



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Cardinal Heenan Catholic High School
Number of pupils in school	917
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date of first review	October 2022
Date on which it will next be reviewed	September 2023
Statement authorised by	D Kelly
Pupil premium lead	V Tiffany
Governor / Trustee lead	S Vickers

Funding overview 22-23

Detail	Amount
Pupil premium funding allocation this academic year	£193,505
Recovery premium funding allocation this academic year	£45,245
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	£238,750

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Heenan Catholic High School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by individual circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils receive appropriate information, advice and guidance about their next steps in life, whether this be work with training or further education.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop students' knowledge and understanding of the world.

Our context:

- The IMD score for **LS6 4QE** is **17.86** and is in the **3rd quintile**
- 21.9% of pupils are eligible for Pupil Premium Funding which is roughly in line with the 23% national figure.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and a variety of resources.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate pastoral support to ensure that students' wellbeing is maintained.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality
2	Lost Learning – both due to the effects of the pandemic and lack of access to resources and facilities outside of school.
3	Access to appropriate destinations
4	Accessing the Wider Curriculum
5	Resources to support learning
6	Parental Engagement

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
Progress and outcomes will continue to improve for all PP students, especially for key cohorts (PP&LPA / PP&SEND).	<ul style="list-style-type: none"> - The gap between PP and non-PP students will continue to narrow in P8, ATT8 and 4+ Basics.
Attendance and punctuality will be such that it facilitates success in the academic and wider curriculum.	<ul style="list-style-type: none"> - Attendance and punctuality rates will be in line with, or better than, the national average for PP students with the aim of closing the gap with the non-PP cohort. - Increased parental contact regarding attendance/punctuality concerns. - Attendance matters tackled consistently via HoY interventions. - Students will arrive on time and well equipped to lessons. - Aim to close the gap between PP/non-PP attendance by the end of 3 year cycle.
Students will display positive behaviours for learning in order to prepare for the next stages of education.	<ul style="list-style-type: none"> - Sanctions and exclusions to be consistently tracked to ensure that repeated poor behaviours are recognised and managed. - Students will display resilient behaviours to minimise the disruption caused by setbacks. - Parents will be fully informed of behaviour incidences. - Positive behaviour will be celebrated.

<p>Opportunities for enhancing ‘cultural capital’ through enrichment and experience will be cultivated. This will improve awareness of opportunities in order to secure appropriate post 16 destinations.</p>	<ul style="list-style-type: none"> - 100% of PP students attend a meeting with the careers officer in year 11. - Careers activity will start from Year 7, with students engaging in a variety of activities to ensure that they are aware of a wide variety of post 16/careers options. - NEET figures for PP are in line with, or lower than, national average and in line with our whole school cohort. - All PP students complete their PDP (Personal Development Passport), ensuring activities completed in all key areas (commencing with year 7/8/9 in 21-22).
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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: £119,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching in order to ‘Diminish the Difference’, specifically, developing our teachers understanding for how students learn based on research from cognitive science.</p> <p>This will involve ongoing CPD – ‘Learning Communities’, whole school sessions, regular updating and maintenance of the CPD platform and QA programme.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>2</p>
<p>Departmental foci on attainment for LPA students (there is a crossover between LPA/PP) via the ‘Raising the Bar’ activities. Whole school CPD has focussed on setting high expectations for all, increasing motivation and strategies to create independent learners.</p> <p>As part of performance management, all teaching staff have selected a set of students to support in the classroom under the theme of ‘try your best’.</p>	<p>Data shows that this is a development area for us as a school. We aim to encourage all students to try their best in all lessons order to ensure that they attain the best possible outcomes (using Wave 1 interventions).</p>	<p>2, 3, 5</p>
<p>Continued homework focus across the school to build routines for independent study. Bursary provided for an experienced member of staff to co-ordinate our approach.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (EEF 2021).</p>	<p>2, 6</p>

<p>The quality assurance programme helps to facilitate professional conversations around the teaching and learning strategies being used to support PP students. ECTs are provided with a comprehensive programme of professional development and weekly mentor meetings.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £96,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Assistant Heads of Year to provide targeted academic support to PP students and build links with families.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>1, 2, 5, 6</p>
<p>Designated SLT member in place to work with Heads of Lower and Upper School to oversee work of AHoY and ensure that the correct students are targeted for academic interventions.</p>	<p>More successful schools...linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. (DFE 2015)</p>	<p>1, 2, 6</p>
<p>Reading interventions for Y7&8 to include phonics tuition and Rapid Readers</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>1, 2, 5, 6</p>
<p>Production of individual Pupil Passports for each PP student.</p>	<p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. (DFE 2015)</p>	<p>2, 3, 4</p>
<p>Homework Club – PP students given individual invitations</p>	<p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). (EEF 2021)</p>	<p>2, 5</p>

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. (IFS 2016)	1
Specialist PP attendance Officer (one day per week)	Regular attendance was a priority in more successful schools, with the importance of this being shared with all pupils and families. Many schools had designated a member of staff or team to ensure attendance. (DFE 2015)	1, 6
Additional Careers interviews/events which prioritise PP students, including SLT progression interviews for year 11s.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. (Gatsby Benchmark 3)	3
Assistant Heads of Year will support students to address issues that are forming barriers to learning (Social and Emotional Learning).	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2021)	5
Parents/carers of PP students are contacted to make priority bookings for Consultation Evenings and other school events.	Parental engagement has a positive impact on average of 4 months' additional progress. (EEF 2021)	2, 6
Increase in Catholic Care provision (1 extra day per week) so that specialist support is in place to support wellbeing.	Staff in more successful schools were routinely finding out about the barriers to learning for each individual and discussing them with the pupils and their families. (DFE 2015)	1, 2
Ensure that students have full access to a range of personal development opportunities (and the funds required to participate) and are given guidance regarding how to reflect upon these.	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves (EEF 2021)	4, 5, 6

Total budgeted cost: £238,750

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 2022 academic year.

Results 2022					
	CHCHS disadvantaged students 2022	National for disadvantaged students 2022	CHCHS 'other'* students 2022	National for 'other'* students 2022	CHCHS disadvantaged students 2019
Progress 8	0.28	-0.70	0.59	-0.03	-0.24
Attainment 8	46.3	37.5	58	52.6	41
Grade 5-9 (Eng & maths)	51%	29.5%	71%	50%	36%
Grade 4-9 (Eng & maths)	68%	52%	84%	77%	60%
EBacc Entry	41%	26.9%	55%	39%	
EBacc average point score	4.21	3.19	5.39	4.27	

*'other' refers to non-disadvantaged students

Progress made towards intended outcomes in 21-22

Attendance and punctuality will be such that it facilitates success in the academic and wider curriculum.

We incorporated a dedicated PP attendance officer into the team last year and this made an impact on attendance figures for this cohort. Whilst PP attendance and punctuality is not yet in line with the wider school population, we were consistently 4% above the FFT national % for FSM6 students. Going forwards, capacity in the attendance team has further increased in order to assist in achieving our aim of closing the gap.

Students will display positive behaviours for learning in order to prepare for the next stages of education.

Throughout 21-22, the HoYs monitored BfL and data in order to support all students in school in this area; they provided a number of interventions, alongside other school staff and external agencies. Results show that our students' behaviour in lessons is engendering positive outcomes. So that we have further capacity to support our disadvantaged students in this area, however, we have implemented a structural change, incorporating Assistant Heads of Year to provide both pastoral and academic mentoring.

Progress and outcomes will continue to improve for all PP students, especially for key cohorts (PP&LPA / PP&SEND).

As the above table of results demonstrates, outcomes for our disadvantaged students were incredibly positive in 2022. Our PP students achieved nearly a third of a grade higher than their C20 benchmarks and performed particularly well as a cohort in English, Science, Geography, Languages, PE and Construction.

Opportunities for enhancing ‘cultural capital’ through enrichment and experience will be cultivated. This will improve awareness of opportunities in order to secure appropriate post 16 destinations.

After restrictions were lifted, we endeavoured to re-introduce and augment the school’s wider curriculum. This was successful and there were 34 different clubs/societies on offer by Jan 2022. Alongside this, were on-going opportunities such as DofE, Debating, Public Speaking and Shakespeare competitions. We have also further developed our careers programme, upon its reintroduction, so that both academic and technical opportunities are fully explored. The next stage in the 3 year cycle is for us to map participation more thoroughly so that we ensure that opportunities for our PP students are being maximised.

Further information

Strategies in place in 21-22 included:

- closely monitoring data for the PP cohort (SLT Lead)
- co-ordinated approach by Heads of Year regarding supporting PP students
- carrying out additional pastoral mentoring during form time
- putting together pupil passports for all year groups
- employing a team of Learning Mentors to work with (predominantly) PP students to identify and close gaps in learning. This has now been extended and we have Assistant Heads of Year for all year groups.
- positive phone calls home – celebrating achievement
- work on mental health via a robust PSHCE and Study Skills Curriculum
- additional resources provided to PP students i.e. equipment, books, funding for events where necessary