# Pupil premium strategy statement – St John Henry Newman Catholic School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 644 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Annually – December 2024, 2025 and 2026 |
| Statement authorised by | John McAuley |
| Pupil premium lead | Emily Lowrey |
| Governor / Trustee lead | Tina Battle |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £241,115 |
| Recovery premium funding allocation this academic year | £57,960 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £299,075 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St John Henry Newman Catholic School our mission is to “educate our pupils in the wholeness of mind, body and spirit”. To this end, our Pupil Premium Strategy has been designed to ensure that all pupils are able to fully engage in life at our school and beyond to ensure they leave us as well-rounded, successful, conscientious human beings. Our strategy is centred around removing barriers to learning for our pupil premium pupils so that they can contribute fully to school life and become independent learners with a passion for lifelong learning. This will enable them to be positive citizens as well as academically successful pupils. Our main goal is to ensure that the pupils believe that their future is whatever they dream of and isn’t limited by their social class or family circumstances. Our strategy is grounded in principles which link closely with our Catholic ethos: kindness, support, opportunities, and a belief that success is possible for everyone. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Literacy – vocabulary deficit, reading and oracy  Our assessments and observations show that our Pupil Premium pupils are more likely to have a tier 2 and 3 vocabulary deficit. At least 45% of our KS3 Pupil Premium pupils have a reading age significantly below their chronological age and many struggle with confidence and competence in oracy. These issues prevent them from accessing certain parts of the curriculum. We also have 15 EAL pupils who qualify for Pupil Premium meaning that language barriers feed into literacy challenges. |
| 2 | Attendance and persistent absence  At the time of writing, there was a gap of 9.1% between the attendance of our Pupil Premium pupils and non-Pupil Premium. Attendance to date was 82% for Pupil Premium pupils with a significant number of poor attenders in Year 8 and 11. |
| 3 | SEND  36% of our Pupil Premium pupils are on the SEND register. These offer specific challenges to individual pupils. |
| 4 | Behaviour  The number of disadvantaged pupils receiving stage 3s and 4s during lessons is higher than our non-disadvantaged pupils. |
| 5 | Pastoral issues  Our Pupil Premium pupils access pastoral support more frequently than our non-Pupil Premium pupils. This is primarily in issues surrounding mental health and emotional issues. Social media also plays a prominent role. |
| 6 | Aspirations and self-confidence  Discussions and observations have identified that some of our disadvantaged pupils have low aspirations for the future and low confidence in their abilities. In younger year groups, this manifests as a lack of confidence in their abilities and in older year groups it comes across as apathy. Pupil voice shows pupils lack ambition in their intended destinations and it is common for pupils to express sentiments such as “I can’t do it” or “I’m not clever enough”. They lack the resilience to overcome these challenges. |

## 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.

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| Intended outcome | Success criteria |
| Higher attendance for all our disadvantaged pupils | Attendance figures for Pupil Premium to be in line with non-disadvantaged pupils with significant progress towards national average. |
| Improve pupils’ literacy skills including narrowing the vocabulary gap and raising reading ages. | Observations, diagnostic analysis and attainment will show that:   * Pupils will use a greater range of tier 2 and 3 vocabulary correctly and consistently in written and verbal work. * Reading ages will be closer to chronological ages. * Pupils will be able to read fluently across all subjects allowing them to fully access the curriculum. * Pupils will speak with more confidence and competence. |
| Pupil Premium pupils with SEND will achieve in line with their peers and will be able to access the full range of the curriculum. | Internal and external assessment data will demonstrate narrowing of the gap.  Pupil voice will show that individual challenges have been overcome or supported to the full extent of our ability. |
| Improve the behaviour of our Pupil Premium Pupils | There will be a reduction in the number of Stage 3s, Stage 4s and time in inclusion for disadvantaged pupils, resulting in those pupils spending more time in lessons, learning. There will also be an improvement in ATL data collected. |
| Pupils will be better equipped to meet challenges such as mental health issues with resilience. | PASS surveys will show improvement.  Observations, discussions and pupil voice will show an improvement in wellbeing and awareness of how to self-regulate.  Pupils will have access to support in school when required. |
| Aspirations will improve. | All pupils will move on to appropriately challenging destinations.  No NEETs.  Greater percentage of year 11 pupils staying on for Sixth Form. |
| Pupils will demonstrate higher levels of resilience and self-confidence. | Observations and staff voice will demonstrate increased confidence in lessons.  Discussion with pastoral staff and pupil voice will evidence more resilience and strategies for pupils to solve their own problems early in the process and seek help if they cannot. |

## 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: £149,539

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Literacy strategies   * Accelerated reader to track reading ages * Additional training for teachers and TAs on Rescue Reading and Reading Fluency * DEAR time and form time reading programmes to develop reading for pleasure * LRC to monitor suitability and readability of books for all pupils * INSET training for staff on improving literacy on a cycle with different foci for each year – oracy, vocabulary, reading, writing * Ensure that tier 2 and 3 vocabulary are explicitly taught and identified on schemes of work * Ensure that opportunities for reading authentic disciplinary texts are explored in all subjects. | “…analysis reveals that a staggering three-quarters of a million (770,129) UK school children don’t own a book. Of these children, those who receive free school meals, boys of all ages and teenagers are the most likely to say they have no books of their own at home. The research report, Book ownership and reading outcomes, found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.” (National Literacy Trust, 2017) https://literacytrust.org.uk/news/1-8-disadvantagedchildren-uk-dont-ownsingle-book/  EEF reading strategies +6 months progress.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Landmark study carried out in the mid-1990’s by Betty Hart and Todd Risley coined the phrase the ’30 million word gap’. Over a period of two and a half years, they recorded the language in the homes of three-year-old children. They found that a child in a family on benefit heard 30 million words less than a child in a professional family. <http://www.wvearlychildhood.org/resources/C13_Handout_1.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1, 3 |
| CPD   * Courses for key members of staff eg NPQs * Whole school CPD/INSET programme * Subject specific CPD such as membership of subject associations * To include training on metacognitive approaches that can improve resilience | <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf>  Evidence suggests that quality of teaching is the biggest driver of improvement. | 1, 3 |
| Improve outcomes for pupils in English and Maths Provide additional class sets for Core subjects English, Maths and Science | EEF reports that smaller sets give +2 months progress. We feel that it enables our pupils to have more access to the teacher and gain more feedback on how to improve.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size> | 1, 3, 4 |
| Revision activities for KS4 pupils   * Seneca learning online homework platform * Revision guides provided to pupils * Revision sessions led by teaching staff * Incentives for attendance at revision sessions * Assemblies on revision strategies * GCSE Pod | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  These activities support the improvement of self-regulation skills and metacognition. | 1, 3 |
| TA support | EEF reports that TA intervention provides +4 months progress. | 1, 3 |

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

Budgeted cost: £74,768

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tutoring for English and Maths through Rescue Reading, Reading Fluency and Numeracy programmes led by qualified teachers and TAs | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  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: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF EEF reading strategies +6 months progress.  Small group tuition is likely to be most effective if targeted at specific needs. Diagnostic assessment tools are used to identify the best ways to target support which is why we use a number of different intervention programmes. | 1, 3 |
| Head of Year and Pastoral support mentoring including training for Social Use of Language and Lego Therapy programmes. | Pupils are selected for mentoring during form time based on their need. This could be academic mentoring, anger management, organisation issues etc. EEF mentoring +2 months progress | 2, 4, 5, 6 |
| St Francis Group – small group tuition on a fixed-term programme to enable better engagement with school. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,4, 5 |

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

Budgeted cost: £74,768

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PASS surveys and Boxall Profiles to identify and address issues relating to social, emotional and mental health and any other pastoral issues. Creation of pupil passports for disadvantaged pupils who are disengaged to ensure that specific SMART targets are set to support their learning and engagement. | Linked to metacognition as it allows pupils to identify key areas and think more clearly about issues.  Our MHST worker will use CBT interventions to support young people’s social and emotional skills: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk) Research by Mick Cooper, in a document called “Schoolbased counselling in UK secondary schools: A review and critical evaluation” shows that person centred therapy is effective and includes a variety of therapeutic approaches that can be used with secondary aged pupils to help reduce anxiety and issues with low mood https://strathprints.strath.ac.uk/45319/ | 5, 6, 3, 4 |
| Pastoral interventions   * Training for staff on Social Use of Language and Lego Therapy * Employ a counsellor and pastoral heads of year to work with pupils on identified issues * Staffing in our inclusion room to support pupils to reengage with school after behaviour issues * Mentoring programmes | The EEF report stages 6 approaches to improving behaviour in schools. A proactive approach is required with personalised approach through pupil passports, a zero tolerance and no excuses approach, teaching learning behaviours, targeted approaches to individuals, consistency and classroom management strategies as seen in our Behaviour for Learning system: https://educationendowmentfoundation.org.uk/news/neweef-report-6- recommendations-for-improving-behaviourin-schools  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2, 4, 5, 6 |
| Attendance interventions   * Put into place a three year plan for improving attendance and persistent absence. Employment of attendance officer(s) to carry out specific attendance work so there is a dedicated team to deal with this. * Class Charts and School Cloud software to allow greater parental engagement with school | The three-year plan will use the below document to detail what it will do to improve attendance of disadvantaged pupils. https://www.gov.uk/government/publications/schoolattendance/frameworkfor-securing-full-attendanceactions-for-schools-and-local-authorities  https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/parental-engage ment | 2 |
| Contingency fund to ensure that all pupils are able to engage fully with school life including providing equipment, uniform and access to extra-curricular activities. | Evidence to support using money on uniform and educational supplies is limited and not enough to produce a month’s progress with EEF. There is a belief in some countries that uniform supports the development of a whole school ethos and therefore supports discipline and motivation. We ensure that pupils can participate in all activities regardless of their socio-economic background. | 6, 5 |

**Total budgeted cost: £** *299,075*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Strategies from the previous 3 year plan were implemented across the Key Stages with some evidence of positive impact, especially in regards to improved reading ages and whole staff delivery of explicit literacy instruction surrounding the teaching of vocabulary and reading. However, there still remains a significant proportion of Pupil Premium pupils with reading ages lower than their chronological age. Many of these cross over with pupils who have poor attendance where reading interventions cannot be effective until we get them into school. Literacy strategies were heavily impacted by lockdown but reading ages across the school show a general positive trend.  The progress 8 figure for June 2023 is -0.49 showing a decrease from 2022 (-0.20). This can be attributed to many factors, not all connected to the pupil premium strategy but it does demonstrate the need for the strategy to contain robust interventions and a target on improving the quality of teaching and learning. Sourcing NTP and academic mentors was an issue which meant some of the intended strategies were not possible.  Wider strategies, especially pastoral support have shown benefits for individual pupils but the quantitative data for effectiveness is less robust. This feeds into our strategies in the follow years’ plan such as Boxall Profiles and PASS surveys to allow us to more accurately assess impact.  Attendance strategies were heavily impacted by COVID – we observed an improving pattern of attendance in the 6 years prior to the pandemic but figures have dropped since, in line with the national picture.  The hardship fund was accessed based on need with provision made for uniform, PE kits and cultural capital amongst other things. Individual success stories include pupils whose poor attendance was identified as being due to a lack of uniform. Uniform was provided and attendance improved. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Accelerated Reader | Renaissance Learning |
| School Cloud | TES |
| Class Charts | TES Global |
| Seneca Premium | Seneca |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |