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	Broughton Hall Catholic High School
Number of pupils in school	1044
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**Year 1 = 2021-22** Year 2 = 2022-23 Year 3 = 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Gerard Preston
Pupil premium lead	Anne Lunney
Governor / Trustee lead	Angela O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	3 Year Total = £1152000 Year 1 = **£370860**
Recovery premium funding allocation this academic year	£46372.50 £11593.13
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	Year 1 = **£428825.63**

Part A: Pupil premium strategy plan

Statement of intent

At Broughton Hall Catholic High School our students are at the heart of the decisions we make. Our strategic plan to improve educational outcomes for our disadvantaged students is underpinned by a contextual and shared understanding of what the barriers to learning are for our disadvantaged students. We have a research led approach to allocation of Pupil Premium spend and we ensure that strategic actions are informed and are systematically monitored and evaluated for impact.

Pupil Premium Principles:

- Ensure all have access to a knowledge rich curriculum
- Prioritise high quality instruction in the classroom through high quality CPD
- Identify students that need additional support using diagnostic tools to assess under-standing, engagement and well-being.
- Target academic support to improve progress, using structured interventions such as small group tuition and one-to-one support.
- Ensure all have access to enrichment and extra-curricular activities

Broughton Hall Catholic High School has 39% of students identified as disadvantaged. This is above the national figure of 20.8%

Challenges

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

Challenge number	Detail of challenge
1	Implementing an evidence informed, knowledge rich, well sequenced curriculum across all subject areas, with a particular focus on Maths and Science
2	Supporting some students to overcome the double disadvantage of being disadvantaged and SEND
3	Reading ages of Year 7 disadvantaged students are lower than for non-disadvantaged students
4	Greater levels of disengagement among disadvantaged students than non-disadvantaged students
5	Higher rates of absence among disadvantaged students than non-disadvantaged students
6	Lower rates of participation in enrichment among disadvantaged students than non-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	Challenges addressed
All curriculum areas to have in place an evidence informed, knowledge rich, well sequenced curriculum	• External Annual Quality of Education Review	1, 2, 4
Improved Progress 8 outcomes for disadvantaged students	• P8 Gap between school disadvantaged and national non-disadvantaged students to close from 2018-19 gap of -0.36 • P8 for disadvantaged students to improve from 2018-19 score -0.23	1, 2
Improved Attainment 8 outcomes for disadvantaged	• A8 Gap between school disadvantaged and national non-disadvantaged students to close from 2018-19 gap of -7.9 • A8 for disadvantaged students to improve from 2018-19 score 42.4	1, 2
Improved Basics outcomes for disadvantaged students and students who are double disadvantaged	Increase in the percentage of disadvantaged and double disadvantaged students achieving 4+ and 5+ in English and Maths from 2018-19 attainment figures:	1, 2, 7
Improve reading ages for disadvantaged students	Improved reading ages for Key Stage 3 disadvantaged students	3
Improved students levels of engagement in learning	• Permanent exclusion rates for disadvantaged to be in line with national comparative measures • Fixed Term exclusion rates for disadvantaged to be in line with national comparative measures	4
Improved attendance	• Absence rate Gap between school disadvantaged and national absence to be in line with national • PA rate Gap between school disadvantaged and national PA to close and move in line with national	5
Cultural capital inequality addressed	All disadvantaged students to be active participants in educational, cultural and enrichment activities	6

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: **£ 260000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of quality first teaching and subject knowledge through CPD programme	Research shows that a teacher's subject knowledge improves student outcomes. For example (Coe et al, 2014), concluded that a teacher's subject knowledge, and their understanding of how pupils handle this subject, has the strongest evidence of impact on student outcomes. A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020), concluded that the impact of high quality-CPD on students outcomes is comparable to the impact of having a teacher with 10 years experience rather than a new graduate.	1, 2, 3, 4
Deployment of Associate SLT to work collaboratively with departments on: • Implementing knowledge rich curriculum • Embedding Academic scholarship and reading discretely in subject areas • Purposeful and meaningful assessment • Pedagogy	Current thinking from leading curriculum academics such as Christine Counsel, emphasises that powerful knowledge and carefully planned schemas across the curriculum will allow students to learn and make progress. None of this would be possible without a pedagogical understanding of learning and teaching. Deployment of Associate SLT to work on these areas is supported by the Teaching and Learning toolkit from the EEF Meta Cognition Strategies (rated as + 7 months in Sutton Trust/EEF toolkit) Feedback improvements (rated as +8 in Sutton Trust/EEF toolkit) Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)	1,2,3,4
Maintain reduction in class sizes through retention of staff in Maths, Science, History, Geography and Modern Foreign Languages. Funding has been allocated to increase the number of classes in Maths, Science, and Modern Foreign Languages in Years 8 and 9. Additional funding is also allocated to increase number of classes in History and Geography in Years 10 and 11.	EEF states that reduction in class sizes has a positive impact of two months on disadvantages students. The reduction in class sizes will enable teachers to ensure direct instruction teaching strategies are deployed effectively and feedback is meaningful and purposeful. Feedback improvements (rated as +8 in EEF toolkit)	1, 2, 3, 4

Recruitment of specialised and higher level teaching assistants.	According to the EEF's most up to date research, one of the most effective ways to use teaching assistants to improve educational outcomes for disadvantaged students, is to deploy teaching assistants in the classroom to support learning of others so that the classroom teacher can support students with educational needs. Teaching Assistants improvements (rated as +4 in EEF toolkit)	1, 2, 3, 4
Coaching programme to improve QFT. Funding has been allocated to support whole school coaching programme and has 3 foci areas throughout the academic year: • RQT focus • SEND • Supporting implementation phase of curriculum	EEF state that QFT is one of the most effective ways to improve educational outcomes for SEND and disadvantaged students. To improve QFT a coaching programme has been initiated and implemented to coach teachers. Coaching has been chosen as a driver for continuous improvement because according to Hargreaves and O'Connor 2018 findings, it was demonstrated that effective teacher contextual coaching led to school improvement.	1, 2, 4
Discrete reading lessons introduced at KS3	Following a successful benchmarking exercise and pilot study last year of running a discrete reading lesson in Year 7, decision was made to roll this out across KS3. Purpose of the reading lesson is to address cultural capital inequalities, improve vocabulary by exposing students to a plethora of literature that will allow them to conceptualise knowledge acquired across the curriculum. Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)	2, 3
Maths for Life introduced for all KS3 students to improve fluency of number.	Contextual research findings concluded that fluency of number is a barrier for learning for our students, to address this a Maths for Life initiative has been initiated and implemented across all KS3. Literacy and Numeracy support – EEF: +6 months	2, 3

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

Budgeted cost: £ **57000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths small group tutoring programme for KS3 students to run across the year.	Small group tuition has an average impact of four months' additional progress over the course of a year according to the EEF. Our tutoring programme works as a collaboration between tutors and departments, with diagnostic assessments being the driver to identifying students and informing tutoring sessions. According to the EEF for tutoring to be effective diagnostic assessment should be used to target and support. Literacy and Numeracy support – EEF: +6 months Small group tuition – EEF: +4 months	1, 2, 3,4
One-to-one tutoring sessions for KS4 students to run across the year	Contextual research findings from 2020-21 evaluation of catch-up spend reported that our KS4 students benefitted from one-one tutoring sessions. This has continued this year and is supported by EEF that state that on average, one to one tuition is very effective at improving pupil outcomes. One-to-one tutoring – EEF: +5 months	1, 2, 3, 4
Reciprocal one-to-one reading intervention programme to run for our weaker readers across the year, this programme is being led and run by a specialist KS2/3 trained teacher.	Reading comprehension strategies, which focus on the students understanding of written text, are rated as high impact by the EEF Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)	1, 2, 3
Diagnostic assessment packages to identify individual barriers to learning	As a school we know our main internal and external barriers to learning for our disadvantaged students, but to ensure they are given the best chance to fulfil their potential, it is imperative that we find out anything that is a barrier to their own individual learning. As a school we use diagnostic assessment tools including GL assessment packages, pass survey package and additional packages such as Lucid Exact and Boxall. The funding of these packages is allocated to ensure support and intervention that is put in place is bespoke, purposeful and meaningful.	2, 4

	Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit) Early intervention (rated as +5 in Sutton Trust/EEF Toolkit) Social and Emotional support and interventions (rated as +4 in Sutton Trust/EEF Toolkit)	

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

Budgeted cost: £**113000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to part-fund Attendance Officer and 2 additional Support Managers. This funding is allocated to ensure we have a support manager attached to each year group so that there is a clear line of communication between home and school. This essential partnership allows attendance issues to be addressed early and support reintegration and alternative settings as suits student needs best.	From a contextual point of view attendance is an external barrier for our disadvantaged students and according to *The DfE Research Report of November 2015* :'**Schools with higher levels of pupil absence had lower performance among disadvantaged pupils,** therefore we need to ensure that we can challenge poor attendance in a systematic fully resourced way. EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and subsequent interventions are effective to improve attendance	2, 5
Attendance Welfare support system initiated to target students with 87%-92% attendance.	Contextual research findings from 2020-21 evaluation reported that welfare call system set up during lockdown to support learning and student welfare, was an effective strategy to build purposeful and meaningful relationships with home and school. Strategic team agreed that this strategy could be used to address PP attendance issues and support families and students to try and improve school attendance.	2, 5
Form tutor 'make every day count' mentoring programme.	Using The DfE Research Report of November of 2015 and our contextual understanding of attendance it is imperative that we do everything we can as a collective body to motivate our students to attend school.	2, 5

Continue with the 'Attendance Initiative' which includes **t**exts home, legal follow up, whole school priority and publications for the pupils to access	Using The DfE Research Report of November of 2015 and our contextual understanding of attendance it is imperative that we do everything we can as a collective body to motivate our students to attend school.	2, 5, 6
Increasing counselling provision and introduction of sensory room	Consequence of pandemic and results from pastoral review after consecutive lockdowns it was decided by the strategic team that school counsellor remained and additional counsellor was recruited to work with our most disadvantaged students. From a contextual point of view and to support our disadvantaged SEND students in their learning a fully resourced sensory room is available for them. Decisions made are support by EEF, Social and Emotional support/interventions rated as +4 in EEF Toolkit.	2, 4, 5
As part of the Broughton Hall Journey ensure all disadvantaged students are involved in one cultural/educational experience beyond the formal curriculum. Funding will be allocated via a successful application to the 'broadening horizon team'.	In order to address cultural capital inequality, the Broughton Hall journey will allow students exposure to experiences that will broaden their horizons and allow them to conceptualise their learning and hopefully improve their attitudes towards learning Outward Bounds (rated as + 7 months in Sutton Trust/EEF toolkit) Arts Project (rated as + 2 months in Sutton Trust/EEF toolkit)) Learning to Learn Experience (rated as + 7 months in Sutton Trust/EEF toolkit)	6
Deployment of Associate SLT to work collaboratively with different areas of school and build purposeful partnerships with organisations such as higher education institutions, local businesses, aspirational programme leads to develop the 'whole person', so that they can access and engage fully in school life.	From contextual research findings we know that we need to develop further the characteristics and resilience in our students so that they can access and engage fully in all aspects of school life so that their life chances improve. NFER research March 2019 *'Education can break the link between a child's social background and their later outcomes, improving social mobility.*	2, 4, 6, 7

Total budgeted cost: £ Teaching = £260000, *Targeted academic support = £57000, Wider strategies = £113000*

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.

Aim	Success Criteria/impact					
Improve Overall P8 and A8 for disadvantaged students		17-18	18-19		CAG's 19-20	CAG's 20-21
	P8	-0.49	-.0.23		-0.05	-0.04
	A8	39.1	42.4		44.2	40.21
Increase percentage of students (Grade 4+) in English and Maths		17-18	18-19		CAG's 19-20	CAG's 20-21
	Grade 4+	42.9%	51.3%		54.5%	66.8%

Target Met – continued upward trajectory for percentage of disadvantaged students attaining 4+ in Maths and English.

Moving forward into 2021-22 the focus will be on increasing attainment rates for percentage of disadvantaged students achieving 4+ pre-covid rates and increase the percentage achieving 5+ in English and Maths.

Teaching & Learning: Quality of Learning in Maths	2017-18	2018-19		CAG's 2019-20	CAG's 2020-21
	-0.69	-0.56		-0.49	-0.37

MATHS	2017-18		Gap	2018-19		Gap	CAG's 2019-20		Gap	CAG's 2021-21		GAP
	ALL Pupils	DP		ALL Pupils	DP		ALL Pupils	DP		ALL Pupils	DP	
More Able	-0.7	-0.89	-0.19	-0.43	-0.52	-0.09	-0.23	-0.15	-0.08	-1.54	-0.68	-0.86
MAP's	-0.53	-0.79	-0.26	-0.36	-0.66	-0.3	-0.28	-0.63	-0.35	0.04	0.43	-0.39
LAP's	-0.35	-0.69	-0.34	-0.25	-0.28	-0.03	-0.33	-0.30	+0.03	0.03	0.43	-0.4

Target Met – The overall Progress for disadvantaged students continues to improve in Maths.

	Moving forward the focus for 2021-22 is to continue improving overall P8 in Maths and continue DtD for all subgroups pre-covid rates.
Teaching & Learning: Vocabulary gap upon entry to secondary	Discrete reading lesson was introduced into year 7. Evaluation of reading lesson proved that it was aiding students to improve their tier 2 vocabulary and allow for conceptualisation across the curriculum. Moving forward in 2021-22 discrete reading lesson will be introduced across all of Key Stage 3. Reading, vocabulary acquisition and academic scholarship has been integral part of curriculum intent planning 2020-21, moving forward in 2021-22 this will form essential part of curriculum implementation.
Outcomes and Progress in EBACC	*(table below)*

Outcomes and Progress in EBACC

Progress 8 EBACC	2017-18	2018-19		CAG's 2019-20	CAG's 2020-21
DISADVANTAGED PUPILS	-0.61	-0.47		-0.22	-0.16

Value Added Disadvantaged Pupils	2017-18	2018-19		CAG's 2019-20	CAG's 2020-21
Science	-0.79	-0.55		-0.28	-0.33
Languages	0.00	0.63		1.36	0.07
Humanities	-0.25	-0.20		0.57	0.02

Overall EBACC Target Met – disadvantaged students' progress across EBACC subjects continues upward trajectory, This will remain a focus 2021-22, with particular focus on Languages. In addition to this there will be a continued focus on percentage of disadvantaged students pursuing an EBACC pathway.

Attendance of students – Reduce PA for disadvantaged students	How improvements aimed at Disadvantaged Pupils are impacting All Pupils

All Pupils	2018-19	2019-20*	2020-21*
Absence	4.99%	5.12%	6.46%
National Absence	5.1%	5.3%	-
% of Pupils with less than 90% Attendance (PA)	14.52%	13.72%	18.51%
National PA	12.9%	12.9%	-

All PP	2018	2019*	2020
Absence	6.9%	7.64%	9.61%
% of Pupils with less than 90% Attendance (PA)	24.2%	24.33%	31.31%

*As a result of the pandemic and disruption caused by COVID this target cannot be fully evaluated. This will continue to be a focus in the new academic year, where we will be working closely with students and families to address and attendance issues.

Wider Outcomes: Restricted access to	*(table below)*

OPEN Progress 8	2017-18	2018-19		CAG's 2019-20	CAG's 2020-21

| opportunities for educational and cultural enrichment beyond the formal curriculum | DISADVANTAGED PUPILS | -0.20 | -0.04 | | 0.56 | 0.17 |
| | | | | | | |

Duke of Edinburgh - Bronze	2017-18	2018-19	2019-20	2020-21
Disadvantaged Pupils	18% of cohort Disadvantaged	41% of cohort Disadvantaged	54% of cohort registered Disadvantaged – could not run	47% of cohort registered Disadvantaged – to be completed 2021-22

All year groups participated in outward bounds activity day run by the outwards bounds trust.

The percentage of pupils participating in enrichment activities is growing. However due to the disruption caused by COVID other planned enrichment activities were unable to run. The Broughton Hall Journey, will continue to be a priority 2021-22.

Improve Metacognition and self-regulatory skills	To aid and support students metacognition skills an associate member of SLT formed internal collaborations across all curriculum areas to ensure schemata across curriculum areas was thoroughly planned and sequenced, so that students metacognition skills are supported to aid understanding, world building, conceptualisation and progress. In terms of developing students' self-regulatory skills class charts and edulink was purchased, this helped students plan, monitor and evaluate their educational journey, it has also supported early identification of individual barriers to learning.
Identify individual barriers to learning	Diagnostic assessment tools have been purchased to identify any individual barriers to learning. This has proved very successful within year teams as a tangible tool to support students in their learning and at times to explain and support their behaviours. Early analysis indicates that over half of disadvantaged students have utilised one of these diagnostic tools to inform actions moving forward. This will continue to be used 2021-22 with a focus on follow up actions/interventions put in place.

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
Premier League Inspires Programme	Liverpool Football Club
Tutoring	Tutor Trust and YipiYap

Further information (optional)

Overview of Catch-up funding 2020-21 – Further information available on request

- Our catch up funding 2020-21 was used to identify which students needed additional support by using diagnostic tools that assessed understanding, engagement levels and wellbeing during lockdowns and periods of isolation.
- Funding was also used to develop teaching and learning pedagogical developments in both classroom and online learning. A large proportion of the funding was allocated to provide targeted academic support to improve progress. Our NTP partners Tutor Trust and Action Tutoring ran the sessions and we had a further partnership with Yipiyap.
- Approximately 400 students have been involved in group and individual tutoring 2020-21. We ran two phases across the year, each phase with a different cohort focus. Tutoring sessions for English focused on core knowledge elements of SPAG, Prefixes, suffixes, root words and complex sentence structure. Math sessions focused on core knowledge elements of timetables, place value, money, simple algebra, time, multiplication and division.
- In Year 11 tutoring was more bespoke and focused on knowledge gaps in preparation for GCSE.
- The monitoring and evaluation of tutoring concluded that students benefitted from the tutoring, pupil voice, observations, baseline assessments compared with end of tutoring sessions indicated a favourable impact in ensuring gaps in knowledge had been addressed.
- Moving forward 2021-22 recovery funding will be allocated to run tutoring sessions to address knowledge gaps and ensure substantive core knowledge is understood and learnt.
- In addition to the above funding was allocated so that all students could be involved in an outwards bounds activity day.