



# ST NICHOLAS CATHOLIC HIGH SCHOOL PUPIL PRE- MIUM STATEMENT

2023 - 4

## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1197
Proportion (%) of pupil premium eligible pupils	13.62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	<i>Mr Burns</i>
Pupil premium lead	<i>Mrs Senior</i>
Governor / Trustee lead	Mr Mottram

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,556.45
Recovery premium funding allocation this academic year	£36,711
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b> <i>National Tutoring Grant £10950</i>	£215,161

## Part A: Pupil premium strategy plan

### Statement of intent

At St Nicholas Catholic High School we are committed through our Disadvantaged First Policy to challenge all of our Pupil Premium and vulnerable students to develop the learning habits and receive all the necessary academic and pastoral support to achieve their full potential in line with their peers. This is at the centre of our Catholic Ethos and our Mission Statement where “everyone matters”. Our Mission Statement reflects our uncompromising commitment to ensuring that we continue to provide an outstanding quality of teaching and learning and pastoral care.

Quality First Teaching and a knowledge-rich, broad curriculum is at the heart of our approach as they have been proven by research to have the greatest impact on closing the disadvantage attainment gap.

In addition to this our support is evidenced by the needs of students as well as the growing body of educational research, such as the recommendations given in by the various EEF guidance reports all of which function to achieve our overall strategy aims as outlined below. The EEF recommends schools take a tiered approach to Pupil Premium spending: Teaching, Targeted academic support and Wider strategies and these areas are implemented and regularly monitored.

We consider the challenges faced by all vulnerable pupils, such as those who have a social worker and implicit in the intended outcomes detailed below, is the intention that this strategy is also intended to support the needs of all students we identify regardless of whether they are disadvantaged or not.

We use the following principles to guide our strategy:

#### **Thorough Identification of Need**

- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will identify any specific needs in our disadvantaged learners, recognising the diversity in our cohort - both existing and emerging.
- We will ensure that teachers, our pastoral and SEND team, know which pupils are eligible for Pupil Premium and that they maintain a keen eye on their progress.

#### **Effective Provision**

- We will maintain high expectations of the target group.
- We will be relentless in our pursuit of high-quality teaching and not just interventions
- We will use achievement data to check interventions are effective and make adjustments where necessary to ensure impact.

#### **Leadership**

- We will have a senior leader with oversight of how Pupil premium funding is being spent.
- We will have a named governor who will oversee and challenge our use of Pupil Premium funding.
- We will use the funding strategically to ensure that it has the maximum impact on our disadvantaged learners

### Challenges

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

Challenge number	Detail of challenge
1	<p>The attendance and persistent rates of disadvantaged students is lower than their peers and lower than National averages for disadvantaged students.</p> <p>In 2022/3 the overall attendance record for Disadvantaged students was 83.3% against a National average of 85.3%.</p> <p>In 2022/3 the gap in Attendance with Disadvantaged students and Non Disadvantaged students was 8.14%</p> <p>In 2022/3 the gap in Attendance with SEN and Non SEN students was 13.57%</p>
2	The gap between Disadvantaged students and their peers who attain a 5-9 in both English and Maths is 22.4%
3	Since school reopening after Lockdown, we have seen a higher number of referrals for social, emotional and mental health needs within our students including our disadvantaged students.
4	In 2022/3 middle attaining Disadvantage students underperformed when compared to other ability profiles.
5	In line with schools nationally, post-pandemic behaviour of pupils who are disadvantaged is disproportionately challenging when compared to non-disadvantaged peers.
6	Literacy and numeracy levels – a greater proportion of our Pupil Premium Students do not attain 100 in Reading and Maths than Non Pupil Premium Students

## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

### 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 the individual attainment outcomes of disadvantaged students at the end of KS4	<ul style="list-style-type: none"> <li>There will be no gap between Disadvantaged students and non Disadvantaged students or the Gap will have narrowed. {Gap in 2022/3 was -0.81}</li> <li>The gap between Pupil Premium and peers 5-9 Basic figure continues to improve {Gap 22.4% in 2023 <i>predicted</i>}</li> <li>Pupil Premium Dis P8 SNCHS (-0.31, 2023 <i>predicted</i>) 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 -0.45/-0.52 in 2024 and moving towards 0.11 by 2026</li> <li>Maths Dis P8 to be better than -0.19/-0.49 in 2024 and moving towards 0.11 by 2026</li> <li>Ebacc P8 to be better than -0.19/-0.59 in 2023 and moving towards 0.14 by 2024</li> <li>Open Pillar to be better than -0.63/-0.60 in 2023 and moving towards 0.12 by 2024</li> </ul>
To ensure DA students move onto a suitable level of education, employment or training Post-16	<ul style="list-style-type: none"> <li>Ensure 100% disadvantaged students in EET</li> </ul>
Work towards improving behaviour outcomes.	<ul style="list-style-type: none"> <li>Reduce the Suspension Gap between Disadvantaged and Non Disadvantaged students through effective Behaviour Modification.</li> <li>Reduce the Gaps in Lesson Monitor between Disadvantaged and Non Disadvantaged Students through effective Behaviour Modification</li> </ul>
To maximise the time DA students are in school	<ul style="list-style-type: none"> <li>Improve absence of SNCHS disadvantaged students (16.70%, 2022-23) to the overall absence figure of 8.7%</li> </ul>
To improve the wellbeing for all students, especially the most disadvantaged	<ul style="list-style-type: none"> <li>Student voice data</li> </ul>
To improve the exposure of our co-curricular offer to Disadvantaged Students	<ul style="list-style-type: none"> <li>Co-Curricular Attendance figures.</li> </ul>
Improved literacy and numeracy levels	<ul style="list-style-type: none"> <li>All students will have caught up from their starting position in line with their peers.</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: **£129,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continual review of curriculum design in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.	<p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_A_tiered_approach_to_2021.pdf</a></p> <p>Curriculum as a progression model: Developing a curriculum for progression so that pupil know and remember more considering types of knowledge to ensure appropriate sequencing.  <a href="#">Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms</a></p> <p>Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.  <a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p>	2,4,6
<p>Purchase of standardised diagnostic assessments for Literacy.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	6
<p>Staff CPD</p> <p>Developing our Staff through our Foundation for Learning Programme which includes:</p> <p>Recall &amp; Retrieval  Modelling  Chunking  Scaffolding  Checking for Understanding (CFU)  Challenge &amp; Questioning</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD  Sutton Trust – quality first teaching has direct impact on student outcomes.  <a href="https://evidencebased.education/pupil-premium-strategy/">https://evidencebased.education/pupil-premium-strategy/</a></p> <p>Rosenshine's Principles of Instruction.  The Great Teaching Toolkit</p>	2,4,6

## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy - Reciprocal Reading  Staff CPD Developing our Staff – Adaptive Teaching.		
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance through a new Whole School Literacy plan.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	2,4,6
Enhanced core subject staffing to ensure that that we can group students flexibly according to class dynamics and the needs of specific students	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.  <a href="#">EEF Teaching and Learning Toolkit + 2 months</a>	2,4,6
Through our Learn to Learn Sessions students will develop their metacognitive and self regulation skills in all pupils.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Disadvantaged First Policy – All Departments have a strategy on how they support Disadvantaged students.	<a href="#">Addressing Educational Disadvantage - 'Adopt a culture of early intervention'</a>	ALL

## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

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

Budgeted cost: **£85,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Disadvantaged students to have dedicated time with a Learning Mentor to look at barriers to learning and provide bespoke support. Through these meetings they will identify the specific nature of individual PP student barriers and then to implement appropriate support for them with the help of clear target setting.	On average, mentoring appears to have a small positive impact on academic outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring#:~:text=On%20average%2C%20mentoring%20appears%20to,to%20school%2C%20attendance%20and%20behaviour.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring#:~:text=On%20average%2C%20mentoring%20appears%20to,to%20school%2C%20attendance%20and%20behaviour.</a>	ALL
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Data meetings will focus on disadvantaged students and identify actions to support students	<a href="#">Addressing Educational Disadvantage - 'Adopt a culture of early intervention'</a>	2,4,6
Intensive Literacy and Numeracy intervention programme for those in need of Catch up.	Disadvantage – 'There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning' <a href="#">EEF Teaching and Learning Toolkit + 4 months Addressing Educational</a>	6
Disadvantaged students will have access to music tuition if they require it.	Focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. <a href="#">EEF Teaching and Learning Toolkit +2 months</a>	1,2,4,6



## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

<p>Careers advice and intervention in order to provide students with goals and a clear informed path to get there</p>	<p>Career guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work.</p> <p>It enhances linkage of academic and career experiences and thus, improves career preparation.</p> <p>There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.</p>	<p>ALL</p>
<p>Provision of essential Curriculum materials including Revision guides, set texts, maths kits, resources for practical subjects - art and food tech and assistance with home to school transport for revision sessions</p>	<p><a href="#">Addressing Educational Disadvantage - 'Adopt a culture of early intervention'</a></p>	<p>ALL</p>

## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

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

Budgeted cost: **£125,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investigation into recognised programmes for Behaviour Modification – including the feasibility of cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	3
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Implementation of Attendance Strategy to co-ordinate the response across Pastoral Teams. Attendance officer to track, monitor and improve the attendance of some of our most vulnerable students.  A focused intervention strategy for all students who have an attendance figure of less than 94% will be implemented. This will include incentives and target parents as well as students to improve attendance.  A focused intervention strategy for all FSM students who have a significant Bus debt/difficulties making payment for use of school managed bus service and who are persistently absent. (those not eligible for free LA travel assistance)	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Additional staff recruited to support vulnerable students with specific SEMH and behaviour challenges	To build capacity within the organisation to work closely with students who have SEMH needs. EEF Teaching and Learning Toolkit +5 months	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
Extra Curricular including Duke of Edinburgh Award and Rowing.	In order to narrow the gap for our Disadvantaged students, it is important that they have access to the same extra-curricular activities and residential school visits as the rest of their cohort. Pupil Premium is therefore used to subsidise extra-curricular activities	ALL

## Pupil premium strategy statement – St Nicholas Catholic High School 2023 -2026

Funding to support students from more deprived backgrounds to access extracurricular leadership and service opportunities.	and residential trips/retreats for those pupils who qualify for Free School Meals.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	
<b>Uniform subsidies</b> Families offered uniform subsidies (including shoes) throughout the year.	EEF: Guide to the pupil premium	ALL
Provide alternate provision for students who are given fixed term suspensions or because of SEMH cannot attend school.	Supporting students who have been excluded from mainstream education or who cannot attend Mainstream school ensures students can still access the curriculum and therefore improving their chances in being successful in adulthood	1,3

**Total budgeted cost: £340,000 {the remaining coming from whole school budget}**

## Part B: Review of the previous academic year 2022/3

### Outcomes for disadvantaged pupils

GCSE Performance													
		National 2018	SNCHS 2018	Difference	National 2019	SNCHS 2019	Difference	National 2022	SNCHS 2022	Difference	National 2023	SNCHS 2023{SISRA}	Difference
Disadvantaged		- 0.44	-0.6	- 0.1 6	- 0.4 5	- 0.3 1	0.1 4	- 0.5 5	- 0.4 4	0.1 1	-0.56	-0.56	0
Disadvantaged English		- 0.44	- 0.38	0.0 6	- 0.4 4	- 0.5 6	- 0.1 2	- 0.5 2	- 0.1 5	0.3 7	-0.56	-0.45	0.11
Disadvantaged Maths		- 0.39	- 0.74	- 0.3 5	- 0.3 9	- 0.6 3	- 0.2 4	- 0.4 9	- 0.4 4	0.0 9	-0.51	-0.16	0.35
Disadvantaged Ebacc		- 0.49	- 0.57	- 0.0 8	- 0.5 5	- 0.3 3	0.2 6	- 0.5 9	- 0.4 9	0.1 9	-0.61	-0.19	0.42
Disadvantaged Open		- 0.46	-0.7	- 0.2 4	- 0.4 3	- 0.6 9	- 0.2 6	- 0.6 6	- 0.6 6	0	-0.61	-0.63	-0.02

Attendance								
FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	139	School	83.3%	88.1%	82.1%	85.0%	76.7%	84.2%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	-1.9%	-0.6%	-4.1%	+0.8%	-6.3%	+1.3%
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	902	School	92.5%	93.7%	92.4%	93.1%	91.0%	92.5%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	0.0%	-0.7%	-0.7%	+1.0%	-0.7%	+1.1%
SEND			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	59	School	79.2%	88.2%	68.8%	86.0%	68.8%	79.6%
		FFT National	85.9%	89.5%	86.5%	84.7%	83.6%	83.7%
		Difference	-6.7%	-1.3%	-17.7%	+1.3%	-14.8%	-4.2%
			All	Year 7	Year 8	Year 9	Year 10	Year 11
EHCP	34	School	81.9%	93.9%	78.3%	86.7%	68.2%	69.0%
		FFT National	82.9%	86.7%	83.7%	82.0%	80.5%	80.0%
		Difference	-1.0%	+7.2%	-5.4%	+4.7%	-12.2%	-11.0%
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not SEND	948	School	92.4%	93.3%	93.0%	92.5%	90.7%	92.6%
		FFT National	91.8%	93.7%	92.3%	91.2%	90.8%	90.5%
		Difference	+0.7%	-0.4%	+0.8%	+1.2%	-0.1%	+2.1%

## Suspensions

	National {2021/2} {State Secondary Schools Eng-land}	2022/3 {Final}
Rate	13.96%	6.80%
Boys	17.48%	9.84%
Girls	10.41%	3.59%
FSM	34.20%	27.36%
EHCP	38.03%	21.21%
SENK	36.19%	25.81%