



## 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	Cardinal Heenan Catholic High School
Number of pupils in school	918
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D Kelly
Pupil premium lead	V Tiffany
Governor / Trustee lead	S Vickers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,890
Recovery premium funding allocation this academic year	£13,486
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,376

## 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, residentials 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 behaviour for learning in 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
Attendance and punctuality will improve to be more in line with the wider school population.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Increased parental contact regarding attendance/punctuality concerns.</li> <li>- Attendance matters tackled consistently via HoY interventions.</li> <li>- Students will arrive on time and well equipped to lessons.</li> <li>- Aim to close the gap between PP/non-PP attendance by the end of 3 year cycle.</li> </ul>
Behaviour for learning will improve and sanctions and exclusions will reduce.	<ul style="list-style-type: none"> <li>- Sanctions and exclusions to be consistently tracked to ensure that repeated poor behaviours are recognised and managed.</li> <li>- Students will display resilient behaviours to minimise the disruption caused by setbacks.</li> <li>- Parents will be fully informed of behaviour incidences.</li> <li>- Positive behaviour will be celebrated.</li> </ul>
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"> <li>- The gap between PP and non-PP students will continue to narrow in P8, ATT8 and 4+ Basics.</li> </ul>

<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"> <li>- 100% of PP students attend a meeting with the careers officer in year 11.</li> <li>- 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.</li> <li>- NEET figures for PP are in line with, or lower than, national average and in line with our whole school cohort.</li> <li>- 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).</li> </ul>
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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: £ 104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching, specifically, developing metacognitive and self-regulation skills. This will involve ongoing CPD – ‘Learning Communities’, visits to other schools, regular updating and maintenance of the CPD platform and QA programme.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2
Departmental foci on attainment for LPA students (there is a crossover between LPA/PP).	Data shows that this is a development area for us as a school. We aim to become more familiar with what success looks like for LPA students in order to promote positive outcomes (using Wave 1 interventions).	2, 3, 5
Homework focus across the school to build routines for independent study. Bursary provided for an experienced member of staff to co-ordinate our approach.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (EEF 2021).	2, 6

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

Budgeted cost: £101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Learning Mentors to provide targeted academic support to PP students	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2, 5, 6
Pupil- Premium Co-ordinator in place to oversee work of Learning Mentors, build links with families and ensure that the correct students are targeted for academic interventions.	More successful schools...linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. (DFE 2015)	1, 2, 6
Production of individual Pupil Passports for each PP student.	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)	2, 3, 4
Homework Club – PP students given individual invitations	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)	2, 5

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

Budgeted cost: £36,000

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

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
AAHT Project to engage students post-pandemic (67% PP Students) by offering an enhanced mentoring and enrichment programme.	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF 2021)	1, 4, 6
Student facing support staff to have the CPD focus of 'building resilience' to target particular PP students depending upon job role.	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal (EEF 2021)	1, 2, 3
Ensure that students have full access to a range of personal development opportunities 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)	

**Total budgeted cost: £241,000**

## 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.

Results 2021				
	All	PP	<a href="#">PPB[1]</a>	PPG
# Students 2018	182	52	20	36
# Students 2019	177	36	23	17
<b># Students 2021</b>	<b>181</b>	<b>49</b>	<b>28</b>	<b>21</b>
Attainment 8 2018	50	42	38	44
Attainment 8 2019	52	41	38.09	48.69
<a href="#">Attainment 8 2021[2]</a>	<b>55.52</b>	<b>50.39</b>	<b>52.19</b>	<b>47.77</b>
Progress 8 2018	0.26	-0.05	-0.48	0.12
Progress 8 2019	0.33	-0.24	-0.43	0.17
<a href="#">Progress 8 2021[3]</a>	<b>0.69</b>	<b>0.48</b>	<b>0.64</b>	<b>0.27</b>
≥5 9-5 inc Eng&Ma 2018	49%	29%	25%	25%
≥5 9-5 inc Eng&Ma 2019	51%	36%	26%	47%
<b>≥5 9-5 inc Eng&amp;Ma 2021</b>	<b>60%</b>	<b>51%</b>	<b>64%</b>	<b>33%</b>
≥5 9-4 inc Eng&Ma 2018	70%	53%	45%	56%
≥5 9-4 inc Eng&Ma 2019	67%	60%	52%	71%
<b>≥5 9-4 inc Eng&amp;Ma 2021</b>	<b>76%</b>	<b>71%</b>	<b>82%</b>	<b>57%</b>
Basics 5+ 2018	51%	29%	30%	31%
Basics 5+ 2019	51%	36%	30%	47%
<b>Basics 5+ 2021</b>	<b>64%</b>	<b>55%</b>	<b>68%</b>	<b>38%</b>
Basics 4+ 2018	74%	58%	50%	64%
Basics 4+ 2019	71%	58%	61%	71%
<b>Basics 4+ 2019</b>	<b>79%</b>	<b>74%</b>	<b>82%</b>	<b>62%</b>

**Pupil progress will be more in line with non-PP cohort.**  
 This was definitely achieved, as outlined above. We consider our results to be a reliable indicator of our students' achievement as assessment was robust and quality assurance was rigorous.



**PP students’ aspirations will be raised and they will secure appropriate destinations.**

All PP students secured a destination for Sept 2021. There was, due to the pandemic, very limited opportunity for students to have meaningful workplace encounters, but we implemented a comprehensive programme for year 11 students which incorporated local FE and Sixth Form providers, alongside employers and other agencies to support successful transition.

**Attendance for PP students will improve.**

Attendance data for 20 – 21 academic year is lacking in meaning due to the pandemic and its effects. This is still an area of focus for us and we have committed additional resources to the attendance and punctuality going forwards.

## Externally provided programmes

Programme	Provider
Chemistry, Biology and English tuition from PhD students.	The Brilliant Club

*For schools that receive this funding, you may wish to provide the following information:*

## Further information (optional)

Strategies in place included:

- closely monitoring data for the PP cohort
- 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
- positive phone calls home – celebrating achievement
- prioritising PP students for equipment loans during lockdowns/isolation
- work on mental health during lockdowns/isolation
- additional resources on studying independently provided to PP students
- additional pastoral support during periods of remote learning
- liaison with external providers – we used *The Brilliant Club* last year for some additional mentoring

Student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils and engagement in remote learning proved to be more difficult for many members of this cohort. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan and will continue to focus on wellbeing and behaviour for learning alongside high quality teaching.