



# Pupil Premium Strategy Statement

## High School Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Richard Reynolds Catholic High School
Number of pupils in school	1086
Proportion (%) of pupil premium eligible pupils	9.02%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Richard Burke
Pupil premium lead	Jennifer Sloan
Governor / Trustee lead	Luke Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,730
Recovery premium funding allocation this academic year	£22,908
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	£114,638

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Grant was introduced by the government to help disadvantaged children and young people from Reception to Year 11 to achieve well at school. Schools receive specific funds to support children who are eligible for free school meals or have been at any point in the last six years, looked after children and those from families with parents in the Armed Forces. This funding is additional money given to schools to help raise the attainment of eligible students and improve the educational and personal outcomes for this group of students. Schools have the autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium children.

Schools are required to publish details on their pupil premium grant, its allocation and the impact it has had on pupil attainment. We recognise that not all students who are eligible for Free School Meals (FSM) are disadvantaged, and that some disadvantaged pupils are not registered for FSM. These students are identified through the College's pastoral or progress monitoring systems and we allocate pupil premium funding to support them. The support that Pupil Premium children receive and the planned provision provided is informed by the latest documentation and research from: The Department for Education; Ofsted; The Education Endowment Fund and the Sutton Trust. In light of recommendations for best practice, our objectives are:

- To raise the attainment of our PP students so that they make expected, or better than expected, progress compared to their non-disadvantaged peers.
- That our PP students receive a positive progress 8 score at GCSE.
- To continue to provide a culturally rich education that goes beyond academic development.
- To maintain high attendance amongst PP students in line with the whole school attendance target of 96%.
- To continue to address barriers to learning by, inter alia, addressing any inadequate study facilities and resources for PP students at home by offering access to IT, a space to work and high quality revision materials.

Our key principles are:

- **High quality teaching** with an emphasis on cognition and learning: We demand "Quality First Teaching" to ensure PP students' attainment is in line with their non disadvantaged peers and they make good progress.
- **Recruit and retain high-quality teaching and support staff.**
- **Continue our support for students with SEMH diagnoses;** developing their resilience and ensuring emotional well-being is not a barrier to learning.
- **Target support at key transition points** Key Stage 2-3, Key Stage 3-4 and Key Stage 4 onwards: everyone is a tutor and no student is left behind.
- **Entitlement and enrichment:** provide a culturally rich education that goes beyond academic development through the provision of co-curricular activities that will enhance educational entitlement for PP students.

## Challenges

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

Challenge	Detail of challenge
1	Lower attainment than their peers
2	Students' self-regard as a learner and responses to curriculum demands (i.e. access to the curriculum and finding it very hard)
3	The impact of Covid -19 and lockdown having a disproportionate effect on PP students compared to their peers
4	PP students' home learning environment and a perceived lack of parental support
5	Subject specific and specialised support members of staff

## 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
Improve student outcomes. Raise attainment for PP students so that they make expected or better than expected progress compared with their non-disadvantaged peers.	PP KS4 P8 score is the same as, or better than, their peers.
High quality teaching with an emphasis on cognition and learning. Whole school strategy of 'Quality First Teaching' to ensure PP student progress and attainment is in line with non-disadvantaged peers.	PP KS4 P8 score is the same as, or better than, their peers.
Recruit and retain high-quality teaching and support staff.	We have and as a result, PP KS4 P8 score is the same as, or better than, their peers.
Maintain high attendance of PP students in line with the whole school attendance target of 96%	Attendance in line with non disadvantaged peers.

Continued SEMH support to develop resilience and ensure emotional well-being is not a barrier to learning.	Designated, specialised support will be effectively deployed and monitored so it isn't - and as a result, PP KS4 P8 score is the same as, or better than, their peers.
Entitlement and enrichment, ensure all students benefit from a culturally rich education that goes beyond academic development through the provision of extracurricular activities.	Have in place an effective system of tracking participation levels so that engagement is in line with non-disadvantaged peers; and as a result, attendance is high and PP KS4 P8 score is the same as, or better than, their peers.

### Activity in the academic year 2022-23

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: £84,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment & retention of key specialist teachers	Evidence suggests that student attainment in core subjects such as English and mathematics is raised when they are taught by subject specific teachers. <i>'Specialist and non-specialist' teaching in England: Extent and impact on pupil outcomes December 2016</i>	5
Quality First Teaching	The evidence suggests that quality Professional Development does indeed improve teaching, and pupil learning ( <i>Fletcher-Wood &amp; Zuccollo, 2019; Kennedy, 2016a; Lynch et al., 2019</i> ).	1,2 & 5
Evidenced based Teaching Through Learning Inquiry & CPD CPD Focus on metacognition and oracy	EEF ToolKit (2001) claims that 'interleaving and questioning' can add +7 months learning to a student, and 'assessment for learning and feedback' can add +6 to aid a pupil's progress. The Communication Trust's 2017 report, <i>'Talking About a Generation'</i> found that children who struggle with language or have poor vocabulary at age five are:	4, 3 & 2

Enrichment Activities	<ul style="list-style-type: none"> <li>• Six times less likely to reach the expected standard in English at age 11</li> <li>• Ten times less likely to achieve the expected level in mathematics.</li> <li>• More than twice as likely to be unemployed at age 34.</li> </ul> <p>Although according to the EEF the evidence in the Toolkit is primarily focused on academic outcomes. It suggests that outdoor adventure learning may play an important part of the wider school experience. (EEF Toolkit)</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £18,152**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic support Intervention and mentoring	The evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF Toolkit) Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Toolkit)	1,2 & 3
Apprentices	'One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.' (EEF Toolkit)	3 & 4
GCSE Pod & Tassomai	'Using Digital Technology to improve learning.' Published: December 2019	3 & 4
Reading Age Test	'Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers'. Ofsted, April 2022.	1,2,4

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

**Budgeted cost: £19,669**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School	Summer schools have a positive impact - on average three months' additional progress (EEF Toolkit)	3 & 4
Careers Interviews	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Toolkit)	4
Enrichment days & subsidised trips	Evidence in the EEF Toolkit suggests that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience.	1, 2 & 3
Remote learning resources & Uniform	Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.	3

**Total budgeted cost: £122,395**

## 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.

#### Teaching & Learning; Continuing Professional Development

Whole school strategy of “Quality First Teaching” to ensure PP student progress and attainment is in line with their non disadvantaged peers.

Monitoring programme to track progress, attainment and to measure impact of targeted interventions in KS3&4.

PP student progress targeted in learning walks, book scrutinies and sample marking and addressed through seating plans

Research focused CPD and the whole school *Learning Inquiry* to support staff development.

Teaching and Learning continued to be a priority despite the implications of the pandemic.

KS5 subject data: disadvantaged students achieved in line with their non disadvantaged peers. (ALPS2 - i.e. top 10% in the country)

KS4 data positive progress 8 score for disadvantaged pupils:

2019: 0.02;

2021: 0.117

2022: 0.67

This shows well above average progress and 0.1 behind their non disadvantaged peers.

PP students were provided with Chromebooks and additional resources to aid access to all subjects. GCSE Pod and Tassomai accounts were set up for all year 10 and 11 GCSE students.

Key Stage Coordinators were appointed in Mathematics, English and RE to oversee intervention programmes together with a PPG coordinator.

Increased curriculum time at Key Stage 4 for Mathematics and English for most in need, i.e. 6 additional periods of numeracy and literacy a week.

Subject Leaders and underloaded teachers led intervention at KS3 and KS4.

Provided revision guides for PP students in year 11.

Enrichment activities such as music lessons and sports clubs have an increased take up

	Total Clubs Attendance	Overall %	Boys %	Girls %	PPG %	Attending more than 1 club %	Represented the College %	SEN %
Year 7	227	74.86%	60.89%	39.11%	62.50%	35.75%	29.05%	64.00%
Year 8	194	69.27%	58.10%	41.90%	60.87%	29.05%	30.17%	60.00%
Year 9	130	53.64%	58.94%	41.06%	50.00%	24.50%	26.49%	46.67%
Year 10	45	26.14%	55.56%	44.44%	13.33%	2.61%	15.03%	7.41%
Year 11	45	27.03%	61.49%	38.51%	33.33%	3.38%	33.11%	17.24%
Year 12	4	2.48%	56.20%	43.80%	0.00%	0.00%	1.65%	0.00%
Year 13	0	0.00%	16.67%	21.57%	0.00%	0.00%	0.00%	0.00%

### Targeted Support

Apprentices (former students) were appointed to assist in class intervention for targeted vulnerable students including small group work, homework clubs and one to one support. Online interventions for Key Stage 3 eg. Lexia, Spellzone, and Maths Whizz, were introduced to help support students who were flagged as needing additional support by their Progress Leaders. This was in conjunction with LSA support and smaller class sizes for PPG/SEND students. Online subscriptions were well received by pupils, so subscriptions to GCSE Pod, Tassomai and Mathswatch for Key Stage 4 were introduced.

### Whole school strategies

A College wide survey in the Autumn term provided insight into students' attitude to self and school and highlighted barriers to learning. This was used to develop intervention strategies and targeted support, such as mentoring. Summer school continued for those transitioning from Year 6 to 7 but funded by the school in summer of 2022. This assisted with transition with a particular focus on PP students. Holiday clubs throughout the year for PP students supported continued engagement, offered emotional support and provided pre-teaching during school holidays, as well as food vouchers.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider

### Service pupil premium funding (optional)

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

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