

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	St Nicholas Catholic High School
Number of pupils in school	1258
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	
Pupil premium lead	N Wallace
Governor / Trustee lead	J Kerrigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167500
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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

Statement of intent

At St Nicholas Catholic High School we wish to provide our most vulnerable students with the opportunities to not only succeed in life, but to thrive.

We are responding to the challenges that some of our young people face as well as the disproportionate impact that COVID-19 and school closure has had on these students. Whilst we endeavour to support them to overcome this impact through financial support for accessing co-curricular and wider plans, we place the greatest emphasis on high quality teaching. This will benefit all students within our school, disadvantaged or not.

We are supporting our students to restore their progress they made over the last 2-3 years and we promote a whole school responsibility for disadvantaged students through our disadvantaged first approach. Our KPIs are forensic and dual layered in that we compare to national disadvantaged, national other and the in school gap.

- Maintain 100% disadvantaged students in EET
- Pupil Premium Dis P8 SNCHS (-0.30 2019) continues improving towards national KPI of non-disadvantaged 0.11 and at least above national disadvantaged -0.45.
- English Dis P8 to be better than -0.56/-0.44 in 2022 and moving towards 0.11 by 2024
- Maths Dis P8 to be better than -0.65/-0.39 in 2022 and moving towards 0.11 by 2024
- Ebacc P8 to be better than -0.32 in 2022 and moving towards 0.14 by 2024
- Open Pillar to be better than -0.70/-0.48 in 2022 and moving towards 0.12 by 2024
- School to national gap to reduce from -0.41 in 2019 (non-disadvantaged national 0.11 / -0.30 SNCHS disadvantaged). National Gap in 2019 was -0.58
- Improve Persistent Absence of disadvantaged SNCHS (38.99% 2020-21) to non-disadvantaged national, 13.90% (2019) and at least below disadvantaged national of 24.7%/ (2019)
- Improve absence of SNCHS disadvantaged students (11.59%, 2020-21) to non-disadvantaged national of 4.50% (2019) and at least below national disadvantaged (8.20%)
- Reduction in exclusions of FSM SNCHS students (16.82%, 2020-21) to non-disadvantaged students (3.05%, 2020-21) and at least below national FSM students of 13.76 (28.90%, Secondary only)

Challenges

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

Challenge number	Detail of challenge
1	High levels of absence relative to both in school peers and national
2	High levels of PA rates relative to both in school peers and national
3	High levels of required literacy and numeracy catch up relative to their school peers – lower levels of attainment in Maths and English
4	To ensure DA students can access the challenging curriculum that their in school peers and national non DA students do
5	Ensure levels of lesson monitor are in line with those of their in school peers

6	During the pandemic we have seen a higher number of referrals for social, emotional and mental health needs within our students especially the disadvantaged
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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
To ensure DA students move onto a suitable level of education, employment or training Post-16	<ul style="list-style-type: none"> Maintain 100% disadvantaged students in EET
To ensure DA students make progress in line with their school peers and national non DA peers	<ul style="list-style-type: none"> Pupil Premium Dis P8 SNCHS (-0.30 2019) continues improving towards national KPI of non-disadvantaged 0.11 and at least above national disadvantaged -0.45. English Dis P8 to be better than -0.56/-0.44 in 2022 and moving towards 0.11 by 2024 Maths Dis P8 to be better than -0.65/-0.39 in 2022 and moving towards 0.11 by 2024 Ebacc P8 to be better than -0.32 in 2022 and moving towards 0.14 by 2024 Open Pillar to be better than -0.70/-0.48 in 2022 and moving towards 0.12 by 2024
To minimise the gap between DA students and their peers	<ul style="list-style-type: none"> School to national gap to reduce from -0.41 in 2019 (non-disadvantaged national 0.11 / -0.30 SNCHS disadvantaged). National Gap in 2019 was -0.58
To maximise the time DA students are in school	<ul style="list-style-type: none"> Improve Persistent Absence of disadvantaged SNCHS (38.99% 2020-21) to non-disadvantaged national, 13.90% (2019) and at least below disadvantaged national of 24.7%/ (2019) Improve absence of SNCHS disadvantaged students (11.59%, 2020-21) to non-disadvantaged national of 4.50% (2019) and at least below national disadvantaged (8.20%) Reduction in exclusions of FSM SNCHS students (16.82%, 2020-21) to non-disadvantaged students (3.05%, 2020-21) and at least below national FSM students of 13.76 (28.90%, Secondary only)
To improve the wellbeing for all students, especially the most disadvantaged	<ul style="list-style-type: none"> Student voice data Parent voice data Decrease in numbers of students showing social, emotional and mental health issues

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: £ 56129

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure updated schemes of learning allow teachers to plan stimulating, challenging lessons that better meet the needs, abilities and interests of all students with a particular focus upon disadvantaged students	EEF Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).	4
Using data from 3 Tracking & monitoring points to identify and support disadvantaged students at risk of under achievement and interventions across Yrs 7 -11	EEF/EEF Feedback Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	4
To ensure that all staff have access to necessary data for disadvantaged students to inform strategy and Intervention meetings across Yrs 7 – 11 – Progress Meetings/Student profiling/GROW programme	EEF EEF Mentoring On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from	1/2/4/6

	disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	
To ensure in English 'differences' are below national and closing rapidly – Additional teaching group/Additional teacher/DIP priority and appraisal targets Additional English group in Y9 for students in receipt of pupil premium (£1650)	EEF – Reading research pg19 EEF2 SecEd – September 2019 – <i>Three tenets of effective pupil premium practice</i>	3/4
To ensure in Maths 'differences' are below national and closing rapidly - Additional staffing within Maths department <i>(EEF Toolkit + 3 months)</i> <i>Extra teacher</i> <ul style="list-style-type: none"> • <i>Target group of PP students with additional Maths support across 4/5 AM Registration (breakfast provided) (September 2021)</i> 	EEF	3/4
Literacy and numeracy Catch up – ensure disadvantaged students as part of this make appropriate progress in Year 7 – Y7/8/9 cohorts take part in catch up sessions (see Literacy and numeracy catch up groups)	EEF	3/4
To ensure that across all other subjects 'differences' are below national and closing rapidly As part of SEQA calendar, disadvantaged student's progress evaluated & supported throughout in T&M capture points. P8 for disadvantaged students to be moving towards 0.11 by 2024	EEF	3/4

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

Budgeted cost: £ 17676

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain 100% disadvantaged students in EET – Ensure all DA students have at least one careers interview, college trips for identified students. Parental contact to support this</p> <p>Increased engagement of disadvantaged students’ parents/carers from Year 7 onwards</p>	<p>EEF Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1/2</p> <p>1/2/5</p>
<p>Yls to focus upon disadvantaged cohort for parents evenings and develop strategy to overcome barriers to attendance</p>	<p>EEF Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	

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

Budgeted cost: £91195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>First day response to include all disadvantaged students and those with historic levels of high absence</p> <p>Attendance and Welfare officer appointed September 2021 (£6300)</p>	<p>DfE TheKeyResearch</p> <ul style="list-style-type: none"> • The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	1/2/4
<p>Staged approach to attendance in line with new process & policy</p>	<p>DfE TheKeyResearch</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence 	1/2/4

<p>Use of FPNs for students with unauthorised holidays and irregular attendance</p>	<p>rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <ul style="list-style-type: none"> • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	
<p>Reduce Suspensions through better informed staff of DA student issues (LM salary)</p>	<p>TIMPSON While exclusion is an important component of effective behaviour management in schools, outcomes of excluded children are often poor</p>	<p>4/5</p>
<p>Restorative practices to reduce student to student conflict (LM Salary)</p>	<p>TIMPSON Over 15% of exclusions are down to physical assault of another student nationally and 63% of exclusions at St Nicholas were due to issues between students.</p>	<p>3/4/5</p>

Total budgeted cost: £ 165000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

		2020-21	Change compared to 2019-20 (CAGS)	Compared to National disadvantaged (No national data for last two years)
Students eligible for Pupil Premium	Number of students	23	20 (+3)	
	Students moving into Education, Employment or Training (EET)	100%	100%	
	Progress 8	No data available	No data available	
	Attainment 8	39.7	49.38	
	Students achieving a strong pass in English and Maths	6 (26.1%)	7 (35%)	
	Students achieving a standard pass in English and Maths	12 (52.2%)	12 (60%)	

	English P8	No data available	No data available	
	Maths P8	No data available	No data available	
	EBacc P8	No data available	No data available	
	Open P8	No data available	No data available	
	Exclusions of students*	18.09%	7.71%	13.76%

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
National Tutoring	Pearson
Hegarty Maths	Hegarty
IDL English	IDL
CATS Assessments	GL Assessments

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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