

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium 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	988
Proportion (%) of pupil premium eligible pupils	14.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£140690 (inc PP+)
Recovery premium funding allocation this academic year	£27043
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	£167733

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

	<p>disadvantaged pupils generally have lower levels of reading comprehension than peers. This affects their progress in all subjects. These are the average reading SAS comparing DP to non-DP at Key Stage 3:</p> <table border="1"> <thead> <tr> <th></th> <th>DP (Number of Students)</th> <th>DP Average (SAS)</th> <th>Non-DP (Number of Students)</th> <th>Non-DP Average (SAS)</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>28</td> <td>102.4</td> <td>174</td> <td>103.9</td> </tr> <tr> <td>Year 8</td> <td>26</td> <td>100.8</td> <td>174</td> <td>107</td> </tr> <tr> <td>Year 9</td> <td>27</td> <td>93.13</td> <td>171</td> <td>107.7</td> </tr> </tbody> </table>		DP (Number of Students)	DP Average (SAS)	Non-DP (Number of Students)	Non-DP Average (SAS)	Year 7	28	102.4	174	103.9	Year 8	26	100.8	174	107	Year 9	27	93.13	171	107.7
	DP (Number of Students)	DP Average (SAS)	Non-DP (Number of Students)	Non-DP Average (SAS)																	
Year 7	28	102.4	174	103.9																	
Year 8	26	100.8	174	107																	
Year 9	27	93.13	171	107.7																	
2	<p>Our attendance figures remain consistently above national average, by between 2-3% for both DP and non-DP. Our DP and non-DP attendance has improved since 2021, but our in-school gap between non-DP and DP attendance is 4% on average. Therefore, attendance of DP pupils remains a key focus because our assessments and observations indicate that persistent absence is now negatively affecting DP progress. Again, whilst our school PA is lower than national figures and the number of overall pupils meeting the threshold of PA has reduced from 30.44% in Oct 2021 to 16.87% in Oct 2022, the DP pupils have not recovered as well post-lockdown, and PA has actually increased amongst this group from 24.16% in Oct 2021 to 28.74% in Oct 2022.</p>																				
3	<p>Progress 8 has improved for DP pupils has improved from -0.28 in 2021 to -0.23 in 2022, and the % of DP pupils achieving grades 9-4 in both English and Maths has significantly increased from 54%-67.6%. Whilst the progress has improved, DP pupils are not achieving as high in the Ebacc measure, and not enough DP pupils are entered for the Ebacc element, especially the higher band DP pupils. The challenge is to make Ebacc subjects more accessible and appealing to DP pupils, and to provide informed, targeted guidance and support.</p>																				
4	<p>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 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.</p>																				

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 in the Ebacc subjects.	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. More middle and

	higher attaining DP opt for, and are entered for, Ebacc subjects.
Improved literacy skills among disadvantaged pupils across KS3.	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.
To achieve and sustain improved attendance for disadvantaged pupils, and reduce the level of persistent absence.	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.
To provide appropriate support for pupils' wellbeing and mental health, so that disadvantaged pupils are motivated and resilient learners.	An effective triage system of need which will mean pupils can access appropriate support for their mental health. Pupils will feel happier and supported. Appropriately trained staff. Attainment will improve.

Activity in this academic year 2022-2023

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: £ 120000

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.</p> <p>Reading Intervention teacher to provide targeted support, through timetabled sessions.</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: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday School, for core subjects. Short term (4 weekly) programmes of intense intervention for Y11.	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 4
Assertive Mentoring Programme, focussing revision, exam technique, motivation and engagement	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	4
Tutor period intervention for Years 9,10,11, delivered by heads of core subjects	<p>Small group tuition to provide intensive tuition in small groups to support lower attaining learners or those who are falling behind</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,4
Department revision sessions after-school	<p>Small group tuition to provide intensive tuition in small groups to support lower attaining learners or those who are falling behind</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,4

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

Budgeted cost: £ 30000

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>Newly-appointed 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</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>having a focus 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: £ 170000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Whilst literacy and reading remains a focus for DP pupils, the impact of the pupil premium activity on pupil outcomes has been positive. There is a thorough reading intervention programme, with a dedicated member of staff leading on this. All pupils are assessed on their reading ability in Key Stage 3. This means there is a clear picture of which pupils need reading support. In turn, this has significantly helped the SEND department, who can focus now on which pupils are have SEND, rather than just low reading ages, and they have a manageable amount of pupils to support. However, even though the 9-4 grades improved for DP in English, the actual progress 8 dropped from 0.01 in 2021 to -0.09 in 2022. Therefore, literacy and reading remain a focus for DP progress.

Attendance remains consistently above the national average, by an average of 2-3%, however, there remains an average 4% in-school gap between DP and non-DP attendance. Whilst whole-school persistent absence has significantly decreased, post Covid, DP persistent absence has increased. There are a small number of DP who either are long-term sick or have Emotionally Based School Avoidance, and it is increasingly challenging to find strategies to encourage reintegration. There has been training in EBSA by key pastoral staff, and school is using the support of external agencies. This will remain a key focus for 2022-23.

We have identified that pupil behaviour, wellbeing and mental health, have been adversely impacted by the effects of the Covid lockdown. The situation is improving, but the effects are still evident, and there are a number of pupils in need of support. This is reflected in behaviour and attendance 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, or to source external support.