

## 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	Harrytown Catholic High School
Number of pupils in school	780 pupils
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 to 2023 - 2024
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	Mr K Turmeau
Pupil premium lead	Miss J Cullen
Governor / Trustee lead	Mr J

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,540
Recovery premium funding allocation this academic year	£27,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£207,090

## Part A: Pupil premium strategy plan

### Statement of intent

*Harrytown Catholic High school is committed to ensuring that every pupil is supported to achieve their potential academically, have access to a range of different experiences, develop the skills that will enable them to succeed with education and employment in the future and become responsible citizens. As a comprehensive school, our community consists of pupils from diverse socio-economic and cultural groups, with different backgrounds and challenges facing them. As a school we strive to ensure that every pupil has the same opportunities and high aspirations for their future irrespective of their starting point. We aim to develop the whole child, raising aspirations, developing self-esteem, confidence, resilience and determination to enable each child to be the best they can be.*

*Our Pupil Premium strategy looks at the areas that have been identified as contributing factors to the gap that exists between those pupils in receipt of Pupil Premium funding with those pupils who are not eligible for Pupil Premium funding (PP). The pandemic has impacted on all pupils' learning but is particularly amplified for those in receipt of PP. Engagement in remote learning, attendance on return and assessment results in school all show that pupils in receipt of PP are struggling to assess, maintain and engage in learning at a level at least equal to their peers.*

*The key areas of focus are in line with the key areas of focus on the School Improvement Plan including Quality first teaching, mathematics across the school, and literacy levels across the school. In addition, the EEF research identifies how to maximise pupil progress and we are using some of these strategies in our plan to focus on making the most impact. We also use data, questionnaires, mentoring to identify the specific needs of each individual to ensure that the support is appropriate to their need.*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Literacy levels of our Pupil premium students on entry are generally lower than that of their peers and this gap widens as students move through school. These pupils are also less likely to participate in independent reading at home. Poor levels of literacy in comparison with their peers inhibits progress across the curriculum.

2	Attainment and Progress in Maths at Harrytown have in recent years always been below that achieved in English. This gap is evident for all pupils but in particular those pupils who are disadvantaged and in receipt of PP funding. This is an area of importance on the school improvement plan
3	Lower rates of attendance and gap between Pupil Premium and peers is evident. This in turn leads to missed learning opportunities. From internal data it is clear that this gap increases as pupils move through the Secondary school Years.
4	Disadvantaged pupils are more likely to be excluded from school for a fixed term or permanently than those not disadvantaged. This also disrupts their learning and can reduce life chances for some of these pupils
5	Adverse Childhood Experiences (ACE's) are more likely for pupils who are in receipt of PP funding. If a child is emotionally distressed, has experienced trauma, loss or has mental health issues they will not be able to fully focus or access learning. The pandemic has increased the number of pupils with ACE's and or mental health concerns
6	Lower levels of engagement through remote learning and face to face learning has led to gaps in knowledge, which is more evident for those disadvantaged pupils when compared to those pupils classed as non-disadvantaged. Pupils are showing lower levels of resilience, independence when working and determination.
7	Pupils from disadvantaged families are less likely to be actively involved in extra- curricular activities, school trips, roles of responsibility and additional school activities. This reduces their experiences beyond the classroom which could help develop many skills that can be transferred to their learning, develop life skills and enhance/expand their access to positive activities

## 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
Improvement in literacy levels in our disadvantaged pupils across the school	Reading age data continues to show a positive trajectory across the year. Exam and assessment results demonstrate an improving picture for PP groups across the school and in comparison to previous cohorts. Learning Walks, work sampling, conversations with pupils and staff
Disadvantaged pupils make progress in maths in line with the progress they make in English. Disadvantaged pupils making at least the same progress as non-disadvantaged pupils.	Tracking of data, timely and appropriate intervention aimed at the correct pupils. Examination results across year groups demonstrates a reduction in this gap between maths and English
Improved and sustained attendance figures for PP pupils	Attendance review

	<p>Attendance of PP pupils continues to improve across the year being no more than 1% below that of Non-Pupil Premium pupils</p> <p>The gap for attendance of PP and non-PP pupils is significantly reduced. As a school aiming for max 4% target for all pupils. Comparisons with National data will also be used</p> <p>Persistent Absence figure drops is below the national average.</p>
Lower behaviour incidents leading to exclusions	Exclusion data shows an improving trajectory and indicates that pupils who are eligible for PP are not over-represented in behaviour incidents and exclusions.
Pupils are able to achieve despite the impact of ACE's and Mental Health concerns wit	Appropriate support for pupils when necessary, Pupil passports of support and intervention provided to the pupil. Improved attendance, behaviour, attainment and progress through assessments and classwork
Higher levels of engagement, motivation and independence are evident from pupil reports, classwork, assessment data and Behaviour for Learning scores in all years	Half termly conduct reports, Academic reviews with Behaviour for Learning score, learning walks, work sampling
Pupils from disadvantaged groups are proportionately represented in all aspects of school life, beyond the classroom	Registers for extra-curricular activities show increased numbers of PP pupils involved. PP pupils are involved in activities such as roles of responsibility and representation in events that represent the 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 (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (GL Assessments)	Standardised testing identifies each pupils strengths and weaknesses accurately without any unconscious bias. This will allow quality wave one teaching to help close these gaps in knowledge and provide accurate information for Wave 2 small group interventions.	1,2 and 6
<i>Appointment of a Primary specialist teacher</i>	Pupils who have not met the standards expected for KS2 have gaps in their knowledge that will prevent them from accessing KS3 work. Ensuring these foundations are developed and solidified will prevent these pupils from falling further behind. Children receive a broad curriculum that follows the KS3 Schemes of Learning but in a Primary style setting.	1,2 and 6
<i>CPD for all staff on developing pupil's resilience, self-regulation and independent working</i>	Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. <b>Evidence (EEF)</b>	6

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

Budgeted cost: £90,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>KS 3 Literacy and numeracy intervention during school hours (in school) and the national tutoring programme plus mentoring for those pupils PP pupils who have been affected through lack of engagement or inability to engage during the pandemic</i></p>	<p>Pupils withdrawn from some lessons for a short period of time to develop specific areas of weakness. Tutoring targeted at specific needs and knowledge gaps so support low attaining pupils or those falling behind their progress.</p>	<p>1,2, and 6</p>
<p><i>Training for staff for the literacy interventions</i></p>	<p>Well, planned, organised and led intervention sessions lead to greater learning and retention of the material. Evidence EEF- Providing training to the staff that deliver small group support is likely to increase impact.</p>	<p>1</p>
<p><i>Embed whole school reading strategy as an integral part of every subject, of homework and of tutor time through the appointment of Literacy lead</i></p>	<p>Tutor group and subject based reading In lesson reading comprehension tasks Knowledge organisers created Reading homework Raise the profile of reading <b>Evidence (EEF)</b> On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to support each child's needs. <b>Evidence: Why closing the word gap matters (Oxford Language report)</b></p>	<p>1, 6</p>
<p><i>KS4 targeted catch-up sessions for groups of pupils with gaps in their learning during Period 6 sessions (break or afterschool sessions) some of which may be online to allow pupils to travel home and participate from home and to encourage greater participation.</i></p>	<p>Careful identification of the areas of a subject that a pupil needs to develop further allows structured sessions to be delivered to the appropriate pupils</p>	<p>6</p>
<p><i>Targeted small group work</i></p>	<p><b>Evidence EEF</b> Small group tuition has an average impact of four months' additional progress over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. The EEF also</p>	<p>1,2 and 6</p>

	suggests that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.	
<i>Review of Maths to and implementation of specific timely interventions</i>	Historically, at Harrytown, the gap between attainment and progress in Maths and English is high. It is particularly high for disadvantaged pupils.	

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

Budgeted cost: £ 57,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Review of attendance by Victoria Franklin	Education consultant with a specialism in improving attendance. Robust systems and processes are key to tackling issues with behaviour, building relationships with families and determining what lies behind the attendance issues,	3
Embedding principles from the review and good practice set out in <b>DfE's Improving attendance</b> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
<i>Provide a range of opportunities for PP pupils to access extra-curricular activities, enrichment activities and other involvement in school related events/occasions/positions of responsibility. Pupils should be able to explore different opportunities and develop skills and interests.</i>	<p>Increased numbers of PP pupils involved in Harrytown extra activities which provide opportunities for a wide range of interests.</p> <p>Rewards systems to acknowledge pupils commitment to enrichment activities.</p> <p>Evidence that Sports and Arts activities can impact positively on academic progress by two months and outdoor adventure activities can add an additional 4 months to pupil progress.</p> <p>More importantly though are the benefits to mental health from taking part in enrichment activities is well documented. It also develops many life skills that are essential in</p>	5 and 7

	developing the whole child, such as: confidence, communication skills, leadership and team work to name but a few.	
<i>Improving the mental health and resilience of pupils by offering counselling to those who need the intervention.</i>	We have experienced an increasing level of mental health issues and increasing severity of those mental health issues in pupils since the start of the pandemic (not all are connected directly to this). If pupils feel unsafe or have issues that are causing them concern, they are unlikely to be able to focus on their academic work or build positive relationships in school. It may also affect their attendance.	5
<i>Reduce the number of fixed term exclusions given to disadvantaged pupils through school support systems</i>	Pupils who are eligible for PP funding are more likely than their peers to be excluded. This reduces their time in classroom learning	2
<i>Contingency amount for unexpected need for groups of pupils or individual pupils to support their, education, health and wellbeing</i>	In the current pandemic there has and possibly still will be a lot of disruption for pupils. This contingency budget of £15,000 will allow us to support pupils when issues arise.	1,2,3,4,5,6 and 7

**Total budgeted cost: £207,090**



## 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 outcomes have been hampered by the impact of Covid-19, pupil absence and staff absence. Work with pupils on attendance has been dramatically affected. Pastoral managers and form tutors were in weekly contact with PP pupils to check on welfare and support/encourage attendance at on line lessons. Pupils who were struggling to work at home were offered a place at school to work each day to complete their lessons.*

*Intervention groups in mathematics and English were implemented for all year groups from September 2020 when pupils were in school and some additional sessions were held with targeted Year 11 and Year 7 pupils during lockdown to maintain the input. 94% of pupils involved in these interventions showed some improvement in their progress, but this was not as much as we would have liked in a normal year.*

*During the last 18 Months supporting the Mental Health and wellbeing of our pupils has been particularly important, school has providing counselling through Beacon and a school counsellor which continued throughout lockdown and the holidays to maintain that support for some of the most vulnerable pupils.*

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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