

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Chad's
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	56.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr J. Forber Headteacher
Pupil premium lead	Mrs D. Burke Deputy Headteacher
Governor / Trustee lead	Mr T. Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,190.00
Recovery premium funding allocation this academic year	£42,920.00
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	£321,110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers to learning that they face, make good progress and achieve across the curriculum, particularly in basics (English and maths) at grades 9-4 and 9-5.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, including 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.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

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 to make progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified through monitoring and tracking
- 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>NGRT reading assessments and CATs tests conducted with KS3 pupils following lockdown indicate that disadvantaged pupils generally have a lower reading age than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 2021 35% of our disadvantaged pupils in that cohort group arrived with below age-related expectations. In year 8 56% are below</p>

	age-related expectations and in year 9 32% are below age-related expectations.
2	Attendance data since the full return to school following lockdown indicates that attendance among disadvantaged pupils has been 5.5%% lower than for non-disadvantaged pupils. 43.9% of disadvantaged pupils have been 'persistently absent' compared to 18.2% of non-disadvantaged students during the same period. Absenteeism is negatively impacting disadvantaged pupils' progress.
3	Data on suspensions from school indicates that a higher proportion of disadvantaged students are receiving suspensions than non-disadvantaged students. This has been the trend for the last 3 years.
4	Results at the end of year 11 in basics for the last 3 years show that the attainment of disadvantaged students is between 19% and 30% at grades 9-5 and between 26% and 38% at grades 9-4%
5	Social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem have increased during the pandemic and successive lockdowns. This is partly driven by concern about catching up lost learning and exams/future prospects, returning to school full-time and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment and attendance.

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 reading ages and reading comprehension among disadvantaged pupils across KS3	Reading age and reading comprehension tests demonstrate improved reading ages and 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 book scrutiny.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils in this academic year	The overall attendance rate for all pupils being in line with national figures which take account of the effects of the pandemic. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent in 2021-22 being below 30% and the gap between disadvantaged pupils and non-disadvantaged pupils to be reduced by 10%, taking account of the effects of the pandemic.

Fewer suspensions from school for disadvantaged students in 2021-22	The percentage of disadvantaged students receiving suspensions from school is reduced by 3%.
Improved attainment among disadvantaged pupils in basics at grades 9-4 and 9-5	Outcomes in basics at grades 9-4 and 9-5 for disadvantaged students are at least the same level as in 2021 when results were significantly impacted by COVID issues
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Well-being of students starts to improve as demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in enrichment activities such as DofE, particularly among disadvantaged pupils. • Improving attendance • Improving attainment

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: £ 220,259.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly</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>1 4</p>
<p>Implementing a whole school literacy and reading strategy which will be led by a lead practitioner.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1 4</p>
<p>Purchase of Lexia and Accelerated Reader programmes to support dedicated literacy lessons in KS3.</p> <p>Programmes will be matched to the needs of individual pupils. This will be overseen by the lead practitioner.</p> <p>Training will be provided to staff on the use of these programmes.</p>	<p>The data generated from using these programmes provides 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>The programmes will accelerate lasting progress in essential literacy skills, help pupils to develop skills required to succeed in subject areas and engage, challenge and motivate pupils to take ownership of their learning. Lexia will help support those students who are struggling or near proficient readers in secondary school to become more confident, more proficient readers. This will benefit these learners across the curriculum.</p>	<p>1</p>

Appointment of lead practitioners to support quality first teaching in English and maths and provide bespoke CPD for teachers in these subject areas.	A lead practitioner is a teacher who can demonstrate excellence in teaching and whose primary purpose is to model and lead improvement of teaching skills.	1 4
Purchase of revision guides for pupils in KS4 and the provision of workshops to support year 11 pupils with revision and exam techniques	Pupils will have access to high-quality revision materials at home which will help to bridge the gap in knowledge and skills which occurred while they were in lock-down. The revision guides will also be used by class teachers to supplement classwork and intervention sessions. This will ensure that pupils have the resources they need to supplement their learning in preparation for the examinations.	4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with The National 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 4

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

Budgeted cost: £ 90,850.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and time to develop and implement new procedures.</p> <p>Attendance/support officers will work to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p>
<p>Improving the recording and analysis of behaviour data through the use of ClassCharts and developing Damascus as a resourced internal isolation room to reduce suspensions from school</p>	<p>Schools with robust internal strategies and resources in place for dealing with pupils displaying challenging behaviours will reduce the number of suspensions from school over time.</p>	<p>3</p>
<p>Establishing Emmaus as a support base for those pupils who need behavioural, emotional or medical interventions and working with Halton Mental Health Team to support individual pupils.</p>	<p>Intervening early to prevent emotional and behavioural problems from developing brings several advantages, including intervening before patterns become ingrained and difficult to reverse, reducing the burden on young people and their families, and reducing the costs associated with treating mental disorders (Ormel et al., 2019; Barry et al., 2019; Catalano et al., 2012).</p>	<p>3 5</p>
<p>Appointing a whole school Pupil Premium co-ordinator who will report to the lead and will monitor and track the effectiveness and impact of the strategies being implemented.</p>	<p>A clear overview of the impact of the strategies will enable decisions to be made about whether to continue or not with a particular intervention.</p>	<p>1 2 3 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</p>	<p>All</p>

	of funding aside to respond quickly to needs that have not yet been identified	
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Total budgeted cost: £ 321,110

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The majority of the planned outcomes from the strategy for the last academic year were derailed by the pandemic and the high level of both staff and pupil absence in the second half of the autumn term. This was further exacerbated by the subsequent lockdown in January 2021. Outcomes in English and maths at grades 9-4 in KS4 were in line with those in 2020. Outcomes in both years were significantly impacted by COVID issues. As evidenced in schools across the country, partial closure in the second half of the autumn term and the lockdown from January was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. We did, however, maintain a high-quality curriculum, including during periods of closure, as lessons were live streamed to all pupils. Where this was not possible because of staff absence, the lessons were supplemented by the use of online resources such as those provided by Oak National Academy and work posted by departments on Google classroom

Attendance in 2020/21 was impacted by the pandemic and it remained lower than the national average. A new attendance team was put in place in September 2021. Monitoring has been reviewed and changes made to all systems. The pastoral team began to play a more active role in improving attendance and this will continue during this academic year. Gaps between disadvantaged and non-disadvantaged students remain and more disadvantaged than non-disadvantaged pupils are persistently absent which is why attendance is a focus of our current plan.

Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Extra-curricular activities were suspended during the pandemic. The impact was particularly acute for disadvantaged pupils. This is being addressed in the new plan.

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

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A