

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for 2024-2027 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	1128
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Hodgson (Principal)
Pupil premium lead	J Hodgson (Principal)
Governor / Trustee lead	J Todd/F Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£167,320
Recovery premium funding allocation this academic year	N/A
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	£167,320

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 ultimately closed. In that our aims are:

- that outcomes are in line with aspirational FFT 5% targets*
- that attendance narrows year on year with that of 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 is to provide the necessary strategic action to ensure the aims are met and the challenges experienced by the most disadvantaged are tackled. To ensure we, and our strategies, are effective Hagley will ensure:

- additional barriers or a lack of expectation are not placed on disadvantaged learners*
- that intervention will be in place through our programmes of intervention and support and time will not be wasted on application of strategy*
- a whole school approach is in place where all staff take responsibility for outcomes, expectations and provision*

Challenges

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

Challenge number	Detail of challenge
1	The GCSE outcomes in Maths are typically lower than that in English and especially at grade 5 and above
2	Disadvantaged learners make up a disproportionately higher number of our lowest 20% for literacy.
3	20% of students on admission have a reading age below expected standard.

4	Lower than average attendance remains a barrier to success for disadvantaged students at Hagley with it typically being 5% lower than their non-disadvantaged peers.
5	The educational wellbeing of all our students is a great concern but students from disadvantaged backgrounds routinely present with greater emotional health needs than their peers and consequently such need impacts on attendance, attainment and progress. Currently 33% of all students on the SEN register are identified with anxiety or SEMH and 89% of these are 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
Improved P8 score for disadvantaged learners in exam years	P8 score is greater than 0. (N/A in 2025 and 2026)
Improved Attainment 8	Achieve national average for attainment 8.
Gap between English and Maths narrows at KS4 while at KS3 it remains inline with targets	Gap between English and Maths at grade 4 is less than 5% and grade 5 is less than 10%. Key Stage 3 students' Maths and English data is on target.
Improved attendance for disadvantaged learners	Disadvantaged attendance is within 4% of whole school average and above national average.
Improved reading ages of disadvantaged KS3 students	% of students with an age appropriate reading age improves year on year
To ensure that students wellbeing and mental health is well provided for and improves over time.	Disadvantaged student numbers with SEMH and anxiety reduce over time, while attendance for those with such conditions improves.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over staffing in maths to provide access to smaller teaching groups and additional intervention (24700)	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work.</p> <p>EEF: Collaborative Learning Strategies +5 months</p>	1
Continued purchase and use of bi-annual reading test and diagnostic assessment tools to include training on using this data to make change. (5000)	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF: Reading comprehension strategies +6 months</p>	2, 3
Purchase, staff training and intervention of Lexoniks, a literacy intervention programme for secondary aged children (20000)	<p>Independent Impact Evaluation Studies - Lexonik</p>	2, 3
Whole school leader of literacy to lead on testing, analysis and interventions. (10000)	<p>A lead to drive improving literacy across the curriculum and developing disciplinary literacy so that all teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: Reading comprehension strategies +6 months</p>	2, 3

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

Budgeted cost: £ 71,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexonik interventions - staff work one to one or in small groups with identified students who need support to improve literacy (15000)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF: One to One tuition +5 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF: Small group tuition +4 months</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work.</p> <p>EEF: Collaborative Learning Strategies +5 months</p>	<p>2, 3</p>
<p>Weekly Core Intervention for KS4 – keep all core heads off timetable on Tuesday period 1 to lead small group intervention in English, Maths, Science and RE (10000)</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF: Small group tuition +4 months</p>	<p>1, 3</p>
<p>Employ an Assistant SENCO to work one to one or in small groups with identified students</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-</p>	<p>1, 2, 3</p>

who need support to make expected progress (31000)	to-one: EEF: One to One tuition +5 months And in small groups: EEF: Small group tuition +4 months	
Employment of Teaching Assistants to for one-to-one/one-to-three interventions (15370)	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5

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

Budgeted cost: £ 36,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Arts Therapist, to provide one to one therapy for students struggling with engagement and wellbeing that is impacting on learning and progress. (18250)	The average impact of arts participation on other areas of academic learning appears to be positive Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF: Arts participation +3 months	4, 5
Employ a Safeguarding and Inclusion Officer with a specific focus on student mental health and wellbeing (8000)	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF: Social and emotional learning +4 months	4, 5
Employ an Attendance Officer (4200)	Taking a lead on attendance tracking, mentoring, home visits and attendance based incentives Attendance-and-Persistent-Absence-ESC-Submission	4
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. (5800)	Experience and our observations have shown that proving support for students from disadvantaged backgrounds to engage in a wider curriculum opportunity by supporting with equal access to provision has had a positive impact on attendance and wellbeing by increasing a sense of inclusion and opportunity.	4, 5

Total budgeted cost: £167, 320

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.

Outcomes

Disadvantaged outcomes in all years have improved again in 2023-24.

Progress 8 for disadvantaged Y11 students was -0.22, with one significant outlier who sadly could not sit his exams that when discounted results in a P8 of +0.05. Our efforts to narrow the gap have also been successful with the gap reducing from -0.81 to -0.53.

Attainment 8 for disadvantaged students has also improved this year and while not yet at national average it has improved by 5 points this year and is now above 40 points.

In all other Key Stages/Year groups disadvantaged learners progress has improved term on term, and in most years progress is both positive and in line with whole cohort.

However, in Year 10 (23/24) the value added data is not as reliable as this year group did not do SATs and target data is routinely adjusted and will be at the start of 24/25.

[PP Impact Report 20232024](#)

[PP Impact Report 20232024 Eng Maths](#)

(*click link for reports)

In our target area of Maths the gap between English and Maths for disadvantaged students achieving a GCSE grade 4 is now below 5% but not yet as narrow as we would like for grade 5s but is narrower than in 22/23.

Attendance continues to improve for all groups at Hagley not least the disadvantaged cohort. However it is not yet within our 4% target range but is significantly above the national average for disadvantaged children.

Student reading ages continue to be measured as evidence of impact, with 86% of Year 7 from 23/24 having a reading age greater than 12 at the start of Year 8 (24/25). This is a 5% improvement on last year. While 86% of Year 8 (2023/24) have a reading age greater than 13 at the start of Year 9 (24/25) which is a 6% improvement on last year.

Enrichment engagement continues to improve and 10% of engagement in all enrichment opportunities is from disadvantaged students. This is up from 6% last year and significantly closer to our 14% target.

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.