

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	Hagley Catholic High School
Number of pupils in school	1137
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	James Hodgson (Principal)
Pupil premium lead	Nikki Hackett (Assistant Principal)
Governor / Trustee lead	Finula Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,000
Recovery premium funding allocation this academic year	£19,285 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
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	£184,285

Part A: Pupil premium strategy plan

Statement of intent

Our commitment to ensuring every student at Hagley Catholic High School experiences equal opportunities in every learning and social experience is paramount, and a firm belief that everything is possible and that no one should be disadvantaged by the very best provision for all.

Ultimately, we aspire and aim to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students and that any gap is not narrowed, but closed. In that our aims are:

- that outcomes are in line with aspirational FFT 20%/5% targets*
- that attendance is on a par with whole school attendance*
- that reading ages are in line with national average for all students*
- and that cultural capital opportunities are experienced on a par with all other students*

Our plan, as laid out, aims to provide the necessary strategic action to ensure the aims are met and the challenges listed are tackled, through focussed intervention, high quality teaching and learning strategies for all, quality CPD for teachers and a whole school focus on literacy.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to absence through pandemic <i>Disadvantaged attendance has been significantly lower in the previous year due to the impact of the pandemic and has led to a great concern for disadvantaged academic progress</i>
2	Absence of targeted provision <i>Investment in targeted intervention has not been in place in previous years and opportunities have been lost to use such interventions to address gaps in skills and knowledge in the core subjects</i>
3	Lower than usual literacy levels at KS3 <i>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</i>
4	Lower than average attendance

	<i>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4-5% lower than for non-disadvantaged pupils.</i>
5	<i>Access to school, learning and wider cultural capital opportunities Observations, student and parent voice has identified increasing absence from wider school opportunities, cultural capital and fundamentals of school engagement and opportunities are harder to access, resulting in poorer attendance and isolation due to lack of opportunity.</i>

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
Improved P8 score for disadvantaged learners in exam years	By the end of the current academic year (21-22) disadvantaged Year 11 P8 score is greater than 0
Improved average Attainment 8	By the end of the current academic year (21-22) disadvantaged students in Year 11 achieve national average for attainment 8
All students targeted Grade 5+ in ENGMA achieve	At least 59% of all disadvantaged learners achieve 5+
Improved attendance for disadvantaged learners	Disadvantaged attendance is above national average
Bridge gaps in literacy and numeracy	Disadvantaged students in Year 7 and 8 are at expected level for reading and maths

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching staff: Developing pedagogy through Rosenshine's Principles 5 to 8	EEF Pupil Premium Guide - case studies	1
Teaching literacy across the curriculum	EEF: Reading comprehension strategies +6 months	1, 3

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an English intervention teacher	EEF: One to One tuition +5 months EEF: Small group tuition +4 months	1, 2
Weekly Core Intervention for KS4	EEF: Small group tuition +4 months	1, 2
Tutoring in maths face to face and online	EEF: One to One tuition +5 months EEF: Small group tuition +4 months	1, 2
Reading buddy scheme	EEF: Peer tutoring +5 months	3
After-school and holiday intervention sessions	EEF: Extending school time +2 months	1, 2

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

Budgeted cost: £ 44,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a culture of POWERful learning and behaviour	EEF: Behaviour Interventions +3 months	1, 5

<p>Ensure all avenues are explored to ensure disadvantaged students have an equal access to school, learning and cultural capital opportunities to include uniform and travel subsidies and funded curriculum and enrichment trips</p>	<p>EEF: Digital Technology +4 months</p>	<p>1, 4, 5</p>
<p>Prioritised referral to internal and external counselling support services to include. Safeguarding & Inclusion Officer, School Counsellor and the Malachi Trust</p>		<p>4, 5</p>

Total budgeted cost: £ 184,285

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.

See the strategic plan for 2020-21 for a review of expenditure and impact last year.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.