

DRAFT – FURTHER UPDATE DUE FEB 2025

Pupil premium and Recovery 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	St. Cuthbert's R.C. High School
Number of pupils in school	1065
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers.	2024/25 for immediate priorities through to 2025/2026 for long term strategies.
Date this statement was published	December 2024
Date on which it will be reviewed	Feb 2025 July 2025
Statement authorised by	Chris Drew Headteacher
Pupil premium lead	Rebecca Lane Assistant Headteacher
Governor / Trustee lead	Frank Gak

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£475,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£475,125
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Part A: Pupil premium strategy plan

Statement of intent

1. Aims

The pupil premium is extra funding from the government to state schools to help them improve the attainment of their disadvantaged pupils. The pupil premium grant is designed to allow schools to help disadvantaged students by improving their progress and the exam results they achieve. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The aim of this policy is to show how the funding which St Cuthbert's receives is used to 'diminish the difference' between the attainment of disadvantaged and non-disadvantaged students.

High-quality teaching is at the heart of our 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. We will need to ensure that staff are trained in evidence informed practice and pedagogy so that the impact of time spent in the classroom is maximized.

Within our strategy we have a school-wide targeted intervention strategy which includes both pastoral interventions as well as targeted academic support. designed to ensure that pupils make rapid progress as a direct result of their prescribed intervention strategy.

Continued support for all members of our community is also to be provided to negate any decline in mental health, wellbeing or behavior that are a result of the disruption caused by the COVID pandemic.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

2 Legislation & Guidance

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

Free school meals - Schools get £955 for every secondary age pupil who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked after and previously looked after - Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Service premium - The service premium is not part of the pupil premium as the rules to attract the service premium are different. Schools get £310 for every pupil with a parent who is serving in HM Forces or who has retired on a pension from the Ministry of Defence. This funding is to help with pastoral support.

The leadership team at St Cuthbert's determine how to spend the pupil premium. This is because school leaders are best placed to assess their pupils' needs and use funding to improve attainment.

3 Practice

Our choices on how to spend our pupil premium are based on research conducted by national agencies such as the Educational Endowment Foundation (EEF) and what we know about our own pupils and the gaps that we have identified within groups and with individuals. The pupil premium is spent in the best interests of our pupils and is reviewed annually. The pupil premium statement is produced by the assistant headteacher, but the policy, statement and actions are regularly reviewed by the headteacher, business manager and link governor to regularly review our practice to ensure that the premium is being managed effectively and meeting the statement's aims.

In July 2021 an independent Pupil Premium review was conducted to evaluate the effectiveness of our Pupil Premium spend.

Challenges

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

Challenge number	Detail of challenge
1	All research considered in this strategy concludes that Quality First Teaching across the whole school, with a high quality, well-sequenced curriculum has the potential to have the biggest impact on pupil progress. Our internal observations and gathering of evidence, including the 2022 OFSTED report shows that an improvement in QFT is required and will continue to be a priority and a key focus of CPD from September. In addition to support this a curriculum review in the autumn term will take place to ensure that the pathways at KS4 are more accessible for all students.
2	Analysis of internal data relating to behavior shows increased rates of behaviour sanctions for disadvantaged students as opposed to non-disadvantaged students. A whole school strategy on culture and standards will be a key priority from September with a carefully considered and bespoke whole school CPD on culture from the spring term.
3	Literacy: Assessments, observations and diagnostic assessment of reading ages pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
4	Lower Cultural Capital Gap – Discussions and observations have identified that some disadvantaged students lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them. The ability to experience enrichment activities outside of school has also been affected by the cost of living crisis which has pushed many families into severe poverty.
5.	Our attendance data indicates that attendance among disadvantaged pupils continues to be between 3-6% lower (dependent on Year group) than for non-disadvantaged pupils. Punctuality data also shows that % of students who are late is significantly higher amongst disadvantaged students when compared to non-disadvantaged students. CHECK WITH RB
	Analysis of assessment data indicates that absenteeism and poor punctuality has a significant negative effect upon the progress of pupils.

Intended outcomes

Intended outcome	Success criteria
Continued improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> • Improvement in Progress 8 and Attainment 8 scores of all students. • Reduction in the gap between disadvantaged and non-disadvantaged students with regards to all measurable outcomes. • Improvement in the mock data for the YR11 cohort. • Increased engagement from YR11 with support/interventions from the different curriculum areas.
Improved literacy.	<ul style="list-style-type: none"> • Improvement in reading age for all targeted students • Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. • Students will be able to use tier 2 and 3 vocabulary confidently, in a range of contexts, both within subjects and across different subject areas.
Cultural Capital	<ul style="list-style-type: none"> • All students will have equal opportunities afforded to them to engage in co-curricular and enrichment activities to support their academic/personal/spiritual development. • The new personal development form time provision will fully support the skills for life curriculum providing all students with a relevant, current and responsive PD curriculum and opportunity to develop oracy.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. • Reduction in number of negative behaviour incidents for all students with a reduction in the gap between the number of negative behaviour points recorded by disadvantaged and non-disadvantaged students.

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Improved levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Pupils are able to identify and deal with issues related to their mental health more effectively • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance and punctuality for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • An improvement in attendance data for all pupils. • Significant reduction in the number of pupils who are persistently absent. • Improved punctuality to school. • Improved punctuality to lessons. • Improved attendance to lessons from a key cohort of identified pupils. • Attendance data for all year groups which is at least in line with the national average.

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: £ 445.125

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • A whole school policy on Teaching & Learning expectations and practice continues to be implemented. This will develop on the work last year which was done on Rosenshine's principles of instruction and will have a focus on assessment, questioning and feedback • All staff will engage with high quality CPD provided through the Great Teacher Toolkit Element course. All staff will complete an 8 week module on Interacting which will have as its focus feedback and interaction between teacher and student to facilitate progress and each staff member will then complete an additional module which will be dependant upon their personal CPD needs • A bespoke CPD programme with targeted support and 	<p>EEF - Teaching and Learning toolkit.</p> <p>Rosenshine's Principles of Instruction.</p> <p>The Great Teaching Toolkit</p> <p>Teach like a Champion – Doug Lemov</p> <p>Visible Learning – John Hattie</p> <p>Ebbinghaus – The Forgetting curve</p> <p>Sweller - Research on cognitive load theory</p> <p>The Critical Role of Retrieval Practice in Long-Term Retention.</p> <p>Trends in Cognitive Sciences Roediger & Butler</p> <p>–</p> <p>Huh, Curriculum Conversations – Mary Myatt, John Tomsett</p>	<p>1,2</p>
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<p>coaching for staff will be implemented as required.</p> <ul style="list-style-type: none"> • Improvement in quality of curriculum sequencing and schemes of work across all subject domains. • Planned opportunities for retrieval practice to improve retention of knowledge in pupils' long term memory. • All Curriculum Leaders issued with copies of books relating to curriculum design, evaluation and use of assessment. • A review of the curriculum model to ensure that the pathways at KS4 are a best fit for all students. 		
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<ul style="list-style-type: none"> • A new whole school policy on the use of assessment and data will continue to be implemented. This will be used to identify what Gaps there are between the current academic achievement of individual PP students and what they would be expected to know at each stage. Staff will be given strategies to close these gaps and improve outcomes. • Students who are in Year transfers will complete CATS testing to provide further information about their learning needs. • All year 7's will be assessed using the STAR reading assessment to identify issues with reading comprehension. 	<p>Standardised tests 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>2</p>
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Targeted students will then be assessed		
using NGRT testing to provide detailed analysis of required literacy intervention.		

<ul style="list-style-type: none"> • Investment in standardised reading tests to accurately diagnose reading proficiency and age • Lead Practitioner responsible for literacy to coordinate whole school strategy for improvement in literacy the aim of which will be to remove barriers to achievement in all subject areas for those affected by poor literacy skills, address gaps from KS2 and prepare KS3 students for the demands of beginning to study GCSEs. The plan will include reading, writing and oracy. • CPD delivered to all staff on teaching phonics to secondary students to address gaps in reading ability • Investment in reading for pleasure during form time with acquisition of high quality texts for all students to experience. • Purchase of online library to give opportunities for reading for pleasure for students who may not have access to books outside school. • Ensure that all staff are explicitly teaching tier 2 and 3 vocabulary in all lessons. 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF - 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>Supporting Struggling Readers in Secondary school</p> <p>– OFSTED research</p>	5
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<ul style="list-style-type: none"> Homework policy for all year groups which is based around the use of Knowledge organisers for all subjects designed with the aim of helping students know more and remember more. Provision of revision guides and workbooks for all year 11 students in all of their GCSE subjects. 	EEF – The EEF Teaching and Learning Toolkit. Homework + 5 months	2
<ul style="list-style-type: none"> Implementation of Skills for Life Curriculum in all year groups. 	EEF – Life Skills and Enrichment	3,4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted wellbeing support

Budgeted cost £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	1-1 Counselling from an external provider	2,4 & 5

<ul style="list-style-type: none"> • PP team to identify specific nature of individual PP student barriers and then to implement appropriate support for them. Examples of this will include academic mentoring, group coaching, subject advice, extra tuition, trips, behaviour workshops, aspirational and cultural capital experiences and opportunities 	EEF – The EEF Guide to the Pupil Premium	2,3,4,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Wellbeing, mental health and behaviour support for students with a particular focus on the challenges faced by students which are a direct result of the disruption that the COVID pandemic has caused. Employment of school counsellor to provide support for mental health wellbeing of identified students. Safeguarding team to provide support for all students requiring it and to assess needs of students who come to them through in-school referral 	<p>EEF – The EEF Teaching and Learning Toolkit, Metacognition and self regulation + 7 months impact</p> <p>Place2Be – mental health report for the reopening of schools</p> <p>PSHE Association – Thematic Curriculum Model Report</p> <p>https://researchschool.org.uk/charles Dickens/news/how-to-be-evidence-informed-whilest-developing-a-mentally-healthy-school?utm_source=durington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</p> <p>Summary of evidence: Students should be explicitly taught:</p> <ul style="list-style-type: none"> How to recognise emotions in themselves and others. How to understand the causes and consequences of emotions. How to label emotions accurately. How to express emotions appropriately. How to regulate their emotions effectively. 	<p>3,4,7</p>

<ul style="list-style-type: none"> • School behaviour strategy and monitoring systems. • Specific interventions provided by pastoral team to improve behaviour of targeted students – targets set relating to number of negative behaviour points awarded. 	EEF – Improving Behaviour in Schools Tom Bennet – <i>Creating a culture and Running the Room</i>	3,4
	Paul Dix – <i>When the Adult Change, Everything Changes</i>	
<ul style="list-style-type: none"> • A focused intervention strategy for all disadvantaged students who have an attendance figure of less than 94% will be implemented. • This will include incentives and target parents as well as students to improve attendance. PP team will work with attendance officer to target specific disadvantaged students. • Involvement of form tutor to contact home on daily basis for students who are absent. • Strategies put in place to combat internal truancy and ensure that there is a clear escalation of response where no improvement in lesson attendance is seen. 	EEF – The EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7

<ul style="list-style-type: none"> • A whole school Enrichment Programme was implemented from September 2021 and will continue this year. All targeted students to engage with activities which have been identified as meeting the needs of their personal circumstances. • Employment of careers advisor to support year 11 students in planning their next steps. Ensuring that all students have made provision for once they have finished school and that they have high aspirations. • Funding will be provided for students who would otherwise have to stop engaging with extra-curricular activities e.g. music lessons due to the cost of living crisis. 	EEF – Life Skills and Enrichment	6
<ul style="list-style-type: none"> • Contingency for acute issues 		

Total budgeted cost: £ 475,125

Part B: Review of outcomes in the previous academic year

Pupil premium and COVID Recovery strategy outcomes

This details the impact that our pupil premium activity had on pupils from 2022-2024.

The school strategies were implemented across the three tiers (teaching, targeted academic support and wider support) with evidence of a positive impact across all elements of the tiered approach.

The teaching strategy was well implemented with a comprehensive CPD programme designed to ensure successful implementation. The approach to lesson design and use of formative assessment to ensure that staff were identifying and tackling barriers to learning was shown by QA processes to have been adopted by all staff. The focus on curriculum design and implementation was shown to be consistent and contributed to the improved outcomes at GCSE in all Key Performance Indicators.

The Targeted academic support strategies were well designed and made use of the school led tutoring and academic mentor programme which were funded through the COVID recovery premium. The intensive tutoring programme was embraced by staff and well attended by students. Targeted sessions were put in place based on data analysis and resulted in overall improvement in GCSE outcomes and improvement in Progress 8, Attainment 8 and % of students achieving 5 or more GCSE's including English and maths.

An important factor contributing to improving outcomes was the work done by the PP Learning mentor team. Pupil surveys reported that they appreciated the opportunity to study after school in study hub and receive support in their homework, revision and exam preparation.

The academic mentor was used to provide literacy intervention for all year groups and the success of that can be seen in the improvement in reading ages for the majority of targeted students.

The wider strategies that were employed had a holistic focus and concentrated on the wider wellbeing of students who were most affected by the disruption caused by the pandemic. Attendance is still a challenge, but strategies have been put in place this year to increase levels of engagement between form tutors and families and the success of this, alongside other attendance initiatives will be reviewed periodically

