

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Saints Peter and Paul Catholic High School
Number of pupils in school	1322
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Jan 2023
Date on which it will be reviewed	July 2024
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	£562,770
Recovery premium funding allocation this academic year	£139,932
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£702,702

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 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	Academic progress

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).
Promote increased engagement and attitude to learning	Engagement of disadvantaged students is in line with other students or shows an improving trend across all year groups.
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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribute to a culture of self –improvement through research and welcoming formal and informal feedback to improve practice	EEF - Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Sutton Trust’s 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1 4 5
Effective use of student information to inform planning, teaching and intervention including ILPs and assessment data to ensure all students make progress	EEF evidence: “The most effective intervention is not just for disadvantaged students as a cohort; it is on a specific gap.” 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:	1 4 5
Development of the presentation and explanation of material to ensure all students can access and understand information and avoid ‘cognitive overload’	EEF - The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.	1 4 5
Development of consistent approaches to literacy with a focus on extended writing and the teaching of reading	EEF - The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year.	1
Development of effective questioning and feedback to check and ad-	EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes	4 5

<p>dress both understanding and promote engagement</p> <p>Development of active supervision to promote 'on task' behaviour and monitor quality of student work</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £350,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring a targeted catch-up strategy is in place for students who fall behind in Reading,	Small group tuition teaching strategy from the EEF teacher toolkit. "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."	1 5
Further develop the capacity and effectiveness of the Inclusion team to enhance the literacy and progress of PP students	<p>EEF evidence: "We know that if you have high quality teaching assistants that are effective for disadvantaged learners, then you are providing effective intervention for all."</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>	1 2 3 4 5

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

Budgeted cost: £320,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure students are supported as and when necessary, via our graduated framework, to allow for intervention and provide quality information and learning strategies	<p>“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.” EEF Teacher Toolkit Mentoring</p> <p>EEF evidence: “Social and emotional learning has an impact of 4 months gained for students who require further support in their ability to interact with others.”</p>	1 3
Promoting our shared values to encourage students to become the best version of themselves and engage in wider school life	EEF -Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes	1 3 4
Develop and embed our ‘Attendance Matters’ culture across school and positive punctuality as the foundation for learning	<p>EEF - Poor attendance at school is linked to poor academic attainment across all stages.</p> <p>“While interventions may well be one part of an effective PP strategy, they are likely to be most effective when deployed to attend wider barriers to learning, such as attendance.”</p>	1 3 4

Total budgeted cost : £755,000

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 2022 to 2023 academic year.

Aim	Impact			
Achievement	Measure	PP	No	Gap
	A8	33.45	46.22	12.77
	P8	-0.91	-0.35	0.56
	Eng P8	-1.13	-0.29	0.84
	Maths P8	-0.90	-0.58	0.32
	EBacc P8	-1.24	-0.77	0.47
	Open P8	-0.55	0.14	0.69
	% 9 – 5 En/Ma	16.7%	42.1%	25.4%
	% 9 – 4 En/Ma	49.1%	68.4%	29.5%
	<p>Positive results and improvements in several subjects including Business, Construction, Health and Social Care Low prior attainment student attainment and progress improved from 2019 Accuracy of predictions in some subject areas including Art and Science Outstanding individual results from some of our PP students</p>			
Attendance	<p>The Graduated Approach The school carried out a full review of the attendance system. There were key areas identified for improvement. One of the key areas for improvement was a new graduated approach to ensure the attendance of students was monitored and tracked regularly and appropriate, manageable responses and actions were implemented. The new approach required external training and collaboration. In house training was then cascaded to staff. The new approach ensures key cohorts of students; including the disadvantaged children are monitored closely and supportive interventions are implemented were appropriate.</p> <p>The Attendance Team Attendance continues to present different challenges and continues to be a whole school focus. A review of the staffing structure has allowed us to ensure that the attendance team and wider staff work effectively within the graduated approach to drive improvement.</p> <p>The System A review was also carried out with regards to the system that school used. Research was carried out to investigate and explore the most appropriate system. Class Charts was the system that school adopted. This was the system that was most appropriate for our setting and our priorities. This system allows all staff to access different aspects required for attendance with ease. CPD has played an</p>			

	<p>integral role with the roll out of this system to ensure all staff, students and parents/carers can access information and utilise the software effectively.</p> <p>Rewards As part of the review, the rewards aspect has also been updated. The reward and recognition strategy now reflect a variety of rewards to ensure students attendance is celebrated. This was particularly important for disadvantaged students as they are a whole school focus within driving whole school improvement.</p> <p>Communication Strategy Communication is a key area that school have identified as an area that requires further development. Communication was a key focus when planning the new approach. The key area of focus was the communication around the school environment. There are now lots of visual displays and prompts around the school campus as part of the positive promotion strategy.</p>
Literacy	<p>In total 38 students accessed or were offered reading interventions during the Summer term.</p> <ul style="list-style-type: none"> • 32 Reciprocal Reading - A timetabled a weekly one hour reading session that followed the Reciprocal Reading strategies of: Predict, Clarify, Question, Summarise • 6 Phonics 1:1 <p>A range of differentiated age-appropriate resources were used including use of anthologies from our newly purchased Read Write Inc Fresh Start scheme.</p> <p>Towards the end of the Summer term all students were retested using the YARC reading assessment.</p> <p>16 students (42%) had made a minimum of 12 months progress in their reading ages with 13 students (34%) making over 12 months progress.</p> <p>Whole School All of KS3 have been NGRT reassessed Key trends included for all KS3 year groups mean standardised scores are in line with national data for similar students</p> <p>Appointed a reading coordinator for September</p> <p>Started to develop and train staff for the ' reading curriculum' (all of KS3 1 lesson a fortnight) and ' literacy curriculum' (support classes 2 per year group once a week) based around the principles of reciprocal reader ready for this academic year.</p> <p>Sparx Reader 'early adopter school' all of y7 and 8 reading test and using the programme ready for full launch Sept 23 Support the further assessment of reading and vocabulary Enables us to monitor reading outside of lessons / homework's Designed to develop and improve reading and vocabulary</p> <p>Literacy Champions continued to work on reading strategies within their own departments including active reading and guided reading.</p>

<p>Increased participation in wider enrichment opportunities and experiences</p>	<p>Class Charts</p> <p>The reward system aims to streamline all the previous systems into one place and use Classcharts effectively to improve consistency and reduce workload for staff. This system has enabled leaders to look at data linked to rewards and ensure our most disadvantaged students are being rewarded in line with school policy.</p> <p>The system has also enabled us to improve communication with home. Achievement points and reward badges are visible on the classcharts parent app. This enables our parents/carers to celebrate with their children more efficiently.</p> <p>There has been a huge focus on positive engagement with our parents and partners on social media as a result of the drive to share all our success and achievements on a regular basis</p> <p>Rewards</p> <p>As with the attendance focus, rewards and recognition strategy has also been reviewed and updated on a whole school scale. The rewards that students are often are more frequent and there is also a greater variety in how/what students are rewarded.</p> <p>Wider Enrichment</p> <p>Last academic year saw the return of residential visits. We successfully ran three residential trips for Y7, Y8 and Y9 where we took over 350 students on an outdoor adventure trip to Colomendy. Our disadvantaged students were encouraged to attend, and the funding was used to contribute and support places for PP students.</p> <p>Co-Curricular</p> <p>Our co-curricular offer was the most varied it has ever been. It offered over 30 different clubs and activities before and after school where our disadvantaged students were able to gain new skills and aptitudes. This area continues to grow and the student voice continues to drive this offer.</p> <p>CEIAG</p> <p>Our CEIAG programme/offer has continued to grow. Last academic year it offered a wider breadth of experiences and opportunities including visits to taster days at Cronton and Riverside College to ensure our students could develop their aspirations and gain an invaluable insight into further education. We also enhanced our CEIAG offer with the re-introduction of a careers fair offered to all students in Y9, 10 and 11.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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