

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1087
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J Hodgson (Principal)
Pupil premium lead	N Hackett (Assistant Principal)
Governor / Trustee lead	J Todd/F Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,080
Recovery premium funding allocation this academic year	£38,088
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	£164,168

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged 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:

- additional barriers or a lack of expectation are not placed on disadvantaged learners*
- that early intervention will be in place through our programmes of intervention and support and time will not be wasted on application of strategy*
- ensure 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 outcomes in Maths at KS4 are typically lower than that in English and in 2022 there was a 15% difference with forecasted difference in 2023 being 12.5%.

2	Our research suggests that disadvantaged students are less likely to engage in self-directed intervention, revision and wider study than their peers. Consequently, recovery of lost learning from previous years is less likely and knowledge gaps are more evident.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is evident across the curriculum but especially at KS3.
4	Lower than average attendance remains a barrier to success for disadvantaged students at Hagley with it typically falling between 3% and 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.
Improved Attainment 8	Achieve national average for attainment 8.
Gap between English and maths narrows	Gap between English and Maths at grade 4 and 5 is less than 10%.
Improved attendance for disadvantaged learners	Disadvantaged attendance is within 5% of whole school average.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Learning observations report that disadvantaged pupils are more able to monitor and regulate their own learning. 90% of student voice from DA students reports that students have improved metacognitive skills.
To ensure that students wellbeing and mental health is well provided for and improves over time.	Student numbers with SEMH and anxiety reduce over time, while attendance for those with such conditions improves. The vast majority of all students including the most disadvantaged report that their mental health is good.

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: £34,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing in maths to develop team teaching, collaborative learning and opportunities for intervention	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. EEF: Collaborative Learning Strategies +5 months	1
Continued purchase and use of bi-annual reading test and diagnostic assessment tools to include training on using this data to make change.	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. EEF: Reading comprehension strategies +6 months	1, 2
Developing metacognitive and self-regulation skills in all students This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: EEF: Metacognition and self-regulation +7 months	3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an English intervention teacher to work one to one or in	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up	2, 3

<p>small groups with identified students who need support to make expected progress in English</p>	<p>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>Weekly Core Intervention for KS4 – keep all core heads of timetable on Tuesday period to lead small group intervention in English, Maths, Science and RE</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, 2, 3</p>
<p>Online Maths Tutoring – procure online tutoring through the NTP with Third Space Learning and My Tutor to provide one to one maths tuition</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>1, 2</p>
<p>Create a senior leadership position to lead and coordinate all interventions across the school and take accountability for the impact and outcomes</p>	<p>Providing a key person to lead and co-ordinate all interventions and increase the engagement and uptake while reporting on and driving the impact and outcomes has been seen to have impact.</p> <p>EEF: Performance pay</p>	<p>1, 2, 3, 4</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</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-to-one: EEF: One to One tuition +5 months And in small groups: EEF: Small group tuition +4 months</p>	<p>1, 2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To retain the services of a trainee Arts Therapist, once qualified, to provide one to one therapy for students struggling with engagement and wellbeing that is impacting on learning and progress.</p>	<p>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</p>	<p>4, 5</p>
<p>Retain the services of an external counselling and therapeutic intervention services.</p>	<p>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</p>	<p>4, 5</p>
<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>Experience and our observations have shown that proving support for students from disadvantaged backgrounds to engage in a wider curriculum opportunities by supporting with equal access to provision has had a positive impact on attendance and wellbeing by increasing a sense of inclusion and opportunity.</p>	<p>4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ £164,168

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 2021 to 2022 academic year.

Year 11 exam outcomes in 2021/22 for disadvantaged students were largely in line with our intended outcomes and targets set in the previous strategy. Attainment 8 for PP students was 48.8, with a provisional estimated P8 score of 0.08. While national data is currently not available local authority average A8 for all students was 50.7

We had set ourselves the target of achieving 59%+ grade 5 or more in English and Maths and only achieved 50%, although 5+ in English was 68.8%. However, 68.8% of PP students achieved grade 4 in English and Maths.

Therefore, our ambitious outcomes were not full realised but attainment and performance was significantly positive against available data.

An additional 2 students achieving a grade 5 in Maths would have meant we had realised our target, these 2 such students did achieve a grade 4 in Maths, and gained at least 5 standard passes or more in all subjects and have gone on to college to study level 3 courses.

Overall attendance in 2021/22 was not comparable against previous years attendance due the pandemic and impact of COVID protocols on attendance .Hence our ambitious target was hard to compare with national data not readily available for such groups at the time of writing. Our DA attendance percentage for the 5 terms to Spring half term 2022 was 85.3% against a whole school attendance average of 90.5% this was 1% down on the previous year but does not allow for 9 weeks school closure due to COVID. The gaps are in line with the previous years and hence attendance remains part of our current plan.

Part of our approach to measure reading ages more readily and thus place teaching and academic strategies in place to target literacy across the curriculum has seen the vast majority of students in Year 7 and 8 make expected progress in reading with 87% of students in Year 7 with a reading age greater than 11 years and 81% greater than 12 in Year 8. Where there are examples of students reading ages being below expectation we continue to use intervention to help narrow any gaps.

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?	Core intervention in KS4 and staff support in the hub for one to one and counselling
What was the impact of that spending on service pupil premium eligible pupils?	All 3 students had attendance above the school average. All three were on or above target on average. 1 students stayed on to Year 12 while the other 2 are in main school still.

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.