

# Pupil premium and Recovery Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St. Cuthbert's R.C. High School
Number of pupils in school	1126
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers.	2022/2023 for immediate priorities through to 2024/2025 for long term strategies.
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£134,964
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£623,924

# Part A: Pupil premium strategy plan

## Statement of intent

### 1 Aims

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

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. 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 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. 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 pupils 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.

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.

## 2 Legislation & Guidance

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

Free school meals - Schools get £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked after and previously looked after - Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Recovery premium is based on the same number of students as PP funding and is paid at a rate of £276 / pupil

Service premium - The service premium is not part of the pupil premium as the rules to attract the service premium are different. Schools get £310 for every pupil with a parent who is serving in HM Forces or who has retired on a pension from the Ministry of Defence. This funding is to help with pastoral support.

The leadership team at St Cuthbert's determine how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

## 3 Practice

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 what we know about our own pupils and the gaps that we have identified within groups and with individuals. The pupil premium is spent in the best interests of our pupils 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.

In July 2021 an independent Pupil Premium review was conducted to evaluate the effectiveness of our Pupil Premium spend.

## Challenges

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

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, including the 2022 OFSTED report shows that an improvement in QFT is required and will continue to be a priority and the focus of CPD from September 2022.
2	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.
3	Analysis of internal data relating to behavior sanctions shows increased rates of behaviour sanctions for disadvantaged students as opposed to non-disadvantaged students.
4	Our observations (supported by the findings of national studies) along with wellbeing surveys and discussions with pupils and families show that disadvantaged students have been particularly affected by a range of metacognition and self-regulation issues, as well as social and emotional concerns. Examples of these include: gaps in learning, memory issues, lack of vocabulary, low self esteem, brittle resilience, social skills, lack of aspiration and emotional problems. There is also a large increase in safeguarding concerns and need for support following the pandemic.
5	Literacy: Assessments, observations and diagnostic assessment of reading ages pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
6	Lower Cultural Capital – Discussions and observations have identified that some disadvantaged students lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them. The ability to experience enrichment activities outside of school has also been affected by the cost of living crisis which has pushed many families into severe poverty.
7.	Our attendance data indicates that attendance among disadvantaged pupils continues to be between 3-6% lower (dependent on Year group) than for non-disadvantaged pupils.  Punctuality data also shows that % of students who are late is significantly higher amongst disadvantaged students when compared to non-disadvantaged students.

Analysis of assessment data indicates that absenteeism and poor punctuality has a significant negative effect upon the progress of pupils.

## Intended outcomes

Intended outcome	Success criteria
Continued improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>Improvement in Progress 8 and Attainment 8 scores of all students.</li> <li>Reduction in the gap between disadvantaged and non-disadvantaged students with regards to all measurable outcomes.</li> <li>Pupils identified for the School Led and National Tutoring Programme to make rapid which will be evidenced by internal assessment data along with positive student voice feedback.</li> </ul>
Improved literacy.	<ul style="list-style-type: none"> <li>Improvement in reading age for all targeted students</li> <li>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 and book scrutiny.</li> <li>Students will be able to use tier 2 and 3 vocabulary confidently, in a range of contexts, both within subjects and across different subject areas.</li> </ul>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> <li>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> <li>Reduction in number of negative behaviour incidents for all students with a reduction in the gap between the number of negative behaviour points recorded by disadvantaged and non-disadvantaged students.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Improved levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>Pupils are able to identify and deal with issues related to their mental health more effectively</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>An improvement in attendance data for all pupils.</li> <li>Significant reduction in the number of pupils who are persistently absent.</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance data for all year groups which is at least in line with national average.</li> </ul>
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### .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: £ [175,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>A whole school policy on Teaching &amp; Learning expectations and practice will be implemented. This will develop on the work last year which was done on Rosenshine’s principles of instruction and will have a focus on assessment, questioning and feedback</li> <li>All staff will engage with high quality CPD provided through the Great Teacher Toolkit Element course. All staff will complete an 8 week module on Interacting which will have as its focus feedback and interaction between teacher and student to facilitate progress and each staff member will then complete an additional module which will be dependant upon their personal CPD needs</li> <li>A bespoke CPD programme with targeted support and</li> </ul>	<p><a href="#">EEF - Teaching and Learning toolkit.</a></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 &amp; Butler – Huh, Curriculum Conversations – Mary Myatt, John Tomsett</p>	<p>1,2</p>

<p>coaching for staff will be implemented as required.</p> <ul style="list-style-type: none"> <li>• Improvement in quality of curriculum sequencing and schemes of work across all subject domains.</li> <li>• Planned opportunities for retrieval practice to improve retention of knowledge in pupils' long term memory.</li> <li>• All Curriculum Leaders issued with copies of books relating to curriculum design, evaluation and use of assessment.</li> </ul>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students who are in Year transfers will complete CATS testing to provide further information about their learning needs.</li> <li>• All year 7's will be assessed using the STAR reading assessment to identify issues with reading comprehension. Targeted students will then be assessed</li> </ul>	<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

<p>using NGRT testing to provide detailed analysis of required literacy intervention.</p>		
<ul style="list-style-type: none"> <li>• Investment in standardised reading tests to accurately diagnose reading proficiency and age</li> <li>• 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.</li> <li>• CPD delivered to all staff on teaching phonics to secondary students to address gaps in reading ability</li> <li>• Investment in reading for pleasure during form time with acquisition of high quality texts for all students to experience.</li> <li>• Purchase of online library to give opportunities for reading for pleasure for students who may not have access to books outside school.</li> <li>• Ensure that all staff are explicitly teaching tier 2 and 3 vocabulary in all lessons.</li> </ul>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">EEF - Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p><a href="#">Supporting Struggling Readers in Secondary school</a> – OFSTED research</p>	<p>5</p>



<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provision of revision guides and workbooks for all year 11 students in all of their GCSE subjects.</li> </ul>	<a href="#">EEF – The EEF Teaching and Learning Toolkit</a> . Homework + 5 months	2
<ul style="list-style-type: none"> <li>• Implementation of Skills for Life Curriculum in all year groups.</li> </ul>	<a href="#">EEF – Life Skills and Enrichment</a>	3,4

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

Budgeted cost: £ 264,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Engaging with the National Tutoring and School Led Tutoring Programmes to provide for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, with a specific focus for the school Led Tutoring Programme on those who are high attainers.</li> </ul>	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Summary of evidence:</a></p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <ul style="list-style-type: none"> <li>• One-to-one tuition and small group tuition are both effective interventions.</li> </ul>	2,3,5

	<ul style="list-style-type: none"> <li>• Providing training to the staff that deliver small group support is likely to increase impact.</li> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</li> </ul>	
<ul style="list-style-type: none"> <li>• PP Learning mentors 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.</li> </ul>	<a href="#">EEF - The EEF guide to the Pupil Premium</a>	2,3,4,6,7
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff funded by Recovery Premium on 12 month contracts to be used to support reading intervention for those students with identified needs which can be addressed in this way.</li> <li>• Academic Mentor – employed via NTP programme to deliver</li> </ul>	<a href="#">EEF – Special Educational Need in Mainstream Schools report. March 2020</a> <a href="#">EEF – The Teaching and Learning Toolkit. Reading Strategies + 6 months.</a>	5

<p>literacy intervention based on improving reading ages</p> <ul style="list-style-type: none"> <li>• Specific programme of literacy intervention put together for students in Year 7 who are identified as having the most severe reading needs. To be delivered alongside KS3 English Curriculum.</li> </ul>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Homework &amp; 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.</li> </ul>	<p><a href="#">EEF – The EEF Teaching and Learning Toolkit</a>. Homework + 5 months impact, Metacognition and self regulation + 7 months impact</p>	<p>2,4,6</p>
<ul style="list-style-type: none"> <li>• PP team to identify specific nature of individual PP student barriers and then to implement appropriate support for them. Examples of this will include academic mentoring, group coaching, subject advice, extra tuition, trips, behaviour workshops, aspirational and cultural capital experiences and opportunities</li> </ul>	<p><a href="#">EEF – The EEF Guide to the Pupil Premium</a></p>	<p>2,3,4,6</p>

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

Budgeted cost: £ [183,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Wellbeing, mental health and behaviour support 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.</li> <li>Employment of school counsellor to provide support for mental health wellbeing of identified students.</li> <li>Safeguarding team to provide support for all students requiring it and to assess needs of students who come to them through in-school referral</li> </ul>	<p><a href="#">EEF – The EEF Teaching and Learning Toolkit</a>, 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> <p><a href="https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilest-developing-a-mentally-healthy-school?utm_source=durrington&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wellbeing">https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilest-developing-a-mentally-healthy-school?utm_source=durrington&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wellbeing</a></p> <p>Summary of evidence: Students should be explicitly taught:</p> <ul style="list-style-type: none"> <li>How to recognise emotions in themselves and others.</li> <li>How to understand the causes and consequences of emotions.</li> <li>How to label emotions accurately.</li> <li>How to express emotions appropriately.</li> <li>How to regulate their emotions effectively.</li> </ul>	3,4,7
<ul style="list-style-type: none"> <li>School behaviour strategy and monitoring systems.</li> <li>Specific interventions provided by pastoral team to improve behaviour of targeted students – targets set relating to number of negative behaviour points awarded.</li> </ul>	<p><a href="#">EEF – Improving Behaviour in Schools</a></p> <p>Tom Bennet – <i>Creating a culture and Running the Room</i></p>	3,4

	Paul Dix – <i>When the Adult Change, Everything Changes</i>	
<ul style="list-style-type: none"> <li>• A focused intervention strategy for all disadvantaged students who have an attendance figure of less than 94% will be implemented.</li> <li>• This will include incentives and target parents as well as students to improve attendance. PP team will work with attendance officer to target specific disadvantaged students.</li> <li>• Involvement of form tutor to contact home on daily basis for students who are absent.</li> <li>• Strategies put in place to combat internal truancy and ensure that there is a clear escalation of response where no improvement in lesson attendance is seen.</li> </ul>	<a href="#">EEF – The EEF Guide to the Pupil Premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	7
<ul style="list-style-type: none"> <li>• A whole school Enrichment Programme was implemented from September 2021 and will continue this year. All targeted students to engage with activities which have been identified as meeting the needs of their personal circumstances.</li> <li>• Employment of careers advisor to support year 11 students in planning their next steps. Ensuring that all students have made provision for once they have finished school and that they have high aspirations.</li> <li>• Funding will be provided for students who would otherwise have to stop engaging with extra-curricular activities e.g. music lessons due to the cost of living crisis.</li> </ul>	<a href="#">EEF – Life Skills and Enrichment</a>	6
<ul style="list-style-type: none"> <li>• Contingency for acute issues</li> </ul>		

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of outcomes in the previous academic year

### Pupil premium and COVID Recovery strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The school strategies were implemented across the three tiers (teaching, targeted academic support and wider support) with evidence of a positive impact across all elements of the tiered approach.

The teaching strategy was well implemented with a comprehensive CPD programme designed to ensure successful implementation. The approach to lesson design and use of formative assessment to ensure that staff were identifying and tackling barriers to learning was shown by QA processes to have been adopted by all staff. The focus on curriculum design and implementation was shown to be consistent and contributed to the improved outcomes at GCSE in all Key Performance Indicators.

The Targeted academic support strategies were well designed and made use of the school led tutoring and academic mentor programme which were funded through the COVID recovery premium. The intensive tutoring programme was embraced by staff and well attended by students. Targeted sessions were put in place based on data analysis and resulted in overall improvement in GSCE outcomes and improvement in Progress 8, Attainment 8 and % of students achieving 5 or more GCSE's including English and maths.

Outcomes for PP students improved across all key indicators when compared to 2019 results and an important factor contributing to this was the work done by the PP Learning mentor team. Pupil surveys reported that they appreciated the opportunity to study after school in study hub and receive support in their homework, revision and exam preparation.

The academic mentor was used to provide literacy intervention for all year groups and the success of that can be seen in the improvement in reading ages for the majority of targeted students.

The wider strategies that were employed had a holistic focus and concentrated on the wider wellbeing of students who were most affected by the disruption caused by the pandemic. Attendance is still a challenge, but strategies have been put in place this year to increase levels of engagement between form tutors and families and the success of this, alongside other attendance initiatives will be reviewed periodically.

