





**St Nicholas Catholic High School**

**Pupil Premium Strategy Statement 2021-24**

## 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 ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023
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	£276x171 = £47,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,696

## 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 (-0.44 2022) continues improving towards national KPI of non-disadvantaged 0.11 and at least above national disadvantaged -0.55.
- English Dis P8 to be better than -0.15(SNCH Eng Dis) /-0.52 (National Eng Dis) in 2023 and moving towards 0.11 by 2024
- Maths Dis P8 to be better than -0.40 SNCH Maths Dis) /-0.49 (National Maths Dis) in 2023 and moving towards 0.11 by 2024
- Ebacc P8 to be better than -0.49 (SNCH Ebacc Dis) /-0.59 (National Ebacc Dis) in 2023 and moving towards 0.14 by 2024
- Open Pillar to be better than -0.60 (SNCH Open) /-0.59 (National Open Dis) in 2023 and moving towards 0.12 by 2024
- School Dis to national non-dis gap to reduce from -0.59 in 2022 (non-disadvantaged national 0.15/ -0.44 SNCHS disadvantaged). National Gap in 2022 was -0.7. To close the in school gap from -0.82 to 0 by 2024.
- Improve Persistent Absence of disadvantaged SNCHS (38.99% 2022) to overall national, 23.40% (Autumn 21) and at least below disadvantaged national of 38.5% (Autumn 21)
- Improve absence of SNCHS disadvantaged students (11.59%) to non-disadvantaged national of 6.80% (Autumn 2021) and at least below national disadvantaged (11.50% (Autumn 21)
- Reduction in suspensions of disadvantaged SNCHS students (16.98%) to non-disadvantaged students of 2.60% and at least below disadvantaged students of 13.76%
- Reduction in exclusions of FSM SNCHS students (14.06%, 2021-22) to non-disadvantaged students (3.05%, 2020-21) and at least below national FSM students of 13.76% (28.90%, Secondary only)
- Ensure disadvantaged students are represented in enrichment and co-curricular activities proportionally. (15% of students attending enrichment/co-curricular are disadvantaged)

### 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

## 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"> <li>Maintain 100% disadvantaged students in EET</li> </ul>
To ensure DA students make progress in line with their school peers and national non DA peers	<ul style="list-style-type: none"> <li>Pupil Premium Dis P8 SNCHS (-0.44, 2022) continues improving towards national KPI of non-disadvantaged 0.11 and at least above national disadvantaged -0.45.</li> <li>English Dis P8 to be better than -0.15/-0.52 in 2023 and moving towards 0.11 by 2024</li> <li>Maths Dis P8 to be better than -0.40/-0.49 in 2023 and moving towards 0.11 by 2024</li> <li>Ebacc P8 to be better than -0.49/-0.59 in 2023 and moving towards 0.14 by 2024</li> <li>Open Pillar to be better than -0.60/-0.60 in 2023 and moving towards 0.12 by 2024</li> </ul>
To minimise the gap between DA students and their peers	<ul style="list-style-type: none"> <li>School Dis to national non-dis gap to reduce from -0.59 in 2023 (non-disadvantaged national 0.15/ -0.44 SNCHS disadvantaged). National Gap in 2022 was -0.7</li> </ul>
To maximise the time DA students are in school	<ul style="list-style-type: none"> <li>Improve Persistent Absence of disadvantaged SNCHS (38.99% 2021-22) to non-disadvantaged national, 17.90% (2021-22) and at least below disadvantaged national of 35.4% (2021-22)</li> <li>Improve absence of SNCHS disadvantaged students (14.20%, 2021-22) to non-disadvantaged national of 6.4% (2021-22) and at least below national disadvantaged of 10.4% (2021-22) (ALL SCHOOLS)</li> </ul>
To improve the wellbeing for all students, especially the most disadvantaged	<ul style="list-style-type: none"> <li>Student voice data</li> <li>Parent voice data</li> <li>Decrease in numbers of students showing social, emotional and mental health issues</li> </ul>

## 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: £ 75500

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	<a href="#">EEF</a>	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	<a href="#">EEF/EEF Feedback</a> 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	<a href="#">EEF EEF Mentoring</a> 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 disadvantaged backgrounds, and for non-academic outcomes such as attitudes to	1/2/4/6

	school, attendance and behaviour.	
<p>To ensure in English ‘differences’ are below national and closing rapidly – Additional teaching group/Additional teacher/DIP priority and appraisal targets</p> <p>Additional English group in Y9 for students in receipt of pupil premium (£1650)</p>	<p><a href="#">EEF</a> – Reading research pg19</p> <p><a href="#">EEF2</a></p> <p>SecEd – September 2019 – <i>Three tenets of effective pupil premium practice</i></p>	3/4
<p>To ensure in Maths ‘differences’ are below national and closing rapidly - Additional staffing within Maths department (<i>EEF Toolkit + 3 months</i>) Extra teacher</p> <ul style="list-style-type: none"> <li>• <i>Target group of PP students with additional Maths support across 4/5 AM Registration (breakfast provided) (September 2022)</i></li> </ul>	<a href="#">EEF</a>	3/4
<p>Ignite catch up – ensure disadvantaged students as part of this make appropriate progress in Year 7 – Y7/8/9/10 cohorts take part in catch up sessions</p>	<a href="#">EEF</a>	3/4
<p>To ensure that across all other subjects ‘differences’ are below national and closing rapidly</p> <p>As part of SEQA calendar, disadvantaged student’s progress evaluated &amp; supported throughout in T&amp;M capture points. P8 for disadvantaged students to be moving towards 0.11 by 2024</p>	<a href="#">EEF</a>	3/4

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

Budgeted cost: £ 55000



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><a href="#">EEF</a> 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><a href="#">EEF</a> 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><a href="#">EEF</a> 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: £ 37000

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 Attendance and Welfare officer appointed September 2021 (£6300)</p>	<p><a href="#">DfE</a> <a href="#">TheKeyResearch</a></p> <ul style="list-style-type: none"> <li>• The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</li> <li>• 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</li> <li>• Pupils with <b>no absence</b> 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</li> <li>• Pupils with <b>no absence</b> 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</li> </ul>	<p>1/2/4</p>
<p>Staged approach to attendance in line with new process &amp; policy</p> <p>Use of FPNs for students with unauthorised holidays and irregular attendance</p>	<p><a href="#">DfE</a> <a href="#">TheKeyResearch</a></p> <p>The Department for Education (DfE) published <a href="#">re-search</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the</li> </ul>	<p>1/2/4</p>

	<p>likely level of attainment at the end of KS2 and KS4</p> <ul style="list-style-type: none"> <li>• Pupils with <b>no absence</b> 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</li> <li>• Pupils with <b>no absence</b> 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</li> </ul>	
<p>Reduce Suspensions through better informed staff of DA student issues (LM salary)</p>	<p><a href="#">TIMPSON</a> While exclusion is an important component of effective behaviour management in schools, outcomes of excluded children are often poor</p>	4/5
<p>Restorative practices to reduce student to student conflict (LM Salary)</p>	<p><a href="#">TIMPSON</a> 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>	3/4/5

**Total budgeted cost: £ 167500**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Pupil Premium Impact 2021-22

		2018-19	2021-22	Compared to National disadvantaged (2022)
Students eligible for Pupil Premium	Number of students	20	20	
	Students moving into Education, Employment or Training (EET)	100%	100%	93.3% (2019)
	Progress 8	-0.30	-0.44	-0.55
	Attainment 8	38.16	38.81	36.7 (2019)
	Students achieving a strong pass in English and Maths	6 (30%)	7 (35%)	29%
	Students achieving a standard pass in English and Maths	12 (60%)	13 (65%)	48%
	English P8	-0.49	-0.15	-0.52
	Maths P8	-0.26	-0.40	-0.49
	EBacc P8	0.35	-0.49	-0.59
	Open P8	-0.30	-0.60	-0.60
	Exclusions of students*	7.71%	16.98%	13.76% (2019)

**Key Objective: To 'diminish differences' against national indicators and eliminate within school variation.**

In order to achieve this, our success criteria is:

- 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 -0.40.
- English Dis P8 to be moving towards 0.11 by 2024
- Maths Dis P8 to be moving towards 0.11 by 2024
- Improve Persistent Absence of disadvantaged SNCHS (19.35% 2019) to non-disadvantaged national (10.8% 2018) and at least below disadvantaged national (24.7% 2018)
- Improve absence of SNCHS disadvantaged students (8.96%) to non-disadvantaged national of 6.4% and at least below national disadvantaged (10.4%, 2021-22) (ALL SCHOOLS)
- Reduction in exclusions of disadvantaged SNCHS students (8.72%) to non-disadvantaged students of 6.24% and at least below disadvantaged students of 24.93%

Strategy Strand	2021-22 actions	Impact of 2021-22 Actions	Areas for development in 2022-23
<b>1 Quality teaching for all</b>	<p>Appraisal objective 1 ensures all pupils making appropriate progress.</p> <p>Progress Review meetings &amp; GCSE outcomes meetings include specific focus on PPG gap analysis &amp; intervention</p> <p>New Governor QA link role to include PP analysis on proforma</p> <p>Lesson Observations/Work Scrutiny to include targeted PP students to show progress &amp; inform future action planning</p>	<p>P8 for DA students better than national.</p> <p>Increase in attainment of strong passes in ENg/Ma</p> <p>Increase in Maths and Eng P8 scores from 2019 and better than national 2022</p>	<p>Department SEF to have a PP impact statement and DIP to include PP focus with clear KPIs</p> <p>Open Pillar subjects to increase SPI</p> <p>Pastoral Improvement plans to have a PP impact statement regarding attendance with clear KPIs and targets – Regular audit of attendance stages via SEQA</p>
	<p>DIP priority for all subjects</p>	<p>Increase in Maths P8 and better than national 2022</p> <p>Increase in Eng P8 and better than national 2022</p>	<p>QA the Maths form time interventions and measure impact</p> <p>Ensure English have identified GAP analysis for DA students from Y10 exams</p>
	<p>Schemes of learning development</p>	<p>Increase in DA students studying EBACC</p>	<p>Develop further in line with whole school curriculum changes and ensure disadvantaged students are identified and targeted within the</p>

			implementation of the curriculum
	Data rich seating plans	All staff identify pupil premium students	To ensure scaffolding at all key stages enables students to maximise progress
	To raise the attendance of pupil premium students in line with those not eligible  Attendance strategy to identify irregular attendance		Increase use of EBSN via CWAC  Use nationally recognised questionnaires as benchmarks for both student and parental voice  Utilise new Attendance and Welfare officer to work with families where poor attendance is entrenched
	To reduce exclusions of pupil premium students  Using RJ meetings to resolve issue as another layer before exclusion  Using Internal exclusion and OOC as separate issues  New Behaviour Ladder to support and resolve escalating incidents	Decreased exclusions (suspensions) for this cohort	Address increased exclusions through use of student profiling tool and sharing of information with staff. Utilise AP and ensure it is appropriate for our students.
	Literacy and numeracy catch up groups		To ensure that prior attainment for pupil

	<p>Strategies with SENCO ensure students have interventions from September onwards and monitored closely so when they reach required reading age/spelling age/numeracy levels (as identified from Maths department) students can return to normal timetable</p>		<p>premium students closes the attainment gap.</p> <p>Initiate the IGNITE group led by HLTA with KS2/KS3 QTS.</p> <p>Utilise accelerated reader to support literacy with this group</p>
<b>2. Targeted support</b>	<p>One to one Learning Mentor Support</p> <p>Academic Mentoring from LM to support progress across the curriculum</p> <p>Extensive Careers Interview</p> <p>Personalised support identified through Progress Meetings following T&amp;M</p>	<p>Increase in performance of DA students on GROW</p>	<p>Student Profiling tool to populate pen portraits to aid teaching staff to identify barriers</p>
	<p>Learning Mentor support for anger management, bereavement, social situations, risk, self-respect</p> <p>Contact with families where appropriate and support offered where required</p>		



	dependent upon circumstances e.g parents/carers evenings (ensure virtual access)		
	To provide internal support with emotional/behavioural needs via Learning Mentors RJ meetings with peers	Decrease in suspensions for this cohort	
	Subject Leads to complete PP support request form All requests considered by the NW/SLT Materials & resources to fully achieve target grades at KS4 Provision Map updated  Requests & targeted funds <b>evaluated for impact</b> following data captures  Food ingredients cost covered to allow PP students to take part and learn life skills.		To provide each pupil premium student with an overview available to all staff based upon how which areas they feel they learn best – a pen portrait
<b>3. Other approaches</b>	Transition evening (circus ology) for invited PP parents		Development of further transition evenings for staff to deliver lessons to PP parents in a trauma informed approach
	Identify PP link governor		

	<p>Action plan reviewed at Governor's SWP Committee</p> <p>Governor links to meetings in school with SLT to develop PP plan further and hold AHT accountable</p> <p>Cohort make up of each year group to allow GOVS to understand context of different year groups (shared as whole school)</p>		
	<p>Phone calls to all PP Parents about Careers/ Parents Evening, Revision Sessions &amp; transportation offered to and from venue</p> <p>School newsletter to contain weekly attendance KPI</p>	<p>Increased attendance to online parents evenings</p>	<p>To further breakdown barriers either real or perceived by parents.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
National Tutoring	Pearson
Sparx Maths	Sparx
EAL Assessments	Bell Foundation
PhaB Assessments	GL Assessments

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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 (optional)

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