

Pupil premium strategy statement – St Cecilia’s RC High School (reviewed and updated for September 23/24)

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	581
Proportion (%) of pupil premium eligible pupils	29.9%
Academic year/years that our current pupil premium strategy plan covers	2024-25 (Y1/3)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	H Hall - Headteacher
Pupil premium lead	Mr A Nelson – Deputy Headteacher
Governor / Trustee lead	Mr M Flynn - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,305

Recovery premium funding allocation this academic year	£16,146
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£164,451

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, are equipped with the skills and knowledge needed for them to understand, interpret, and flourish in the world in which they live. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils. Our pupil premium strategy sets out how to use our pupil premium funding to secure academic excellence for our most disadvantaged pupils. Many of the actions we take will benefit and enhance the education of every child in our care. Our evidence informed approaches often based on the Education Endowment Foundation will provide tailor made support as appropriate to meet specific needs, coupled with an exceptional well sequenced curriculum, passionate and knowledgeable teachers who deliver knowledge rich lessons using pedagogy that engages all pupils. Our deep and rich curriculum is characterized by the retention, interleaving, spacing and retrieval of knowledge and skills. 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. Our aim is to reduce the 'Matthew effect', the rich get richer, and the poor get poorer through the development of explicit tier 2 and 3 vocabularies. We will ensure all pupils will have the opportunity to read in various settings, for example through our ERIC sessions, within the curriculum through disciplinary literacy and in our LRC resource centre. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Tutoring Programme using our own staff for pupils whose education has been worst affected, including non-disadvantaged pupils. We intend to promote an ethos of success for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed with a focus on high quality first teaching, deploying the best staff to support the disadvantaged pupils rather than using additional staff who do not know the pupils well. 4 The curriculum all our pupils will have access to will be deep rooted in Gospel values, principles and key knowledge leading a learning process focused on a deep narrative with all subjects. This will provide all children with the opportunity to acquire personal and social capital, intellectual richness, and artistic and physical nourishment.

Challenges

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

Challenge number	Detail of challenge
1	Poorer KS4 outcomes for disadvantaged pupils historically in school and nationally
2	Lower attendance and higher persistent absence of disadvantaged pupils
3	Lower ambition post 16 for disadvantaged pupils
3	Support mental health, behaviour and academic confidence of pupils who are disadvantaged.

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
Overall progress of pupil premium pupils in line with cohort across all subjects	Progress of subgroups in line with that of main cohort
Continued improvement of attendance of pupil premium pupils	Attendance in line with rest of the cohort
Pupil premium pupils achieve and are aspirational minded to progress to L3 courses	An aspirational Increase noticeable and an increase in the number of L3 courses acquired post 16
Support and nurture the wellbeing, mental health, behaviour, and academic confidence of pupils who are disadvantaged	Sustained high levels of wellbeing shown through engagement with school, engagement with support and student voice

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: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. (Pupil Premium Menu, EEF Evidence Brief)	
The curriculum is led and developed to ensure all pupils are entitled to equal opportunity within an explicit curriculum. This is the 'best deal' for pupils. Therefore, lessons state the knowledge that is to be taught and the SOL ensure consistency of knowledge and its delivery. Composite concepts are known and informed by component knowledge.		1,2,3
The implementation of high quality first teaching informed by	Ensuring an effective teacher is at front of every class and that	1,2,3

<p>high quality internal and external training and pedagogical research, with staff being aware of pupil premium pupils in their class, including Metacognition, Questioning, Modelling, Scaffolding, Feedback, Vocabulary, Checking for understanding, Adaptive teaching, Retrieval, Interleaving.</p>	<p>each teacher is supported to keep improving is the key ingredient of a successful school. (EEF Guide to PP)</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils. (EEF Metacognition and Feedback)</p> <p>QFT boosts confidence of pupils and their belief they can succeed (What Works, Lee Elliot)</p> <p>Only when teachers recognise pupil premium pupils can they Intervene (EEF Guide to PP)</p>	
<p>Nurture groups to offer targeted teacher and TA support.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. (EEF Small Group Tuition)</p>	<p>1,2,4</p>
<p>Professional development to support the implementation of evidence-based approaches</p>	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. (Pupil Premium Menu, EEF Evidence Brief)</p>	
<p>Staff receive an abundance of well formulated CPD via a variety of ways including National College subscriptions, choice groups, cover curriculum days, departmental and personal pedagogical reading books, teaching hubs, staff (Padlet) feed and</p>	<p>When designing and selecting professional development, focus on the mechanisms.</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>1,3</p>

<p>Friday focus briefing, collaboration, external CPD courses and training, NPQs.</p>	<p>Implement professional development programmes with care, taking into consideration the context and needs of the school. (EEF Effective Professional Development).</p>	
<p>Under the guidance of AAHT for literacy, staff are trained at improving disciplinary literacy in all subject areas, in line with recommendations, and focussing on etymology (specifically morphemes), tier 2 and 3 explicit vocabulary, reading, interpreting and writing as a subject expert.</p> <p>We will improve literacy in all areas in line with recommendations in EEF improving literacy in Secondary Schools guidance. CPD provided to teachers via research groups. Key elements: Disciplinary Literacy; explicit teaching of academic vocabulary; explicit teaching of reciprocal reading strategies; bringing oracy into the classroom through structured discussion.</p>	<p>Literacy in secondary school must not simply be a basket of general skills. Instead, it must be grounded in the specifics of each subject. ie disciplinary literacy (EEF Improving Literacy in Secondary Schools)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4-reading-comprehension-vocabulary-and-other-literacy-skills-are-heavily-linked-with-attainment-in-maths-and-english/</p>	<p>1,3</p>
<p>Training of staff to lead literacy intervention programmes - Lexonic leap and Lexonic advanced.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4-reading-comprehension-vocabulary-and-other-literacy-skills-are-heavily-linked-with-attainment-in-maths-and-english/</p>	<p>1,3</p>

	linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf	
Staff are trained in and provided time to develop and implement pedagogy that supports cognitive science approaches to long term memory	Findings from two areas of cognitive science have been especially influential: cognitive psychology, which is underpinned by interpretive, behavioural, observational methods, and cognitive neuroscience, which is underpinned by brain imaging technologies. Many theories of effective learning have been derived from these research areas, including Interleaving Retrieval practice Strategies to manage cognitive overload (EEF Cognitive Science Approaches in The Classroom)	1,3
Recruitment and retention of teaching staff	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. (Pupil Premium Menu, EEF Evidence Brief)	
Effective Personal Development and a commitment to manageable workload and wellbeing are paramount withing school. This includes reviewing teaching commitments, data and report considerations, written feedback structure, access to GP, counselling, menopause professions. Wellbeing days	(Reducing school workload - GOV.UK (www.gov.uk))	1
Technology and other resources to support high quality teaching and learning	To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. (Pupil Premium Menu, EEF Evidence Brief)	

Laptop bank for which pupil premium and pupils in the nurturing group benefit one	To raise achievement and targeted pupils by allowing them greater access to resources and to provide a platform for home and class learning (EEF's Using Digital Technology to Improve Learning)	1,3
Interactive TV boards, laptops, Edulink to communicate achievement and behaviour instances, organisation, Edukey for need and strategy, visualisers for modelling, various programmes for quizzing, teaching, learning and feedback.	To raise achievement and targeted pupils by allowing them greater access to resources and to provide a platform for home and class learning (EEF's Using Digital Technology to Improve Learning)	1,3
Purchase of standardised diagnostic assessments including NGRT and Lexonic Leap. Training is provided for staff to ensure assessments are interpreted correctly and that the intervention that follows is suitable.	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. (EEF Assessing and Monitoring Pupil Progress)	1,3
SPARX Maths and SPARX English provides online platforms for learning that encourage consistent retrieval homework strategies and independent reading.	It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). (EEF Homework)	1,3

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one, small group or peer academic tuition, including through the National Tutoring Programme</p>	<p>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. (Pupil Premium Menu, EEF Evidence Brief)</p>	
<p>To train and utilise staff to provide small group tuition in Maths delivered before and after school.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. (EEF One to One Tuition) Small group tuition +4 months (EEF Teaching and Learning Toolkit) 1:1 Tutorials +5 months (EEF Teaching and Learning Toolkit)</p>	<p>1,3</p>
<p>Targeted interventions to support language development, literacy and numeracy</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. (Pupil Premium Menu, EEF Evidence Brief)</p>	
<p>'Lexonic Leap' - Phonics Programme for KS3/4 disadvantaged students currently below functional literacy</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction. (EEF Assessing and Monitoring Pupil Progress) +5months (EEF Teaching and Learning Toolkit) 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: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/</p>	<p>1,3,4</p>

<p>'Lexonic Advance'- a small groups intervention programme that helps students master academic vocabulary. It helps with decoding of words supporting students to fluency which in turn, improves reading comprehension.</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. (EEF Assessing and Monitoring Pupil Progress) +5months (EEF Teaching and Learning Toolkit) 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: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/</p>	<p>1,3,4</p>
<p>TA intervention of pupils including 1:1 support through Literacy such as reading with a TA, additional literacy intervention within the timetable and IDL sessions. Reading mentor programme – 1:1 reading support provided by our able readers.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. (EEF Teaching Assistant Interventions) 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>1,3</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. (Pupil Premium Menu, EEF Evidence Brief)</p>	
<p><i>(See above)</i></p>		

Teaching assistant deployment and interventions	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. (Pupil Premium Menu, EEF Evidence Brief)	
TA support and interventions within the classroom.	TA intervention (+4 months EEF) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. (EEF Teaching Assistant Interventions)	1,2,3
Homework club with TA support and access to computers and teacher support.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. (EEF One to One Tuition) Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. (EEF Small Group Tuition)	1,2,3
TA interventions such as sensory circuits, handwriting, touch typing, English, Maths, reading.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. (EEF One to One Tuition)	1,3,4
Pupil and staff councillor to offer 1:1 counselling sessions		
EDEN Room Manager employed to offer targeted intervention for pupils with behaviour and SEND needs.		

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

Budgeted cost: £74,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Supporting attendance, including approaches outlined in the DfE’s Working Together to Improve School Attendance guidance</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>	
<p>Employment of Attendance Officer and increased job responsibilities for office staff regarding attendance procedures. FT focus upon disadvantaged attendance. Embedding principles of good practice set out in DfE improving school attendance advice. Staff discussion and implementation of strategies to engage with pupils and parents with poor attendance including release time to conduct home visits, engage with parents in school time, seeking advice from outside agencies and to provide support for parents through parenting support courses. Rewards postcards, trips, rewards breakfast</p>	<p>DfE guidance has been informed by engagement with schools that significantly reduced persistent absence levels</p>	<p>2</p>
<p>Supporting pupils’ social, emotional, and behavioural needs</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. (Pupil Premium Menu, EEF Evidence Brief)</p>	

<p>Teacher designated as a careers lead with an inclusive and ambitious Gatsby Careers programme, supported by a whole school approach and a Designated careers advisor to support the post-16 choices of PP pupils and raise ambition.</p> <p>To ensure disadvantaged students have access to careers meetings with a L6 advisor, 1:1 support from their tutor and exposure to a wide range of academic and vocational pathways</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. (The Gatsby Benchmarks).</p>	<p>2,3</p>
<p>The support of school uniform and sports kit for disadvantaged pupils</p>	<p>To raise achievement and targeted pupils by removing barriers to attendance and learning</p>	<p>1,2,4</p>
<p>ELSA teacher to engage with pupils' various challenges through mentoring, internal and external support workshops (including anxiety, anger management) and general wellbeing support</p>	<p>Social and emotional learning and behaviour interventions are +4 months (EEF Teaching and Learning Toolkit)</p>	<p>1,2,3</p>
<p>Increased pastoral support, behaviour support and mentoring through various approaches within school, creating high expectations and support</p>	<p>Mentoring +2 months (EEF Teaching and Learning Toolkit)</p>	<p>1,2,3,4</p>
<p>Extracurricular activities, including sports, outdoor activities, and arts</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into</p>	

and culture - for example, music lessons and school trips	improved teaching and learning. (Pupil Premium Menu, EEF Evidence Brief)	
Part fund music lessons for disadvantaged pupils National theatre live subscription Consideration PP coverage Student council uptake Ambition trips linked to careers Ingredients purchased for food technology and revision guides	To increase participation in learning an instrument goes hand in hand with improving concentration and engagement in lessons.	4
Breakfast clubs and meal provision	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. (Pupil Premium Menu, EEF Evidence Brief)	
Pupil premium children are entitled to a breakfast and a drink each morning	EEF Evidence brief	2,4
Communicating with, and supporting, parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. (Pupil Premium Menu, EEF Evidence Brief)	
Various strategies in place including: Phone calls to parents to encourage attendance at parents' evenings, engaging with parents to allow a friendly point of contact to address issue. Provide parenting classes to help support revision, communication over Edulink,	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. (EEF Parental Engagement) +4 Months (EEF Teaching and Learning Toolkit)	1,2,3,4

parent mail and text, social media input, newsletters, school website, home visits engagement for early help, newsletters.		
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Total budgeted cost: £ 164,451

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment, Attendance, Behaviour and Extra Curricular Uptake									
	Leavers 2024			Leavers 2023			Leavers 2022		
	Disadvantaged School	Disadvantaged National	Non-Disadvantaged School	Disadvantaged School	Disadvantaged National	Non-Disadvantaged School	Disadvantaged School	Disadvantaged National	Non-Disadvantaged School
No. in cohort	21		75	19		74	28		58
KS2 Prior	103.5	102.63	104	104.5	102.7	104.5	100	102	104.5
P8	-0.2	-0.43	0.22	-1.01	-0.41	0.42	-0.7	-0.42	-0.1

A8	41.31	37.44	46.6	35.3	38.8	50.39	35.91	40.58	49.47
En and Ma 4+	52.4	48	64	32	49	75.7	32%	53	69
En and Ma 5+	33.2	29.2	45.3	16	29.3	48.6	18%	33.1	48
Ebacc Entry	4.8	30.6	17.3	11	29.8	27	10.7%	28.5	29.3%
Ebacc APS	3.41	3.24	3.93	2.96	3.26	4.43	2.88	3.44	4.23
Attendance Sessions Missed (%)	17.7		10.6	19.17		6.43	19.18		11.53
Persistent Absence	18.3		13.3	10.75		13.98	20.9		17.44
Number of Suspensions	14.5 days 2 incidents		6.5 days 3 incidents	23.5 days 8 incidents		20.5 8 incidents	11.5 days 4 incidents		3 days 3 incidents
Event Uptake (at least one event)	56%		76%	30%		75%			

Destinations: Greater uptake of L3 Courses by disadvantaged pupils

		Leavers 2024 (school data)			Leavers 2023 (school data)		
		L1	L2	L3	L1	L2	L3
Pupil Group	All	3	23	74	8	19	73
	PP	4	32	64	21	37	42
	SEND	9	56	35	20	40	40
Prior Ability	Low KS2	6	53	41	17	50	33
	Middle KS2	3	34	63	10	10	80
	High KS2	0	25	75	0	11	89

	2024 (school)	2023 (school)	2022 (school)	2021 (official)
Sustained	100	100	100	94
Education	81	93	90	77
Employment	1	0	0	7

Apprentice-ship	18	7	10	10
Not Captured	0	0	0	4

