



THE CATHOLIC HIGH
SCHOOL, CHESTER

CHRISTO FIDELIS

The Catholic High School Disadvantaged Strategy

2022/23

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	The Catholic High School, Chester
Number of pupils in school	824
Proportion (%) of pupil premium eligible pupils	21.41% (Year 7-11) 18.08% (Year 7-13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs C. McKeagney
Pupil premium lead	Mr T. Wilson
Governor / Trustee lead	Mr F. Hoey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,658
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	£146,658

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At The Catholic High School, Chester we are committed to ensuring that students who are in receipt of the Pupil Premium achieve at least as well as their peers. The funding we receive is used for initiatives which are designed to overcome barriers to learning and further close the attainment gap which currently exists. The initiatives implemented focus on support both in and outside of the classroom and look to support students both academically and pastorally.

Over a 3-year period, the gap between PP and non-PP students narrowed year-on-year. However, this gap has increased during COVID despite the support we have offered. Our Pupil Premium strategy focuses around reducing this gap again.

How does your current pupil premium strategy plan work towards achieving those objectives?

The evidence-informed approach we adopt across the school is rooted in tackling educational disadvantage in the classroom. This is a long-term approach in line with EEF guidance on '*Putting Evidence to Work – A School's Guide to Implementation*'. To ensure success, planned activities are implemented effectively over time and are then robustly evaluated and embedded to create sustainable positive outcomes for disadvantaged learners.

We have increased technology resources to support students in accessing learning at home through laptop loans. During the periods of lockdown, all Pupil Premium students had access to an electronic device at home to enable them to access Home Learning resources. This has continued post-lockdown with the loaning of laptops continuing.

To ensure all students can access a range of opportunities beyond the classroom, we subsidise educational visits, workshops, and residential for every year group.

What are the key principles of your strategy plan?

Following on from the challenges of lockdown, we recognise that supporting the well-being and mental health of our students is equally as important as raising attainment. With this in mind, all our priorities are centred around meeting the needs of the whole child. Students need excellent attendance, high self-esteem and confidence before they are ready to learn.

At the heart of our strategy is sustainable, long-term success. This means that the plans we put in place have an impact on our students as well as being sustainable long-term. This is vital in ensuring that all students are provided with all of the tools necessary to achieve success.

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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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>The attendance of PP students continues to improve and there are less incidences of missed learning.</p>	<ul style="list-style-type: none"> • There will be a reduction in the difference between the attendance of pupil premium students and their peers. • Attendance data shows gap reduced to 0% (both above 95%) by July 2024.
<p>Pupil premium students are highly engaged in the curriculum (including extra-curricular activities) leading to consistent, positive, learning behaviours.</p>	<ul style="list-style-type: none"> • There will be a reduction in BFL points and an increase In Achievement Points. • No pupil premium student is exempt from any opportunity at The Catholic High School as per our Pupil Premium Promise. • There will be a reduction in the number of exclusions with the data showing no difference between pupil premium and non-pupil premium students. • Students, if required to isolate, have access to the curriculum through our blended learning. There is no difference in the level of engagement between pupil premium and non-pupil premium students. • Improvement in parents evening attendance.
<p>There are not disproportionate amounts of suspensions (previously referred to as fixed term exclusions) for pupil premium students.</p>	<ul style="list-style-type: none"> • A reduction in the difference between the suspension data of pupil premium students and non-pupil premium students.
<p>To narrow the attainment gap between PP and non-PP students.</p>	<ul style="list-style-type: none"> • Achieve top quartile for progress made by disadvantaged pupils amongst similar schools using the EEF Family Schools Comparison. The target for this to be achieved is Summer 2024. This will be reviewed annually. • Achieve national average for attainment 8 for all pupils. The target for this to be achieved is Summer 2024. This will be reviewed annually. • Narrow the gap in attainment between PP and non-PP students achieving a Grade 5 or above in Maths. The target for this to be achieved is Summer 2024. This will be reviewed annually. • Greater evidence of quality first teaching through learning walks and book reviews.
<p>PP students can apply their literacy skills across their curriculum so there is no difference in the literacy levels of pupil premium and non-pupil premium students in all subjects but especially those with an increased literacy content.</p>	<ul style="list-style-type: none"> • Learning walks and work sampling will evidence literacy skills. • Call the COPS embedded across all subjects. • Improved student performance in internal and external assessments in all subjects but, in particular, those with an increased literacy content e.g., English, RE, History. • Additional literacy interventions will demonstrate impact and improvements in the literacy of our students.

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: £29,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke CPD programme for all teachers in school in order to raise standards and achieve consistent quality first teaching across the school.</p> <p>Teachers complete an audit of their skills and decide on an area of their practice which they would like to work on. Resources are provided for each area to enable colleagues to work through and develop their practice.</p> <p>To facilitate this, individual CPD sessions and group sessions have been added to the school calendar.</p>	<p>Enser. Z and Enser. M, (2021) outline the importance of bespoke CPD to improve the quality of teaching. They highlight the fact that generic CPD for all colleagues has limited impact in improving overall teacher quality.</p> <p>Wiliam. D (2010) highlights that the only thing that really matters in improving outcomes is the quality of the teacher.</p> <p>Didau. D (2019) also supports the notion that the way to close the attainment gap is through quality first teaching. In order to achieve this, teachers need the required CPD and support.</p> <p>The EEF (2017) and (2019) highlight that quality first teaching is fundamental to closing the attainment gap between PP and non-PP students.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>Embedding metacognition across all subjects and all year groups.</p> <p>As a school, we have worked on implementing metacognition into the classroom. This has been successful, but has been impacted by COVID. The continued implementation is therefore required.</p> <p>Staff inset time has been allocated to provide training. Additional resources have been provided and are available for colleagues to use in order to improve their practice.</p>	<p>The EEF Guidance Report on Metacognition and Self-Regulated Learning (2018) shows the importance of metacognition and self-regulation on improving the outcomes for all students but particularly disadvantaged students.</p> <p>The Sutton Trust EEF Teaching and Learning Toolkit, which summarises international evidence, rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners.</p> <p>Rowland. M (2021) identifies metacognition as one of the four core elements to focus on in improving outcomes for disadvantaged students.</p> <p>Webb. J (2021) highlights that metacognition is a set of behaviours which maximise the potential for and efficacy of learning. A metacognitive learner is able to independently apply their understanding to help them learn in the most effective way and therefore sustain learning into the future.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>

<p>Embedding retrieval practice across all subjects and all year groups.</p> <p>There will be evidence of regular retrieval work across the school.</p> <p>Staff inset time has been allocated to provide training. Additional resources have been provided and are available for colleagues to use in order to improve their practice.</p>	<p>K. Jones (2019), (2021) and (2021) highlights the pedagogical benefits of retrieval practice and how it benefits students long term. Jones explains how retrieval practice aids later retention, prepares students for the next learning episode and helps boost confidence amongst all students, with positive outcomes for disadvantaged learners.</p> <p>J. Karpicke (2012) wrote that practicing retrieval does not merely produce rote, transient learning; it produces meaningful, long-term learning. This is the most effective strategy for equipping our students with the skills for success long term.</p> <p>T. Sherrington (2019) highlights the benefits of regular retrieval. Sherrington states that the main benefit is that it allows students to re-activate recently acquired knowledge. This aids students long-term as it enhances their understanding of key concepts.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>Every PP student in school to have classroom intervention by class teachers. This will be entered on SIMs at each round of tracking.</p> <p>This is alongside strategic seating plans and targeted questioning. The seating plans will be reviewed after a round of tracking with changes made if appropriate.</p>	<p>Daniel Sobel (2018) demonstrates the importance of a 'co-ordinated and robust intervention programme'. Sobel emphasises the importance of 'focussed, sustained and consistent intervention'.</p> <p>M. Rowland (2021) highlights the importance of adopting a culture of early intervention. This allows for issues to be rectified early and ensure that the student can develop fully.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>Literacy CPD sessions delivered to all staff.</p> <p>Staff inset time has been allocated to provide training. Additional resources have been provided and are available for colleagues to use in order to improve their practice.</p>	<p>M. Rowland (2021) states that for effective improvements in language and literacy, intervention needs to take place in class teaching across the curriculum.</p> <p>Alex Quigley (2018) states that closing the vocabulary gap is a crucial factor to later school success. Quigley also highlights that the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive.</p>	<p>Challenge 4</p>

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding provided for School Led Tutoring Programme. The grant covers 75% of the funding with the school covering the remaining 25% of the cost.</p> <p>The target for this intervention is disadvantaged students in year 7 and 11. There will also be tailored intervention for year 10 students.</p>	<p>M Rowland (2021) states that schools should adopt evidence based small group/one-to-one tuition to address gaps in learning.</p> <p>The EEF Teacher Toolkit, quoted in the DfE tuition guidance document states that tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>The EEF guidance (2015) quoted in the DfE tuition guidance document states that tutoring can help build resilience.</p> <p>The EEF guidance (2018) also quoted in the DfE tuition states that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p>	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
<p>There is the opportunity for students to have 1- to-1 Maths intervention. There is a Teaching Assistant available to provide this.</p> <p>Collaboration with the University of Chester to work on small group intervention sessions.</p> <p>The sessions take place before school and at lunchtime with students referred by their class teacher. There are also some sessions available for students to book themselves.</p>	<p>M. Rowland (2021) highlights that the key to effective intervention in schools is ensuring support staff are used effectively to maximise their impact.</p> <p>The EEF Maths Report 2017 suggested structured interventions to provide additional support for disadvantaged students was an effective strategy to close the gap in Maths. This could include one-to-one sessions with students.</p> <p>The EEF Teacher Toolkit states that tutoring can have a positive impact on pupils' academic progress. Students who receive one-to-one tuition may make, on average, 5 months additional progress.</p>	<p>Challenge 2</p> <p>Challenge 3</p>
<p>All students in year 7 and year 9 complete a reading</p>	<p>M. Rowland (2021) states that in order to improve the performance of disadvantaged</p>	<p>Challenge 2</p>

<p>assessment to assess their levels. Those students who are below the level expected for their age attend literacy intervention sessions.</p> <p>Literacy support is available for students with a dedicated HLTA overseeing literacy within the school.</p> <p>Small group sessions are held as well as the development of wider whole-school strategies.</p>	<p>students, schools should focus on small-group reading interventions to address specific issues.</p> <p>Hirsch Jr (2013) states that vocabulary size correlates with that of educational attainment and ability.</p> <p>Alex Quigley (2018) states that closing the vocabulary gap is a crucial factor to later school success. Quigley also highlights that the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive.</p>	<p>Challenge 4</p>
<p>PP students who are underperforming across a number of subjects will be given an 'Intervention Action Plan' by their Head of Year. This will be more focussed and reviewed regularly between the tracking periods.</p>	<p>D. Sobel (2018) demonstrates the importance of a 'co-ordinated and robust intervention programme'. Sobel emphasises the importance of 'focussed, sustained and consistent intervention'. He also highlights how it is 'essential to intervene aggressively and specifically in order to prevent disadvantaged students from falling further behind'.</p> <p>M. Rowland (2021) highlights the importance of adopting a culture of early intervention. This allows for issues to be rectified early and ensure that the student can develop fully.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>

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

Budgeted cost: £54,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The creation of a 'Ready to Learn' Room in which students will work in order for them to be 'Ready to Learn'.</p> <p>Students will be working in the room due to behavioural issues. The teacher in the room will work with the student to get them 'Ready to Learn' so that they can return to their lessons. Whilst in the room, the teacher will also deliver curriculum content.</p>	<p>M. Rowland (2021) highlights the importance of schools building positive relationships with students and their families in order for them to engage and have success.</p> <p>D. Sobel (2019) provides details of how to support students with behavioural issues in order to reduce Fixed Term Exclusions and return them to the classroom. Providing 'support in order to return to the classroom' is one of these effective strategies.</p> <p>M. Pinkett and M. Roberts (2019) consider the need for 'effective strategies to deal with behavioural issues before they enter the classroom.'</p> <p>T. Bennett (2020) states the importance of ensuring students understand how they are expected to behave. In some cases, students may need teaching about what is acceptable within a classroom environment. Until this is achieved, the student is not ready to learn.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>
<p>Provide emotional and social support to students through the use of Trinity.</p> <p>Students can be referred by Heads of Years for support and intervention.</p>	<p>M. Rowland (2021) states that it is vital that schools ensure that the social, emotional and mental health of pupils is prioritised.</p> <p>D. Sobel (2019) states that pastoral best practice is preventative, not reactive.</p> <p>M. Pinkett and M. Roberts (2019) highlight the need for dedicated, trained members of staff whose job it is to care for children experiencing emotional and mental health difficulties.</p> <p>There is an increasing number of students in school who require assistance for a variety of pastoral related issues. These include mental health support as well as assistance for emotional, self-esteem and motivational issues. A large proportion (53% in 2018/19) of these students are PP students. It is vitally important that the support network is there for students early in order to prevent long term and continuing problems.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>

<p>Employment of an Attendance Officer to oversee the attendance of students and close the attendance gap between PP and non-PP students.</p>	<p>M. Rowland (2021) need to build positive relationships with families to tackle the issue of poor attendance.</p> <p>Professor Sonia Blandford (2017) emphasises the importance in breaking down barriers and improving parent engagement. This develops a positive culture and success for disadvantaged students.'</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>
<p>Students to be offered financial support for curricular educational visits. Colleagues can apply for funding by completing a form which is then considered by AHT.</p>	<p>Sam Baars, Bart Shaw, Ellie Mulcahy and Loic Menzies (2018) in 'School Cultures and Practices: Supporting The Attainment of Disadvantaged Pupils' discuss the importance of cultural capital in raising the attainment and broadening the experiences of disadvantaged students.</p> <p>When completing a PP review of the school it was found that there was a disparity between the number of educational visits attended by PP and non-PP students. Providing financial support removed a potential barrier for many students.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p> <p>Challenge 5</p>
<p>Students in year 7 attend a residential visit. This works on resilience, teamwork and understanding the ethos of our school. PP students will have the cost of the visit subsidised.</p>	<p>We have seen from previous years that students who attend this residential feel part of our school community quicker. This has the impact of them settling within our school and feeling part of our school family. This has the knock-on effect of students becoming more resilient and engaged in their studies.</p>	<p>Challenge 2</p>
<p>Alternative provision is provided for students who are finding school challenging and need support through an alternative programme of study. This is reviewed regularly with a view to the student returning to school full-time.</p> <p>If deemed appropriate, transport to the alternative provision is offered on a case-by-case basis.</p>	<p>The DfE document 'Alternative Provision: Effective Practice and Post-16 Transition' (2017) highlights the positive impact that alternative provision can have on students in terms of increasing engagement and building positive relationships.</p>	<p>Challenge 2</p> <p>Challenge 5</p>
<p>Personal Training sessions targeted at our PP boys in year 10 and 11. The sessions work on team building, resilience and discipline.</p>	<p>Many of the students within this cohort have low self-esteem, lack self-discipline and don't have the ability to work as part of a team. These sessions develop these skills and equip students with the necessary tools to improve their self-discipline, self-regulation and their resilience.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 5</p>

Total budgeted cost: £158,240

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.

The academic year 2020/21, marked the commencement of a new 3-year strategy statement. The disruption present in schools caused by the Covid-19 pandemic, meant that this strategy was re-evaluated as new challenges presented themselves. As a school, we deemed it appropriate to introduce changes to our strategy and restart our 3-year plan. This commenced in the academic year 2021/22. Many of the challenges identified previously remain in place, however, additional challenges and strategies are incorporated. Over the course of the last academic year, progress has been made in some areas and this has been factored in.

Comparison data from GCSE results show that the performance of disadvantaged students has improved than in previous years. Our internal assessments during the academic year have suggested that the performance of disadvantaged pupils has improved than in the previous 2 years in key areas of the curriculum.

Our previous assessments have shown that students mental health is still being impacted. This is a factor influenced by the Covid-19 pandemic. We have seen an increase in the use of our Trinity provision and Ready to Learn. The work that has been carried out in these areas has seen students able to attend more lessons regularly which is having a positive impact on their progress.

Literature used to produce strategy statement

- Bennett. T (2020) '*Running The Room: The Teacher's Guide to Behaviour*'. John Catt Educational Limited.
- Blandford. S (2017) '*Born to Fail? Social Mobility, A Working Class View*'. John Catt Educational Limited.
- Boulton. K (2020) '*How Does Assessment Shape The Way We Teach English And Maths*' in Donarski. S (Ed.) '*The Research Ed Guide To Assessment*' John Catt Educational
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The Catholic High School Pupil Premium Promise

All Pupil Premium students have the opportunity to...

- Attend Summer School. (Year 7)
- Go to the Conway Centre. (Year 7)
- Attend an afterschool or lunch club.
- Have the opportunity to participate in the student leadership programme.
- Raise money for charity
- Attend at least one educational trip.
- Read a new book.
- Have a sixth form reading buddy. (Year 7)
- Lead the prayer in tutor time.
- Participate in a whole year assembly.
- Write a postcard to their year 6 teacher in primary school. (Year 7)
- Learn another language.
- Opportunity to access end of year rewards trip.
- Make a new friend from another primary school. (Year 7)
- Have access to Firefly.
- Explore a variety of different options available in relation to post-16 options.
- Learn how to cook and make a family meal at home.
- Opportunity to take part in the Duke of Edinburgh Award Scheme. (Years 9-13)
- Attend GCSE options evening. (Year 9)
- Have a one-to-one interview to discuss GCSE option choices. (Year 9)
- Watch a Theatre Performance linked to texts studied in English. (Year 11)
- Attend the Prom (Year 11)
- Write a CV and have it checked (Year 11)
- Attend GCSE revision classes afterschool (Year 11)
- Revision guides available for all PP students (Year 11)
- Explore the different options available in relation to further study.
- Support with UCAS application and process. (Year 12 and 13)
- Attend the Sixth Form Dinner Dance (Year 13)
- Complete voluntary work within our school community (Year 12 and 13)

Justification

The Catholic High School will do more for some of our children than others in order to create a more level playing field. We recognise that some of our children have minimal experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities.