

Pupil Premium Policy & Strategy

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. 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.

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.

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.

Linked governor: Mr David Winstanley

Pupil premium strategy statement – St Cuthbert’s RC High School 2021-22

1. Summary information									
School		St Cuthbert’s RC High School							
Academic Year		2021-22	Total PP budget for 2021-2022		£489,310	Date of most recent PP Review			01/17
Total number of pupils		TBC	Number of learners eligible for PP		TBC	Date for next internal review of this strategy			July 2022
Year 7	TBC	Year 8	118 (53%)	Year 9	121 (51%)	Year 10	110 (47%)	Year 11	113 (49%)
2. Current attainment									
					Learners eligible for PP (your school)	Learners not eligible for PP			
Progress 8 score average (2019)					-0.76	-0.40			
Attainment 8 score average (2019)					35.72	42.34 (46.7 / National average)			
3. Barriers to future attainment (for learners eligible for PP)									
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>									
A	Improved Quality First Teaching across the whole school is required and is an absolute focus from September 2021.								
B	Lack of expected progress in relation to starting points has been exacerbated by gaps in formal school based education between March 2020 and July 2021 due to COVID pandemic. Some PP students had home learning environments less conducive to successful remote learning e.g. ICT & network issues, work space etc. This will include new Year 7 intake from September 2021.								
C	Increased rates of behaviour sanctions for PP students as opposed to non PP students.								
D	Different PP students have different issues which cannot be bracketed together, these include: gaps in learning, memory issues, lack of vocabulary, low self esteem, brittle resilience, social skills, lack of aspiration, lack of cultural capital opportunity and experience, emotional problems.								
E	Poor levels of literacy								
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>									
F	Lack of space to work at home to complete homework/independent study and lack of revision resources at home to support home learning.								
G	Lower attendance rates and more persistent absenteeism of disadvantaged students								
H	Fewer opportunities for PP students outside of school to engage with enrichment opportunities or cultural capital experiences.								

Academic year 2021-22

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all, targeted support and other initiatives:

Area of focus	Chosen action/approach	Success Criteria	What evidence will be used to ensure that it has been implemented well?	Staff lead	Review of implementation
A	<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. • A bespoke CPD programme with targeted support and coaching for staff will be implemented as required. 	<ul style="list-style-type: none"> • All students experience QFT in all lessons. • Progress & Attainment for PP students has demonstrable improvement in all areas 	<ul style="list-style-type: none"> • Curriculum Quality Assurance processes and reports • Progress data from years 7-11 in all subject areas 	CKT	
B –	<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. • Sessions to be delivered after school by teaching staff from different subject areas to ensure that students are given opportunity for additional retrieval practice. This supports current research on cognitive load theory and will enable students to know more and remember more. • Improving outcomes team will identify which students need support in which subject areas based on progress data. The PP team will focus 	<ul style="list-style-type: none"> • Assessment data demonstrates PP students are making good progress in relation to their starting point and shows that gaps in learning that have been identified have been successfully plugged. • QA shows teachers have focused on plugging identified gaps in class and students have had learning opportunities and feedback to facilitate this. 	<ul style="list-style-type: none"> • Curriculum Quality Assurance processes and reports • Progress data from years 7-11 in all subject areas 	RWD	

	<p>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> <ul style="list-style-type: none"> • New Year 7's will complete CATS testing to provide further information about their learning needs. 				
C	<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 which will be used to identify and target the individual needs of specific students. 	<ul style="list-style-type: none"> • A minimum of 25% reduction in the number of exclusions, detentions and on calls for targeted PP students. 	<ul style="list-style-type: none"> • Curriculum and Pastoral Quality Assurance processes and reports • Behaviour data • PP Intervention Tracker 	TLN	
D	<ul style="list-style-type: none"> • 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 • Information will be gathered on all Year 7 students to ensure that they are known personally to the PP team, any individual barriers are identified and they have the opportunity to discuss their goals and aspirations. 	<ul style="list-style-type: none"> • Any underachieving PP student has their personal barriers to success identified and are provided with the required support programme. • Data indicates students receiving targeted support via this system are improving with the specific issue and making better academic progress. 	<ul style="list-style-type: none"> • PP Intervention Tracker • Progress data 	RWD	
E	<ul style="list-style-type: none"> • 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. • Individual reading intervention provided for PP students whose reading age is significantly below 	<ul style="list-style-type: none"> • Progress data shows targeted students are improving their outcomes. • Improvement in reading age for all targeted students 	<ul style="list-style-type: none"> • PP Intervention Tracker • Progress data • Students able to access the KS3 curriculum in all subject areas 	RWD KBL JHT	

	their chronological age and whose reading level would prevent them from being able to access the KS3 curriculum.				
F	<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 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. 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. 	Improved outcomes and progress across all subjects and year groups	<ul style="list-style-type: none"> GCSE outcomes Progress data 	RWD	
G	<ul style="list-style-type: none"> A focused intervention strategy for all PP 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. 	<ul style="list-style-type: none"> A reduction of at least 25% in PP students who are designated as persistent absentees by July 2022. An overall improvement of at least 2% for PP student attendance during the academic year. 	<ul style="list-style-type: none"> PP Intervention Tracker Attendance data 	TLN	
H	<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. 	<ul style="list-style-type: none"> All targeted students are actively engaged in supplementary enrichment or learning opportunities at school. 	<ul style="list-style-type: none"> PP intervention tracker Progress data 	RWD	
Total					
<i>All PP spend is allocated dependent on the needs of the PP students. Individual costings for all of the above strategies are available on request.</i>					