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Cardinal Allen Catholic High School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	805
Proportion (%) of pupil premium eligible pupils	32%
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	November 2023
Dates on which it was reviewed	July 2023
Date on which it will next be reviewed	July 2024
Statement authorised by	Andrew Cafferkey – Headteacher
Pupil premium lead	Nicola Eccles – Assistant Headteacher
Governor lead	Mike Murray – PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,260
Recovery premium funding allocation this academic year	£60,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£304,980

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	**Low reading ages / levels of literacy** 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. At the start of 2021-2022: **Year 9:** Reading age average (NGRT) non PP = 14y 7m Reading age average (NGRT) PP = 13y 8m Spelling age (IDL) non PP = 13y 1m Spelling age (IDL) PP = 12y 5m *14y 11m is the maximum score calculated by IDL **Year 8:** Reading age average (NGRT) non PP = 14y 0m Reading age average (NGRT) PP = 12y 1m Spelling age (IDL) non PP = 12y 10m Spelling age (IDL) PP = 12y 4m *14y 11m is the maximum score calculated by IDL **Year 7:** Reading age average (NGRT) non PP = 12y 7m Reading age average (NGRT) PP = 10y 11m Spelling age (IDL) non PP = 12y 4m Spelling age (IDL) PP = 11y 5m *14y 11m is the maximum score calculated by IDL
2	**Low numeracy levels / maths attainment**

	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.
3	**Gaps in curriculum knowledge** 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.
4	**Attendance** 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.
5	**Emotional Health and Wellbeing** 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.

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 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.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	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%.

Activity in this three-year plan

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: £54,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Mathematics</u> Departmental T&L focus (on PIPs) is on formative assessment; develop questioning techniques using 'walktrus' and 'steplab'. PP pupils are highlighted on seating plans and must be included in questioning throughout lessons. Feedback policy has been implemented at KS3 to include whole class marking and next steps/guided practice to ensure misconceptions are addressed. Metacognition and self-regulation strategies are to be embedded as part of the feedback process. Summative assessment to inform teaching and support intervention, specifically targeted at PP. QLA to be used after formal assessments to identify gaps. PP students to identified on QLAs. Targets set for PP pupils to support closing of gaps at subject level. Data will be moderated and SISRA analytics used to ensure reflective practices for PP cohort of pupils with appropriate intervention identified and implemented at each data drop.	Embedding Formative Assessment | EEF (educationendowmentfoundation.org.uk) Assessment and feedback | EEF (educationendowmentfoundation.org.uk) 17.-East-Kent-College-Diagnostic-Assessment-and-Teaching.pdf (et-foundation.co.uk)	2,3
Continued use of standardised diagnostic assessments - NGRT. Details of reading age scores made available to all staff. 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. First year using Lexonik phonics with targeted groups across Years 7-9.	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: 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	1, 2

	difficulties with vocabulary that will need to be specifically addressed. EEF: Improving Literacy in Secondary Schools Greenshaw Research School: Improving Reading in Secondary Schools	
Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools guidance. CPD provided to all subject teachers. Continue with the reading, oracy, vocabulary and disciplinary literacy strands through the Communication Strategy and begin with the implementation of CPD on writing.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across all subject areas: Teachit: Closing the Word Gap Training for staff on reciprocal reading strategies to support metacognition: Greenshaw Research School: Literacy after Lockdown CPD for staff about how we learn to read and benefits of form time reading: Greenshaw Research School: Improving Reading in Secondary Schools	1 ,2, 3
• Develop instructional coaching programme for all teachers based on a culture of continuous improvement built around low stakes drop in to support and develop reflective practitioners across school • Provide more opportunities for staff to share best practice in line with the 'Five Facets of Great Teaching' • Teachers to use 'WALKTHRUS' to enhance classroom practice via Pedagogical improvement Plan. • Ensure quality of education is consistent across all subject areas through thorough quality assurance procedures including subject reviews, work scrutiny and drop ins.	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.	1,2,3

• Develop consistent classroom routines including common approaches to the start and end of lessons. • Whole-school focus on metacognition, with a focus on metacognitive questioning and reflection on pupil performance in assessment weeks		

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

Budgeted cost: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Blend of mentoring and school-led tutoring for disadvantaged students. • Across all KS4 subjects • Particular focus on Reading and Maths at KS3	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	1, 2, 3
Engaging with the School Led Tutoring Programme to provide a blend of mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	1, 2, 3
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): • Bedrock delivered for all lower ability Year 8 and Year 9 during English lessons and some Year 7s • IDL delivered via a rolling period 6-week intervention programme for Years 7-9 • Lexonik delivered via a rolling period 6-week intervention programme for Years 7-9 • Nessy delivered on a weekly basis • Student reading mentors deployed to support Y7 pupils with reading;	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: EEF: Reading comprehension strategies Interventions are needed to support post Covid: Greenshaw Research School: Literacy after Lockdown Greenshaw Research School: Improving Reading in Secondary Schools EEF: Improving Literacy in Secondary Schools 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 EEF Small Group Tuition	1, 3

• Staff members without forms are deployed to support Y7 pupils with reading; • Guided reading sessions delivered across Y7-9. • Students, including DA students, are selected based on NGRT testing.		

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

Budgeted cost: £192,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice, to include in Year 3: • New registration officer in post • New AHT focus on attendance and PP • Review attendance procedures, including tracking and identification of pupils requiring 'pathways' of support (including EBSA) • Evaluate use of attendance rewards money, including working with pupils who are not spending this on a regular basis • Create an attendance rewards culture including trophies and trips, rewarding individuals and best form groups	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Pastoral mentoring for identified disadvantaged will focus primarily on 3 areas: attendance, homework/independent study and revision. Year 11 mentoring programme. SHINE Team involvement with revision workshops and other events (Progress Evenings), Transition Evening, Summer School, Assemblies. Further enhancement of our involvement with the Diana Award.	Providing students with a positive role model who helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.	4, 5
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

Total budged cost: £304,980

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.

2023 Year 11 Outcomes:

Measure	2023 Outcome All Pupils	2023 Outcome PP pupils
English 4+	71.0%	39.1%
Maths 4+	64.5%	34.8%
English & Maths 4+	59.4%	26.1%
English 5+	56.1%	30.4%
Maths 5+	42.6%	19.6%
English & Maths 5+	38.1%	17.4%
Attainment 8	41.98	28.72
Progress 8	-0.32	-1.37
P8 English	-0.35	-1.41
P8 Maths	-0.41	-1.31
P8 Ebacc	-0.55	-1.48
P8 Open	-0.02	-1.34
Average Ebacc points	3.90	2.71
% FULL Ebacc entry	14.8%	6.5%
Grade 4 FULL Ebacc	10.3%	6.5%
Grade 5 FULL Ebacc	3.2%	4.4%

Teaching (for example, CPD, recruitment and retention)

Activity	Update at the end of Year 2 (2022-2023)
Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. 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).	The mathematics department continues to work with the NCETM on the development of the mastery curriculum at Cardinal Allen. The Curriculum Leader has recently achieved LLME status (Local Leader of Mathematics Education) so that next year we start to develop mastery in other local secondary schools. We are also involved in the Sustaining Mastery workgroup so that we continue to develop our own practise at Cardinal Allen. We have now adopted the White Rose Mastery curriculum across all year groups and this has been integrated into our layer 1, layer 2 and layer 3 curriculum documents. Curriculum development will continue in the next academic year with our T6 sessions being used to develop consistently good teaching and learning experiences for our pupils
Purchase of standardised diagnostic assessments - NGRT. Details of Reading Age scores made available to all staff. 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. Pursue the purchase of a phonics intervention programme.	All pupils across Years 7 to 9 complete two NGRT tests and reading ages are recorded on SIMS for all staff. A range of intervention groups have been taking place across the course of the year with groups amended after each half term. We continue to use Bedrock and IDL across KS3 lessons to support progress, with a focus on our PP pupils. We have purchased Lexonik and four members of staff have been trained to deliver phonics support groups for next year. We have linked information about intervention groups on to ILPs, which can be seen via Class Charts.
Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools guidance. CPD provided to all subject teachers. Continue with the reading, oracy, vocabulary	INSET and T6 sessions have been delivered to staff with reminders of key areas of the EEF recommendations. The Communication group have undertaken learning walks and supported departments in the development of their communication action plans. We continue to have 'Reg & Read' sessions to support the amount and quality of reading for pleasure amongst our pupils and we have

and disciplinary literacy strands through the Communication Strategy.	purchased some new reading material for Year 3 of the Communication Project. Weekly Communication Bulletins are shared via the weekly staff bulletin to ensure communication related pedagogical knowledge is at the forefront of teaching and learning. All departments have created a reading focused display board linked to their subject around school. Cross section of PP students selected for a 'Talk the Talk' oracy workshop. Students reported being 72% more confident speaking after the sessions. Students reported knowing 105% more about communication skills after the sessions than before. Students felt 105% more confident at delivering a speech in front of peers than before.
• Develop video coaching programme to support and develop reflective practitioners across school • Provide more opportunities for staff to share best practice in line with the 'Five Facets of Great Teaching' • Use self-directed instructional coaching techniques to enhance professional development. • Ensure quality of education is consistent across all subject areas through thorough quality assurance procedures including subject reviews, work scrutiny and drop ins.	Modules created for a school-led video coaching programme to replace the programme previously bought in to. The input from the coaches will focus on engagement, questioning and modelling; each staff member will be recorded trialling new practice, followed by one-to-one feedback. The coaching model sees approximately 15-20 staff per year complete the programme with all teaching staff having taken part on a three-year cycle. This would form part of their appraisal, replacing the requirement for three formal lesson observations per year and provide additional evidence in support of staff PIPs. This programme will now be launched in late Autumn term 2023. All teaching staff have engaged with Teacher Walkthrus package this year and have identified a cluster of strategies to engage with as part of the appraisal. This process has provided granular steps to assist with their overall class-based inquiries. Lesson observations from this academic year show that 97% of observed lessons were deemed 'good or better'.

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

Activity	Update at the end of Year 2 (2022-2023)
Blend of mentoring and school-led tutoring for disadvantaged students whose education has been most impacted by the pandemic. • Across all KS4 subjects • Particular focus on Reading and Maths at KS3	A number of Year 11 pupils were identified to be mentored in the run up to their GCSE examinations as it was felt that with extra support they would be better able to achieve excellent GCSE outcomes. Pupils met with their mentor weekly to discuss any worries or concerns that they had and to talk through practical approaches to revision. Pupils would also be able to discuss their revision schedule, revision strategies and attendance at afterschool revision classes. Tutoring has taken place for Years 9-11 in English, Maths, and GCSE subjects for Year 11. (Further details in tutoring section below).
Engaging with the National Tutoring /School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	School-led tutoring took place for Year 11 pupils in the run-up to exams (between 22nd November and 9th May). 24 Year 11 PP pupils were targeted for this small group tuition. NTP tutoring took place between March and July. Year 9 and 10 pupils were targeted for English and Maths working 1-3 with tutors. 10 pupils were PP pupils.
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): • Bedrock delivered for Yr9 during English lessons; • IDL delivered via a rolling period 6-week intervention programme for Years 7-9; • Nessy delivered on a weekly basis. • Students, including DA students, are selected based on NGRT testing. • Introduction of a phonics programme alongside	• Bedrock Attainment - PP students have made 11% more progress than non-PP students. PP students achieved pre-test scores of 53 and post test scores of 70 meaning a 32% improvement in their reading comprehension and vocabulary (July 23). • Two PP students have the highest attainment scores in their classes: Pupil A: 755%, Pupil B: 185%, Pupil C: 89%. • Introduction of a phonics programme – Lexonik have trained staff and the intervention is underway as of June 23. • IDL data shows the majority of PP pupils have made progress. NGRT data is outlined below per year group.

phonics staff training from the County Advisor.

Year 7:

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	7%	11
Higher than expected progress	15%	21%	32
Expected progress	50%	43%	65
Lower than expected progress	15%	8%	12
Much lower than expected progress	10%	20%	30

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
150	102.7	102.0	-0.7

Year 8:

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	3%	4
Higher than expected progress	15%	7%	10
Expected progress	50%	54%	75
Lower than expected progress	15%	16%	22
Much lower than expected progress	10%	21%	29

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
140	106.2	102.3	-3.9

Year 9:

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	4%	4
Higher than expected progress	15%	9%	9
Expected progress	50%	66%	63
Lower than expected progress	15%	8%	8
Much lower than expected progress	10%	12%	11

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
95	104.0	103.2	-0.8

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

Activity	Update at the end of Year 2 (2022-2023)
Embedding principles of good practice set out in DfE's Improving School Attendance advice. With a new Attendance Officer in place, embed procedures including home visits each weekday morning. Carry out pupil voice on attendance in order to evaluate current strategies.	Home visits have taken place this year with the increased capacity from the new registration officer. These are tracked and PP pupils identified. A new trophy for each year group has been created for forms to complete for sweets if they have the highest attendance each week as part of a summer attendance drive. This was a trial, but pupils have enjoyed this and it will be rolled out in the new academic year. Weekly prizes of chocolate bars presented in assembly for two random winners of 100% weekly attendance.
Pastoral mentoring for identified disadvantaged students. 1:1 sessions will focus primarily on 3 areas: • Attendance • Homework / independent Study • Revision Year 11 pupils to be assigned SLT mentors.	Form tutors given names of pupils to target about attendance and encourage to identify and remove any barriers. Year 11 pupils were assigned SLT mentors for attendance. Year 11 pupils were given a mentor in the lead up to exams. Bespoke revision plans were made for all Year 11 pupils.
Contingency fund for acute issues.	N/A

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.