



# 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	1109
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sorrel Simmons, Vice Principal
Pupil premium lead	Elisabeth Godliman, Assistant Principal
Governor / Trustee lead	Luke Parker, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,910
Recovery premium funding allocation this academic year	£0
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	£93,910

## Part A: Pupil premium strategy plan

### Statement of intent

At St Richard Reynolds Catholic College, we are committed to ensuring that all students, including those identified as Pupil Premium (PP), receive the necessary support and opportunities to thrive. Pupil Premium students are identified through our College's pastoral and progress monitoring systems, allowing us to allocate funding effectively to address their specific needs. Our approach is guided by the latest research and documentation from the Department for Education, Ofsted, The Education Endowment Fund, and the Sutton Trust.

We believe that every student has unique skills, abilities, and aptitudes, and all deserve access to a broad, balanced, and challenging curriculum that reflects our local context. Quality first teaching is central to our strategy, ensuring that every student is given the opportunity to reach their full potential and develop into lifelong learners. Grounded in Catholic Social Teaching, our curriculum is designed to help students become active members of our community, engage meaningfully in a dynamic and complex world, and pursue fulfilling, purposeful employment. Ultimately, it enables our students to become the person God created them to be.

The focus of our Pupil Premium strategy is to ensure that PP students are fully supported in achieving these aspirations, in line with their peers. In light of best practice recommendations, 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 attainment 8 score of 6 or positive Progress 8 score at GCSE dependent on availability of KS2 data.
- To continue to provide a culturally rich education that goes beyond academic development.
- To ensure 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 interleaving 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 onward to ensure 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	Year 11 outcomes for the 2023/24 academic year show a lower P8 attainment for Pupil Premium students than their peers at this school, albeit above the national average. Whilst the overall P8 score was 0.7, the score for Pupil Premium students was 0.2.
2	In the 2023/24 academic year attendance for years 7-11 was 94.5% for PP students this was 92.6%. Additionally, among this cohort we have some students whose attendance is significantly worse and who are considered persistent absentees. Students meeting our minimum expectation of 96% are making nearly a grade of progress higher than other students nationally with the same starting point.
3	Pastoral Leads have identified that the ongoing after effects of lockdowns and extended periods of home study have disproportionately impacted the progress of PP students compared to their peers.
4	Teacher observations indicate that PP students often lack the disciplined study skills, self-regulation, and metacognitive strategies exhibited by their peers. This challenge is further exacerbated by their home learning environment, which, for some, includes limited access to technology and a perceived lack of parental support.
5	Ensure the recruitment and retention of subject-specific and specialised support staff, alongside the provision of high-quality CPD, to guarantee excellence in teaching, deliver targeted interventions, maintain consistency, and effectively address student learning gaps.

## 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 Attainment 8 or Progress 8 is in line or better than whole school outcomes at KS4.
Whole school strategy of 'Quality First Teaching' to ensure PP student progress and attainment is in line with non-disadvantaged peers. High quality teaching with an emphasis on cognition, challenge and interleaving of learning.	Ensure quality assurance of teaching and learning across the College, with a specific focus on PP student groups.  Use assessment data to identify and address learning gaps effectively
Recruit and retain high-quality teaching and support staff.	PP KS4 Attainment 8 or Progress 8 score is the same as, or better than, their peers. Internal data reflects progress of PP in KS3 matches or exceeds 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 - and as a result, PP KS4 Attainment 8 or Progress 8 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.	Continue to track participation levels in extracurricular activities so that engagement is in line with non-disadvantaged peers; and as a result, attendance is high.

## Activity in the academic year 2024-25

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: £101,003

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 CPD Focus on interleaving, subject scholarship, metacognition, oracy and reading.	EEF ToolKit (2021) 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: <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>	4, 3 & 2
Enrichment Activities	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)	

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

**Budgeted cost: £6,633**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic support Additional period 7 Intervention and mentoring of specific students	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	Personalised 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
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
KS3 Reading Intervention	Targeted intervention for students with reading ages below chronological age.	1,2,4

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

**Budgeted cost: £21,158**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Chromebooks for PP students	Providing Chromebooks addresses the digital divide, ensuring that all students have the tools necessary to engage fully with Google Classroom to complete homework, and access digital resources. The EEF's research suggests access to technology can support disadvantaged students by providing personalised learning opportunities, facilitating homework completion, and promoting student engagement, especially when supported by quality first teaching.	3 & 4
Careers Interviews  Targeted high quality aspirational work experience placements	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  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
Resources & Uniform	Provide help purchasing uniform and essential equipment and resources, ensuring all have the necessary tools and support to fully engage in their learning and school life. Studies by the Joseph Rowntree Foundation show children living in poverty face stigma resulting from an inability to afford uniforms and basic school supplies, this can negatively impact their well-being, confidence, and academic engagement.	1,2 & 4

Breakfast Bytes	A breakfast club that teaches students how to use AI tools to bridge learning gaps outside the classroom, fostering autonomy and independence. The (EEF) suggests that the use of digital technologies, including AI, can help students personalise their learning, providing tailored support that can help close attainment gaps.	1,2,3 & 4
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**Total budgeted cost: £128,794**



## 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 2023 to 2024 academic year.

#### Teaching & Learning; Continuing Professional Development

The College has implemented a comprehensive "Quality First Teaching" strategy to ensure that Pupil Premium students make progress and achieve at levels comparable to their non-disadvantaged peers. A robust monitoring programme is in place to track progress and attainment, as well as to assess the effectiveness of targeted interventions across Key Stages 3 and 4. To further support this, Pupil Premium student progress is prioritised during learning walks, book scrutinies, and sample marking, with issues addressed through strategic seating plans and intervention. Additionally, the College has focused its professional development efforts on enhancing staff skills, particularly by promoting the use of interleaving to improve student memory and fostering subject-specific scholarship to support overall staff growth.

In addition, Pupil Premium students were provided with Chromebooks and additional resources to support their access to all subjects. Key Stage Coordinators were appointed in Mathematics, English, and Religious Education (RE) to oversee intervention programs, working alongside a dedicated PPG coordinator. For Year 10 students, intentional, high-quality work experience opportunities were organised to enhance their learning and development. At Key Stage 4, curriculum time for Mathematics and English was increased for those most in need, with six additional periods of numeracy and literacy provided each week. Additionally, subject leaders and teachers with lighter teaching loads led targeted interventions across both Key Stage 3 and Key Stage 4.

Key Stage 4 data demonstrated positive Progress 8 scores for disadvantaged pupils over recent years:

- 2021: 0.117
- 2022: 0.67
- 2023: 0.452
- 2024: 0.188

These figures indicate above-average progress compared to non-disadvantaged students nationally, highlighting sustained improvement.

Provided revision guides for PP students in year 11.

	Total clubs attendance	Overall %	Boys %	Girls %	PPG %	SEN
Year 7	172	96%	92%	99%	82%	92%
Year 8	154	86%	89%	81%	85%	79%
Year 9	164	92%	92%	92%	81%	78%
Year 10	108	60%	70%	45%	35%	52%
Year 11	115	76%	73%	79%	67%	62%
Year 12	10	8%	5%	12%	20%	11%
Year 13	41	31%	34%	27%	25%	6%

Enrichment activities such as music lessons and sports clubs have seen a significant increase in take up.

### Whole school strategies

A College wide survey in the Autumn term provided insight into students' attitude to self and school, this highlighted a need for increased challenge in both homework and classwork to further support student development and engagement.

### 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
N/A	
A/A	

### 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