



Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	Saints Peter and Paul Catholic High School
Number of pupils in school	1272
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Danielle Scott
Pupil premium lead	Louise McComas
Governor / Trustee lead	Mike Hewlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£517,660
Recovery premium funding allocation this academic year	£78,377
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	£596,037

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring every student at Saints Peter and Paul Catholic High School experiences equal opportunities in every aspect of school life. We believe all students are entitled to the best education regardless of their starting point or background. Our focus on disadvantaged students' threads through all aspects of our school development planning and all members of our school community know they play a part in helping to narrow the gap.

Ultimately, we strive to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students. Our ambition for disadvantaged students is that: -

- They receive quality first teaching consistently across the curriculum
- Their outcomes are in line with our aspirational targets
- Their attendance is on a par with whole school attendance
- Their reading ages are in line with national average for all students
- Their opportunities for personal development are experienced on a par with all other students
- The support and intervention they receive is high quality and impactful

Our approach is informed by the common challenges faced by disadvantaged students nationally, the specific contextual needs of the students in our community and the individual needs of each child.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in literacy particularly reading
2	Attendance
3	Social, emotional and mental health
4	Engagement in learning
5	Covid Catch-up

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
Improve achievement	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. All disadvantaged pupils enter further education, training or employment post-16.
Improved attendance for disadvantaged students	Attendance figures for show that the gap between PP and non-PP students is diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions).
Bridge gaps in literacy	NGRT data indicates increasing reading attainment for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. Students speak positively about how they are encouraged to read widely and for pleasure.
Increased participation in wider enrichment opportunities and experiences	100% of disadvantaged students engage in wider personal development and mission opportunities and experiences. Students speak positively about the school and feel safe and happy.

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: £ 65,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of new Professional learning system to enhance staff development and practice including National College online CPD.</p> <p>SDP – 2.10</p> <p>Ensure a consistent approach to recall and revision of prior learning through the use of knowledge organisers and starter activities.</p> <p>SDP – 2.1</p>	<p>EEF - Supporting high quality teaching is pivotal in improving students' outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>1</p> <p>5</p> <p>4</p>
<p>Further develop assessment, tracking and communication of student engagement, targets and progress.</p> <p>Ensure there is a planned and effective response to data at teacher, faculty and whole school level including the case conference system.</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p> <p>4</p> <p>5</p>

<p>Purchase of standardised diagnostic assessments. (GL Assessment suite)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>SDP – 2.4</p>		
<p>Ensuring the continued development of school systems to increase efficiencies</p> <p>The launch and roll out of Edulink. A complete engagement and management system solution that supports parents, staff and students in and out of the classroom.</p> <p>SDP – 1.6</p>	<p>Edulink Case Study Evidence</p> <p>For PP students, this allows them to take ownership of learning. With the app they can review their own attendance and academic performance including achievement and behaviour.</p> <p><i>“For teachers and the senior leadership team they now have PP data available at the touch of their fingertips.”</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Develop and implement an effective disciplinary literacy strategy across the school.</p> <p>SDP – 2.7</p>	<p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class.</p> <p>Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018).</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	<p>1</p>

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

Budgeted cost: £ 281,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of targeted catch-up programmes to students who need it the most including Literacy.</p> <p>SDP – 3.7</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. <i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</i></p>	<p>1</p> <p>5</p>
<p>Develop the capacity and effectiveness of the Inclusion team by utilising the new SEND team to enhance the literacy and progress of PP students.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>On average, reading comprehension approaches deliver an additional six months’ progress.</p> <p><i>Education Endowment Foundation</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: £ 290,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase capacity and effectiveness of the school Safeguarding team and procedures</p> <p>SDP – 3.4</p> <p>Development of onsite bespoke provision to further improve our ability to meet the</p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p>	<p>2</p> <p>3</p> <p>4</p>

<p>needs of our most vulnerable PP students SDP – 3.6</p>		
<p>Development of the Personal development and Mission framework to enhances the provision, engagement and experiences that develop the ‘whole child’ in line with our Ethos, Vision, Mission and Values. SDP – 1.3</p> <p>Evaluate and develop our Catholic life and Chaplaincy provision in order to improve quality, consistency and widen engagement amongst staff, students, parents, governors, primary schools and the wider community. SDP – 1.5</p>	<p>The Sutton Trust commissioned report <i>Subject to Background</i>, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright dis-advantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p> <p>The Social Mobility Commission report <i>An Unequal Playing Field</i> uncovered evidence that extra-curricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p>	<p>1 2 3 4</p>
<p>Develop the use of student attendance and engagement data in Year teams to reward and intervene effectively with PP students and parents.</p> <p>Ensure the effective implementation of the graduated response for attendance across all roles and responsibilities. SDP – 3.2 and 3.3</p>	<p><i>“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”</i> EEF Teacher Toolkit Mentoring</p>	<p>2</p>

Total budgeted cost: £ 637,371

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 2020 to 2021 academic year.

Aim	Target for 2022	Outcome 2021 (CAGs)
Progress 8	Achieve a P8 of -0.17 starting from an interim CAG baseline of -0.26 Sept 2020 moving to interim target of -0.20 Sept 2021.	P8 0.15
Attainment 8	Achieve A8 score that will ensure P8 targets above are met.	A8 38.84
Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ scores of 32% from a CAG baseline of 27% in Sept 20 moving to an interim target of 30% Sept 21.	39% (23%)
Other	Ensure attendance remains above local average during 2020/21 and set new target for 2022 post COVID.	School 94.3% PP 91% Non-PP 96.4% PA School 17% PP 27.4% Non-PP 8.3%
EBacc entry	To have a clear figure for EBacc entry in line with curriculum development.	11% (9%)

