visits.</p>	<p>First all pupils must be provided with a range of opportunities that increase engagement in learning and offer ways to expand cultural capital. The activities must be affordable and where PP pupils are not participating, mechanisms are in place to explore and remove the barriers.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4</p>
<p>Funding for support staff to collate and monitor PP participation in enrichment.</p>	<p>Support staffing allocated to collate and monitor PP participation on trips, visits and all enrichment activities allowing targeted intervention where pupils or families are unable to participate.</p>	<p>4</p>
<p>Funding for school bus places.</p>	<p>Affordable, safe transport to and from school benefits all families, particularly disadvantaged families. PP pupils and poor attenders have priority places on the school bus to support attendance.</p>	<p>1</p>

Total budgeted cost: £213,569

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 lower than non-disadvantaged pupils. Where PP had attendance lower than 90%, this had an impact on their ability to achieve a positive progress 8 score.

There remains a in overall cohort attainment and progress when comparing disadvantaged with non-disadvantaged.

(Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all schools across the country, partial closure was most detrimental to our disadvantaged pupils. Despite measures to support disadvantaged pupils through the pandemic, a significant proportion were not able to benefit from remote teaching and targeted interventions to the degree that we intended.

The impact was mitigated by our measures to implement remote teaching, including during periods of partial closure. Our observations and assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted. The impact was particularly acute for disadvantaged pupils. We used ...

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tutoring Support	HAYS Education
Tutoring Support (NTP)	Pearson
Tutoring Support (NTP)	Action Tutoring
Pupil and parent seminars	Elevate Education

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:

- working in partnership with other schools in the Liverpool Archdiocese. The Deputy Head Teacher with responsibility for PP Strategy is part of the Pupil Premium Working Group and is a trained PP reviewer.
- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- we commissioned SLE support (SEND) to review our provision, many SEND pupils are also disadvantaged. The actions arising from this review helped refine our PP strategy.
- utilising support from our local SEN providers and Alternative Provision, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. Our Inclusion Leader works closely with a range of agencies to support vulnerable families, many of whom are disadvantaged.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated where the creation of new roles could have the most impact. We appointed additional leaders in literacy, SEND and careers to take a lead role in achieving inclusion for our most vulnerable and disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, students' attitudes towards learning, parental, student and teachers' feedback in order to identify the challenges faced by disadvantaged pupils.

We reviewed 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 several 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.