

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Catholic High School
Number of pupils in school	908
Proportion (%) of pupil premium eligible pupils	47% (424 pupils) – this includes 25 LAC/26 PLAC students
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	3/11/22
Date on which it will be reviewed	3/11/23
Statement authorised by	Catherine Twist (Headteacher)
Pupil premium lead	Stuart Holland (Deputy Headteacher)
Governor / Trustee lead	Judith Godley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£517,525 (PP)
Recovery premium funding allocation this academic year	£112,884 (£276 per PP student)
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	£630,409

Part A: Pupil premium strategy plan

Statement of intent

At St. Cuthbert's we hold the firm belief that all of our pupils are a creation of God, and it is our duty to ensure we offer them the very best opportunities to experience 'life in all its fullness'. As a Catholic School we share the Church's mission of the preferential option for the poor, and our Governors and staff take this responsibility very seriously. We are determined to close the attainment gap between our PP and Non-PP students, and therefore, high quality teaching and learning, raising aspirations and developing cultural capital, promoting positive behaviour, tackling poor attendance and a renewing our commitment to working with parents are all part of our plan.

High-quality teaching is at the heart of our approach, with a focus on areas such as literacy, in which our disadvantaged pupils require most support.

Our approach is heavily based on evidence (particularly from the EEF). To make certain that our approach is effective we will.

1. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos. Ensuring that teaching & learning is the highest quality.
2. Ensuring that the curriculum is right for all pupils.
3. Ensuring that disadvantaged pupils have access to the best CEAIG .
4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality .
5. Ensuring that rates of exclusion for disadvantaged pupils are as close to as the low rates for other pupils
6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge																						
1	<p>Some disadvantaged students find it challenging to engage in some aspects of T&L therefore resulting in less academic progress than their non-disadvantaged peers.</p> <p>The gap in Maths and English are a particular focus, along with the gap in current Y10.</p> <table border="1"> <thead> <tr> <th></th> <th>Current Y8 (E/Y July 2022)</th> <th>Current Y9 (E/Y July 2022)</th> <th>Current Y10 (E/Y July 2022)</th> <th>Current Y11 (9-4 July 2022)</th> <th>Leavers (9-4 July 2022)</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>14.2%</td> <td>14.2%</td> <td>27.2%</td> <td>12.4%</td> <td>25.7%</td> </tr> <tr> <td>Maths</td> <td>15.4%</td> <td>22.9%</td> <td>29.5%</td> <td>20%</td> <td>8.9%</td> </tr> </tbody> </table>						Current Y8 (E/Y July 2022)	Current Y9 (E/Y July 2022)	Current Y10 (E/Y July 2022)	Current Y11 (9-4 July 2022)	Leavers (9-4 July 2022)	English	14.2%	14.2%	27.2%	12.4%	25.7%	Maths	15.4%	22.9%	29.5%	20%	8.9%
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2	Student voice and outcomes suggest that some of our disadvantaged students do not benefit from enough experiences to support raising aspirations, cultural capital, SMSC and develop skills to compete with other students across the country from all settings.
3	On average, disadvantaged students have a narrower vocabulary and lower reading ages than those of their non-disadvantaged peers. This impacts progress in all subjects. 17 out of 24 of our Year 7 students in our wave 3 catch up cohort are disadvantaged. 82% of these students did not meet expected standard at KS2. Our disadvantaged Year 7 students are on average 14 months behind in reading age compared to our non-disadvantaged Year 7 students. NGRT reading tests suggest similar figures for our older disadvantaged students too.
4	Our data and observations show us that our disadvantaged students are less likely to attend school as regularly as non-disadvantaged students. Similar to national data, our attendance gap widened to 7.47% Non-DA vs Da students in 2021-2022, which is a 1.31% increased gap on 2021-2022. Student voice and tracking and analysis demonstrate this gap widened due to increased anxieties post-covid and reduced self-esteem amongst some of our disadvantaged students.
5	Our observations and discussions with families have identified an increase in low self-esteem, and a lack of resilience thus resulting in slower progress. Some parents/carers of our disadvantaged students require additional support and encouragement to support their child in making good progress, understanding key teaching and learning strategies, and ways to promote aspiration and resilience at home.

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
Outcomes for our PP students improve at the end of KS4, particularly for our high ability PP students.	<ul style="list-style-type: none"> The offer of experiences to raise aspirations amongst our HA students increases (for example, The Scholar's Programme, Philosophy cup and increased targeted intervention). Departmental PP action plans in place including regular track analysis, regularly updated interventions and other individualised strategies monitored regularly. Regular consultation between the PP lead and KS4 Pastoral staff to monitor data, and offer robust and individualised academic interventions. Attainment gap to be similar to, or less than national average across all subjects. English and Maths attainment gap to reduce, and RE PP attainment to improve. Successful curriculum reviews across all curriculum areas.

Intended outcome	Success criteria
Our PP students are exposed to more opportunities to raise aspirations, increase cultural capital, support for mental health and promote resilience	<ul style="list-style-type: none"> • Further development of PD opportunities from outside agencies, particularly around resilience. (Humanutopia, SUMO4Schools) • Positive impact of Mental Health support offer through Farne SLA measured through regular tracking, student voice and improved attendance to lessons. • Growth mindset sessions with Pastoral staff to be fully in place and monitored for impact. • Student voice improves around resilience, self-worth and aspirations. • Improved outcomes across all years. • Improved enrichment activities for all of our pupils. • Sustained high level of well-being through student voice and observations.
Improved literacy skills and reading ages amongst our PP students	<ul style="list-style-type: none"> • Successful Y7 catch-up programme. • Improved attainment, particularly in heavy PP/Send English set 5 classes. • Reading buddies in place. • Effective support from literacy support teachers. • Literacy strategies embedded across all curriculum areas and evident in all lessons. • Effective use of additional literacy time in PM registration. • Reading will be in line with chronological age. • Weak literacy as a barrier to exams will reduce.
Parents/carers of our PP students to be communicated with more regularly and encouraged to take a more active role in their child's progress.	<ul style="list-style-type: none"> • Review of parental contact. • Improved resources sent home to inform of assessment requirements. • Development of report comments and monitor feedback. • Increased opportunities for parental voice. • Increased opportunities for parents/carers to visit school for academic updates in core subjects. • Develop parent/carer opportunities to access training and support in key skills.
Attendance of our disadvantaged students increases significantly thus narrowing the gap.	<ul style="list-style-type: none"> • Data shows increase in attendance for our PP students. • Gaps in learning reduced. • Outcomes improve.

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: £ 92,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified teachers in all classes, with 2 members of SEND trained teaching staff to work in smaller groups with SEND/PP students.</p>	<ul style="list-style-type: none"> • EEF: Personalised packages of support tailored to suit individuals can improve pupils progress by 3+ months. • Small group tuition has an average impact of four months' additional progress over the course of a year. • Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) 	1 + 3
<p>Purchase of the NGRT to assess our students reading and spelling ages, inform interventions and monitor impact.</p>	<ul style="list-style-type: none"> • EEF: classifying students into different categories based on their level of need promotes better progress. • Scilearn suggest that reading aloud to someone has significant cognitive benefits and means students are more likely to develop vocabulary as well as reading skills. • Marzano & Pickering suggest that the knowledge anyone has about a topic is based on vocabulary. 	1 + 3
<p>Instructional coaching programme to further strengthen T&L across our school. Areas teachers will develop are: Promoting metacognition, high level questioning and scaffolding. This is alongside promoting NPQ programmes.</p> <p>Providing more reading material for staff and other CPD sessions (Jean Gross etc)</p>	<ul style="list-style-type: none"> • EEF analysis of what works (from Jean Gross 'Reaching the unseen children') effective feedback and improved metacognition and self-regulation improves progress by 7-8+ months • General 6 — WALKTHRUs 	1

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

Budgeted cost: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A bespoke programme of literacy intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps (see literacy catch up plan)</p> <p>This includes some teacher hours to support literacy and work with Primary Schools.</p>	<p>Reading comprehension strategies are high on impact (6 months)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1 + 3</p>
<p>Engaging with providers such as 'The Brilliant Club,' and online tuition through the NTP to increase opportunities for one-to-one tuition and mentoring particularly for our high-ability disadvantaged students.</p>	<p>EEF: Small group tuition can increase progress by up to 4 months.</p> <p>About - The Brilliant Club</p> <p>1 in 50 disadvantaged students enter competitive universities in comparison with 1 in 4 of the most advantaged.</p>	<p>2+3</p>
<p>Partial salary for an Academic Mentor to create capacity for targeted tutoring in English</p>	<p>The EEF states that on average, one to one tuition is very effective at improving pupil outcomes.</p>	<p>1+3</p>

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

Budgeted cost: £425,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a comprehensive 'whole-school' approach package for our disadvantaged students to respond to persistent poor attendance, behavioural issues and wellbeing through:</p> <ul style="list-style-type: none"> • Safer schools Officer • Education Welfare Officer • Attendance Officer • LAC/PP Co-ordinator • AHOY's/HOY's • Farne staff (wellbeing) • Melrose Staff (inclusion) • Counsellors • ADHD Foundation SLA 	<p>adolescent-mental-health-summary.pdf</p> <p>Programmes are more likely to be effective and result in enduring positive change when they are implemented as part of a multi-tiered whole-school approach to improving young people's mental health and behaviour.</p>	<p>ALL</p>
<p>Contingency fund for acute issues such as necessary uniform,</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: £630,409

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 2021 academic year.

Evaluation of impact should be considered in the context of some disruption to the academic year caused by the COVID-19 pandemic. We quickly responded to the challenges we faced last year due to staff and student absence caused by periods of required isolation due to variants of COVID-19 such as Omicron. We continued to offer blended-learning in these instances, ensured students had access to knowledge organisers and additional low-stakes testing to identify and fill gaps in learning.

There is very little difference in our PP P8 score in 2022 compared to 2019 against a national picture of a much-widened gap in P8 for PP students nationally. We will continue to work relentlessly to reduce our gap, but we are pleased that our PP interventions last year meant that our gap did not increase significantly.

Our literacy interventions resulted in our Year 7 catch up cohort made significant improvements across all waves. On average, 70% of each wave improved their reading age between September and July and 90% had improved their spelling age.

Attendance figures for our LAC are strong and are slightly stronger than our non-LACs. Although still below national average for Autumn and Spring 2021-2022 our disadvantaged student's attendance gap only widened by 1.37% last academic year which is a smaller widen than the national average. However, this will be a key focus for next academic year.

Student voice confirmed that there was an increase in opportunities last year to develop our extra-curricular offer and opportunities to develop resilience and to promote good mental health. This resulted in students feeling happy and safe at school. A larger proportion of our PP students accessed some form of support for SEMH in the last academic year either via small group work or one-to-one with Farne, work with external agencies. 92% of PP students said that they had felt challenged and were happy at St. Cuthbert's in student voice at the end of the academic year. This was corroborated in our OFSTED report in July 2022. The impact of these is demonstrated in the non-increased gap in KS4 outcomes.

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
The Scholar's Programme	The Brilliant Club
Who Am I?	Humanutopia
SUMO4SCHOOLS	SUMO4SCHOOLS
Online tuition	MyTutor
Speakers for Schools	Speakers for Schools