

# Pupil Premium and Catchup 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 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ursuline High School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Eoin Kelly
Pupil premium lead	Michelle Alexander
Governor / Trustee lead	Karen Peck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,593
Recovery premium funding allocation this academic year	£TBC
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	n/a

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Student's preparation for learning and ability to manage independent work outside of structured school day. Preparation for lessons, homework and approach/commitment to revision less well developed than in the rest of the cohort.
2	Students and parental engagement. This non-participation makes these students possible outliers in their relationships with students and staff in school, resulting in apathy and underperformance at KS4.
3	Performance in particular topics within Maths. These are topics that disadvantaged students should be secure in. The performance of disadvantaged students (P8 +0.31) lags behind the achievement of the non-disadvantaged students (P8 +0.79).
4	Student participation in Extra Curricular and enrichment activities falls behind that of the non-disadvantaged.
5	Application of Attendance Policy and procedures is less than effective in ensuring parity between disadvantaged and non-disadvantaged students. Communication and actions involving home contact do not yield the results required to keep disadvantaged attendance at desired levels. This can have a strongly negative academic effect in Year 10 and Year 11.

### 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><b>Maintain profile of the disadvantaged strategy, with a focus on Year 11 Maths targets and SEND/PP</b></p> <p>Disadvantaged strategy group (Disadvantaged lead, HOY11 and relevant department post holders) to meet regularly to review student level information to meet the needs of individual students. Staff will be made accountable for knowing the needs of students and make targeted interventions to remove barriers to success.</p> <p>Regular monitoring and tracking of each student's progress in Maths takes place. This identifies areas of weakness, undertakes QLA processes and determines individualised intervention to close the gap between Disadvantaged and non-Disadvantaged students.</p> <p>SEND/PP students (x18) are known to teachers/post holders and a range of support mechanisms are put in place to ensure progress and remove barriers.</p>	<p>Overall greater than +0.53 P8 Score.</p> <p>Maths score in advance of +0.53 and no gap to English for the same students.</p> <p>All students who are underachieving (2 grades off their target grade) in Maths will have been identified and interventions will be in place. Intervention staff will know the areas of weakness for each student.</p> <p>SEND/PP students make the same progress as the rest of the disadvantaged cohort.</p>
<p><b>Disadvantaged students across KS3 (Year 7,8&amp;9) and KS4 (Year 10) to have equal extracurricular participation levels to non-Disadvantaged.</b></p> <p>Students will participate in more extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips, all recorded through enrichment log. Form tutors and HOYs to ensure that Disadvantaged students are offered and taking up the same opportunities as non- Disadvantaged students.</p>	<p>No gap between Disadvantaged and non- Disadvantaged students in completion on enrichment log.</p> <p>Enrichment log data to reflect the % of disadvantaged students in each year group.</p>
<p><b>Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</b></p> <p>These are students with an attendance of less than 90%.</p>	<p>Overall attendance among disadvantaged pupils increases to school target of 96%.</p> <p>Persistent absentees across Year 7-11 reduces by 25% to 20 students.</p>

	Percentage of Persistent Absentees from racially minoritised backgrounds stays below 25%.
--	---

## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 11 Maths targets are achieved in 2023/24</b></p> <p>HOF to impart specific and effective resources and scheme of learning to ensure high quality teaching across the year group.</p> <p>Intervention staff, post holders and PP lead will work on gaps in learning/areas of weakness provided by the subject teacher. DTT approach. 1:1 withdrawal catch up intervention in place for prioritised students.</p> <p>Vlists are a key focus</p> <p>Disadvantaged lead will work closely with Maths department to monitor and support the implementation of the strategies.</p>	<p>The offer of high-quality teaching to all students across year groups in maths by making class sizes smaller.</p> <p>The EEF teaching &amp; learning toolkit identifies the positive impact reducing class sizes has on attainment.  <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/teaching-learning-toolkit-research-reviews/Reducing-class-size-EEF">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Increased opportunity to provide feedback on learning, which has strongly positive score in the EEF toolkit  <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/teaching-learning-toolkit-research-reviews/Feedback-EEF">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extra staffing resource allows for small group and 1:1 Maths intervention, deemed very effective by the EEF toolkit</p>	1, 3

	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 11 academic targets are achieved in Science</b></p> <p><b>Focus on Combined Science and SEND/PP students (x8)</b></p> <p>Rigorous implementation of Teaching and Learning policies, with department-wide focus on disadvantaged students' metacognition and feedback received.</p> <p>Disadvantaged students to be provided with extensive revision material which is checked throughout the year by teaching staff.</p> <p>Weekly "Study group" after school run by the Disadvantaged lead will provide support ahead of key assessment periods.</p> <p>HOF to impart specific and effective resources and scheme of learning to ensure high quality teaching across the year group.</p> <p>Science intervention is running weekly and staff will work on gaps in learning/areas of weakness provided by the subject teacher.</p>	<p>High quality teaching for all – as identified as a building block for success in the NfER research relating to disadvantaged pupils.</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674442/supporting-the-attainment-of-disadvantaged-pupils.pdf">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p> <p>The EEF teaching &amp; learning toolkit for Science makes clear the most effective strands to raise pupil attainment (metacognition, feedback specifically named)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/science">Science   EEF (educationendowmentfoundation.org.uk)</a></p>	1

Disadvantaged lead will hold Science department accountable to ensure that strategies are being implemented.		
<p><b>Year 11 Students receive a high level of support across the school and have barriers to progress systematically removed.</b></p> <p>Strategy Group. CPD and sharing of Priorities. Monitoring Seating Plans Learning walks. PP lead to work through HOY11, PSA and subject post holders to ensure that we meet the needs of all 35 Disadvantaged students in year 11. Students will be interviewed, and prioritised for intervention / careers advice. Disadv students have full resources and support in place to enable effective revision.</p>	<p>Some students (for a number of reasons) lack study skills / need support with numeracy / literacy. May not understand how to fulfil their aspirations.</p> <p>The EEF's recent guide highlights the need to take an individual diagnostic and detailed approach to barrier removal  <a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>  <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a>          "...you should examine what could be hindering their attainment...take account of wider challenges, such as attendance. School leaders will take account of their in-depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy"</p>	1, 2

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

Budgeted cost: £3,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Disadvantaged students across KS3 (Year 7,8 &amp; 9) and KS4 (Year 10 &amp; 11) to have equal extracurricular participation levels to non-Disadvantaged.</b></p> <p>Disadvantaged lead to work through the pastoral team school structure.</p>	<p>Promoting cultural and other extra-curricular activities makes a real difference to children, as detailed in a report from the Department of Education's Social Mobility Commission and Institute for Policy Research, University of Bath in 2019.  <a href="#">An Unequal Playing Field report.pdf</a>  <a href="#">(publishing.service.gov.uk)</a></p>	4

<p>Tutors and HOYs along with other staff who are organising extra-curricular events will ensure that the number of Disadvantaged participating equates to the number of Disadvantaged students in the school.</p> <p>Remind staff that they need to ensure that the Disadvantaged students are included in extra-curricular activities. Positive steps must be taken to ensure that any disadvantaged student falling behind in participation is known and acted upon.</p> <p>Disadvantaged lead will check the half termly to ensure that Disadvantaged students are recording their activities.</p>	<p>“... extra-curricular activities are a positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills beyond the qualifications obtained from school.”</p> <p>“...an important finding from our analysis of Understanding Society data showed that participation in certain extra-curricular activities had an impact on levels of educational aspirations”</p>	
<p><b>Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</b></p> <p>Through briefing key staff about existing attendance concerns.</p> <p>Disadvantaged lead will chase up tutors and HOYs about any specific students of concern.</p> <p>School attendance policy must be followed rigorously by all tutors</p>	<p>Improving attendance has a direct impact on the attainment of students.</p> <p>The DfE’s most recent guidance report uses data from schools with high rates of absence to make clear the recommended steps.</p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	

**Total budgeted Pupil Premium cost: £ 138,475**

---

**Part B: Review of outcomes in the previous academic year** - Available as a separate document on the UHS Website