

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	The Holy Family Catholic High School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	22.97% (85)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	31 December 2021
Date on which it will be reviewed	31 June 2022
Statement authorised by	Donna Mitchell, Headteacher
Pupil premium lead	Patrick Moran, Deputy Headteacher
Governor / Trustee lead	Caroline Ainley, Pupil Premium Link Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,145
Recovery premium funding allocation this academic year	£11,745
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	£91, 890

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Holy Family Catholic High School is a smaller than average 11-16 secondary school with 407 students on roll, and our unofficial slogan 'A small school, with a big heart' recognises our vision to be a family for all students, regardless of background.

We have recently joined the Bishop Konstant Catholic Academy Trust (BKCAT), who 'uphold the dignity and unique human value of every person as we strive for excellence in education'.

Our Pupil Premium Strategy aims to improve outcomes by ensuring our curriculum is appropriate, challenging and accessible. We have developed our 'curriculum' to integrate recovery plans and catch up 'Booster' classes. Our aim is that 'teachers teach' and 'students learn' with research based pedagogy and good practice as supported by research. Therefore there has been a detailed focus on teaching and learning using strategies supported by the EEF. As a result outcomes for our students are on an upwards trajectory and attainment is in line with or above the national average in key measures (2018-2020).

For our vulnerable students we action 'additional and different' interventions in all areas of school improvement. Early identification of our DA students' needs through detailed analysis and potential 'flags' e.g. persistent absence, attitudes to learning data, behaviour data, SEMH referrals, child protection triggers, vulnerable families. From this our hubs identify targeted intervention/support for students who then receive bespoke support at different levels based on need. Individual student needs are shared through a provision mapper so that all staff have access to up-to-date interventions and requirements for each student. Programmes are monitored for impact using entry and exit criteria.

Close work with post-16 providers and the careers work with families and students is having a positive impact, resulting in our NEET data showing an improving picture. As we further embed our careers and enrichment programmes we aim for all of our students to be successful in the next stage of their career pathway.

The key aims of this strategy are to ensure that:

- 1. Disadvantaged pupils meet their potential in all aspects of school life, including academic*
- 2. Interventions are supported by data and research to create the greatest impact*
- 3. All staff recognise their role is key in prioritising the attainment and achievements of this group*

Challenges

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

Challenge number	Detail of challenge
1	<p>Access to effective home support and challenge to be increasingly aspirational</p> <p>This will include access to a 'home library' provided by school, mentoring, engagement events run as part of our ENABLE strategy to support parents in their children's learning and opportunities to see the fulfilment of their potential such as university visits.</p>
2	<p>Gaps in knowledge due to missing lessons</p> <p>DA students receive more wave one 1:1 and small group support from specialist subject teachers, including Year 7 and Year 8 Catch up classes in English/Maths, KS4 English and maths intervention, and mastery lessons</p>
3	<p>Lack of enrichment activities to give 'rich' and wider context</p> <p>Prioritised enrolment in targeted activities prioritised for PP students including:</p> <ul style="list-style-type: none"> National programmes Enrichment with educational/cultural trips/visits Peripatetic music lessons to provide opportunity for instrument tuition
4	<p>Low attendance rates amongst Persistent Absent group</p> <p>The figure for the first full term, autumn 2020, 94.63%, and the return post lockdown, in the summer term 2021, 94.62%, demonstrates attendance throughout the year and return post lockdown was strong. For the majority of students attendance improved, however, this was offset by an increase in the Persistent Absence (PA) rate which increased for some students who felt unable to return, or did so sporadically. PA numbers increased as a result, although the majority of these are Covid related.</p>
5	<p>Digital literacy and the lack of access to technology for blended learning</p> <p>100 digital devices have been given to students along with over twenty internet dongles</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 outcomes for identified PP students in assertive mentoring programmes – P8, A8 and 5+ E&M	Improved progress – September Check to actual validated results (October 2021/Jan 2022)
Improved outcomes for identified PP students for maths/English ‘intervention’ groups - P8, A8 and 5+ E&M	Improved progress – September Check to actual validated results (October 2021/Jan 2022)
Enrichment and aspiration for PP students leading to increased resilience in learning and ‘buy-in’ to their progress	Increased numbers of PP students on trips/visits and in targeted enrichment and aspiration programmes Improved outcomes over time – ATL, behaviour and progress/attainment
Reduced absence and reduced PA, particularly of those most susceptible following lockdowns	Absence of PP students reduces Reduced number of PP persistent absentees Effective SIMs tracking system
Greater access to learning at home through the use of our blended learning approach	Increase in students with accessible devices Increased participation in homework

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: £7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Memory for learning/Metacognition (Memory Zone) training for all staff to ensure that there is improved retention and application of knowledge. This will involve a programme of training and support sessions as well as on-going, 'Walk and Talks', 'student voice' and 'PP learning walks'</p>	<p>EEF Toolkit research Metacognition - Education Endowment Foundation (+7 months)</p>	<p>1, 2, & 5</p>
<p>Questioning training – active questioning and higher order questioning. AFL identifies gaps in understanding, teachers address misconceptions and 'gaps'. This is a whole school focus and CPD on making every lesson count takes place weekly in T & L briefings along with staff CPD sessions. This is monitored through a student voice and PP learning walks.</p>	<p>EEF research (+6 months) Positive impact validated in research</p>	<p>2</p>
<p>Literacy Profiles, with access to a 'home library' provided by school PP students to have their reading ages monitored throughout programmes Support age related reading progression</p>	<p>Reading comprehension strategies impact showing six months plus progression from EEF research Reading comprehension strategies - Education Endowment Foundation (+6 months)</p>	<p>1, 2, & 5</p>

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

Budgeted cost: £41700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assertive Mentoring (academic) for Year 11 students which is focused support on: Implementation of knowledge organisers Revision/memory for learning Developing a more structured programme for students, resources and bespoke content</p> <p>Impact is reviewed at each data collection point – 4 times per year</p>	<p>Success in 2019/20 – student voice</p> <p>Initial unvalidated data shows improvements for these groups Mentoring - Education Endowment Foundation (+2 months)</p>	2
<p>Assertive mentoring (pastoral) for Years 9 & 10 to improve personal organisation and planning work to meet deadlines. This strategy implements a structured approach across all year groups and is reviewed at each Attitude to Learning point – 6 times per year</p>	<p>Using EEF research into behaviour interventions and the impact on learning Mentoring - Education Endowment Foundation (+2 months)</p>	1 & 4
<p>Learning Conversations, focussed on metacognition and self-regulation where progress leaders can discuss targets and attainment looking at next steps and how to remove barriers</p> <p>Previous actions and impact reviewed as part of the setting up of each ‘Conversation’, occurring termly, with each ‘Conversation’ providing feedback to SLT link of the evidence of impact</p>	<p>Research into the how metacognition and self-regulation enable students to focus on their own learning shows that this is a high impact exercise Metacognition and Self-regulation - Education Endowment Foundation (+7 months)</p>	1, 2, 4 & 5
<p>Maths and English Intervention – smaller group sizes for targeted students where they receive more wave one teaching, both 1:1 and small group support from specialist subject teachers, including Year 7 and Year 8. There is also additional Catch Up classes in English/Maths, KS4 English and maths intervention, and mastery lessons. These are assessed at data collection points – 3 times a year for KS3, 4 for KS4</p>	<p>From AFL – targeted support on key ‘gaps’ and techniques Individual Intervention & Mastery - Education Endowment Foundation (+5 months)</p>	2

<p>'Booster' lessons with time created within the curriculum, following the planning of content which is led by analysis of prior assessments</p>	<p>EEF research on the value added gains of tutoring Small group tuition - Education Endowment Foundation (+4 months)</p>	<p>2</p>
<p>Prioritised enrolment of students in the National Tutoring Programme Analysis of data from Data Collection Points June/July 2021 implementation, with review at Data Collection Points</p>	<p>EEF research on the value added gains of tutoring, and access to national programme One-to-One Tuition - Education Endowment Foundation (+5 months)</p>	<p>2</p>
<p>Attendance Focus Groups using analysis of data from Data Collection Points taken at each Attitude to Learning point – 6 times per year</p>	<p>Internal evidence from 2018/19 and start of 2019/20, which showed the improvement of attendance figures for PP students from 88% Parental Engagement - Education Endowment Foundation (+4 months)</p>	<p>4</p>
<p>Personalised Provision & Curriculum Greater confidence in core subjects to improve subjects directly and more widely Benchmark testing at entry and exit points to any personalised programme in line with ATL points – 6 per year</p>	<p>EEF research on the benefits of targeted academic support Personalised Provision & Curriculum - Education Endowment Foundation (+4 months)</p>	<p>1 & 2</p>

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

Budgeted cost: £44300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Based Counsellor PP students' needs supported Tracked in line with 'Wellbeing in Mind Team' model</p> <p>'Wellbeing in Mind Team' Guidance and mental well-being strategies, with CBT where required Adolescent Anxiety & Depression Scale for student and parent/carer at the start/end of a course</p> <p>2 THRIVE Adolescent Practitioners and Senior Leader Develop staff knowledge of CBT, and signposting of key agencies Analysis of PP students need for targeted, based on data results from THRIVE-Online subscription</p> <p>Diana Mentoring Award to Improve self-esteem through a Nationally recognised award which is assessed through monitoring of sessions throughout course</p>	<p>SEMH research Social & Emotional Learning - Education Endowment Foundation (+4 months)</p> <p>NHS & DfE collaborative research through Trailblazers trial, which HF took part in during 2019/2020</p> <p>EEF research on Social Emotional Learning Social & Emotional Learning - Education Endowment Foundation (+4 months)</p> <p>Nationally recognised award EEF research on Social Emotional Learning Social & Emotional Learning - Education Endowment Foundation (+4 months)</p>	<p>1 & 3</p> <p>1 & 3</p> <p>1 & 3</p> <p>1 & 3</p>
<p>Careers interviews and support with additional careers guidance interview, in Years 9 and 11. This includes the tracking of appointments, parental engagement and visits to careers events and employers</p> <p>Unifrog software is used to assess the needs of the whole cohort, and assists in the identification of potential NEET students, leading to bespoke careers guidance to provide support to those at risk of becoming NEETs and the monitoring of applications to future destinations</p>	<p>Research by careers service</p> <p>Improved NEET figures in past two years, 2019 and 2020, within school. No NEET students from the cohort leaving in July 2021</p>	<p>1 & 4</p>

<p>Students to be able to access online learning via ClassCharts and Teams lessons as well as digital resources</p> <p>Participation rates are tracked and feedback from teachers to Curriculum and Progress Leaders.</p>	<p>Previously research showed a moderate impact from technology, this has been amplified during 2020/21</p> <p>This has been implemented using the following advice: Using Digital Technology to Improve Learning - Education Endowment Foundation</p>	5
<p>Students profiles to be set up on 'Provision Mapper' in order to increase staff awareness of individual student's needs and create consistency in the provision they receive. These are reviewed and updated by the SENCO and PL's on a termly basis or as needs are identified.</p>	<p>Individualised instruction has a positive effect on learners according to EEF Individualised Instruction - Education Endowment Foundation (+4 months)</p>	1 & 2
<p>Enrichment with educational/cultural trips/visits ensuring that PP students are prioritised for targeted activities for experiences contributing to aspiration, improved ATL, behaviour and progress</p> <p>Peripatetic music lessons to provide PP students opportunity to have instrument tuition provided through North Yorkshire Music Service. Tracking of participation and engagement completed within the music department</p>	<p>EEF research Arts Participation - Education Endowment Foundation (+3 months)</p>	3 3
<p>Attendance and persistent absence strategies, via Attendance Officer and Progress Leaders. This includes the tracking of attendance and attendance strategies for PP students with a specific focus on persistent absence figures</p> <p>Attendance reviewed at fortnightly 'PL Check Ins'. PP report on attendance at SLT and governors meetings each half term and a review of strategies that are in place.</p>	<p>EEF research (+3 months) Parental Engagement - Education Endowment Foundation (+4 months)</p>	4

Total budgeted cost: £93, 600

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
THRIVE Programme	The Thrive Approach
Wellbeing in Mind Team	NHS