



Sacred Heart Catholic Secondary

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	Sacred Heart Catholic Secondary
Number of pupils in school	735
Proportion (%) of pupil premium eligible pupils	25.1% (185)



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	December 2021
Dates on which it will be reviewed	April 2022
Statement authorised by	Mr Michael Burns - Executive Headteacher
Pupil premium lead	Mrs Kim Welbourne - Deputy Headteacher
Governor / Trustee lead	B. Coulson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,414



Recovery premium funding allocation this academic year	£22,983
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£185,397

Part A: Pupil premium strategy plan

Statement of intent

At Sacred Heart Catholic Secondary School we set high expectations for our disadvantaged pupils, irrespective of their background or the challenges they face. Our intention is that every disadvantaged child will flourish academically and personally to achieve high attainment across the curriculum, and fulfil their academic potential.

Our Pupil Premium Strategy is designed to support disadvantaged pupils to ensure equality of outcomes, experiences and future opportunities when compared to their non-disadvantaged peers. In order to do this, we engage in a range of strategies to



overcome the barriers to learning that face our children, particularly those who face challenges caused by poverty, challenging domestic dynamics and poor mental health.

High quality education is at the heart of our school development and is therefore the key focus of our Pupil Premium Strategy. In addition, our strategy tackles learning gaps created by Covid-19 and supports those pupils most affected by educational disruption over recent years. We provide a rich and varied curriculum, which makes an exceptional contribution to our disadvantaged pupils' outcomes so that children can be fully engaged in their learning and are able to "live life to the full" (John 10:10).

Challenges

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

Challenge number	Detail of challenge
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1	<p><u>Pupil progress</u> - Pupils who are disadvantaged arrive at Sacred Heart with lower KS2 average scores (4.81 v 5.34 Y11 2021/22) and make less progress than non-disadvantaged pupils.</p>
2	<p><u>Aspirations and attitude to learning</u> - Disadvantaged pupils may have lower aspirations of academic success and have a less positive school experience than non-disadvantaged pupils. Disadvantaged pupils are overrepresented in detentions and internal exclusions.</p>
3	<p><u>Literacy and numeracy</u> - Literacy and numeracy skills can be weaker in disadvantaged pupils and many have a reading age lower than their chronological reading age. (Reading age average 2021/22 - Y7 11yr0m v 12yr0m and 2020/21 - Y8 11yr7m v 12yr5m)</p>
4	<p><u>Attendance</u> – Attendance is lower for our disadvantaged pupils than our non-disadvantaged pupils. (2020/21 90.5% v 94.4%, 2021/22 89.1% v 93%)</p>
5	<p><u>Covid-19 Challenges</u> - Engagement in remote learning during lockdown- the percentage of disadvantaged pupils not engaging in remote learning due to COVID-19 is higher than non disadvantaged pupils. (38.3% v 18.9% May 2020.)</p> <p>Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. (EEF, Nov 2021)</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
<p><u>Pupil Progress</u> - Disadvantaged pupils work towards a positive Progress 8 score and will be continually monitored and evaluated against that target. Teachers and leaders at all levels have a responsibility to help the disadvantaged pupils achieve or get as near as possible to that target.</p>	<p>The Progress 8 and Attainment 8 scores of disadvantaged pupils improve across each academic year and the gap narrows. This is also monitored at a department level and forms part of the departmental SEF and Line Manager meeting agendas.</p> <p>Teachers and SALs intervene with pupils who are below target, prioritising disadvantaged pupils, particularly boys.</p>
<p><u>Aspiration and attitude to learning</u> - Disadvantaged pupils are more positive about their learning and are aware of the importance of education in terms of further life choices. Pupil voice will be used to measure this, as will Effort grades.</p>	<p>Effort grades for all disadvantaged pupils are monitored and acted upon at every data capture by SALs and by SLT year group lead, where Effort grades are a concern action plans are put in place to address this.</p> <p>When COVID-19 restrictions are eased, enrichment activities take place to ensure that disadvantaged pupils are accessing a wide range of trips and activities.</p>



	<p>All disadvantaged pupils will have a Post 16 provision appropriate to their needs and future aspirations.</p> <p>All disadvantaged pupils are provided with career advice.</p>
<p><u>Literacy and numeracy</u> - Effective literacy and numeracy catch-up schemes are in place and monitored, reading ages of disadvantaged pupils are in line with their chronological age.</p>	<p>Disadvantaged pupils make significant gains towards their chronological reading age by the end of Y7.</p> <p>Disadvantaged pupils make significant gains towards expected levels of progress in maths/numeracy.</p> <p>Tutor reading programme will improve literacy skills.</p>
<p><u>Improved attendance</u> - Attendance for disadvantaged pupils improves with a target of 95% or higher.</p>	<p>Attendance officer and Attendance Lead (Deputy Headteacher) track attendance of disadvantaged pupils. In addition to support from NPCAT.</p> <p>Improving Attendance Plan's (IAP) are created for pupils whose attendance falls below 95%.</p> <p>SALs, PLs and the Attendance Officer monitor attendance and contact parents to arrange meetings in school.</p> <p>Appropriate sanctions are pursued</p>



	against persistent non- attenders (NPCAT support).
<u>Covid-19 Challenges</u> - Disadvantaged pupils will not be further disadvantaged as a result of Covid-19.	The Progress 8 and Attainment 8 scores of disadvantaged pupils improve across each academic year and the gap narrows.

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: £ 119,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of quality teaching and learning strategies to benefit all disadvantaged pupils through effective CPD	High quality teaching and learning for all pupils is vital to raising the achievement levels of disadvantaged pupils - "The effects of high-quality teaching are especially significant for pupils from disadvantaged	1, 2, 3, 5



<p>and Quality Assurance activities.</p>	<p>backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers". (Sutton Trust, 2011). Supported by NFER for DfE, 2015, one of the seven building blocks in raising achievement of disadvantaged pupils.</p> <p>Targeted questioning improves participation in lessons, improves engagement and ultimately Effort grades.</p> <p>Live marking improves the quality of feedback to the pupil. High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015)</p>	
<p>Implement SISRA Observe to create a holistic overview of quality of education to personalise CPD opportunities</p>	<p>CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (Educational Policy Institute (EPI))</p>	<p>1</p>



	What happens in the classroom makes the biggest difference (EEF 'Closing the Attainment Gap, 2018)	
Further development of sequential curriculum and subject knowledge to support this	<p>Cognitive load theory informs our curriculum sequencing by revealing the role of memory in helping students build the cognitive architecture required to access the curriculum effectively.</p> <p>As working memory is limited, we need to sequence our curriculum to reduce cognitive load by drawing on prior knowledge and logically sequencing episodes of learning so they accumulate in small stages, securing understanding at one stage before moving on to the next. (K Howard and C Hill, 2021)</p>	1
Rigorous monitoring and analysis of data	<p>DfE (2015) and Warwickshire Project (2016) identify rigorous monitoring of data as an effective strategy to improve performance of disadvantaged pupils NFER research, one of the seven building blocks in raising achievement of disadvantaged pupils is data driven identification of individual pupil's needs</p> <p>All school leaders, teaching staff and support staff need to know the pupils who are in the greatest need of support Coordination of intervention and tracking</p>	1,5



	leads to more effective implementation of support	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data-driven, targeted interventions in phonics, reciprocal reading, handwriting and numeracy.	<p>'Strategies to improve phonics have a positive impact (+5 months) with very extensive evidence and are an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' (EEF, 2021)</p> <p>'Reading comprehension strategies are high impact on average (+6 months).' (EEF, 2021)</p> <p>'Evidence consistently shows the impact that targeted academic support can have.' (EEF, 2021)</p> <p>'Targeted small group and one-to-one interventions have the potential for the</p>	1, 2, 3, 5



	largest immediate impact on attainment.' (EEF 'Closing the Attainment Gap', 2018)	
Individual and small group mentoring from SALs focus on improving academic progress of disadvantaged pupils who are behind target, parents are involved in this support.	<p>Meeting individual learning needs of disadvantaged pupils improves pupil progress (DfE, 2015).</p> <p>Mentoring Programmes which have a clear structure and expectations, are associated with successful outcomes. (EEF, 2021)</p> <p>EEF research carried out by Higgins (2016) shows effectiveness of one to one and small group tutoring.</p>	1, 2, 3, 5
Year 11 pupils are placed in smaller intervention forms for Maths, English, Science or RE, with a subject specialist, according to their subject of need to give them an extra 1 hour and 40 minutes of intervention per week. Disadvantaged pupils	<p>Deploying staff effectively is one of the seven building blocks for raising the achievement of disadvantaged pupils identified by NFER research for DfE (2015).</p> <p>Clear identification of pupils who are behind target and specific actions for classroom teachers that focus on improving attainment will have a positive impact on progress.</p>	1, 2, 5



<p>are prioritised for this support.</p>		
<p>Emotional Health Practitioner prioritises disadvantaged pupils for support.</p>	<p>Having an individualised approach to emotional support improves the attainment of disadvantaged pupils (DfE Research brief, Nov 2015)</p>	<p>1, 2, 4, 5</p>
<p>Tutor time reading programme twice a week for 20 minutes. Tutors know the disadvantaged pupils in their tutor groups and target the reading strategy to increase involvement of disadvantaged pupils.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress (EEF, 2021).</p> <p>Importance of improving literacy for disadvantaged students links to research on improving outcomes for all subjects (National Literacy Trust.)</p> <p>Our disadvantaged pupils have a lower reading age on entry than our non-disadvantaged pupils "1 in 11 disadvantaged children in the UK say that they don't have a book of their own. Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%)".(National Literacy Trust, 2017).</p>	<p>1, 3</p>



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

Budgeted cost: £ 21,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce a new rewards system that celebrates positive attitudes to learning and effort to improve engagement of disadvantaged pupils</p>	<p>'Process praise keeps students focused, not on something called ability that they may or may not have and that magically creates success or failure, but on processes they can all engage in to learn.' (C. Dweck, 2007)</p>	<p>1, 2</p>
<p>Progress Meetings for Year 11 pupils take place every 2 weeks in English, Maths and Science to monitor interventions following a data entry. For all other subjects this is once a half term. Every meeting has a focus on our Disadvantaged pupils.</p>	<p>DfE (2015) and Warwickshire Project (2016) identify rigorous monitoring of data as an effective strategy to improve performance of disadvantaged pupils.</p> <p>NFER research, one of the seven building blocks in raising achievement of disadvantaged pupils is data driven identification of individual pupil's needs.</p>	<p>1, 5</p>



<p>Career advice and guidance 1:1 meetings and support to attend open evenings and interview preparation for disadvantaged pupils.</p>	<p>All school leaders, teaching staff and support staff need to know the pupils who are in the greatest need of support.</p> <p>Coordination of intervention and tracking leads to more effective implementation of support.</p>	<p>2</p>
<p>Revision guides purchased for Year 11 disadvantaged pupils and revision packs produced for all disadvantaged pupils.</p>		<p>1, 5</p>
<p>Enrichment opportunities take place to ensure that disadvantaged pupils have access to a wide range of trips and activities</p>	<p>EEF reports the impact of sports participation on academic achievement as positive.</p> <p>Evidence suggests that disadvantaged pupils involved in school visits and other cultural activities have improved attitude and application to school and studies. This is particularly the case when it is linked with potential career opportunities. Opportunities for more able and talented disadvantaged pupils and a potential life changing opportunity for our pupils.</p> <p>Research shows that positive reinforcement improves pupils</p>	<p>2</p>



	<p>experience of school and any additional communication improves parental engagement.</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>Anecdotal evidence suggests that disadvantaged pupils involved in sporting and other activities such as debating/poetry competitions have improved attitude and engagement to school and studies.</p>	
<p>Attendance Officer monitors data for disadvantaged pupils closely and contacts pupils and parents when attendance becomes an issue ie. less than 95%.</p>	<p>A significant amount of internal data and national data links attendance with fulfilment of academic potential.</p> <p>“Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.” (DfE, 2016).</p>	<p>1, 4, 5</p>
<p>At weekly Vulnerable Learners meetings, attendance and welfare concerns are discussed and actioned.</p>	<p>Good attendance improves academic performance.</p> <p>Regular contact with parents of disadvantaged pupils leads to improved attendance.</p>	<p>1, 2, 4, 5</p>



<p>At all Parents' Evenings the parents of disadvantaged pupils are contacted prior to the event and appointments made for them where necessary.</p>	<p>Parental involvement is a key strategy in closing the achievement gap (NFER, 2009), supported by Ofsted, 2011 and EEF.</p> <p>Parents who have a better relationship with the school tend to help moderate disadvantaged pupils' behaviour when issues arise.</p>	<p>1, 2, 5</p>
<p>PLs and SALs prioritise contact with parents of disadvantaged pupils for individual progress meetings, pastoral and behavioural concerns and praise phone calls to foster supportive links.</p>		<p>1, 2, 5</p>

Total budgeted cost: £ 189,121



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.

A: Pupil Progress

Year 11 outcomes from Teacher Assessed Grades show there is a gap in the progress and attainment of disadvantaged pupils compared to their non-disadvantaged peers. However, when comparing the outcomes from 2019 this gap is narrowing across all key measures:

	Outcomes for Year 11 disadvantaged pupils 2018-2019 (34)	Difference between PP and NPP 2018-2019	Outcomes for Year 11 disadvantaged pupils 2020-2021 (31)	Difference between PP and NPP 2020-2021
A8	35.3	12.6	47.3	10.6
En/Ma 4+	29%	40%	74%	9%
En/Ma 5+	18%	26%	48%	19%

B: Aspiration and attitude to learning



All disadvantaged pupils have a Post 16 provision appropriate to their needs and future aspirations. Of the 32 Year 11 Disadvantaged pupils, 13 are doing A Levels at Prior Pursglove, 7 pupils completing A Levels or Level 3 course at Middlesbrough College, 1 to complete L3 course in Engineering at TTE, 4 Pupils completing L3 courses at Redcar College, 1 Pupil has applied for the Army and is awaiting interview but will attend Public Services course at Redcar while waiting for start date. The remaining 6 pupils have identified an intended destination at Redcar or Middlesbrough College on a L1 or Level 2 course.

In 2020-21 19 disadvantaged pupils were prioritised for Emotional Support. Of those, 4 have been provided with inhouse counselling from our Heart of the Matter Counselling Team and 15 pupils were supported by our Emotional Health practitioner. These pupils have spent longer in school as loss of learning time has been minimised. Pupil voice shows that pupils feel better able to cope with their emotional difficulties.

C: Literacy and numeracy

3 disadvantaged students from the Y7 cohort completed a reciprocal reading intervention. The intervention ran for 8 weeks. The GL assessment data was used to baseline assess students prior to the intervention and then the same assessment was used to track progress. All pupils improved their reading age and comprehension skills.

D: Attendance

Attendance improved from 2020-2021 for pupils in receipt of the Pupil Premium from 89.3% (2019/20) to 90.6% (2020/21) and PA of disadvantaged pupils reduced by 9.12%.

E: Engagement in remote learning during lockdown

Every disadvantaged pupil was contacted at least once a week during lockdown to check welfare and attendance and engagement with live lessons.

17 Year 8 PP boys identified through post lockdown recovery plan for support - 10 pupils improved their attainment between October 2020 and July 2021



Following phone calls home, 36% of disadvantaged pupils improved their attendance to live lessons. Y9 Engagement in lessons also improved: Excellent attendance (90%) improved from 12 pupils to 18 pupils. Attendance concerns (>70%) dropped from 18 pupils to 11 pupils.

In Year 10, 49% of disadvantaged pupils improved their engagement in lessons following SAL intervention. 7 disadvantaged pupils attended school during lockdown which improved their engagement in lessons.

In Year 11, 16 PP pupils improved engagement in live lessons following SAL support (53% increase). The average engagement score for disadvantaged pupils was 2.2 when first data capture was taken and this increased to 1.8 on the data capture on 23/3/21 showing a significant improvement in engagement.

107 laptops/chrome books were sourced and given to pupils to use during lockdown, 64 of these were given to disadvantaged pupils. All disadvantaged pupils who did not have access to ICT equipment/wifi at home were educated on site.