

Pupil 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 High |
| Number of pupils in school | 1240 |
| Proportion (%) of pupil premium eligible pupils | 37.9 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | 3 rd December 2021 |
| Date on which it will be reviewed | 1 st October 2023 |
| Statement authorised by | Local Governing Committee |
| Pupil premium lead | Mrs R. Gundlach |
| Governor / Trustee lead | Dr C. Jones |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £336,870 |
| Recovery premium funding allocation this academic year | £94,392 |
| 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 | £431,262 |

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's it is our intention to provide an educational experience that is more than just an academic education. We strive to challenge our pupils to become young men of integrity, educated in faith and for justice. In keeping with the finest traditions of Catholic education, we strive to form young men of competence, conscience, compassion, and commitment.

Our ultimate goal is that no child is left behind socially, or academically, because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. At the heart of our approach is high quality teaching and pastoral care.

Common barriers to learning for disadvantaged children can be that they are less supported at home, have weak language and communication skills, lack confidence, have more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all."

To ensure that no child is left behind we will involve all teaching staff in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We will also put in place teaching and learning opportunities to meet the needs of all the pupils. Alongside this, we will also provide appropriate provision for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

When making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged and recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | The attainment of disadvantaged pupils is generally lower than that of their peers when considering the Attainment 8 Key Performance Indicator. Whilst the attainment on a like-for-like basis for disadvantaged pupils is higher than the national average, there remains a gap when compared with the attainment of non-disadvantaged pupils. |
| 2 | The progress of disadvantaged pupils is generally lower than that of their peers when considering the Progress 8 Key Performance Indicator. Whilst the progress on a like-for-like basis for disadvantaged pupils is higher than the national average, there remains a gap when compared with the progress of non-disadvantaged pupils. |
| 3 | Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 1 – 4% lower than for non-disadvantaged pupils. In the academic year 2021 – 22 disadvantaged pupils made up 48% of PAs - this is a significantly high proportion. Our observations and assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 4 | 65% of FTE in 2021-22 are disadvantaged pupils. This indicates that some disadvantaged pupils are more likely to display behaviour issues that require a fixed term exclusion. This affects these pupils as poor behaviour negatively impacts disadvantaged pupils' progress. |
| 5 | Low-aspirations and self-esteem for a number of disadvantaged pupils. This indicates a lack of aspiration and progress. Teacher feedback suggests that disadvantaged pupils are less likely to engage in co-curricular activities and cultural capital opportunities. |

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 |
|---|---|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects. | 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> An attainment 8 score higher than the national average on a like-for-like basis A trend over time to convergence to attainment of that of non-disadvantaged pupils nationally. |
| Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects. | 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> A progress 8 score higher than the national average on a like-for-like basis |

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| | <ul style="list-style-type: none"> • A trend over time to convergence to progress of that of non-disadvantaged pupils nationally. |
| To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Achieving percentage of PA pupils who are disadvantaged is less than 35% • That attendance of disadvantaged pupils is improved to be 97% or higher |
| Increased self-esteem, resilience and ambition of the future. | <ul style="list-style-type: none"> • Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) • Increased participation in extra-curricular activities so the same proportion of disadvantaged pupils attend as non-disadvantaged • Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training in line with non-disadvantaged pupils |
| Behaviour | <ul style="list-style-type: none"> • To reduce the number of disadvantaged pupils requiring FTE to less than 30% of all FTE • That behaviour records show that the number of negative recorded incidents are proportional to non-disadvantaged pupils. |

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: £174,924

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Sustain smaller class sizes at KS3. Training will be provided for staff to ensure assessment data is used effectively. | Reducing class sizes reduces the ratio between pupils and teachers, therefore increasing the amount of attention each pupil will receive. Reducing class size Toolkit Strand Education Endowment Foundation EEF | 1,2 |
| Smaller Core KS4 class sizes. Training will be provided for staff to ensure assessment data is used effectively. | Reducing class sizes reduces the ratio between pupils and teachers, therefore increasing the amount of attention each pupil will receive. Reducing class size Toolkit Strand Education Endowment Foundation EEF | 1,2 |

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

Budgeted cost: £126,588

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Appointed additional HLTA to work alongside the existing HLTA. The HLTA will work under the direction of the Assistant Head | The deployment of Teaching Assistants in a targeted way can provide a high impact in learning. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF | 1,2 |

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| <p>for Inclusion to support vulnerable pupils and improve their engagement with learning.</p> | | |
| <p>Establish a small group tutoring programme for those pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Pupils to be identified following internal examinations with a bespoke programme initiated.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2</p> |
| <p>Develop a series of Key Knowledge/Skill Videos for year groups in all subjects. This forms part of the recovery curriculum following the impact of the Pandemic.</p> | <p>This supports mastery learning. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | <p>1,2</p> |
| <p>Introduce an evening study club after school to facilitate</p> | <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, they often do not have a home environment that allows access to resources or a quiet space. Homework clubs can help to overcome these barriers by</p> | <p>1,2</p> |

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| additional learning with support from teaching staff | <p>offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | |
| Raising aspiration events. Including employer engagement and University events from Year 7 | <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> | 5 |

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

Budgeted cost: £129,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue use of a counselling service to support pupils experiencing issues both within and outside of school | <p>Evidence suggests that supporting young people's social and emotional skills can reduce symptoms of anxiety and depression.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> | 5 |
| <p>Appoint a TA with a particular focus on behaviour.</p> <p>The TA will work under the direction of the Assistant Head for Inclusion to support vulnerable pupils and improve their engagement with learning.</p> | <p>The deployment of Teaching Assistants in a targeted way can provide a high impact in learning.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p> | 4 |
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | 3 |

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| <p>Staff will receive training and release time to develop and implement new procedures.</p> <p>Attendance Officer will work with pastoral staff under the direction of the recently appointed Assistant Head: Safeguarding and Welfare.</p> | | |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £431,262

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 2021 to 2022 academic year.

It has been difficult and complex to assess the impact of the Pupil Premium provision due to the Covid19 pandemic. As a result of the significant disruption that the pandemic caused, emphasis was placed on ensuring that, when pupils returned to school, knowledge gaps were closed. Provision of co-curricular clubs returned, and a Pupil Premium coordinator was appointed to encourage the attendance of disadvantaged pupils. The impact of this has been that, in some, co-curricular clubs, the attendance of Pupil Premium pupils has been higher than non-disadvantaged pupils.

The Attainment 8 score for Pupil Premium pupils at St Cuthbert's was 44.2 which compares favourably with the non-disadvantage score nationally of 52.6. 23% of Pupil Premium pupil achieved the EBacc at 4+ which is comparable to the national figure of non-disadvantaged pupils at 31% and the EBacc average point score was 4.04 which is almost the same as non-disadvantaged nationally at 4.65. The aspirations for Pupil Premium pupils are high and this is reflected in the number of Pupil Premium pupils who are entered into the EBacc at 68% which is far higher than the number of non-disadvantaged pupils nationally at 43%. The progress of Pupil Premium pupils has a confidence interval of between -0.63 and 0.1, at the higher end of this confidence interval this would be the same as non-disadvantaged pupils nationally.

Attendance of Pupil Premium pupils was 86.56% which was higher than the national average attendance Pupil Premium Pupils at 85.8%. This will continue to be addressed this year with the appointment of a new Attendance Officer.