

Pupil Premium and Catchup 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	Ursuline High School
Number of pupils in school	1,057
Proportion (%) of pupil premium eligible pupils	159
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Julia Waters
Pupil premium lead	Tom Glavina
Governor / Trustee lead	Karen Peck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,845
Recovery premium funding allocation this academic year	£TBC
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	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 disengaged from the school ethos. 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. Disadvantaged students' performance in Maths has improved in the last academic year but needs to maintain momentum to secure consistent outcomes going forward. The performance of disadvantaged students (P8 +0.65) lags behind the achievement of the non-disadvantaged students (P8 +0.91).
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>Maintain profile of the disadvantaged strategy, with a focus on Year 11 Maths targets, SEND/PP students and racially minoritised disadvantaged students</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 (x12) and racially minoritised disadvantaged students (x17) are known closely to all staff and bespoke plans put in place to remove barriers and ensure progress</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>Using in school measures to ensure Disadvantaged student's progress will be in line with the cohort with 80% making 3 levels of progress (expected) and 40% making 4 levels of progress (above expected).</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 and racially minoritised disadvantaged students make the same progress as the rest of the disadvantaged cohort.</p>
<p>Disadvantaged students across KS3 (Year 7,8&9) and KS4 (Year 10) to have equal extracurricular participation levels to non-Disadvantaged.</p> <p>Students will participate in more extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips, all recorded through Serviam Passport. All staff to ensure that Disadvantaged students are offered and taking up the same opportunities as non- Disadvantaged students (with overall participation taking COVID19 factors, e.g school closure, into account).</p>	<p>No gap between Disadvantaged and non- Disadvantaged students in completion of Serviam Passport.</p> <p>Serviam Passport data to reflect the % of disadvantaged students in each year group.</p>
<p>Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</p>	<p>Overall attendance among disadvantaged pupils increases to school target of 96%.</p>

These are students with an attendance of less than 90%. This was 27 students in 2020/21 (22% of these were students from racially minoritised backgrounds).	<p>Persistent absentees across Year 7-11 reduces by 25% to 20 students.</p> <p>Percentage of Persistent Absentees from racially minoritised backgrounds stays below 25%.</p>
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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>Year 11 Maths targets are achieved in 2020/21</p> <p>Splitting the year group (7 form entry) teaching of Maths into 8 teaching groups.</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 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>The offer of high-quality teaching to all students across year groups in maths by making class sizes smaller.</p> <p>The EEF teaching & learning toolkit identifies the positive impact reducing class sizes has on attainment. Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Increased opportunity to provide feedback on learning, which has strongly positive score in the EEF toolkit Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 3

Disadvantaged lead will work closely with Maths department to monitor and support the implementation of the strategies.	Extra staffing resource allows for small group and 1:1 Maths intervention, deemed very effective by the EEF toolkit Small group tuition EEF (educationendowmentfoundation.org.uk)	

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>Year 11 academic targets are achieved in English</p> <p>1:1 / small group English lessons, additional to timetabled lesson. These are delivered by an English intervention specialist teacher.</p> <p>Timetable for this resource is reviewed half-termly to focus on key students.</p> <p>Weekly review log will address individual needs. HOF/post holders and disadvantaged lead along with DH (standards) will identify students.</p> <p>Regular tracking of progress will take place. Disadvantaged lead will monitor progress through data analysis half termly.</p>	<p>Some of the disadvantaged students need targeted 1:1 support on specific areas in English. Disadvantaged students who are underachieving by 2 or more grades have been identified for this support.</p> <p>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)</p> <p>And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject</p>	1

	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	
<p>Year 11 academic targets are achieved in Science</p> <p>Focus on SEND/PP students (x12) and racially minoritised disadvantaged students (x17)</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>Disadvantaged lead will hold Science department accountable to ensure that strategies are being implemented.</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>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p> <p>The EEF teaching & learning toolkit for Science makes clear the most effective strands to raise pupil attainment (metacognition, feedback specifically named)</p> <p>Science EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Year 11 Students receive a high level of support across the school and have barriers to progress systematically removed.</p> <p>Strategy Group. CPD and sharing of Priorities. Monitoring Seating Plans Learning walks. Disadv strategy group to ensure that we meet the needs of all 43 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 EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>"...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>	<p>1, 2</p>

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

Budgeted cost: £16,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged students across KS3 (Year 7,8 & 9) and KS4 (Year 10 & 11) to have equal extracurricular participation levels to non-Disadvantaged.</p> <p>Particular focus on engaging Year 7 & 8 disadvantaged students with the school's offer</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. An Unequal Playing Field report.pdf (publishing.service.gov.uk)</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</p>	<p>4</p>

<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>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>Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11</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>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	

Total budgeted Pupil Premium cost: £ 151,845

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

Catch Up Funding Plan Ursuline High School

Catch Up Premium Intervention Funding Total £83,830

Academic year 2020/21 and 2021/22

The headings below sets out the sperate strands for the expenditure of the Catch Up Funding premium to close gaps in attainment and progress of identified students.

A) Total funding 2020/21 £48,890

B) Total funding 2021/22 £34,940

Total income crossing academic years **£83,830**. Catch up premium. School supplementing the expenditure to meet goals.

Literacy and Numeracy catch up premium **£12,000/ Year**

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Below ARE students identified and tutored to close gaps in Numeracy and literacy skills to enable them to Access the Curriculum. Gaps closed and students</p>	<p>Further Programme details below this table</p> <p>Identification. CATS and Screening of all Yr 7 Guided Reading X3 weekly 1:1 Numeracy intervention. 1:1 Literacy intervention Other components elwo</p>	<p>Using CATs Testing to identify students with learning Gaps. Triangulation with In school data and then specific programmes to close numeracy and literacy Gaps in students identified.</p>	<p>Establish the Programme. Lead on staff allocation of resources</p>	<p>Associate headteacher Lead. Head of SEN. KS3 post holders in Eng and Maths</p>	<p>Summer data analyses</p>
<p>Year 1 £12,000 and Year 2 £12,000 Separate funding source</p> <p>Total budgeted cost</p>					<p>£24,000</p>

ii. MyTutor Catch Up Programme					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
93 Students in Programme one and 84 Students in programme two close gaps in identified core subject to meet required target and redress gaps presented during lockdown	<p>Further Programme details below this table</p> <p>Using established provider MyTutors to work with students on a core subject gap on a 1:1 programme run over 10 weeks. Tutors are remote but the provision is run and monitored in school within year bubble in an after school intervention. Disadvantaged students and students as well as 62% of students from underachieving ethnicity cohorts prioritised for places.</p>	The Ursuline High school reverted immediately to online learning in the initial lockdown and the school ran fully remote without interruption in learning. Summer assessments and exams were used to identify students with specific gaps who struggled with some specific aspect of their work and this 1:1 provision was selected to compliment the ins school intervention and support programmes	Associate Head Teacher Lead on Programme design and implementation. HODs to lead on student nomination, Gaps analyses and reporting on Progress. HOY to supervise and respond to attendance and engagement. My tutors to report on individual progress reports at end of programme.	EK, HODs HOY	10 week programme analyses. Replicated after second tranche.
<p>Programme 1= £33,120</p> <p>My Tutors paid £19,800 In house UHS costs covered by school = £8,512</p> <p style="text-align: right;">Total budgeted cost</p>					£28,312
iii. Year 11 GCSE Intervention Programme					
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

		rationale for this choice?			
63 Students in Core subjects on allocated day after school to allow ofr replicate students to attended catch up intervention. 12 other subjects delivering interventions involving 118 students to close gaps in understanding and meet targets fro GCSE	Established afterschool intervention programme running every day after school except Friday when a programme of Friday GCSE Mocks are run to identify Gaps in learning and close through T&L and interventions. Lessons are delivered in the bubble and co-ordinated attendance and monitoring by HOY and PSA	Sucessive results at GCSE supporting the P8 score above +0.8 and all sub groups cohorts including Disadv making outstanding Progress. Data improvement in outcomes from Year 10 into year 11.	Raising Standards leader Associate Headteacher leading on programme. HODs of department running interventions and HOY and PSA monitoring and communicating with parents on attendance. Progress tracker	EK HODS and HOY	Half termly raising standards Data drops
Year 1 Total budgeted cost					£22,000

Other alternative approaches to Tranche 2 in Year B					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tuition enabling removal of barriers to learning of identified students	Recruitment of specialist Tutor working with SEMH students in KS3 to remove barriers to access school and provide 1:1 targeted support	Gaps in learning are less significant than the impact of covid disruption on Mental health f students. Pastoral systems pressure requires additional support to ensure that student needs are not	Recruit a previous member of staff who was HOIY to work with the school fro a term to identify and address these student concerns	Marcus Waltl	

		being missed. Evidence increased referrals safeguarding risk. Student Surveys. Wellbeing			
Year 1 Total budgeted cost					£18,277
Investigation into NTP programme to replace tranche 2 in Second Year	TG introduced to TalentEd Attainment gap charity Funding sponsored by 75% using NTP funding Cost of hourly Block with NTP subsidy equates to £283.00 for 1-3 interventions on each student on this programme will cost just £79.34. This programme assists only in closing the Gap with disadvantaged students. Investigating potential.	TBC in 2021-22	TBC 2021-22		£15,241

Catch Up Premium Intervention Funding Total £83,830