

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 students.

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	St. Cuthbert's R.C. High School
Number of students in school	1120
Proportion (%) of pupil premium eligible students	46%
Academic year/years that our current pupil premium strategy plan covers.	2021/2022 for immediate priorities through to 2024/2025 for long term strategies.
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Dave Shields, Headteacher
Pupil premium lead	Rachel Ward, Assistant Headteacher
Governor / Trustee lead	David Winstanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£488,960
Recovery premium funding allocation this academic year	£42,968 (up to March 2022) £30,692 (financial year 2022-2023)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is extra funding from the government to state schools to help them improve the attainment of their disadvantaged students. The pupil premium grant is designed to allow schools to help disadvantaged students by improving their progress and the final outcomes they achieve. Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment across the curriculum

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. The aim of this policy is to show how the funding which St Cuthbert's receives is used to 'diminish the difference' between the attainment of disadvantaged and non-disadvantaged students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. We will need to ensure that staff are trained in evidence informed practice and pedagogy so that the impact of time spent in the classroom is maximized.

Within our strategy we have a school-wide targeted intervention strategy which includes both pastoral interventions as well as targeted academic support and engagement with the National and School Led Tutoring Programmes; designed to ensure that students make rapid progress as a direct result of their prescribed intervention strategy.

Support for all members of our community is also to be provided to negate any decline in mental health, wellbeing or behavior that are a result of the disruption caused by the COVID pandemic.

Our choices on how to spend our pupil premium are based on research conducted by national agencies such as the Educational Endowment Foundation (EEF), and academic publications, but, more importantly, on what we know about our own students and the gaps that we have identified within groups and with individuals. The pupil premium is spent in the best interests of our students and is reviewed annually.

The pupil premium statement is produced by the assistant headteacher, but the policy, statement and actions are regularly reviewed by the headteacher, business manager

and link governor to regularly review our practise to ensure that the premium is being managed effectively and meeting the statement's aims.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In July 2021 an independent Pupil Premium review was conducted to evaluate the effectiveness of our Pupil Premium spend, the findings of which are summarised in the review section.

Challenges

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

Challenge number	Detail of challenge
1	All research considered in this strategy concludes that Quality First Teaching across the whole school, with a high quality, well -sequenced curriculum has the potential to have the biggest impact on pupil progress. Our internal observations and gathering of evidence shows that an improvement in QFT is required and will be a priority and the focus of CPD from September 2021.
2	<p>Triangulation of internal assessment data, observations and pupil feedback indicate a lack of expected progress in relation to starting points which has been exacerbated by gaps in formal school based education between March 2020 and July 2021 due to COVID pandemic.</p> <p>In 2019 the gap between PP and all students in both Attainment 8 and Progress 8 at GCSE was significant. The gap between advantaged and disadvantaged students in achieving strong passes was also significant.</p> <p>Attainment 8 score: 39.43 (all students) / 35.72 (PP students) National Average Attainment 8 score : 46.7</p> <p>Progress 8 score: -0.56 (all students) / -0.77 (PP students)</p> <p>% achieving Grade 5+ in English and Maths 23% (all) 14% (PP)</p> <p>National Average: 43.2%</p>
3	<p>Analysis of internal data relating to behavior sanctions shows increased rates of behaviour sanctions for disadvantaged students as opposed to non-disadvantaged students.</p> <p>The number of negative points given in accordance with the school's behavior system was as 30% higher for disadvantaged students and</p>

	<p>there were more than twice as many incidents of exclusion involving their cohort. This shows that Fixed Term Exclusions and Permanent Exclusions are a significant challenge for our disadvantaged students.</p>
4	<p>Our observations (supported by the findings of national studies) along with wellbeing surveys and discussions with students and families following return to school after school shutdowns show that disadvantaged students have been particularly affected by a range of self-regulation issues, as well as social and emotional concerns.</p>
5	<p>Standardised assessments have established that at Key Stage 3 the mean standard reading age score of our students is significantly below the national average.</p> <p>In Year 7 21% of students have a reading age which is more than 2 years below their chronological age. For Pupil Premium students this figure is 26%.</p> <p>In year 8 this figure is 26% of students have a reading age which is more than 2 years below their chronological age. For Pupil Premium students this figure is 32%.</p> <p>In Year 9 20% of students have a reading age which is more than 2 years below their chronological age. For Pupil Premium Students this figure is 22%</p> <p>In Years 8 and 9 there are, on average, a further 9% of students who have a reading age which is more that 1 year below their chronological age.</p> <p>Analysis of this data in more detail shows that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects and must be addressed in order to enable them to make progress across the curriculum.</p>
6	<p>Surveys completed by students and families show that a lack of space to work at home to complete homework/independent study and lack of revision resources at home to support home learning is a barrier for some disadvantaged students. Particularly during school shutdowns, some students had home learning environments which were less conducive to successful remote learning e.g. ICT & network issues, work space etc.</p>
7.	<p>Our attendance data indicates that attendance among disadvantaged students is significantly lower than for non-disadvantaged students. For 2020-2021:</p> <p>Year 7 average attendance 90%PP / 93% all students</p> <p>Year 8 average attendance 90% PP/ 93% all students</p> <p>Year 9 average attendance 88% PP / 90% all students</p> <p>Year 10 average attendance 89% PP / 93% all students</p> <p>Year 11 average attendance 77% PP / 80% all students</p>

	<p>Punctuality data also shows that the percentage of students who are marked as late is on average 1% higher across all year groups for Pupil Premium students.</p> <p>Analysis of assessment data indicates that absenteeism and poor punctuality has a significant negative effect upon the progress of our students.</p>
8.	<p>Staff observations and our knowledge of our students informs us that our disadvantaged students have fewer outside of school to engage with enrichment opportunities and cultural capital experiences.</p>

Intended outcomes

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> Improvement in Progress 8 and Attainment 8 scores of all students. The school target for the average Attainment 8 score for all students is 42. The target for disadvantaged students is that they achieve an average Attainment 8 score which is no greater than 4 points lower than that achieved by non disadvantaged students. Reduction in the gap between disadvantaged and non-disadvantaged students with regards to all other measurable academic outcomes. Students identified for the School Led and National Tutoring Programme make rapid progress throughout the intervention which will be evidenced by internal assessment data along with positive student voice feedback.
Improved reading comprehension among disadvantaged students.	<ul style="list-style-type: none"> Improvement in reading age for all targeted students Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also be able to recognise this improvement through engagement in lessons and book scrutiny. Performance in assessments indicates that students have improved levels of disciplinary literacy.
Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	<ul style="list-style-type: none"> Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. High rates of homework completion across all classes and subjects. Reduction in number of negative behaviour incidents for all students with a 25% reduction in the gap between the number of negative behaviour points recorded by disadvantaged and non-disadvantaged students. 25% reduction in the number of exclusions for disadvantaged students
To achieve and sustain improved	Improved levels of wellbeing demonstrated by:

wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Students are able to identify and deal with issues related to their mental health more effectively • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
To achieve and sustain improved attendance and punctuality for all students, particularly disadvantaged students.	<p>Sustained improvement in attendance demonstrated by:</p> <ul style="list-style-type: none"> • meeting school wide target for this year of 94% attendance • reduction in the attendance gap between disadvantaged and non-disadvantaged students. • significant reduction in the number of students who are persistently absent.

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: £ 234,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • A whole school policy on Teaching & Learning expectations and practice will be implemented. This will be based upon Rosenshine's principles of instruction and current research into cognitive load and retention. • All staff will be provided with high quality CPD on a range of strategies e.g. live marking, targeted questioning, retrieval practice etc. 	<p>EEF - Teaching and Learning toolkit.</p> <p>Rosenshine's Principles of Instruction.</p> <p>The Great Teaching Toolkit</p> <p>Teach like a Champion – Doug Lemov</p> <p>Visible Learning – John Hattie</p> <p>Ebbinghaus – The Forgetting curve</p> <p>Sweller - Research on cognitive load theory</p> <p>The Critical Role of Retrieval Practice in Long-Term Retention. Trends in Cognitive Sciences Roediger & Butler -</p>	1,2

<ul style="list-style-type: none"> • A bespoke CPD programme with targeted support and coaching for staff will be implemented as required. • Improvement in quality of curriculum sequencing and schemes of work across all subject domains. • Planned opportunities for retrieval practice to improve retention of knowledge in students' long term memory. • All staff issued with copy of Tom Sherrington – <i>Rosenshine's Principles in Action</i> • Whole INSET day delivered by Tom Sherrington with specific focus on questioning, and Rosenshine Principles of Instruction • Lead Practitioner with specific focus on improving Teaching and Learning 		
<ul style="list-style-type: none"> • A new whole school policy on the use of assessment and data will be implemented. This will be used to identify what Gaps there are between the current academic achievement of individual PP students and what they would be expected to know at each stage. Staff will be given strategies to close these gaps and improve outcomes. 	<p>Standardised tests 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>	2

<ul style="list-style-type: none"> • New Year 7's will complete CATS testing to provide further information about their learning needs. 		
<ul style="list-style-type: none"> • Investment in standardised reading tests through GL assessment to accurately diagnose reading proficiency and age • Lead Practitioner responsible for literacy to coordinate whole school strategy for improvement in literacy the aim of which will be to remove barriers to achievement in all subject areas for those affected by poor literacy skills, address gaps from KS2 and prepare KS3 students for the demands of beginning to study GCSEs. The plan will include reading, writing and oracy. • Appointment of LSA whose initial role will be completely focussed on providing reading intervention for those students whose reading age is below that which would enable them to access the Key Stage 3 curriculum. • Investment in a Literary Reading Canon for all year groups with specifically chosen texts. This will increase the frequency and quality of reading across the school through dedicated tutor time. • CPD provided to all teaching staff to ensure that the literary reading 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF - Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Alex Quiggley – <i>Closing the Reading Gap</i></p> <p>Doug Lemov – <i>Reading Reconsidered</i></p>	5

<p>cannon is implemented effectively.</p> <ul style="list-style-type: none"> • Whole school INSET day spring term 2022 to be devoted to development of reading and disciplinary literacy. 		
<ul style="list-style-type: none"> • Homework policy for all year groups which is based around the use of Knowledge organisers for all subjects designed with the aim of helping students know more and remember more. 	EEF – The EEF Teaching and Learning Toolkit . Homework + 5 months	2
<ul style="list-style-type: none"> • Implementation of Skills for Life Curriculum in all year groups. 	EEF – Life Skills and Enrichment	3,4
<ul style="list-style-type: none"> • High quality blended learning offer for students affected by COVID related isolation. 	EEF – Rapid Evidence Assessment on Distance Learning, April 2020 EEF – COVID -19 Support Guide for Schools , June 2020	2,4,6

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

Budgeted cost: £ 192,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Engaging with the National Tutoring and School Led Tutoring Programmes to provide for students whose education has been most impacted by the pandemic. A 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students 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>	2,6

<p>significant proportion of the students who receive tutoring will be disadvantaged, with a specific focus for the school Led Tutoring Programme on those who are high attainers.</p> <ul style="list-style-type: none"> • Application to the National Tutoring Programme to request two Academic Mentors to provide small group intervention. 	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<ul style="list-style-type: none"> • Improving outcomes team will identify which students need support in which subject areas based on progress data. The PP team will focus on PP students who have been identified through data analysis and will identify specific barriers to learning and provide academic interventions in response to this. These will include group sessions and the use of one on one assertive academic mentoring. 	<p>EEF - The EEF guide to the Pupil Premium</p>	<p>2,3,6</p>
<ul style="list-style-type: none"> • Individual reading intervention provided for students whose reading age is significantly below their chronological age and whose reading level would prevent them from being able to access the KS3 curriculum. 	<p>EEF – Special Educational Need in Mainstream Schools report. March 2020 EEF – The Teaching and Learning Toolkit. Reading Strategies + 6 months.</p>	<p>5</p>

<ul style="list-style-type: none"> • Appointment of HLTA who will have the role of facilitating reading intervention for all students where a specific need has been identified. • NTP to be used to support reading intervention for those students with identified needs which can be addressed in this way. 		
<ul style="list-style-type: none"> • Study hub open every day after school from 2.50-4.00pm for KS4 students to provide space, resources and support from staff for independent learning. • Homework & Catch Up club (e.g. for students who have been absent and missed work) for KS3 students from 2.50pm to 4pm every day. IT facilities will be available, along with academic mentors and teaching staff from different subject areas. 	EEF – The EEF Teaching and Learning Toolkit . Homework + 5 months impact, Metacognition and self regulation + 7 months impact	2,4,6
<ul style="list-style-type: none"> • PP team, including two full time PP academic mentors, to identify specific nature of individual PP student barriers and then to implement appropriate support for them. Examples of this 	EEF – The EEF Guide to the Pupil Premium	2,3,4,8

will include academic mentoring, group coaching, subject advice, extra tuition, trips, behaviour workshops, aspirational and cultural capital experiences and opportunities		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Targeted wellbeing, mental health and behaviour support interventions for students with a particular focus on the challenges faced by students which are a direct result of the disruption that the COVID pandemic has caused. Additional counselling sessions available to increase current capacity. 	<p>EEF – The EEF Teaching and Learning Toolkit, Metacognition and self regulation + 7 months impact</p> <p>Place2Be – mental health report for the reopening of schools</p> <p>PSHE Association – Thematic Curriculum Model Report</p>	3,4
<ul style="list-style-type: none"> A new strategic and intervention centred approach to behaviour will be implemented from September 2021. This will be based upon behaviour data 	<p>EEF – Improving Behaviour in Schools</p> <p>Tom Bennet – <i>Creating a culture and Running the Room</i></p>	3,4

which will be used to identify and target the individual needs of specific students.	Paul Dix – <i>When the Adult Change, Everything Changes</i>	
<ul style="list-style-type: none"> Attachment Aware Training – to ensure key staff have greater understanding of the behaviours and needs of children and young people who have experienced disruptions in their caregiving due to, for example, trauma, loss and separation 	EEF – The EEF Teaching and Learning Toolkit , Metacognition and self regulation + 7 months impact Place2Be – mental health report for the reopening of schools	3,4
<ul style="list-style-type: none"> A focused intervention strategy for all disadvantaged students who have an attendance figure of less than 94% will be implemented. This will include incentives and target parents as well as students to improve attendance. 	EEF – The EEF Guide to the Pupil Premium	7
<ul style="list-style-type: none"> A whole school Enrichment Programme is to be implemented from September 2021 and rolled out throughout the year. All targeted students to engage with activities which have been identified as meeting the needs of their personal circumstances. 	EEF – Life Skills and Enrichment	4,8
<ul style="list-style-type: none"> Contingency for acute issues 		

Total budgeted cost: £ 531,928

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 students in the 2020 to 2021 academic year.

The lack of any external examination data for 2020 and 2021 means that it is not possible to review GCSE outcomes against targets which had been set through the previous PP strategy. However, in June 2021 we conducted an external Pupil Premium review, the focus of which was to determine which of the current strategies we have in place were most effective.

The review found that the staff of the PP team are very passionate and committed to their roles. They have an excellent understanding of the specific needs of the students that they work with and the mentoring programme is being shown, through internal assessment data, behaviour data and pupil voice, to be highly effective. In addition to this the link PP Governor has a very good understanding of the PP challenges faced by our students and supports the school appropriately.

However, the review suggested that too many PP students at once have been focused on by the PP team and for some of them, individual intervention through the use of an academic mentor was not really needed or, if it was, could have been for a fixed period of time. In response to this, there are now termly data analysis meetings run by the intervention panel where all students who have been assigned to a particular intervention team and the list of students who work with a PP academic mentor is reviewed and amended in response to data.

Another finding of the review was that the PP provision attempted to cover many areas and employed a wide range of strategies which have been proven to work for disadvantaged students, but it was actually difficult to demonstrate which PP strategies/interventions have had impact and which have not. In response to that, the new PP strategy outlined above has been devised which is intended to have a sharper focus on the specific needs of our particular PP cohort with strategies in place which are a direct response to these.

An area of concern of the last twelve months, which has been exacerbated by the COVID pandemic, is the attendance and punctuality of our PP students. This has been addressed as part of the whole school focus on attendance and punctuality. A member of the leadership team has now taken responsibility for this area and will be working closely with the PP team to track and monitor the attendance of PP students in all year groups with intervention put in place where necessary.

The establishment of the after school study hub was found to be an extremely positive feature of the previous PP strategy. Pupil feedback confirmed that it addressed many of the issues PP students faced regarding access to resources, an appropriate space to complete independent study and access to technology. This well attended provision will continue to be developed as part of the new strategy with the incorporation of homework club and the support of subject teachers providing subject specific guidance and support where required.