

Pupil premium strategy statement – The Holy Family Catholic High School

This statement details our school's use of pupil premium (and recovery premium) 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	311
Proportion (%) of pupil premium eligible pupils	28%
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 2023
Date on which it will be reviewed	31 October 2024
Statement authorised by	Donna Mitchell, Headteacher
Pupil premium lead	Danny Devlin
Governor / Trustee lead	Keith Worrall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76 590
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>	£23 149
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£99 739

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 311 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 are part of 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. 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.

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 (Social, Emotional and Mental Health) referrals, child protection triggers, vulnerable families. From this our hubs identify targeted intervention/support for students who then receive bespoke support at various 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.

Strong links with post-16 and post-18 providers, business and enterprise networks and local industry leaders has a positive impact on our students. Students are well prepared for their next steps of education, employment, or training. This is reflected by our excellent NEET data over recent years. As we further embed our careers and enrichment programmes, we aim for all our students to be successful in the next stage of their career pathway.

The key aims of this strategy are to ensure that:

- *Disadvantaged pupils meet their potential in all aspects of life*
- *Interventions are supported by data and research to create the greatest impact*
- *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	Emotional regulation and resilience of many of our students, especially our most disadvantaged, needs strengthening and supporting. We need to develop metacognitive strategies.
2	Many of our disadvantaged students' reading comprehension and inference skills make accessing complex written texts more challenging. Their oracy skills and vocabulary knowledge need additional support.
3	Attendance data post COVID shows that absenteeism from school and individual lessons is impacting negatively on the progress of our disadvantaged pupils.
4	Some of our disadvantaged students need support to widen their aspirations in school and beyond. Lack of experiences have limited the development of cultural capital of some of our students.
5	The COVID pandemic has had a detrimental impact on many students' wellbeing and mental health. The impact is noticeably greater for our most disadvantaged students.

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
To improve metacognitive and self-regulatory skills among our disadvantaged cohort in all year groups.	Student voice and observations will demonstrate that they are more able to regulate their own learning. Students take ownership of their own learning journeys and accurately reflect on their successes and next steps.
To improve attainment and progress for our disadvantaged cohort as a result of our renewed focus on reading.	By the end of our current plan GCSE outcomes of our disadvantaged cohorts will have reached the levels of their non-disadvantaged peers. Reading age results show sustained improvement in comprehension and inference.
To improve attendance in school and across lessons for all students, in particular our disadvantaged students.	The % of all students who are persistently absent to have reduced and the attendance of disadvantage student to have improved.
To improve the range and frequency of opportunities for students to widen their cultural capital and to have meaningful interactions with employers and workplaces	Zero NEETS Wide range of positive post-16 destinations for all our students
To improve the wellbeing of all students, including our disadvantaged cohort.	Student voice will demonstrate high levels of wellbeing in all cohorts. High level of participation in enrichment activities.

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: £49 870

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</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>1 & 2</p>
<p>Whole school reading strategy training to promote the use of reading inside and outside the classroom. This is a whole school focus and 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>Reading comprehension strategies impact showing six months plus progression from EEF research Reading comprehension strategies - Education Endowment Foundation (+6 months)</p>	<p>2 & 5</p>

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

Budgeted cost: £24 935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assertive Mentoring (academic) for Year 11 students with a member of SLT, 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</p>	<p>Success in previous years – student voice</p> <p>Mentoring - Education Endowment Foundation (+2 months)</p>	<p>1 & 5</p>
<p>Assertive mentoring for Years 7 to 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. Learning Conversations, focussed on metacognition and self-regulation where named staff, usually Form Tutor or SEND (Special Educational Needs and Disabilities) link, 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'.</p>	<p>Using EEF research into behaviour interventions and the impact on learning Mentoring - Education Endowment Foundation (+2 months)</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>	<p>1, 3, 4 & 5</p>
<p>English Intervention – PP students placed in the most appropriate teaching group, and access appropriate texts.</p>	<p>From AFL – targeted support on key 'gaps' and techniques Individual Intervention & Mastery - Education Endowment Foundation (+5 months)</p>	<p>1 & 2</p>

Dedicated PP tracking of assessment allows for question-by-question analysis of assessments at KS4. PP are targeted for Cultural Capital opportunities including events such as theatre productions.		
Maths Intervention – Y11 have smaller group sizes for targeted students where they receive more wave one teaching, both 1:1 and small group support from specialist subject teachers. PP students are placed first in all interventions (morning registration, after school tuition and responsive teaching groups). KS3 have hub support programs for maths intervention which are further used in lessons. Specialist teacher link with work in the hubs and feeder primary school. Interventions are assessed at data collection points	From AFL – targeted support on key ‘gaps’ and techniques Individual Intervention & Mastery - Education Endowment Foundation (+5 months)	1 & 2
Prioritised enrolment of students in school led tutoring. (2022-23 only) Analysis of data from Data Collection Points	EEF research on the value-added gains of tutoring, and access to national programme One-to-One Tuition - Education Endowment Foundation (+5 months)	1 & 2
Attendance Focus Groups using analysis of data from Data Collection Points taken at each Attitude to Learning point	Parental Engagement - Education Endowment Foundation (+4 months)	3
Adapted curriculum offer, with targeted pupils to take MFL (Modern Foreign Languages) at GCSE or additional Study Skills lesson. This is for the current Year 11 cohort only. The focus of the additional lessons is to build key literacy & numeracy skills. Analysis of data from Data Collection Points	EEF research on targeted support on key ‘gaps’ and techniques Individual Intervention & Mastery - Education Endowment Foundation (+5 months)	1 & 2

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

Budgeted cost: £24 934

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>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 (Department for Education) 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>

Total budgeted cost: £ 99 739

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022 and 2023.

P8

2022 PP: -1.42

2023 PP: -1.06

A8

2022 PP: 30.8

2023 PP: 31

En & Ma Strong Pass

2022 PP: 7%

2023 PP: 8%

En & Ma Standard Pass

2022 PP: 36%

2023 PP: 25%

Post-16 destinations

2022 PP: 100% Staying in education or entering employment

2023 PP: 13/14 Staying in education or entering employment

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

Whilst the performance of our disadvantaged students in terms of progress and attainment have improved from 2022, it is still disappointing that it is not closer to or at the level of their non-disadvantaged peers. In-school evaluation tells us that some of this is due to the ongoing impact of the COVID-19 pandemic, particularly on wellbeing, mental health and attendance.

It is clear that some strategies are not yet having the impact we had hoped for. Therefore, a number of the plans in the strategy for 2023 and beyond have been further strengthened to help to support improved KS4 performance measures in the coming years.

In terms of supporting teaching, we have established a professional development programme for all staff focusing on our SOPs, good teaching, and use of our learning model and lesson cycle. Additional CPD has been organised to allow teachers to

collaborate together to develop their knowledge and reflect on their practice and learning, so they can put new ideas into practice and are able to deliver better teaching for pupils.

The introduction of pupil learning journeys, key learning questions and whole class feedback sheets have helped with the development of Metacognition and Self-regulation strategies in teaching. Our internal QA, by both SLT and Trust level school improvement partners, shows that this has been introduced across subjects and year groups and we hope to start to see positive impacts on the learning of our students in the coming years.

Evidence from pupil voice shows that the new learning model and lesson cycle introduced in the Summer Term of 2022/23 gives the students the confidence to take ownership of their own learning and they are able to plan their own next steps in some subject areas, but this is not yet consistent across all subject areas or year groups. This is a focus for this year.

Another success in the last few years has been the relentless focus on supporting the next steps and aspirations of our students. The school has had only one Pupil Premium student NEET from the 2023 Year 11 cohort, the first for a number of years, and they are receiving on-going support from school to remedy this.

We recognise that our attendance work needed to be strengthened. 50% of our persistently absent students in 22-23 were disadvantaged, though this has dropped to 38% for Term 1 of the 23-24 academic year. This has meant that our teaching and learning strategies and academic interventions are frequently interrupted or missed and cannot support the improvements in progress and attainment that we are striving for. Our Pastoral team, supported by work in The Hub and The Bridge, are further supporting students to attend and get the support they need to focus their attention and engage with their learning. This academic year we are also taking part in a research project called 'BITUP' provided by the Behavioural Insights Team which aims to improve communications between schools and parents/carers regarding school attendance.

Work also continues on our reading strategy. All students in Year 7 and 8 have received a free book, to enable reading for pleasure. This ensured that disadvantaged students, who may not always have access to books at home, are provided with quality reading material. Students in Year 7-10 participate in Form Time Reading twice a week, led by their Form Teacher, thus ensuring that disadvantaged students are exposed to dedicated reading time. 'Forensic Reading' is being introduced in 2023/24, to develop students' understanding of selected books. Regular Quality Assurance, both internally and external, of disadvantaged students including, but not limited to, work scrutiny, pupil voice and learning walks, has demonstrated a sense of pride with students in terms of their literacy tasks within their English books.

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
Wellbeing in Mind Team	NHS
THRIVE Programme	The Thrive Approach
Diana Award mentoring programme	The Diana Award

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

A 3-year plan was published in December 2021. This strategy identified significant challenges related to COVID-19 and challenges linked to remote learning. A new Pupil Premium Lead was appointed in September 2022 and following training provided by our local EEF Research School it was recommended that a new 3-year plan was devised. This new plan is now fully aligned with the whole school intended outcomes rather than having a standalone Pupil Premium strategy.

Additional activity

The cost of the activities listed in this plan is not completely covered by the funds received by pupil premium or recovery premium and additional school funds are used to plug the gaps. There are also additional activities that supplement our pupil premium strategy that are not being funded by pupil premium or recovery premium.

These include:

- access to before and after school homework club, to support pupils prepare for their school day and to complete extended learning opportunities.
- access to support staff in our SEND and Pastoral Hubs
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students, and teachers to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.