

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	Holy Cross Catholic High School
Number of pupils in school	978
Proportion (%) of pupil premium eligible pupils	15.95%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr I Gaughan Headteacher
Pupil premium lead	Mrs M Hardman Assistant Headteacher
Governor / Trustee lead	Ms M Eccles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158 835 (inc PP+)
Recovery premium funding allocation this academic year	£5184 as of Nov 2021
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3588.33 PP £11765 PP+
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	£179372

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross, our intention is that all pupils, irrespective of background and challenges, make good progress, achieve well, feel safe and loved, and live out our mission statement, "I have come that they may have life and live it to the full".

Our pupil premium strategy is to support disadvantaged pupils to achieve that goal, by considering the challenges they face and supporting them to overcome barriers, academically, socially or emotionally. This statement outlines how we will achieve this.

High-quality teaching underpins our whole approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. Our intended outcomes are that non-disadvantaged pupils' attainment will be sustained and improved, alongside improved progress for their disadvantaged peers. The strategy is also integral to wider school plans for recovery and catch-up for those whose education has been most adversely affected.

Our approach is responsive to need, based on assessment of disadvantage specific to our school, and to ensure this approach is effective, we will:

- ensure disadvantaged pupils are challenged
- act early to intervene when a need is identified
- ensure teaching is high quality for disadvantaged pupils, by robust quality assurance of teaching and learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that the well-being of every child is considered and supported

Challenges

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

Challenge number	Detail of challenge
1	A significant barrier for Disadvantaged Pupils is their reading ability (fluency, decoding and comprehension) and basic levels of literacy. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading

	comprehension than peers. This impacts their progress in all subjects. The average reading SAS identified for DP in September 2021 through GL Assessment's NGRT test in year 7 was: 97.1 as opposed to 105.8 non DP, in year 8: 97.7 as opposed to 105.7 non DP and in year 9: 100.6 as opposed to 107.2 non DP. Furthermore, on entry to year 7 this year, 52% of our DP arrive below age-related expectations (below 100 SAS) in the English Progress testing conducted in September 2021.
2	The Maths attainment of PP pupils is generally lower than that of their non-PP peers. In 2019, 54% of PP pupils had a CAT mean <100 and 36% of these 14 pupils achieved GCSE grade 4+, whereas, 33% of non-PP pupils had a CAT mean of <100 and 56% of these 36 pupils achieved a GCSE grade 4+. Therefore, there was a 21% gap on entry and still a 20% gap on leaving. Therefore, there was a 21% gap on entry and still a 20% gap on leaving.
3	Our attendance data over 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils, and PA has been between 6-9%. In 2019-2020, nationally a high level of sickness countrywide impacted attendance (reported by LA advisor) and this contributed to bucking the trend of our improving attendance. Then with the impact of Covid and lockdowns in 2020-2021, our assessments and observations indicate that absenteeism is now negatively affecting disadvantaged pupils' progress, and post-lockdown, the gap between DP and non-DP attendance is increasing.
4	Whilst attainment at KS4 is improving for disadvantaged pupils, the overall progress gap between non-DP and DP pupils has increased, and middle and higher attaining disadvantaged pupils do not make enough progress based on FFT prior attainment.
5	Wider impact of Covid and lockdown on resilience, mental health and well-being. Families who have been affected by unemployment, crime, health and home issues and requiring increased support from school and external agencies. We have had an increase in Operation Encompass and Police referrals regarding issues within households, particularly affecting disadvantaged families. This has a social and emotional impact on the pupils. There has been an increase in the number of pupils requiring SEMH support.

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 particular focus on middle and higher attaining DP.	A reduction in the attainment and progress gap between DP and non-DP pupils. Attainment in line with target A8. Higher and middle attaining DP make expected progress.

<p>Improved literacy skills among disadvantaged pupils across KS3.</p>	<p>Better comprehension and word recognition. More DP with age-related reading scores. Improved access to the curriculum, measured through better attainment, engagement, progress and motivation.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The overall absence rate for all pupils to remain above national figures. The attendance gap between disadvantaged pupils and their non-disadvantaged peers to reduce. Persistent absenteeism of DP to reduce.</p>
<p>To provide appropriate support for pupils' wellbeing and mental health, so that disadvantaged pupils are motivated and resilient learners.</p>	<p>An effective triage system of need which will mean pupils can access appropriate support for their mental health. Pupils will feel happier and supported. Attainment will improve.</p>

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: £ 129255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for key staff to ensure assessments are interpreted correctly.</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>1,4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will encourage professional development focussed on each teacher's subject area. CPD for teaching staff to raise awareness of strategies that support and challenge</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>How Schools are Closing the Word Gap – Oxford Language Report 2021-22</p> <p>oxford.ly/wordgap</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 17950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Saturday School, initially for core subjects, then to be rolled out to foundation subjects. Short term (4 weekly) programmes of intense intervention to ensure missed curriculum is addressed with Year 11.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 4</p>
<p>Study Skills programme for Year 11, delivered by Elevate, focussing on exam revision, exam technique, motivation and engagement</p>	<p>In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>4</p>
<p>Tutor period intervention for Years 9,10,11, delivered by heads of core subjects</p>	<p>Small group tuition to provide intensive tuition in small groups to support lower attaining learners or those who are falling behind https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4</p>

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

Budgeted cost: £ 33615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff and Attendance Officer will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>
<p>An overhaul of the Attendance Rewards process, with a greater emphasis on regular rewarding of improved attendance of DP.</p> <p>Attendance to feature more regularly on newsletters and as agenda items in meetings, to increase all stakeholders' awareness.</p>	<p>Guidance explains the strategies that support good attendance, including the involvement of pupil voice and rewards:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#school-leaders</p>	<p>3</p>
<p>Wellbeing to be a priority across the curriculum, by having a focus</p>	<p>Social and emotional learning strategies develop a positive school ethos and greater engagement in learning. These can be targeted at students with particular social or emotional needs.</p>	<p>5</p>

<p>on awareness, including staff training for how to identify and support, and training for pupils through Personal Development and Collective Worship. Training for staff involved with SEMH (counsellor, ELSA, SENDCO, identified pastoral staff)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
---	--	--

Total budgeted cost: £ 180820

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, we do know from internal data, that performance outcomes in 2021 saw the progress gap between DP and non-DP pupils widen again, even though DP attainment had improved. The gap was -0.61. Our higher and middle attaining pupils did not make enough progress. The reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, and our pastoral staff endeavoured to ensure no disadvantaged pupil was without access to equipment, a laptop and internet, and free school meals. They were relentless with their communication with the families and pupils and safeguarding was sound. 23.29% of DP (inc SEND and vulnerable pupils) attended school throughout the lockdown. Heads of Year have identified which DP pupils did not access online learning or did not attend school during lockdown, and they will be targeted throughout 2021-2022 by staff, in order to ensure they address any gaps in learning.

Although overall attendance in 2020/21 was lower than in the preceding 5 years at 93.76%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 90.44% and 4.03% lower than their non-DP peers, and persistent absence 12.45% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

We have identified that pupil behaviour, wellbeing and mental health were affected last year, primarily due to COVID-19-related issues. This is reflected in behaviour data and the increase in referrals for social and emotional support. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide targeted wellbeing support for pupils, based on need when required. We are building on that approach in our new plan.

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
Study Skills: Study Sensei; Ace Your Exams; Finishing Line	Elevate Education