



# **PUPIL PREMIUM STRATEGY STATEMENT**

## **2022- 2023** PAGES **1-12**



# **PUPIL PREMIUM STRATEGY STATEMENT**

## **2023- 2024** PAGES **13-24**

**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.

## School overview

Detail	Data
The Holy Family Catholic School	
Number of pupils in school (yrs7-11)	756
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Sharon Mather
Pupil premium lead	S Layas
Governor / Trustee lead	Janet Farrell

## Funding overview 2022 -2023

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 222,610</b>
Recovery premium funding allocation this academic year	£8,763
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,497
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£266,870

## Part A: Pupil Premium Strategy Plan      Statement of intent

We have two objectives for our disadvantaged pupils:

- that they achieve equal to or better than national averages in their examinations
- that they attend school equal to or better than national averages

To achieve these two overarching aims we are focused on inspiring a love of learning and appreciation of academia that supports lifelong, adaptable, agile, and inquiring minds, ensuring informed and critical participation in life. We aim to prepare every disadvantaged child for a future filled with hope, choices, and possibility so they can take their place in the world as an active citizen. Finally, by ensuring our classrooms are inclusive, safe, welcoming, and supportive we will ensure disadvantaged children can participate in positive partnership with one another and their teachers.

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

Our current pupil premium strategy is focused on improving the quality of teaching and learning for our disadvantaged students and their attendance

- *What are the key principles of your strategy plan?*
- Our key principle is one of sustainability and an improvement embedded in secure research with high positive impact for our disadvantaged students and their lives

## Challenges

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

Challenge	Detail of challenge
1) Improving outcomes	<p>Embedding our new concept model curricula and enact our curriculum statement of intent through strong middle and senior leadership</p> <p>Implementing year one of embedding formative assessment and purple assessment zones effectively into classrooms through strong middle and senior leadership.</p> <p>Reading allows students to access the full curriculum with a rigorous and sequential mapping of the reading curriculum offer. At all stages reading attainment is assessed and gaps addressed.</p> <p>Strengthening and moving outcomes to align with national comparators for all students to include SEND, disadvantaged and other groups identified at whole school and subject level through strong middle and senior leadership</p>
2) Improving attendance	<p>Improve whole school attendance with a particular focus on Persistent Absence</p> <p>Ensure that all students understand and follow the expected code of conduct, and that all staff apply the school's behaviour policy consistently</p> <p>Ensure that students are protected from bullying by developing a secure understanding among staff of where and why bullying takes place, and acting swiftly to support students who have concerns</p> <p>Develop positive parental and community links</p> <p>Restore and strengthen the school profile in the local community</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan for year 1**, and how we will measure whether they have been achieved. This is evidenced in our sip.

<b>Intended outcome1 Improved outcomes Strengthening and moving outcomes to alignwith national comparators for all students (to include SEND, disadvantaged and other groups at whole school and subject level</b>	<b>Success criteria</b>
Embedded new concept model curricula and enactment of our statement of intent on page 5	<ul style="list-style-type: none"><li>• Classrooms are warm, safe, and inclusive</li><li>• The learning is purposeful and well sequenced</li><li>• Subject leaders and faculty leaders can confidently discuss both their intent and curriculum</li><li>• Students are both challenged and engaged in their learning.</li><li>• Students can articulate their learning</li><li>• Students understand our ambition for them</li><li>• Teachers are ambitious for our students</li><li>• Parents understand our intent</li></ul>

Implementing year one of embedding green/ formative assessment training	<ul style="list-style-type: none"> <li>• Implementation of a new assessment policy from September 2021.</li> <li>• Launch new assessment with Dylan Wiliam inset day</li> <li>• Support green assessment with SSAT workshops and the creation of teacher learner communities</li> <li>• Support green assessment with LSI year one book study groups and build into teacher performance management Teachers focus their practice on and work together on the five principles below.               <ol style="list-style-type: none"> <li>1. Clarifying, understanding, and sharing learning intentions</li> <li>2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning</li> <li>3. Providing feedback that moves learners forward</li> <li>4. Activating students as learning resources for one another</li> <li>5. Activating students as owners of their own learning</li> </ol> </li> </ul>
Implementing year two of purple assessment zones	<ul style="list-style-type: none"> <li>• Assessment is accurate and timely enabling subject leaders deliver intervention</li> <li>• The quality of summative assessment improves</li> <li>• Consistency and coherency in assessment across and within faculties around the values of our curriculum statement of intent</li> <li>• Coherent and consistent meaningful summative assessment in school that is used to move learners on</li> </ul>
Implementation of our new measuring Impact of leadership weeks in the classroom around formative assessment	<ul style="list-style-type: none"> <li>• QA of T&amp;L is implemented</li> <li>• Systematic processes and opportunities for practice corrections are built into CPD</li> <li>• Leadership of learning strengthens at all levels</li> <li>• Open transparent environment created for improvement</li> <li>• Honest data can be used for real improvement and honest leadership actions</li> </ul>

To ensure that reading allows students to access the full curriculum with a rigorous and sequential mapping of the reading curriculum offer. At all stages reading attainment is assessed and gaps addressed	<ul style="list-style-type: none"> <li>Curricular reading across the school has been identified, mapped, and taught</li> <li>Catch Up Literacy training and NGRT training accessed to test diagnostic need for reading in Years 7-9 three times a year and provide a robust intervention for students</li> </ul>
Secure a Reading Culture	<ul style="list-style-type: none"> <li>Reading enrichment programme to be set up and running opportunities created for all students to be offered reading related activities – author visits, debate clubs, World Book Day events</li> <li>Plan for funding for a School Library agreed at all levels</li> </ul>
Bespoke intervention in core subjects	<ul style="list-style-type: none"> <li>Commence core gift sessions in October 2021</li> <li>Devise a specific plan of intervention based on how pupils will be assessed in the summer led by subject teachers</li> <li>Ad Astra</li> </ul>

<b>Intended outcome 2 Improved attendance for disadvantaged students</b>	<b>Success criteria</b>
<p>Improved attendance overall figures – to be in line with national average or better</p> <p>Reduced PA figures – to be in line with national average or better</p>	<p>Regular analysis is completed re barriers to attendance</p> <p>Standing item for SLT meeting and PL meeting</p> <p>Rewards for good/improved attendance and punctuality</p> <p>Increase staffing capacity</p> <p>Pastoral administrative support appointment</p>
Improvement in punctuality to school and to lessons for all students	Rewards and recognitions related specifically to attendance and punctuality increase



<p>An attendance and punctuality strategy for disadvantaged students</p>	<p>Strategy is developed and shared with students, parents, and staff.</p> <p>Information is translated from English where needed to ensure accessibility to all.</p> <p>Strategy is implemented</p>
<p>Develop targeted support for students and families to develop better understanding that good attendance maximises progress and prospects</p>	<p>Attendance outreach worker appointed</p> <p>Regular communication with students and parents re the benefits of regular school attendance.</p> <p>Information is translated from English where needed to ensure accessibility to all.</p>

## 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: £117,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Embedding Formative assessment year two led by SSAT programme and LSI and IFT coaching	EEF on collaborative learning, embedding formative assessment, assessment, and feedback. Research and references section of Embedding Formative Assessment by Dylan Wiliam and Siobhan Leahy	1
IFT coaching programme	Hargreaves and O'Connor's (2018) conceptual framework of collaborative professionalism for school improvement as the basis for our abductive analysis.	1
Assessment / benchmarking tracking packages	EEF on collaborative learning, embedding formative assessment, assessment, and feedback.	1

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

Budgeted cost: £110000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 HLTAs for Maths, English and Science and PP coordinator	3 members of staff for core and to lead on the reading programme EEF small group tuition and individual tuition	1
In house reading programme and creating of library, form time reading programme, YARC, NRG	EEF Reading Strategies	1
Ad Astra programme in KS4	EEF	1

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

Budgeted cost: £ 59000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLA leads	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Contribution to pastoral admin	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance outreach	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance support	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2

Ad Astra wider school initiative	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
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**Total budgeted cost: £ [274, 000]**

	Teaching	Targeted Academic Support	Wider Strategies	
Staffing		65000	52000	117000
Training	50000			50000
Learning	30000			30000
Assessment software	17000			17000
Ad Astra yr10 yr11		45000		45000
Equipment	8000			8000
Uniform			2000	2000
Travel			5000	5000
	105000	110000	59000	<b>274000</b>



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**Pupil premium strategy statement** This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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.

## School overview

Detail	Data
The Holy Family Catholic School	
Number of pupils in school (yrs7-11)	703
Proportion (%) of pupil premium eligible pupils	38.54%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sharon Mather
Pupil premium lead	S Layas
Governor / Trustee lead	Janet Farrell

## Funding overview 2023 -2024

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 277,025</b>
Recovery premium funding allocation this academic year	£76,471
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£353,496</b>

## Part A: Pupil Premium Strategy Plan      Statement of intent

We have two objectives for our disadvantaged pupils:

- that they achieve equal to or better than national averages in their examinations
- that they attend school equal to or better than national averages

To achieve these two overarching aims we are focused on inspiring a love of learning and appreciation of academia that supports lifelong, adaptable, agile, and inquiring minds, ensuring informed and critical participation in life. We aim to prepare every disadvantaged child for a future filled with hope, choices, and possibility so they can take their place in the world as an active citizen. Finally, by ensuring our classrooms are inclusive, safe, welcoming, and supportive we will ensure disadvantaged children can participate in positive partnership with one another and their teachers.

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

Our current pupil premium strategy is focused on improving the quality of teaching and learning for our disadvantaged students and their attendance

- ***What are the key principles of your strategy plan?***

Our key principle is one of sustainability and an improvement embedded in secure research with high positive impact for our disadvantaged students and their lives



## Challenges

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

Challenge	Detail of challenge
1) Improving outcomes	<p>Ensuring consistency in classroom practice through our Ad Astra lesson design</p> <p>Improving feedback to students to in exercise books</p> <p>Embedding our new concept model curricula and enact our curriculum statement of intent through strong middle and senior leadership</p> <p>Improving reading ability across all year groups</p> <p>Strengthening and moving outcomes to align with national comparators for all students to include SEND, disadvantaged and other groups identified at whole school and subject level through strong middle and senior leadership</p>
2) Improving attendance	<p>Improve whole school attendance with a particular focus on persistent absence</p> <p>Ensure that all students understand and follow the expected code of conduct, and that all staff apply the school's behaviour policy consistently</p> <p>Ensure that students are protected from bullying by developing a secure understanding among staff of where and why bullying takes place, and acting swiftly to support students who have concerns</p> <p>Develop positive parental and community links</p> <p>Restore and strengthen the school profile in the local community</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan for year 1**, and how we will measure whether they have been achieved. This is evidenced in our sip.

Intended outcome1 Improved outcomes Strengthening and moving outcomes to align with national comparators for all students (to include SEND, disadvantaged and other groups at whole school and subject level	Success criteria
Embedded concept model curricula and enactment of our statement of intent	<ul style="list-style-type: none"> <li>• Classrooms are warm, safe, and inclusive</li> <li>• The learning is purposeful and well sequenced</li> <li>• Subject leaders and faculty leaders can confidently discuss both their intent and curriculum</li> <li>• Students are both challenged and engaged in their learning.</li> <li>• Students can articulate their learning</li> <li>• Students understand our ambition for them</li> <li>• Teachers are ambitious for our students</li> <li>• Parents understand our intent</li> </ul>
<p>Implementation of our Ad Astra lesson</p> <p>Teacher feedback improves student progress</p>	<ul style="list-style-type: none"> <li>• Consistency in good practice in classrooms</li> <li>• Coaching of staff to improve consistency across the school</li> <li>• Improved outcomes</li> <li>• Work scrutiny evidences improved feedback</li> <li>• Students understand how to improve their learning</li> <li>• Exercise books support student learning</li> </ul>

Implementation of red zone learning	<ul style="list-style-type: none"> <li>• Students independent work is effective</li> <li>• Teaching supports good student independence</li> <li>• Resilient learners are evident in classrooms</li> </ul>
Maintaining consistency in formative assessment across faculties	<p>The five pillars are evident in lessons</p> <ul style="list-style-type: none"> <li>• Clarifying, understanding, and sharing learning intentions</li> <li>• Engineering effective classroom discussions, tasks and activities that elicit evidence of learning</li> <li>• Providing feedback that moves learners forward</li> <li>• Activating students as learning resources for one another</li> <li>• Activating students as owners of their own learning</li> </ul>

Effective delivery of purple assessment zones	<ul style="list-style-type: none"> <li>• Assessment is accurate and timely enabling subject leaders to deliver intervention</li> <li>• The quality of summative assessment improves</li> <li>• Consistence and coherency in assessment across and within faculties around the values of our curriculum statement of intent</li> <li>• Coherent and consistent meaningful summative assessment in school that is used to move learners on</li> <li>• Introduce academic reward events</li> </ul>
Improving teaching practice	<ul style="list-style-type: none"> <li>• Hour long observations every term supported by coaching</li> <li>• Systematic processes and opportunities for practice corrections are built into CPD</li> <li>• Leadership of learning strengthens at all levels</li> <li>• Open transparent environment created for improvement</li> <li>• Honest data can be used for real improvement and honest leadership actions</li> </ul>
To ensure that reading allows students to access the full curriculum with a rigorous and sequential mapping of the reading curriculum offer. At all stages reading attainment is assessed and gaps addressed	<ul style="list-style-type: none"> <li>• Curricular reading across the school has been identified, mapped, and taught</li> <li>• Catch Up Literacy training and NGRT training accessed to test diagnostic need for reading in Years 7-9 three times a year and provide a robust intervention for students</li> </ul>
Secure a Reading Culture	<ul style="list-style-type: none"> <li>• Expand and maintain the reading enrichment programme</li> <li>• Introduce the literacy hour across KS3 from January 2024</li> <li>• School Library data evidences strong engagement</li> </ul>

Bespoke intervention in core subjects	<ul style="list-style-type: none"> <li>Intervention waves introduced from September 2024 in all subjects</li> </ul>
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Intended outcome 2 Improved attendance for disadvantaged students	Success criteria
Improved attendance overall figures – to be in line with national average or better Reduced PA figures – to be in line with national average or better	Regular analysis is completed re barriers to attendance Standing item for SLT meeting and PL meeting Rewards for good/improved attendance and punctuality Increase staffing capacity Pastoral administrative support appointment
Improvement in punctuality to school and to lessons for all students	Rewards and recognitions related specifically to attendance and punctuality increase
An attendance and punctuality strategy for disadvantaged students	Strategy is developed and shared with students, parents, and staff. Information is translated from English where needed to ensure accessibility to all. Strategy is implemented
Develop targeted support for students and families to develop better understanding that good attendance maximises progress and prospects	Attendance outreach worker appointed Regular communication with students and parents re the benefits of regular school attendance. Information is translated from English where needed to ensure accessibility to all.

## 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: £172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monday training for all staff	EEF on collaborative learning, embedding formative assessment, assessment, and feedback. Research and references section of Embedding Formative Assessment by Dylan Wiliam and Siobhan Leahy	1
Coaching for all staff and peer observations	Hargreaves and O'Connor's (2018) conceptual framework of collaborative professionalism for school improvement as the basis for our abductive analysis.	1
Assessment / benchmarking tracking packages	EEF on collaborative learning, embedding formative assessment, assessment, and feedback.	1

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

Budgeted cost: £110000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 HLTAs for Maths, English and Science and PP coordinator	3 members of staff for core and to lead on the reading programme EEF small group tuition and individual tuition	1
In house reading programme and maintaining library, form time reading programme, YARC, NRG, literacy hour at key stage 3	EEF Reading Strategies	1
Target 24 at KS4	EEF	1

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

Budgeted cost: £ 72000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLA lead	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Contribution to pastoral admin	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance outreach	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance support	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2

Ad Astra wider school initiative	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
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**Total budgeted cost: £ [353,496]**

	Teaching	Targeted Academic Support	Wider Strategies	
Staffing		65000	52000	117000
Training	50000			50000
Learning	30000			30000
Assessment software	17000			17000
Ad Astra yr10 yr11		45000		45000
Equipment	15000			10000
Learning software	25000			35000
Student Rewards			10000	10000
Uniform			5000	2000
Travel			5000	5000
Laptops	35000			
	172000	110000	72000	<b>354000</b>



