

Pupil premium strategy statement – St. Philip Howard Catholic School.

This statement details our school's use of pupil premium for the academic year 2023-2024 (and recovery premium from the academic year 2022-2023) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	979 (+274 Post 16)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	March 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Tim Hulse -Headteacher Nick Patterson -Assistant Head
Pupil premium lead	Abbey Wadey
Governor / Trustee lead	Angie Gresty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,818
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£33,672
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£222,490

Part A: Pupil premium strategy plan

Statement of intent

Our Catholic Mission

In St Paul's letter to the Philippians, he reminds us that "I can do all things through him who strengthens me" (Philippians 4:13)

This reminds us that it is Christ who strengthens the most vulnerable and we are to be like Christ to provide the support needed to ensure all God's children entrusted to St Philip Howard Catholic School achieve their God-given potential and becoming the people God calls them to be. Our Pupil Premium strategy plan is at the heart and foundation of our Catholic mission and school ethos.

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. 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 to become the people God calls them to be.

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. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 National 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 are 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	Attainment and Progress: The overall attainment and progress of disadvantaged students is lower than that of their peers. This is a whole school focus for the next three-year strategy as outlined in this plan. It is evidence based, that we will see the gap close with our proposed strategy plan.
2	Attendance: Attendance of disadvantaged students was 7.3% lower than the overall cohort. It is evidenced from our data; disadvantaged students are more likely to have lower attendance and higher rates of persistent and unauthorised absence. We recognise the pivotal link between attendance to school and outcomes. This remains a high priority this academic year and beyond with the implementation of attendance rewards/trips.
3	Literacy - Vocabulary and Reading: Disadvantaged students have, on average, lower reading scores and vocabulary than non-disadvantaged peers. This is evidenced on data derived from the Cognitive Abilities Test (CATS) as well as baseline testing upon entry to the school. Bedrock has been implemented across the whole school to improve literacy and vocabulary.
4	Numeracy - Disadvantaged students have, on average, lower numeracy scores than non-disadvantaged peers. This is evidenced on data derived from the Cognitive Abilities Test (CATS) as well as baseline testing upon entry to the school. Sparx has been implemented across the whole school to improve numeracy.
5	Readiness to Learn - We are aware of the challenges many of our disadvantaged students and their families face with regards to the basic and essential purchases for school to ensure success. We have increased the funding to support with uniform, food, transport, trips, equipment, resources, and any other targeted support to ensure any barriers to attending school are identified and removed.
6	Wellbeing - Disadvantaged students, on average, present with more complex needs, identified as social and emotional, anxiety, depression, and low self-esteem. Having support of the School Counsellor, Wellbeing Team and Learning Mentors will improve students' resilience, behaviour, and behaviour for learning. Wellbeing Team to monitor and share engagement of disadvantaged students with workshops and session attendance.
7	Extracurricular engagement - As a school we are very proud of our enrichment programme and have strong numbers of disadvantaged students in attendance. We would like to ensure every disadvantaged student participates in a minimum of one extracurricular club improving their wider experiences and engagement with school.

8	Expectations for Staff - Inconsistencies in expectations of disadvantaged students by some staff must be addressed through consistent Teaching and Learning, High quality first teaching and sharing of best practice (Known and Loved, Best seat in the house, High expectations and New opportunities).
9	Parental Engagement - Our data collected from attendance to PPCE (Pupil-Parent Consultation Evening) and school events clearly show that disadvantaged students do not have the same amount of parental support and engagement compared to the parental engagement of their non-disadvantaged peers. In 2022-23, this was highlighted and addressed, and parental engagement has improved for disadvantaged students with early booking systems and communication led by the PP Lead.
10	Raising aspirations - A proportion of students that are pupil premium may lack aspiration, role models and understanding for their career pathways as well as supporting our high performing achievers to thrive. Raising aspirations with a strong careers programme, qualified careers advice and University trips to aspire students and reduce risk of NEET (not in education, employment or training).

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
Improving disadvantaged students' attainment and progress at both Key stage 3 and Key stage 4.	Increasing numbers of students gaining grade 4+ in both English and Maths will reduce the disadvantage gap. Target 100% 9-4
Improve Reading, Literacy and Numeracy	Improve reading, literacy, and numeracy across the whole school. Improved reading, literacy, and numeracy scores vs baseline assessment. Monitoring of Bedrock and Sparks. It is crucial Literacy and Numeracy improves, especially for our disadvantaged students to be able to access the wider curriculum.
Attendance	Reward systems/trips. Disadvantaged termly reward trips for 100% attendance. If we see an improvement, we will continue or revise rewards system if we do not see a clear improvement on attendance data. Improve and sustain increased attendance and reduce persistent absence for all pupils, particularly disadvantaged students. Target 95% by 2026.
Double/triple Disadvantaged	Disadvantaged students who fall under double/triple disadvantaged (FSM, CLA,

	<p>SEND) will be supported academically through the SEND department in addition to other measures undertaken by the PP Lead.</p> <p>Double/triple disadvantaged students to be well supported by the inclusion team with strategic deployment of staff, training and development.</p> <p>The attainment and progress gap between double/triple students will close.</p>
Academic Interventions	<p>To continuously monitor academic data and ensure strong intervention system is in place from year 8.</p> <p>Systems of additional lessons/tutoring in English, Maths and Science and an accessible homework club available to all disadvantaged students. Double/triple disadvantaged students will have interventions and homework club organised and overseen by the inclusion department.</p> <p>All academic interventions run during the academic year will demonstrate impact and improvement for disadvantaged students. Where/if impact is less effective, a full review will shape future/adapted interventions.</p>
Improved classroom experience across all subjects	<p>Outcomes will improve. Reduce P8 gap. Overall PP target: +0.4 PP/Non-PP P8 gap target: -0.2</p> <p>PP priority, high quality first teaching, best practice (Known and Loved, Best seat in the house, High expectations and New opportunities). Learning walks on quality of teaching, book looks termly, student feedback.</p>
Wellbeing	<p>To sustain wellbeing department, behavioural support and pastoral guidance. Ensure minimal time absent from classroom learning whilst ensuring students are supported emotionally and mentally.</p> <p>Reflected in approved attendance, if students are happy, they will attend school. All disadvantaged students to have Go2 members of staff.</p>
Resources	<p>Ensure all disadvantaged children receive equal opportunities and are equipped for success. Financial support for learning provisions, extracurricular, uniform etc. Improved attendance will improve the success as students are more likely to attend if they have the correct uniform, equipment, and accessibility.</p>

	Homework sanctions to decrease with roll out of device scheme for home use removing barriers to accessing devices.
Increase Parental Engagement	Increased attendance at PPCE and key events. Early PPCE booking systems to continue. Termly contact from PP Lead. Positive praise- Telephone calls/post cards etc. PP Lead to meet transitioning Year 6 students at primary setting with parents to support transitioning, build relationship with parents/carers and full support with transitioning to our school.

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, Training and Development

Budgeted cost: £89,647.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and Maths teaching hours	Reducing class sizes is an approach to managing the ratio between pupils and teachers to support high quality first teaching. English Lessons are of mixed ability except for two sets, high attaining and low ability set, all other sets to be mixed. Maths lessons are in sets for ability. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,3,4,6,8

Targeted academic support/ High impact Interventions

Budgeted cost: £51,461.

Activity	Evidence that supports this approach	Challenge number(s) addressed
% Pupil Premium Lead	Working alongside parents/carers to promote engagement and support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Toolkit rates Parental engagement as +4 on impact EEF Toolkit rates Physical impact as a +1 on impact EEF Toolkit rates social and emotional	1,2,5,6,7,9,10.
English and Maths Tutor	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Implementation of Homework club for disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,5,6,7,8,9,10

SEND/ PP/ CLA Crossover-(Double/Triple Disadvantaged Students)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistant	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4,5,8,

Improving Attendance and reducing Persistent Absence.

Budgeted cost: £10,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance rewards/trips	Experience from staff is that our disadvantaged students are increasingly motivated by reward systems.	1,2,3,4,5,7,9,10
Sustain 1 st day calling system for any PP student absent from school.	Clear communication amongst all parties involved and uphold standards and expectations.	1,2,3,4,5,7,9,10
Use Attendance Challenge Cards	Experience from staff is that our disadvantaged students are increasingly motivated by reward systems.	1,2,3,4,5,7,9,10
Use of school minibus, when necessary to collect students where appropriate.	Based on staff experience this intervention has proved effective in reducing unauthorised persistent absences.	1,2,3,4,5,7,9,10

Wider strategies

Budgeted cost: £20,676.

Activity	Evidence that supports this approach	Challenge number(s) addressed
% of 1 x Wellbeing PP Mentor	Student wellbeing and interventions to improve management of emotions has a positive (+ 4 months) impact on academic outcomes as well as promoting positive attitudes towards school which underpin attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 6,7,9,10
% of Counsellor	EEF Toolkit rates social and emotional learning as +4 on impact	2,6,7,9,10

Ready to Learn

Budgeted cost: £11,645.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Funds to support students with equipment, trips, visits, uniforms, transport, resources, revision guides etc.</p>	<p>PP students get the same opportunities as everyone else in school.</p> <p>Without being fully equipped for learning students cannot access their curriculum.</p> <p>Implement a stationary pack for all disadvantaged Year 6 students transitioning to year 7. Helps settle into a new school without concern for equipment.</p> <p>Provide all Year 11 disadvantaged students with full revision packs for all subjects.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>1,2,3,4,5,6,7,9</p>
<p>Device Scheme</p>	<p>Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p> <p>Digital Poverty</p>	<p>1,2,3,4,5,6,7,9</p>

Raising Aspirations

Budgeted cost: £24,061.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careers Programme and WEX</p>	<p>Internal; data and external reports highlight the contribution careers advice has to improving engagement.</p>	<p>6,7,9,10</p>
<p>% Careers Advisor (Level 6)</p>	<p>Having the right careers education is key to ensuring young people know all the options available to them, and are able to make informed decisions regarding subject choices, apprenticeships and college or university courses. https://educationendowmentfoundation.org.uk/news/ee-f-partners-with-bank-of-america-merrill-lynch-to-investigate-ways-to-impr</p>	<p>1,2,6,7,9,10</p>

Dare to Dream	Students, especially disadvantaged, to understand the impact of key skills and transferable skills for future employment. Raising aspirations and paired with mentor.	6,7,9,10
University trips	Raising aspirations and opportunities.	10
Post 16 trips	Sixth form, colleges, Apprenticeships. Supporting Post 16 applications.	10

Parental Engagement

Budgeted cost: £0.

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead to engage at transition, parents evenings, trips, resources, uniform etc.	Working alongside parents/carers to promote engagement and support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5,6,7,8,9,10

Total budgeted cost: £222,490

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-23, disadvantaged students achieved a P8 score of -0.32 with their non-disadvantaged counterparts achieving +0.55. 67% of disadvantaged students achieved grade 4+ in Maths and 71% of disadvantaged students achieved grade 4+ in English. 52% of disadvantaged students achieved grades 4+ in English and Maths in comparison to 78% for non-disadvantaged students. Disadvantaged P8 score is almost identical to 2019 (-0.35) and 2022 (-0.37) data but the progress gap has decreased from -1.03 (2019) and -1.08 (2022) to -0.87.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dare to Dream	Love Local Jobs Foundation

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. At St Philip Howard Catholic School, we employ our school Counsellor, Miss Erica Mills, a Wellbeing Team and Welfare officers who all offer support to pupils and their families.</p> <p>PPG pupils have access to social, emotional and wellbeing support to meet their needs, prior to, during and after deployment. The provision includes regular timetabled support as well as more dynamic responses based upon the needs of pupils.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Pupils have their social, emotional and wellbeing needs met in order to mitigate the negative impact of family mobility, deployment etc.</p> <p>Parental support is provided to families to help them support their child at home.</p>