

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	Broughton Hall Catholic High School
Number of pupils in school	1037
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	September 2022
Date on which it will be reviewed	June 2023
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 2 = £390570
Recovery premium funding allocation this academic year	£27550
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 2 = £445670

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 understanding, 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 40% of students identified as disadvantaged. This is above the national figure of 20.8%

Challenge

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	SDP link
All curriculum areas to have in place an evidence informed, knowledge rich, well sequenced curriculum	<ul style="list-style-type: none"> External Annual Quality of Education Review 	1, 2, 4	3,4,5
Improved Progress 8 outcomes for disadvantaged students	<ul style="list-style-type: none"> 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	6,7,10
Improved Attainment 8 outcomes for disadvantaged	<ul style="list-style-type: none"> 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	6,7,10
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	6,7,10
Improve reading ages for disadvantaged students	Improved reading ages for Key Stage 3 disadvantaged students	3	2, 11
Improved students levels of engagement in learning	<ul style="list-style-type: none"> 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	12
Improved attendance	<ul style="list-style-type: none"> Absence rate Gap between school disadvantaged and national absence to be in line with national PA rate Gap between school disadvantaged and national to close and move in line with national 	5	8,9,10
Cultural capital inequality addressed	All disadvantaged students to be active participants in educational, cultural and enrichment activities	6	13

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: £ 251970

Activity	Evidence that supports this approach	Challenge number(s) addressed	SDP link
Continued development of quality first teaching and subject knowledge through comprehensive CPD and in school training programmes.	<p>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.</p> <p>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.</p>	1, 2, 3, 4	4, 5, 6, 7
<p>Recruitment and retention of teaching staff into key leadership roles - roles within school that will impact positively on our disadvantaged students.</p> <p>Leadership appointments:</p> <ul style="list-style-type: none"> • Assistant Headteacher – Curriculum and Assessment • Whole school learning lead for Reading and Disciplinary Literacy • Staff Lead for new Assessment and Reporting system 	<p>Assistant Headteacher role will impact disadvantaged students positively as 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.</p> <p>The new Assessment and Reporting system will ensure students' knowledge can be tracked and knowledge gaps identified early to inform T&L and interventions.</p> <p>Reading and disciplinary literacy lead supported by EEF recommendations on Reading and disciplinary Literacy across curriculum areas as a driver to improve educational outcomes of disadvantaged students.</p> <p>Feedback improvements (rated as +8 in Sutton Trust/EEF toolkit) Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit) Phonics (+5 in Sutton Trust/EEF toolkit)</p>	1,2,3,4	3, 4, 5, 6, 7

	Meta Cognition Strategies (rated as + 7 months in Sutton Trust/EEF toolkit)		
Recruitment of specialised and higher level teaching assistants.	According to the EEF and the work by Blatchford, Webster and Russell, 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 interventions (rated as +4 in EEF toolkit)	1, 2, 3, 4	10, 7
Coaching programme to improve teaching and learning in areas where there are inconsistencies. Cohort 1 = Science Cohort 2 = TBC	Hargreaves and O'Connor 2018 findings, it was demonstrated that effective teacher contextual coaching led to school improvement.	1,	3, 4, 7
Technology to enhance/support teaching and learning in the classroom	Decision to invest in technology for teachers and investment in new Assessment and Reporting system informed by 'Using Digital Technology to improve learning' Report 2021 EEF Feedback improvements (rated as +8 in Sutton Trust/EEF toolkit)	1, 4	5

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

Budgeted cost: £ 54249

Activity	Evidence that supports this approach	Challenge number(s) addressed	SDP link
One-to-one and group tutoring sessions for KS3 and KS4. Tutoring for KS3 will commence after October half term	Tutoring supported by EEF as tool for improving educational outcomes. Contextual research findings support decision to continue with tutoring programme. However, decision made that most tutoring sessions will take place outside allocated curriculum time so students are not missing lessons. Literacy and Numeracy support – EEF: +6 months	1, 2, 3,4	1,2, 7

	<p>Small group tuition – EEF: +4 months</p> <p>One-to-one tutoring - EEF: +4 months</p> <p>Extending school time – EEF: +3 months</p>		
<p>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.</p>	<p>Reading comprehension strategies, which focus on the students understanding of written text, are rated as high impact by the EEF. Contextual research findings 2021-22 that the interventions had impact and improved reading ages.</p> <p>Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)</p>	1, 2, 3, 4	1,2, 7
<p>Diagnostic assessment packages to identify individual barriers to learning and to assess impact of interventions put in place.</p>	<p>As a school we use diagnostic assessment tools including GL assessment, 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.</p> <p>Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit)</p> <p>Early intervention (rated as +5 in Sutton Trust/EEF Toolkit)</p> <p>Social and Emotional support and interventions (rated as +4 in Sutton Trust/EEF Toolkit)</p>	2, 3, 4	1, 2 5

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

Budgeted cost: **£112901**

Activity	Evidence that supports this approach	Challenge number(s) addressed	SDP link
<p>Recruitment of Attendance Officer – remit to reduce PA rates for PP students</p>	<p>Contextually there was a need to employ someone explicitly to work with a core group of PP students to ensure they do not become a PA. Decision supported by <i>The DfE Research Report of November 2015</i> :‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils,</p>	5	8, 9,10

<p>Continue to part-fund Attendance Liaison 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.</p>	<p>From a contextual point of view attendance is an external barrier for our disadvantaged students and according to <i>The DfE Research Report of November 2015</i> :‘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</p>	<p>4, 5</p>	<p>8, 9,10</p>
<p>Continue with the ‘Attendance Initiative’ which includes texts home, legal follow up, whole school priority and publications for the pupils to access</p>	<p>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.</p>	<p>4, 5, 6</p>	<p>8, 9,10</p>
<p>Recruitment and retention of staff with a focus on improving/supporting behaviour, attitudes and wellbeing:</p> <ul style="list-style-type: none"> • Associate Assistant Headteacher – Behaviour and Attitudes • Primary Trained Secondary Teacher • Support staff appointments – full time sensory room and on call staff 	<p>All behaviour, attitudes and wellbeing appointments have been made from a contextual and research led point of view.</p> <p>Associate Assistant Headteacher role is to build capacity for early interventions by leading behaviour interventions and mentoring programmes across the school, Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit) Early intervention (rated as +5 in Sutton Trust/EEF Toolkit) Mentoring (rated as +2 in Sutton Trust/EEF Toolkit) Parental Engagement (rated as +4 in Sutton Trust/EEF Toolkit)</p> <p>Primary Trained Secondary teacher role is to support curriculum learning and curriculum re-integration programmes</p> <p>Full time staffing of our sensory room supports our disadvantaged SEND students with their learning Social and Emotional support and interventions (rated as +4 in Sutton Trust/EEF Toolkit)</p>	<p>2, 3, 4, 5</p>	<p>1, 2, 7, 12,13</p>

	Appointment of our on call staff ensures teaching and learning throughout the day remains a priority		
Increased counselling provision	Contextual needs of our students requires additional counsellor capacity to support students who need it Decisions made are support by EEF, Social and Emotional support/interventions rated as +4 in EEF Toolkit.	4, 5	13
Work experience Year 10 students	To raise student's aspirations and to fulfil Gatsby benchmark 6 all students in Year 10 will go on work experience	2, 7, 6	13
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	13
Essential Packages Provision	Contextual understanding of our school and to ensure our students can come to school and learn we provide 'essential packages provision', this includes free breakfasts, uniforms, food parcels, bus passes, anything that is need to support our students and their families	2, 4, 5,	13

Total budgeted cost: £ Teaching = £251970, Targeted academic support = £54249, Wider strategies = £112901

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.

Measuring impact against success criteria:

- To measure achievement driven outcomes, 2018/19 performance data will be used for comparative purposes.
- To measure behaviour and attendance outcomes there is no meaningful comparative data for 2019/20 and 2020/21 due to disruption caused by the pandemic, 2018/19 data will be used when deemed an appropriate comparison, if not, data presented will be for Year 1 of strategy, data has been analysed and has informed Year 2 strategic decisions.
- To measure cultural capital inequality Year 1 data will be presented, data has been analysis has informed Year 2 strategic decisions.

Aims	Success Criteria/impact						
All curriculum areas to have in place an evidence informed, knowledge rich, well sequenced curriculum	2 Quality of Education External Reviews conducted by SIP. Review focused on several curriculum areas including the core subjects. SIP conducted an evaluation of curriculum provision of each curriculum area. Further external reviews calendared for Autumn Term 20222.						
	External Pupil Premium Review carried out in March 2022. The purpose of the review was to support the school in identifying ways to improve the achievement of pupils in receipt of the Pupil Premium Grant. Clear from the report that leaders know what needs to be improved and implement evidence informed strategies to try and bring about that improvements. Recommendations for improvement have been considered and informed Year 2 strategic decisions.						
Improve Overall P8 and A8 for disadvantaged students	2017-18	School All	School PP	School NPP	School PP Gap to School NPP	National NPP	School PP Gap to National NPP
	P8	-0.31	-0.5	-0.21	-0.29	0.13	-0.63
	A8	42.6	39.4	44.4	-5.0	50.1	-10.7
	2018-19	School All	School PP	School NPP	School PP Gap to School NPP	National NPP	School PP Gap to National NPP
	P8	0.01	-0.23	0.16	-0.39	0.13	-0.36
	A8	47.7	42.4	50.8	-8.4	50.3	-7.9
	2021-22	School All *	School PP*	School NPP*	School PP Gap to School NPP	National NPP	School PP Gap to National NPP
	P8	-0.06	-0.28	0.11	-0.38	0.13	-0.41
	A8	47.72	41.62	52.53	-10.91	50.3	-8.72
	*not validated						

Success criteria: Improved Progress 8 and Attainment 8 outcomes for disadvantaged students

	Data capture 1 Year 11	Results 201/22	Difference
P8	0.71	-0.06	+0.77
A8	38.08	41.62	+3.1

Success criteria has not explicitly been met. However, given the disruption caused by COVID, the improvements made by our disadvantaged cohort between returning in Year 11 (data capture 1) and final results, it could justifiably be argued that the actions taken to improve achievement rates had a positive impact on the educational outcomes of our disadvantaged students.

Increase percentage of disadvantaged and double disadvantaged students attaining (Grade 4+ and 5+) in English and Maths

Disadvantaged (ALL)

	17-18	18-19		CAG's 19-20	CAG's 20-21	21-22
Grade 4+	42.9%	51.3%		54.5%	66.8%	50.6%

	17-18	18-19		CAG's 19-20	CAG's 20-21	21-22
Grade 5+	18.2%	31.6%		33.3%	24.4%	32.6%

Percentage Improvement Double Disadvantage students

	Difference between 2021-22 and 2018-19
Grade 4+	+2.3%

	Difference between 2021-22 and 2018-19
Grade 5+	-4.3

Success criteria: Improvement in percentage of PP students achieving 5+ in English and Maths year on year exceeding 2018-19 rates. Percentage improvement double disadvantaged students achieving 5+ in English and Maths

	Difference between 2021-22 and 2018-19	Criteria Met/Not Met
All PP 4+	-0.7%	In line
All PP 5+	+1%	Met
DD 4+	+2.3%	Met
DD 5+	-4.3%	Not Met

Improve Reading ages for disadvantaged students in KS3

Percentage Improvement in Reading Ages for disadvantaged students*

Year 7	Year 8	Year 9
52.4%	35.9%	24.6%

Percentage Improvement in Red Readers Reading Ages*

Year 7	Year 8	Year 9
83.3%	72.2%	24.6%

*percentage improvements from reading test 1 to 2

Success criteria: Improve reading ages for disadvantaged students

Criteria met- evidence that activities implemented have had an impact on improving reading ages for Key Stage 3 students.

Improve disadvantaged students engagement in school

3 year exclusion analysis

	2019-20	2020-21	2021-2022
Permanent Exclusions (ALL Y7-11)	1 (0.09%)	1 (0.09%)	2 (0.19%)
Permanent Exclusions (Disadvantaged)	-	1 (0.23%)	2 (0.46%)
National Comparative Measures	0.13%	0.13%	0.13%
Fixed Term Exclusions (ALL 7-11)	21 (2.03%%)	32 (2.61%)	86 (7.1%%)
Fixed Term Exclusions (Disadvantaged)	14 (3.23%)	22 (5.08%)	73 (18%%)
National Comparative Measure		7.43%	7.43%

Success criteria: - Permanent exclusion rates to be in line with national comparative measures for disadvantaged students – it can justifiably be argued that permanent exclusion rates have remained in line with national comparative measures

Fixed Term exclusion rates for disadvantaged students to be in line with national comparative measures – this criteria has not been met. There are many reasons why this was the case. Consequences of the pandemic, no review room, students being in bubbles, lack of routines and structures, socialisation factors, had meant that re-establishing learning habits was a challenge. Hence, to ensure conducive learning environments for all were prevalent across the school and positive interactions and relationships were built and maintained, it led to an increase in our fixed term exclusion rates.

As part of our 3 year strategy and the evaluative nature of our review cycle, strategies were revisited, realigned and when needed changes were made.

Improved attendance for disadvantaged students

All Pupils	2018-19	2019-20	2020-21	2021-22*
Absence	5.5	6.7	13.1	11.7
National Absence	4.7	-	4.6	
% of Pupils with less than 90% Attendance (PA)	14.3	18.75	43.8	35.6
National PA	10.9	-	13.9%	No national comparative yet available
All PP	2018-19	2019-20	2020-21	2021-22*
Absence	8	9.7	19.3	16.8
% of Pupils with less than 90% Attendance (PA)	23.2	29.9	53.4	49.8

*data yet to be validated

Improving attendance for our disadvantaged students is a key strategic objective for us as school. Curriculum, reading, tutoring and wider strategies have been considered as part of our whole school drive to improve attendance moving forward into Year 2.

Attendance Comparison Disadvantaged Students 01/09/22 – 01/10/22 to 01/09/21 - 01/10/21

	01/09/22-01/10/22	01/09/21-01/10/21
Disadvantaged Students	91.55%	89.25%
Non Disadvantaged Students	95.48%	95.22%
Gap	-3.93%	-5.97

All PP students to be involved in enrichment activities

Cohort	Group	Count	Trips	Enrichment	Clubs
7	PP	86	86	86	27
	Non-PP	124	124	124	46
	PP & SEN	13	13	13	2
8	PP	98	98	98	29
	Non-PP	112	112	112	19
	PP & SEN	21	21	21	7
9	PP	69	40	69	24
	Non-PP	138	66	139	36
	PP & SEN	16	3	16	4
10	PP	72	20	72	11
	Non-PP	137	77	138	22
	PP & SEN	13	1	13	0
11	PP	89	23	89	3
	Non-PP	114	47	114	4
	PP & SEN	21	2	21	2

Success criteria: All PP students to be active participants in educational, cultural and enrichment activities

Above analysis indicates success criteria met. Some students in Year 9 (10) and Year10 (11) have not been on any trips, this will be actioned in Year 2.

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
Inspire Project	Liverpool Football Club
Tutoring	YipiYap
Tutoring	Action Tutoring (NTP Provider)

