

New PUPIL PREMIUM & CATCH UP PREMIUM STRATEGY STATEMENT 2023-24

This statement details our school's use of Pupil Premium funding (and Recovery Premium funding) for the 2021 to 2022 academic year, 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 funding had within our school.

School overview

Detail	Data
School name	Sacred Heart High School
Number of pupils in school (KS3 & KS4)	986
Proportion (%) of pupil premium eligible pupils	19.6% (193 students)
Academic year/years that our current pupil premium strategy plan covers	KS3 & KS4 2021/2022 to 2024/2025
Date this statement was published	14 November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sharon O'Donovan Headteacher
Pupil premium lead	Marian Conran Deputy Headteacher
Governor / Trustee lead	Glen Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,00 Usually April to March
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£00,000
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	£

Part A: Pupil Premium Strategy Plan

Synopsis

Headline figures show whole school Progress 8 is 0.62 and Pupil Premium Progress 8 0.01. PP Progress is in line with the national average in that SHHS PP students, on the whole are performing less well than their non-disadvantaged peers therefore there is still a gap.

Statement of intent

As a community of faith and learning based on the Gospel of Jesus Christ, his values and teachings, we seek constantly to improve everything we do so that we can make a difference for the young people who will shape the society of the future. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The proportion of disadvantaged students is greater in younger year groups.</p> <ul style="list-style-type: none"> • Year 7: 21% (GCSE year 2028) • Year 8: 21% (GCSE year 2027) • Year 9: 21% (GCSE year 2026) • Year 10: 17% (GCSE year 2025) • Year 11: 18% (GCSE year 2024) <p>Validated KS2 data and diagnostic assessment of year seven pupils in English and Maths suggests that disadvantaged pupils arrive below age related expectations.</p> <p>On entry to Year 7 in September 2023</p> <ul style="list-style-type: none"> • Average KS2 reading scaled scores for disadvantaged pupils is 106.6 compared with 110.0 for non-disadvantaged pupils • Average KS2 maths scaled scores for disadvantaged pupils is 105.3 compared with 108.0 for non-disadvantaged pupils • 14% of disadvantaged pupils achieved below age related expectations in reading compared with 4% of non-disadvantaged pupils • 14% of disadvantaged pupils achieved below age related expectations in maths compared with 5% of non-disadvantaged pupils
2	<p>Our assessment, observations and discussions with pupils suggests that the gap between disadvantaged pupils lessens at KS4. Our historical and current data suggests the gap is widest at KS3</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations especially in English and Maths</p> <p>Assessments at the end of 2022/23 show:</p> <p>In Year 10 (Yr11 in 2023/24)</p> <ul style="list-style-type: none"> • 6% of disadvantaged students are not making expected progress in English, compared with 11% of non-disadvantaged students • 11% of disadvantaged students are not making expected progress in Maths, compared with 10% of non-disadvantaged students <p>In Year 9 (Yr10 in 2023/24)</p> <ul style="list-style-type: none"> • 35% of disadvantaged students are not making expected progress in English, compared with 18% of non-disadvantaged students • 32% of disadvantaged students are not making expected progress in Maths, compared with 23% of non-disadvantaged students <p>(Note: Assessments in year 10 are measured against minimum GCSE target grades, whereas in year 9 they are based on more general expected progress bands)</p>
4	<p>GCSE outcomes 2023 , comparing disadvantaged students with the whole cohort:</p>

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	<ul style="list-style-type: none"> ● P8: disadvantaged score was 0.61 lower ● A8: disadvantaged score was 1.0 lower, effectively one whole grade ● English & Maths at 5+: 27% fewer disadvantaged students achieved this ● EBACC at 5+: 23% fewer disadvantaged students achieved this ● Entries: disadvantaged students took, on average, 0.7 fewer GCSEs 																																				
5	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English and Science.</p> <p>GLA data supports these observations.</p>																																				
6	<p>Our GLA assessments (including attitude towards learning survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>MC to check with BS During the pandemic, teacher referrals for support continue to increase of whom are disadvantaged and require additional support with social and emotional needs.</p>																																				
7	<p>Our attendance data among disadvantaged pupils has been between 1.2% lower than for non-disadvantaged pupils. This is lower than last year so we can deduce strategies are working.</p> <p>Figures are based on 2022/23 data with Year 11 and Year 13 removed. This is because they all have low attendance (around 80%) as a result of them being on exams. I think it's a valid thing to do as it's still based on 863 students, and it's reasonable to extrapolate that to the whole school.</p> <table border="1"> <thead> <tr> <th></th> <th>Whole school</th> <th>PP students</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>863</td> <td>178</td> <td></td> </tr> <tr> <td>Average attendance</td> <td>93.4</td> <td>92.2</td> <td>Across a year this is a reasonably significant gap of 1.2%</td> </tr> <tr> <td>% of students who are persistently absent</td> <td>16.4</td> <td>26.4</td> <td>This a more significant gap. PP students are significantly over-represented in the persistently absent group</td> </tr> <tr> <td>Average punctuality</td> <td>0.7</td> <td>0.9</td> <td>Means the percentage of days students were recorded as late</td> </tr> <tr> <td>% of students on SEND register</td> <td>7.8</td> <td>10.7</td> <td>Includes EHCP and K students</td> </tr> <tr> <td>% of students who are EAL</td> <td>28.9</td> <td>21.9</td> <td>Probably less relevant</td> </tr> <tr> <td>Average number of achievement points</td> <td>55.8</td> <td>54.3</td> <td>Not a significant gap</td> </tr> <tr> <td>Average number of behaviour points</td> <td>4.6</td> <td>6.4</td> <td>A much more significant gap, given that the majority of students have none, or just 1 behaviour point.</td> </tr> </tbody> </table>		Whole school	PP students	Notes	Numbers	863	178		Average attendance	93.4	92.2	Across a year this is a reasonably significant gap of 1.2%	% of students who are persistently absent	16.4	26.4	This a more significant gap. PP students are significantly over-represented in the persistently absent group	Average punctuality	0.7	0.9	Means the percentage of days students were recorded as late	% of students on SEND register	7.8	10.7	Includes EHCP and K students	% of students who are EAL	28.9	21.9	Probably less relevant	Average number of achievement points	55.8	54.3	Not a significant gap	Average number of behaviour points	4.6	6.4	A much more significant gap, given that the majority of students have none, or just 1 behaviour point.
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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
Continued Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25,</p> <ul style="list-style-type: none"> • 60% or more of disadvantaged pupils achieve a level five plus in English Baccalaureate (EBacc). In 2023 this figure was 17%; in 2022 it was 50%. • disadvantaged pupils achieve an average Attainment 8 score of in 2023 this figure was 4.9; in 2022 it was 5.9 • NB Nationally scores went down as exam boards used tougher than pre-pandemic grade boundaries. • Should we continue to focus on the above?
Improved reading comprehension among disadvantaged pupils across KS3.	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.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Pupil voice data suggest PP students do not feel as “sense of belonging.” How can we change this for the better?
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than .5% lower than their peers.

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: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. GLA Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Has this happened?</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, 2, 3</p>
<p>Developing metacognitive and self-regulation skills in all pupils as part of a philosophy of High Performance Learning</p> <p>This will involve ongoing teacher training and support and release time as part of the implementation of the teaching and learning action plan</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to continue to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>AT leading – part of PM</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	<p>1,2,3</p>

<p>Improving Literacy in Secondary Schools guidance.</p> <p>We will fund an additional teacher, (0.4) professional development and instructional coaching focussed on each teacher’s subject area.</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>English Dept have invested in Bedrock Learning for KS3.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£78,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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:</p> <p>National Tutoring Programme Evidence – 2022-2023 attendance to online tutoring sessions was 25%. Some students engaged fully; others did not; no obvious pattern. MC to introduce Saturday School online tutoring for 2023-2024</p> <p>Step Up tutoring small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>KS3 TLR Holders to feedback regularly</p>	<p>1, 2, 3,4</p>

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

Budgeted cost: **£60,000**

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

<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Expansion of therapeutic services offered by the school. Training for identified staff.</p>	<p>Three counsellors; Three PSMs</p> <p>Bedrock learning continues from Sept 2023</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff 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>	6
<p>Contingency fund for acute issues.eg trips, burasies, breakfast club,.</p> <p>Cost of living crisis2022 creates new challenges.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £241, 782

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous three years in key areas of the curriculum.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not fully realised.

GCSE results for 2023 proved what we expected anecdotally, that the most deprived children's education suffered the most due to school closures. The impact of school closure over a period of 3 years meant students lacked skills and knowledge which would have previously been embedded.

As evidenced in schools across the country, the impact of the pandemic continues to be 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.

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. There now appears a greater need to focus on well-being, building a sense of belonging, raising self-esteem, developing self-confidence and building self-efficacy.

Externally provided programmes

Programme	Provider
One to one and small group intervention English, Maths and Science(75 pupils)	Manning Tutors
One to one and small group intervention English and Maths (24 pupils)	Team Up

Service Pupil Premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Training for staff to support understanding of the range of challenges faced by disadvantaged pupils. MC to check with EM

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our partnership with MIND to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Extending our own in-house therapeutic provision by two days. Three counsellors and three PSMs in place.
- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Personal Development opportunities incorporated in academic studies.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from sources of data including assessments, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.