



Cardinal Allen Catholic High School

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	Cardinal Allen Catholic High School
Number of pupils in school	804
Proportion (%) of pupil premium eligible pupils	29.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrew Cafferkey – Headteacher
Pupil premium lead	Stuart Henderson – Assistant Headteacher
Governor lead	Mike Murray – PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196485
Recovery premium funding allocation this academic year	£30595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£227080

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Cardinal Allen, high-quality teaching has always been our first priority, and this lies at the heart of this plan, with a focus on areas in which disadvantaged students require the most support. Extensive research has proven that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged students in our school – as The Education Endowment Foundation state, “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment”. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading ages / levels of literacy</p> <p>Our assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts on their progress in all subjects.</p> <p>Year 9:</p> <p>Reading age average (NGRT) non PP = 14y 7m</p> <p>Reading age average (NGRT) PP = 13y 8m</p> <p>Spelling age (IDL) non PP = 13y 1m</p> <p>Spelling age (IDL) PP = 12y 5m</p> <p>*14y 11m is the maximum score calculated by IDL</p> <p>Year 8:</p> <p>Reading age average (NGRT) non PP = 14y 0m</p> <p>Reading age average (NGRT) PP = 12y 1m</p> <p>Spelling age (IDL) non PP = 12y 10m</p> <p>Spelling age (IDL) PP = 12y 4m</p> <p>*14y 11m is the maximum score calculated by IDL</p> <p>Year 7:</p> <p>Reading age average (NGRT) non PP = 12y 7m</p> <p>Reading age average (NGRT) PP = 10y 11m</p> <p>Spelling age (IDL) non PP = 12y 4m</p> <p>Spelling age (IDL) PP = 11y 5m</p> <p>*14y 11m is the maximum score calculated by IDL</p>
2	<p>Low numeracy levels / maths attainment</p> <p>Attainment of disadvantaged pupils in Maths is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p>

3	<p>Gaps in curriculum knowledge</p> <p>Our assessments, observations and discussions with pupils and their families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies (EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)). This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Attendance</p> <p>Although attendance is consistently better than national, our data indicates that attendance among disadvantaged pupils has been consistently lower than that for non-disadvantaged pupils by approximately 3%. Disadvantaged pupils have also been typically more likely to be persistently absent (missing 10% or more of their education); in the last 'non-Covid' year, 2018/19, 18% of our disadvantaged pupils were 'persistently absent', compared to approximately 6% of all pupils. During the pandemic it has been difficult to accurately measure both attendance and persistent absence rates as the majority of absence was recorded using the X code.</p>
5	<p>Emotional Health and Wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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 progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	There will be a narrowing of the Progress 8 gap for disadvantaged pupils compared to other pupils over a 3 year period.
Improved reading comprehension among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.
Improved outcomes in maths among disadvantaged pupils.	Assessments demonstrate improved skills in all the five key areas of Maths (number, algebra, ratio and

	<p>proportion, shape and measures, and data and probability) and a smaller gap between disadvantaged pupils and their peers. Improvement should also be noted by teachers in day-to-day assessment tasks and work scrutiny.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>By the end of our current plan in 2023-24, we are aiming to improve the attendance of our disadvantage cohort. Our aspiration is for our post-pandemic data to show that attendance for our disadvantaged pupils has exceeded the levels achieved in 2018-19. This would involve the gap between disadvantaged and non-disadvantaged pupils being no greater than 2.5%. Our aspiration is to also reduce persistent absence rates to below pre-pandemic levels. We aim to reduce disadvantaged persistent absence rates to below 14%.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access the NWW Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching Mathematics at Key Stage 3</p> <p>To teach Maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>EEF KS2 and KS3 Maths Guidance</p>	2,3
<p>Purchase of standardised diagnostic assessments - NGRT.</p> <p>Details of Reading Age scores made available to all staff.</p> <p>Renewal of licence to Bedrock, IDL and Nessy to improve the reading comprehension and spelling of pupils with lower than age related expectations as evidenced by NGRT tests</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:</p> <p>Details of reading ages are available to staff in order that when they Flesch test lengthy texts for classroom teaching they can identify the appropriateness of the text or potential difficulties with vocabulary that will need to be specifically addressed.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>EEF: Improving Literacy in Secondary Schools</p> <p>Greenshaw Research School: Improving Reading in Secondary Schools</p>	1, 2
<p>Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools guidance. CPD provided to all subject teachers. Key elements:</p> <ul style="list-style-type: none"> • Disciplinary Literacy; 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across all subject areas:</p> <p>Teachit: Closing the Word Gap</p>	1 ,2, 3

<ul style="list-style-type: none"> • Explicit teaching of academic vocabulary. 	<p>Training for staff on reciprocal reading strategies to support metacognition: Greenshaw Research School: Literacy after Lockdown</p> <p>CPD for staff about how we learn to read: Greenshaw Research School: Improving Reading in Secondary Schools</p> <p>Benefits of form time reading: Greenshaw Research School: Improving Reading in Secondary Schools</p>	
<p>Enhancement of teaching across all subjects through CPD, collaborative planning and peer observations / coaching models:</p> <ul style="list-style-type: none"> • Explicit teaching • Scaffolding • Cognitive and meta cognitive strategies • Flexible Grouping 	<p>EEF Research on effective Components of High Quality Teaching; 2019 EIF Research and subsequent subject specific reports in Maths, Science, MFL, Geography, History, Music and RE to inform whole school and subject-specific pedagogical approaches.</p>	<p>1,2,3</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Blend of mentoring and school-led tutoring for disadvantaged students whose education has been most impacted by the pandemic.</p> <ul style="list-style-type: none"> • Across all KS4 subjects • Particular focus on Reading and Maths at KS3 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: EEF One-to-one Tuition EEF Small Group Tuition</p>	<p>1, 2, 3</p>
<p>Engaging with the National Tutoring /School Led Tutoring Programme to provide a blend of tuition, mentoring and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: EEF One-to-one Tuition</p>	<p>1, 2, 3</p>

<p>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, including those who are high attainers.</p>	<p>EEF Small Group Tuition</p>	
<p>Targeted interventions to support pupils to comprehend texts and address vocabulary gaps. Delivered to KS3 for pupils with lower than age related expectations (as evidenced by NGRT and IDL tests):</p> <ul style="list-style-type: none"> • Bedrock delivered for Yr9 on a 6 weekly rotating timetable; • IDL delivered via a rolling period 6-week intervention programme for Yrs 7-9; • Nesy delivered on a weekly basis via removal from MFL. Students, including DA students, are selected based on NGRT testing. 	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>EEF: Reading comprehension strategies</p> <p>Interventions are needed to support post Covid:</p> <p>Greenshaw Research School: Literacy after Lockdown</p> <p>Greenshaw Research School: Improving Reading in Secondary Schools</p> <p>EEF: Improving Literacy in Secondary Schools</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:</p> <p>EEF One-to-one Tuition</p> <p>EEF Small Group Tuition</p>	<p>1, 3</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>

<p>Pastoral mentoring for identified disadvantaged students. 1:1 sessions will focus primarily on 3 areas:</p> <ul style="list-style-type: none"> • Attendance • Homework / independent Study • Revision 	<p>Providing students with a positive role model who helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.</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 a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

The Pupil Premium Strategy Review for 2020-21 is recorded separately [here](#).

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

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.