



# Cardinal Allen Catholic High School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Cardinal Allen Catholic High School
Number of pupils in school	807
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Dates on which it was reviewed	July 2022
Date on which it will next be reviewed	July 2023
Statement authorised by	Andrew Cafferkey – Headteacher
Pupil premium lead	Nicola Eccles – Assistant Headteacher
Governor lead	Mike Murray – PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,825
Recovery premium funding allocation this academic year	£60,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£287,545</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Cardinal Allen, high-quality teaching has always been our first priority, and this lies at the heart of this plan, with a focus on areas in which disadvantaged students require the most support. Extensive research has proven that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged students in our school – as The Education Endowment Foundation state, “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment”. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low reading ages / levels of literacy</b></p> <p>Our assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts on their progress in all subjects.</p> <p>At the start of 2021-2022:</p> <p><b>Year 9:</b></p> <p>Reading age average (NGRT) non PP = 14y 7m</p> <p>Reading age average (NGRT) PP = 13y 8m</p> <p>Spelling age (IDL) non PP = 13y 1m</p> <p>Spelling age (IDL) PP = 12y 5m</p> <p>*14y 11m is the maximum score calculated by IDL</p> <p><b>Year 8:</b></p> <p>Reading age average (NGRT) non PP = 14y 0m</p> <p>Reading age average (NGRT) PP = 12y 1m</p> <p>Spelling age (IDL) non PP = 12y 10m</p> <p>Spelling age (IDL) PP = 12y 4m</p> <p>*14y 11m is the maximum score calculated by IDL</p> <p><b>Year 7:</b></p> <p>Reading age average (NGRT) non PP = 12y 7m</p> <p>Reading age average (NGRT) PP = 10y 11m</p> <p>Spelling age (IDL) non PP = 12y 4m</p> <p>Spelling age (IDL) PP = 11y 5m</p> <p>*14y 11m is the maximum score calculated by IDL</p>
2	<b>Low numeracy levels / maths attainment</b>

	<p>Attainment of disadvantaged pupils in Maths is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p>
3	<p><b>Gaps in curriculum knowledge</b></p> <p>Our assessments, observations and discussions with pupils and their families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies (<a href="#">EEF publishes new analysis on impact of Covid-19 on attainment...   EEF (educationendowmentfoundation.org.uk)</a>). This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p><b>Attendance</b></p> <p>Although attendance is consistently better than national, our data indicates that attendance among disadvantaged pupils has been consistently lower than that for non-disadvantaged pupils by approximately 3%. Disadvantaged pupils have also been typically more likely to be persistently absent (missing 10% or more of their education); in the last 'non-Covid' year, 2018/19, 18% of our disadvantaged pupils were 'persistently absent', compared to approximately 6% of all pupils. During the pandemic it has been difficult to accurately measure both attendance and persistent absence rates as the majority of absence was recorded using the X code.</p>
5	<p><b>Emotional Health and Wellbeing</b></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</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
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	There will be a narrowing of the Progress 8 gap for disadvantaged pupils compared to other pupils over a 3-year period.
Improved reading comprehension among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.
Improved outcomes in maths among disadvantaged pupils.	Assessments demonstrate improved skills in all the five key areas of Maths (number, algebra, ratio and proportion, shape and measures, and data and probability) and a smaller gap between disadvantaged pupils and their peers. Improvement should also be noted by teachers in day-to-day assessment tasks and work scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	By the end of our current plan in 2023-24, we are aiming to improve the attendance of our disadvantage cohort. Our aspiration is for our post-pandemic data to show that attendance for our disadvantaged pupils has exceeded the levels achieved in 2018-19. This would involve the gap between disadvantaged and non-disadvantaged pupils being no greater than 2.5%. Our aspiration is to also reduce persistent absence rates to below pre-pandemic levels. We aim to reduce disadvantaged persistent absence rates to below 14%.

## Activity in this three-year plan

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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access the NWW Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching Mathematics at Key Stage 3</a></p> <p>To teach Maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">EEF KS2 and KS3 Maths Guidance</a></p>	2,3
<p>Purchase of standardised diagnostic assessments - NGRT.</p> <p>Details of Reading Age scores made available to all staff.</p> <p>Renewal of licence to Bedrock, IDL and Nessy to improve the reading comprehension and spelling of pupils with lower than age related expectations as evidenced by NGRT tests.</p> <p>Pursue the purchase of a phonics intervention programme.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Details of reading ages are available to staff in order that when they Flesch test lengthy texts for classroom teaching they can identify the appropriateness of the text or potential difficulties with vocabulary that will need to be specifically addressed.</p> <p><a href="#">EEF: Improving Literacy in Secondary Schools</a></p> <p><a href="#">Greenshaw Research School: Improving Reading in Secondary Schools</a></p>	1, 2
<p>Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools guidance. CPD provided to all subject</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">EEF: Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across all subject areas:</p>	1, 2, 3

<p>teachers. Continue with the reading, oracy, vocabulary and disciplinary literacy strands through the Communication Strategy.</p>	<p><a href="#">Teachit: Closing the Word Gap</a></p> <p>Training for staff on reciprocal reading strategies to support metacognition:  <a href="#">Greenshaw Research School: Literacy after Lockdown</a></p> <p>CPD for staff about how we learn to read and benefits of form time reading:  <a href="#">Greenshaw Research School: Improving Reading in Secondary Schools</a></p>	
<ul style="list-style-type: none"> <li>• Develop video coaching programme to support and develop reflective practitioners across school</li> <li>• Provide more opportunities for staff to share best practice in line with the 'Five Facets of Great Teaching'</li> <li>• Use self-directed instructional coaching techniques to enhance professional development.</li> <li>• Ensure quality of education is consistent across all subject areas through thorough quality assurance procedures including subject reviews, work scrutiny and drop ins.</li> </ul>	<p>EEF Research on effective Components of High Quality Teaching; 2019 EIF Research and subsequent subject specific reports in Maths, Science, MFL, Geography, History, Music and RE to inform whole school and subject-specific pedagogical approaches.</p>	<p>1,2,3</p>

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

Budgeted cost: £56,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Blend of mentoring and school-led tutoring for disadvantaged students whose education has been most impacted by the pandemic.</p> <ul style="list-style-type: none"> <li>• Across all KS4 subjects</li> <li>• Particular focus on Reading and Maths at KS3</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">EEF One-to-one Tuition</a></p> <p><a href="#">EEF Small Group Tuition</a></p>	1, 2, 3
<p>Engaging with the National Tutoring /School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">EEF One-to-one Tuition</a></p> <p><a href="#">EEF Small Group Tuition</a></p>	1, 2, 3
<p>Targeted interventions to support pupils to comprehend texts and address vocabulary gaps. Delivered to KS3 for pupils with lower than age related expectations (as evidenced by NGRT and IDL tests):</p> <ul style="list-style-type: none"> <li>• Bedrock delivered for Yr9 during English lessons;</li> <li>• IDL delivered via a rolling period 6-week intervention programme for Yrs 7-9;</li> <li>• Nessy delivered on a weekly basis via removal from MFL.</li> <li>• Students, including DA students, are selected based on NGRT testing.</li> </ul>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">EEF: Reading comprehension strategies</a></p> <p>Interventions are needed to support post Covid:</p> <p><a href="#">Greenshaw Research School: Literacy after Lockdown</a></p> <p><a href="#">Greenshaw Research School: Improving Reading in Secondary Schools</a></p> <p><a href="#">EEF: Improving Literacy in Secondary Schools</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">EEF One-to-one Tuition</a></p>	1, 3



<ul style="list-style-type: none"><li>• Introduction of a phonics programme alongside phonics staff training from the County Advisor.</li></ul>	<a href="#">EEF Small Group Tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £179,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>With a new Attendance Officer in place, embed procedures including home visits each weekday morning.</p> <p>Carry out pupil voice on attendance in order to evaluate current strategies.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>Pastoral mentoring for identified disadvantaged students. 1:1 sessions will focus primarily on 3 areas:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Homework / independent Study</li> <li>• Revision</li> </ul> <p>Year 11 pupils to be assigned SLT mentors.</p>	<p>Providing students with a positive role model who helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.</p>	<p>4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £287, 545**

## 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 2021 to 2022 academic year.

#### 2022 Year 11 outcomes:

Overall P8 ALL	-0.46
Overall P8 NPP	-0.43
Overall P8 PP	-0.58
Attainment 8 ALL	44.8
Attainment 8 NPP	46.7
Attainment 8 PP	38.1
9 - 4 E&M All	62.1%
9 - 4 E&M NPP	66.4%
9 - 4 E&M PP	46.9%
9 - 5 E&M All	34.5%
9 - 5 E&M NPP	37.2%
9 - 5 E&M PP	25.0%

### Teaching (for example, CPD, recruitment and retention)

Activity	Update at the end of Year 1 (2021-2022)
Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  We will fund teacher release time to embed key elements of the guidance in school, and to access the NWW Maths Hub resources and CPD offers (including Teaching for Mastery training).	The White Rose scheme of work has been adopted by all members of staff and is currently used in Years 7 to 10. It is the mathematics department's intention to extend this provision to all years from September 2023.  The Curriculum Leader has been trained as a Mastery Specialist with the NWW hub and cascades information relating to Mastery in our regular T6 CPD sessions. Staff are expected to use manipulatives and representations in all lessons when appropriate. We have focussed on using bar models to teach ratio and proportional reasoning in the academic year 2021-2022. All members of staff have been tasked with developing and delivering CPD on their own mastery specialism.

<p>Purchase of standardised diagnostic assessments - NGRT. Details of Reading Age scores made available to all staff.</p> <p>Renewal of licence to Bedrock, IDL and Nessy to improve the reading comprehension and spelling of pupils with lower than age related expectations as evidenced by NGRT tests</p>	<p>NGRT tests have been used this year to provide a snapshot of ability for all staff on SIMs and have enabled us to set up intervention groups to support low attainers and breakfast clubs to challenge our most able. Intervention groups include groups accessing Bedrock, IDL, Nessy and guided reading.</p> <p>Staff have been given training on Flesch testing and should be making use of this as per Layer documents when using lengthier texts.</p>
<p>Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools guidance. CPD provided to all subject teachers. Key elements:</p> <ul style="list-style-type: none"> <li>• Disciplinary Literacy;</li> <li>• Explicit teaching of academic vocabulary</li> </ul>	<p>All staff have been given training across the course of this academic year on the reading rope, reciprocal reading and how pupils learn to read. They have then been provided with a range of strategies to effectively support reading within their subjects. Time has been provided to allow departments to prepare resources to support this teaching of reading and explicit use of strategies within their subjects. Lesson drop-ins have been undertaken to monitor that this is being used effectively and to provide support, where needed.</p> <p>We have form time reading across Years 7-9 and all form tutors read with their form groups twice a week. This means all pupils across KS3 are reading for pleasure an additional 30 minutes a week approx. 73% of form tutors said their pupils had enjoyed their book. For those that didn't we have used pupil voice to identify why and purchased additional books linked to interest, non-fiction and short stories for next year. This will also be extended to Year 10 next year.</p> <p>The Form Time Literacy Booklets have been successful with staff survey responses confirming their use across all year groups. It was pleasing to read that oracy, reading and vocabulary strands were favoured by different classes within each year group, recommending the holistic method.</p> <p>All pupils in Year 7 and Year 8 also received a free book and 73% said they enjoyed their selected Bookbuzz book. This also means 136 pupils have read <i>at least</i> one additional book this year. Work to be done next year includes more effective book swapping to get the best use of these books.</p> <p>Enrichment opportunities have also supported our work in raising the profile of reading within school, such as Lancashire Book of the Year, the We Wonder National Literacy Trust competition, which we won, and a range of author visits and speakers – both in person and online.</p> <p>All strands of the project (reading, vocabulary and oracy) have been brought together through department action plans which staff have been working on for two terms, and which will be extended upon to</p>

	<p>move into Year 2. Staff within departments have observed each other and provided department updates on progress so far.</p>
<p>Enhancement of teaching across all subjects through CPD, collaborative planning and peer observations/ coaching models:</p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• Scaffolding</li> <li>• Cognitive and meta cognitive strategies</li> <li>• Flexible Grouping</li> </ul>	<p>Great Lesson Expectations relaunched to staff in Autumn 2021 as “Five Facets of Great Teaching @ Cardinal Allen”. With the expectation all lessons include:</p> <ul style="list-style-type: none"> <li>• Knowledge-rich curriculum</li> <li>• Retrieval practice</li> <li>• Deliberate practice</li> <li>• Assessment &amp; feedback</li> <li>• Excellent behaviour</li> </ul> <p>T6 provided opportunities for all staff to engage in collaborative planning and subject specific professional development activities such as marking standardisation/moderation.</p> <p>Andy Griffith completed a programme of video coaching based around our ‘Five Facets of Great Teaching’ with ten staff over the summer term. The programme was comprised of two modules; these consisted of an input day, video coaching and then a feedback session for all staff involved. 90% of the staff involved felt the programme supported them in becoming a better teacher and 100% feel the course will have a positive impact on pupil progress in their classes.</p>

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

Activity	Update at the end of Year 1 (2021-2022)
<p>Blend of mentoring and school-led tutoring for disadvantaged students whose education has been most impacted by the pandemic.</p>	<p>This took place across all KS4 subjects, with a particular focus on Reading and Maths at KS3.</p>
<p>Engaging with the National Tutoring /School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>48 Year 10 pupils have taken part in online small group (1-3) tutoring through Pearson. Pupils are studying either English or Maths. 40% of our pupils undertaking this are pupil premium pupils.</p>
<p>Targeted interventions to support pupils to comprehend texts and address vocabulary gaps. Delivered to KS3 for pupils with lower than age related expectations (as evidenced by NGRT and IDL tests):</p> <p>Bedrock delivered for Yr9 on a 6 weekly rotating timetable;</p> <p>IDL delivered via a rolling period 6-week intervention programme for Years 7-9;</p> <p>Nessy delivered on a weekly basis via removal from MFL. Students, including DA students, are selected based on NGRT testing.</p>	<p>Intervention groups have been set up. These include groups accessing Bedrock, IDL, Nessy and guided reading.</p> <p>The end of Year 1 data from the NGRT shows that there has been considerable improvement in the literacy of PP pupils with 73.3% showing an improvement between testing sessions.</p> <p>With regards Year 9 and the BEDROCK intervention, 58% increased their reading age by 7 or more months.</p> <p>Again, with NESSY interventions, 87%, 59%, 66%, increased their spelling age between testing sessions.</p>

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

Activity	Update at the end of Year 1 (2021-2022)
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The school has signed up to train with the SHINE team. This is the provision of Educational Mental Health Practitioners in school. The school can refer pupils with low mood, behaviour or attendance concerns for the team to work with. They have held coffee mornings, workshops with pupils and highlighted in the newsletter.</p> <p>Mrs Bateman is also training to be the Senior Mental Health Led to develop whole school approaches to this and hopefully improving well-being will improve attendance.</p> <p>The library has a well-being corner and club after school each Wednesday which parents and staff can also attend.</p>
<p>Pastoral mentoring for identified disadvantaged students. 1:1 sessions will focus primarily on 3 areas:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Homework / independent Study</li> <li>• Revision</li> </ul>	<p>We have developed a central register to track engagement of PP pupils in extra-curricular activities to enable us to identify barriers for those not attending. Ultimately this will increase the uptake for PP pupils in a key area of school life which can promote mental health, school attendance, better exam results and character development; ultimately contributing to social mobility.</p>
<p>Contingency fund for acute issues.</p>	<p>N/A</p>

## 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



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*