

# Pupil premium strategy statement – Cardinal Heenan 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.

CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

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	922
Proportion (%) of pupil premium eligible pupils	17.93
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	23-24 24-25 26-27
Date this statement was published	10 <sup>th</sup> December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	D Kelly
Pupil premium lead	V Tiffany
Governor / Trustee lead	S Vickers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,950.00
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>	£11,109.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	0
<b>Total budget for this academic year</b> <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>	£185,059.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our principle aim is to “*inspire excellence by encouraging every individual to be the person God calls us to be*”; thus our curriculum “*makes learning challenging and enjoyable for all*” enabling our students to “*secure the best outcomes and remain lifelong learners who are committed to seeking truth*”. As such, we offer a wide range of subjects, enabling students to explore the fundamentals of a broad base of subjects in Key Stage 3 before selecting a balanced diet of Key Stage 4 options.

We recognise the vital importance of knowledge in building a deep understanding of the world; after all, you can't think about something you don't know. Furthermore, we recognise that developing a body of powerful knowledge will allow our young people to participate fully in social, political, and moral debates thereby enabling them to make a valuable contribution to our democratic society. To this end, we ensure students are explicitly taught the foundational knowledge that they will need in order to understand the heart of each subject, creating an interconnected web of understanding through which they can interpret, analyse and evaluate the world around them.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future and we endeavour to encourage *every* individual to be the person that God calls them to be. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- Remove barriers to learning created by individual circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils receive appropriate information, advice and guidance about their next steps in life, whether this be work with training or further education.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop students' knowledge and understanding of the world.

Our current Pupil Premium Strategy is aimed to ‘diminish the difference’ in all of the areas which challenge our disadvantaged students. Our cohort travels from all across the city, and from further afield in some cases, and come from a wide range of socio-economic backgrounds thus the range of experiences our children have is diverse. We have intentionally looked at a broad range of approaches as no two of our children experience the same barriers.

## Challenges

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

Challenge number	Detail of challenge
1	Learning skills are not embedded and less progress is made from starting points. The prior attainment of our disadvantaged students is lower than in overall cohorts; 21.3% of PP students are LPA whilst 12.6% of students overall are and 11.9% of our PP students are HPA, whilst 27% of our students overall are in this category. Routines for learning in the classroom and at home are not always automatic/instinctive in our disadvantaged students.
2	Attendance and Punctuality. Disadvantaged students' attendance is not as high as other students (91.2% where all is 94.6% last year) and they are more regularly late to school. There are higher levels of sporadic attendance in our disadvantaged student cohort.
3	SEND Incidence. More of our disadvantaged cohort have SEND needs (15%) than our whole school cohort (11.6%) and some of these students have significant barriers to learning as a result of their needs.
4	Cultural capital and wider experiences. Many of our disadvantaged students have not been exposed to some of the culturally rich experiences outside of school that augment learning in school.
5	Reading. Disadvantaged students arrive at school with similar scaled reading scores to their non-disadvantaged peers, as the curriculum deepens, however, many disadvantaged students, especially if they are also EAL, have vocabulary gaps which causes barriers to attaining in line with their ability.
6	Mental ill health and anxiety. Many of our disadvantaged students face challenges outside of school which impacts on their ability to attend and remain focussed throughout the school day.
7	Destinations. Some of our disadvantaged students are unaware of the careers and other progression opportunities available to them as they have a lack of experience of roles/routes within their own sphere.
8	Parental Engagement. There are many instances, in the disadvantaged cohort, where circumstances in the household or poor familial experiences of education, lead to a lack of engagement in school events and with school, generally.

## 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
Students will have developed good routines for learning culminating in making the same progress from starting points as non-disadvantaged peers.	Classcharts comments; fewer L2s for inadequate work, lack of equipment, homework not done and more for good/excellent work/effort. <b>Students in receipt of PP funding make better progress than all peers nationally. (aspirational goal of PP P8 of 0.5)</b>
Disadvantaged students will attend, punctually, in line with their non-disadvantaged peers.	Disadvantaged students will have a better attendance rate than the national all students rate.
Disadvantaged students with SEND will attain good outcomes that enable them to progress to appropriate destinations.	Individual's barriers to learning are identified and bespoke support is in place. SEND PP students are supported to choose and secure appropriate destinations.
Disadvantaged students will be equipped with the cultural knowledge that they require in order to be successful in their subjects and the wider curriculum.	Curriculum Reviews will quality assure the design and delivery of curricula rich in cultural knowledge and experiences. Whole school supra-curricula activities are designed to broaden knowledge and experience in a wide variety of areas. <b>Participation data from Chaplaincy Team will demonstrate that PP students enjoy full engagement in liturgies and the catholic life of the school.</b> Participation monitoring will show that disadvantaged students are involved in wider curriculum activities in line with non-PP peers.
There will be a culture of valuing reading which will enable disadvantaged students to access more of the curriculum.	Students will be able to read at an age appropriate level and reading will not constitute a barrier to accessing the curriculum.
Students wellbeing will be supported so that they are well informed, safe, resilient and able to engage in school life fully.	Students experiencing mental ill health will have support from pastoral structures both in and out of school (where necessary) so that they can attend school and participate fully in lessons, tutorials, assemblies, services and other activities. Time spent in the PLC will be time limited and focussed on building resilience.
Disadvantaged students will be fully informed about the range of opportunities available to them and how to access and succeed in these.	Full Gatsby Benchmark <ul style="list-style-type: none"> <li>- 100% of PP students attend a meeting with the careers officer in year 11.</li> <li>- Careers activity will start from Year 7, with students engaging in a variety of activities to ensure that they are aware of a wide variety of post 16/careers options.</li> <li>- Students will develop an awareness of how their subjects can lead to different specialist careers via Careers Weeks.</li> <li>- NEET figures for PP are in line with, or lower than, national average and in line with our whole school cohort.</li> <li>- All PP students complete their PDP (Personal Development Passport), ensuring activities completed in all key areas</li> </ul>
The parents of disadvantaged students will be engaged in their child's school experience.	Attendance at Consultation Evenings, Exams Preparation Eve, transition events is in line with non-disadvantaged cohort.

## 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: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching in order to 'Diminish the Difference', specifically, developing our teachers' understanding for how students learn based on research from cognitive science, particular focus will be based upon making books a useful learning resource.</p> <p>This will involve ongoing CPD – bespoke and whole school sessions, collaborative CPD, sharing good practice, carousel sessions, regular updating and maintenance of the CPD platform and QA programme. It also incorporates teaching staff selecting 'focus students' (who are predominantly PP/SEND), linked to teachers' Performance Management who they will focus more intensively on with the aim of increasing independence, meta-cognition and self-regulation skills.</p>	<p>'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.' (EEF T&amp;L Toolkit July 2021)</p>	<p>1, 3, 5</p>
<p>Continued homework and revision focus across the school to build routines for independent study. <b>Reinforced via study skills lessons, Y10 Preparing for Next Steps and Y11 Exams evenings (both with parents), Y11 revision day.</b></p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (EEF 2021).</p>	<p>1, 3, 5, 8</p>
<p>The T&amp;L quality assurance programme helps to facilitate professional conversations around the teaching and learning strategies being used to support PP students. ECTs are provided with a comprehensive programme of professional development and weekly mentor meetings. <b>New staff induction incorporates sessions on supporting disadvantaged students.</b></p>	<p>'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>1</p>
<p>Additional time is given to Reading for Pleasure in weekly form time slots. <b>KS3 read their reading books (from the school library) and KS4 read articles carefully</b></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. (EEF T&amp;L Toolkit July 2021)</p>	<p>5</p>

<p>chosen to broaden their knowledge of current and cultural affairs.</p> <p>Y9 &amp; Y10 complete additional reading and vocabulary work in Study Skills lessons.</p> <p>KS3 have one library lesson and 2 reading lessons per week. During reading lessons, students are exposed to 10 high quality texts throughout their time in KS3.</p>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £125,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><del>Use of Assistant Heads of Year to provide targeted academic support to PP students and build links with families.</del></p> <p>AHoYs take an holistic view when working with PP students and monitor academic progress, homework, attendance, punctuality, extra-curricular participation and behaviour and contact home to discuss.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF T&amp;L Toolkit July 2021)</p>	1, 2, 5, 8
<p>Designated SLT member in place to monitor PP progress and attainment, liaise with T&amp;L team regarding staff CPD and work with AAH Pastoral to oversee work of AHoY and ensure that the correct students are targeted for academic holistic interventions.</p>	<p>More successful schools...linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. (DFE 2015)</p>	1-8
<p>Reading interventions for Y7&amp;8 to include Reading Buddies, phonics tuition and Rapid Readers.</p>	<p>'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress'(EEF T&amp;L Toolkit July 2021)</p>	5
<p><del>Production of individual Pupil Passports for specific PP/SEND students to address barriers to learning.</del></p> <p>Data driven, individualised approach to intervention, based upon test assessment data and teacher predictions. Classcharts is used to inform teachers how best to support the academic progress of the students in their classes and teachers complete</p>	<p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. (DFE 2015)</p>	1, 3, 5, 6

specific action planning for all year groups.		
Homework Intervention for PP students provided after school with trained staff who can support learning.	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). (EEF 2021)	1, 8
Subject Specific Intervention – Maths/English/Science/RE	More successful schools...linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. (DFE 2015)	1, 3
SEND Interventions during tutor time focussing on dyslexia strategies, organisation, revision skills, reading social skills.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	3, 5
TA Support for PP students with identified, specific SEND needs.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF 2021)	1, 3, 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. (IFS 2016)	2, 6
Additional Careers interviews/events which prioritise PP students, including SLT progression interviews for year 11s.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. (Gatsby Benchmark 3)	4, 7
Boys Will Be Brilliant – mentoring programme wherein Y10 boys work with Y7 boys to engender positive routines and habits.	'studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour' (EEF T&L Toolkit July 2021)	2, 4, 7, 8
Heads of Year and Assistant Heads of Year will support students to address issues that are forming barriers to learning (Social and Emotional Learning).	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with	6, 8

	peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2021)	
Parents/carers of PP students are contacted to make priority bookings for Consultation Evenings and other school events.	Parental engagement has a positive impact on average of 4 months' additional progress. (EEF 2021)	8
Summer School – Year 6 PP students identified from transition activities for Summer School.	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. (EEF T&L Toolkit July 2021)	1, 2, 8
<del>Increase in Catholic Care provision (1 extra day per week) so that specialist support is in place to support wellbeing.</del> Retention of 2 days per week of Catholic Care support with a specialist counsellor.	Children and young people who are living in poverty are more likely to suffer from mental health problems, as illustrated by the UK Millennium Cohort Study of 11-year-olds (Iris Elliott et al, 2016).	2, 6
Transition Activities for post 16 progression: taster day at Notre Dame 6 <sup>th</sup> Form College, university/employer visits <del>assemblies from a variety of providers,</del> <b>Careers Fair, National Careers Week and Green Careers week activities annually.</b> (detailed in Careers Programme),	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves (EEF 2021)	4, 7
Investment in extra-curricular activities including music equipment and tuition, cooking, theatre trips and sport.	Research has demonstrated “a positive effect of extra-curricular experience on both education and career outcomes”. Sutton Trust 2014	2, 4, 6
Preparing for Excellence Programme for Y11 students to help ensure that students are aware of the variety of options available to them and how they can make progress to reach their aspirations.	<b>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. (EEF)</b>	4,7
Investment in bespoke support from local Cluster to support attendance, wellbeing, families, risk-taking behaviours.	<b>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2021)</b>	6, 8
Bespoke transport arrangements to support at key points throughout the year.	<b>'A lack of affordable and accessible public transport is having a serious effect on low-income households' (Transport, Accessibility and Social Exclusion, Campaign for Better Transport)</b>	2

**Total budgeted cost:£278,500**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Results 2023

Measure	CHCHS Disadvantaged Students 2023	CHCHS all Students 2023	National all Students 2023	CHCHS Disadvantaged Students 2019
Progress 8	0.06	0.56	-0.03	-0.24
Attainment 8	45.6	55.2	46.2	41
Grade 5-9 (Eng & Maths)	41%	65%	45%	36%
Grade 4-9 (Eng & Maths)	74%	87%	67%	60%
EBacc Entry	44%	58%	39%	
EBacc average points score	4.05	5.07	4.05	

Our PP attendance is a real strength against national benchmarks; last year, across the school it was 90%, compared to the FFT national figure of 85% and our current work is to align it with our non-disadvantaged students' very high attendance rate.

Disadvantaged students make good progress in our school. Our PP Progress 8 is broadly in line with the national P8 for all students, as is our EBacc average points score. Our EBacc entry is well above the national, at 44% against 39%. Perhaps most positive is our disadvantaged students' capacity to progress onto L3 courses, 74% attain 4-9 in English and maths, against 67% of all students nationally.

#### Results 2024

Measure	CHCHS Disadvantaged Students 2024	CHCHS all Students 2024	National all students 2024	CHCHS Disadvantaged Students 2023	CHCHS all Students 2023	National all Students 2023
Progress 8	0.26	0.66	-0.03	0.06	0.56	-0.03
Attainment 8	47	59	45.9	45.6	55.2	46.2
Grade 5-9 (Eng & Maths)	42.9%	68.7%	45.9%	41%	65%	45%
Grade 4-9 (Eng & Maths)	75%	87%	67.6%	74%	87%	67%
EBacc Entry	25%	29.6%	40.4%	44%	58%	39%
EBacc average points score	3.87	5.08	4.07	4.05	5.07	4.05

There has been a 0.22 rise in Progress 8 this year and we have closed the gap between our PP and all by 0.1. Compared to all students nationally, however, our students even better progress, and achieve almost a third of a grade higher, on average, across their subjects than **all** students nationally. Another positive is the capacity our disadvantaged students have to progress onto the next phase of education, as 75% attain English and maths at grades 4-9. PP attendance continues to be a strength against national benchmarks and has further improved due to the interventions and support we have put in place.

## 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
NGRT	GL Assessments