



ST JAMES'
CATHOLIC HIGH SCHOOL

Disadvantaged Pupils

Strategy 2022-23

Date of Adoption	October 2022
Date of Review	November 2023

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

We believe that all children within our school family should be given equal opportunity to reach their full potential. Therefore, we give special consideration to the needs of our disadvantaged pupils. We take as our role model Jesus Christ who, during his time on earth, ministered to the disadvantaged people he encountered by looking and listening, and taking action to meet their needs. Inspired by his example and informed by the tradition of Catholic Social Teaching we prioritise the needs of the disadvantaged and practise a process which looks at the issues that affect these pupils (See) in order to understand what is happening and why (Judge), and to discern the actions we need to take to respond (Act). Jesus said, "I have come that you may have life in all its fullness" (John 10:10). Therefore, we believe it is our purpose to nurture and enable every pupil to thrive and become the person they are fully capable of being.

The DFE continues to provide additional funding to schools to help disadvantaged children of all abilities perform better and close the gap between them and their peers. This statement details our school's use of Pupil Premium funding to help improve the attainment and progress of our disadvantaged children. It outlines our Disadvantaged 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.

Aims:

- To ensure disadvantaged children make the same or better progress in comparison to their non-disadvantaged peers nationally utilising additional funding to provide academic and pastoral support



ST JAMES'

CATHOLIC HIGH SCHOOL

School Overview

School Name	St James' Catholic High School, Cheadle Hulme
Number of pupils in school	813
Proportion (%) of pupil premium eligible students	114 (14%)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Clare Pickles (Senior Deputy Headteacher)
Pupil Premium Lead	David Scott (Assistant Headteacher Raising Standards)
Governor Lead	Louise Maguire and Cath Duffy

Funding Overview

Pupil Premium funding allocation this academic year	£113,145
Pupil Premium funding carried forward from previous years	0
Total budget for this academic year	£140,000

Part A: Pupil premium strategy plan

Statement of intent

In line with the aims of this policy, we strive to ensure disadvantaged children make the same or better academic progress in comparison to their non-disadvantaged peers within school and nationally. The Disadvantaged Pupils Strategy should remove or alleviate as many barriers as possible for our disadvantaged learners giving them the best possibility of success. It should also support their pastoral wellbeing including behaviour, attendance and mental health. All children should be given the opportunity to achieve success and where there are factors affecting these chances we will aim to resolve them and support the child.

Challenges

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

Challenge Number	Detail of Challenge
1	Pastoral concerns for a small group of KS3 and KS4 children (identified as focus children) may hinder their academic progress and that of their peers.
2	Attendance (including persistent absence) is below that of non-disadvantaged children.
3	A number of children's mental health and wellbeing may prove to be a barrier to learning and progress.
4	Disadvantaged children have been disproportionately affected by Covid measures including school closures and online lessons. These children are likely to continue to have greater gaps in their knowledge.
5	Literacy skills, including reading, may be a barrier to learning and progress for a group of disadvantaged children.

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 Outcomes	Success Criteria
1. To improve the progress of disadvantaged children and close the gap between them and their non-disadvantaged peers, both within school and nationally. There should also be more effective links between academic and pastoral provision.	<ul style="list-style-type: none">• Positive P8 figures for disadvantaged children (above 0). This will be tracked at each Termly Data point and also be a focus in Faculty, Line Management and Raising Standards Meetings• Reduced P8 gap between disadvantaged and non-disadvantaged children in all subject areas• Reduced behaviour concerns among disadvantaged children, including suspensions
2. To continue to improve the attendance (especially persistent absence) of disadvantaged children through a variety of support methods.	<ul style="list-style-type: none">• Improved attendance figures amongst disadvantaged children to be a minimum of 96%• Reduction in persistent absence of disadvantaged children
3. Greater mental health and wellbeing provision for all children, especially disadvantaged children.	<ul style="list-style-type: none">• Increased and/or improved access to mental health support within school• Effective partnerships with external providers• Regular pupil voice to identify and address concerns to reduce impact on learning and progress
4. To improve the progress and attainment of disadvantaged children in relation to their previous internal data set. To provide greater opportunities for recall and a curriculum which addresses gaps in knowledge.	<ul style="list-style-type: none">• Increased recall within the curriculum• Line Managers to ensure curriculum models are appropriate for all learners including disadvantaged children and allow opportunities to fill gaps in knowledge• Comparative reporting completed by AHT Raising

	Standards to show progress between data capture points and evidence of appropriate action plans
5. Improved literacy skills as evidenced in children's progress and attainment across key stages.	<ul style="list-style-type: none"> Improved P8 figures at KS4, both internal and externally validated data Increased exposure to, and engagement in, literacy activities across the curriculum Greater opportunities for extended reading as evidenced in lesson observations and schemes of work Progress of disadvantaged lower prior attainers tracked to identify the impact of literacy strategies

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Focus children identified by AHT Raising Standards through regular analysis of termly data. Faculties to focus on these identified children adopting a range of suitable strategies to support their academic and pastoral progress.</p> <p>Focus children and disadvantaged children added as standing agenda items to Faculty meetings and department development CPD time.</p> <p>Regular Raising Standards meetings completed to highlight focus children (including disadvantaged children) to Head of Faculty and ensure suitable actions are being taken to support them.</p> <p>Sharing of best practice across Faculties to ensure a range of strategies are being used to support and challenge disadvantaged children.</p>	<p>Academic progress and attainment of disadvantaged children has been below that of non-disadvantaged children for a number of years.</p> <p>71% of Year 11 disadvantaged children are high prior attainers.</p> <p>Some Faculties have greater gaps between disadvantaged and non-disadvantaged children. Sharing of best practice through Middle Level Leader meetings and shared resources would support these Faculties.</p> <p>The Children's Commissioner Report (April 2020) states that school closures are likely to have widened the gap further between disadvantaged and non-disadvantaged children.</p>	1, 4, 5
<p>Ensure all children, including all disadvantaged children, are explicitly taught skills for learning (metacognition) to support memory recall and reduce gaps in knowledge.</p> <p>Continued whole school focus on stickability, recall and interleaving through carefully planned and sequenced curricula</p>	<p>Gaps in knowledge as a result of lockdown, home learning and blended learning. It is acknowledged that many disadvantaged children found it more difficult to access home learning and will therefore have greater gaps in knowledge and skills.</p> <p>Research carried out by Kate Jones (SSAT lead practitioner) has shown that when used constructively, retrieval practice improves the long-term memory recall of children. This in turn can improve children's application skills and their ability to transfer their knowledge to new concepts and situations. This is a key study skill and will be essential in closing the Covid Gap between disadvantaged and non-disadvantaged learners.</p>	11, 4

	<p>The DfE also states that ‘More successful schools were more likely to be using metacognitive learning strategies’ to support disadvantaged children.</p> <p>The Sutton Trust suggests that 40% of non-disadvantaged children took part in 5 hours of lessons per day during lockdown compared to only 26% of non-disadvantaged children.</p>	
<p>Curriculum progression models for all subjects to be updated regularly, ensuring disadvantaged children are considered and that a broad and balanced curriculum is offered.</p> <p>Curriculum progression models and schemes of work designed to expose disadvantaged children to greater cultural capital and experiences.</p> <p>All Faculties will identify careers specifically connected to their subject area. These are to be explicitly highlighted to children and included in SOW.</p>	<p>The 2002 Education Act requires schools to provide a “balanced and broadly based curriculum” which: promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepares children at the school for the opportunities, responsibilities and experiences of later life.</p> <p>A report from Impetus found that disadvantaged children are twice as likely to be NEET. Explicit exposure to careers in KS3 and KS4 will support children’s aspirations and future success.</p>	4
<p>Robust system of identifying exam access arrangements with any disadvantaged children prioritised to ensure they have the appropriate support in place for internal and external examinations.</p> <p>Ensure support staff are suitably trained to support those disadvantaged children with exam access arrangements.</p>	<p>Removing any potential barriers to learning, attainment and progress will allow children to be more successful both academically and pastorally as well as promoting greater confidence and self belief in children.</p> <p>To ensure the best support is provided in assessments, staff delivering this support should be suitably trained.</p>	4, 5
<p>Increased focus and profile of whole school disciplinary literacy to support disadvantaged children for whom literacy is a barrier.</p> <p>Introduce whole school literacy and reading policy to add further clarity to the school’s approach to literacy.</p> <p>Literary events calendarised to raise the whole school profile.</p> <p>Development of the St James’ literary canon to allow disadvantaged children access to quality reading materials</p> <p>Development of strategies for the explicit pre-teaching of vocabulary. A strategic approach to teaching vocabulary will be introduced across the school.</p>	<p>Creating a culture of reading and a word rich environment allows children to access all areas of the curriculum with greater ease and success. children become more effective communicators and build confidence with the spoken and written word.</p> <p>Assessment of disadvantaged children’s work highlights that vocabulary is a key area for development, in line with national themes. Richer vocabulary leads to better quality exam responses and therefore attainment in literacy-based subjects.</p> <p>EEF report 2018 states that schools must ‘prioritise disciplinary literacy across the curriculum’ to support progress of all children, including disadvantaged children.</p>	5
<p>Continued focus on quality first teaching including appropriate differentiation and planning for disadvantaged children.</p> <p>Use of seating plans to support disadvantaged children in lessons.</p>	<p>The most significant factor in supporting progress and attainment is teaching within the classroom and ensuring this is as effective as possible.</p> <p>The Sutton Trust report (2011): The effects of high-quality teaching are especially significant for children from disadvantaged backgrounds: over a school year, these children gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p>	4

	<p>Consistency in seating plans within the classroom contribute to a sense of continuity and stability across each subject. In general, a more regimented environment helps children, especially disadvantaged children, to feel in control of their studies.</p> <p>EEF report (2013) states, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.</p>	
<p>Robust system of data tracking both academically and pastorally.</p> <p>Suitable assessments completed by children to identify strengths and areas for development. All assessments will contain interleaving to review prior learning and identify gaps.</p> <p>Range of intervention strategies put in place in response to data and tracking process.</p>	<p>Robust and timely data tracking allows Senior Leaders and Heads of Faculty to quickly and accurately identify those children who would benefit from additional support and/or guidance.</p> <p>Identifying strengths and areas for development (effective feedback) is identified by The Sutton Trust as a high impact strategy for supporting disadvantaged children.</p>	4

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

Budgeted cost: £30,000 (exc. catch up funding)

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Targeted academic catch up and support for disadvantaged children who are persistently absent from school.</p> <p>Pastoral support through Attendance Officer to address reasons for persistent absence of disadvantaged children.</p>	<p>DfE research (2016) shows that children with no absence are 1.3 times more likely to achieve grade 4 or above at GCSE, and 3.1 times more likely to achieve grade 5 or above, than children who missed 10-15% of all sessions.</p> <p>Latest national averages for attendance show that non disadvantaged children's absence is 5.5%, whilst</p>	1, 2

	disadvantaged children's' absence is 7.8%	
<p>Reading and spelling age tests to be carried out for all Year 7 to 9 children to identify those children for whom literacy intervention will be necessary to support their overall academic progress. These tests will be carried out at regular intervals throughout the year to ensure the correct children are being targeted and progress can be measured.</p> <p>Literacy and reading intervention delivered by support staff for those children who score lowest on the aforementioned reading and spelling age tests.</p>	EEF report (2021) suggests that, 'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7'. It also states that, 'Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions'.	4, 5
<p>AHT Raising Standards to monitor the academic and pastoral progress of low prior attaining children , including disadvantaged children.</p> <p>Identify literacy needs of low prior attainers and ensure targeted intervention is available.</p>	In 2019 only 1.9% of low prior attaining children achieved grade 5 or above in Maths and English and according to an EEF report, 'Students eligible for the Pupil Premium are more likely to be low-attaining than other children'.	5
<p>Support strategies in place to address any concerns with children's home learning. Staff to monitor homework and liaise with Heads of Year where there are concerns, especially for disadvantaged children.</p> <p>Homework club to continue with staff available to support children. Prefects to support younger children with homework.</p> <p>Identify disadvantaged children who are unable to access home learning and identify barriers to this, such as not having access to the internet or not having a suitable working environment. Suitable support will be put in place to remove these barriers.</p> <p>Ensure all Year 7 disadvantaged children are supported in accessing the school's chromebook programme.</p>	EEF report (2016) states, 'Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged children. Homework clubs can help to overcome these barriers by offering children the resources and support needed to undertake homework or revision.'	1, 4, 5
<p>Focused mentoring of identified disadvantaged Year 11 children who are failing to make the necessary academic progress.</p> <p>Heads of Faculty and AHT Raising Standards to identify children who need such support.</p> <p>English and Maths intervention for targeted children through subject specific support staff who will provide in-lesson support.</p>	<p>The EEF Report (June 2020) on improving Mathematics in KS2 and 3 showed that over half of children eligible for free school meals did not achieve expected levels in Maths. The Covid 19 lockdown will have highly exacerbated this.</p> <p>The Children's Commissioner Report (April 2020) states that, 'school closures are likely to have widened the gap further between disadvantaged and non-disadvantaged pupils'.</p>	4, 5
<p>All disadvantaged children have access to the full curriculum without barriers to this.</p> <p>Support with children attending academic trips and visits.</p> <p>Ensure disadvantaged children have the necessary equipment to access the full curriculum, including PE kit, ingredients for Food and Nutrition and basic stationery.</p>	Without the necessary equipment and resources, children are less likely to engage in the full curriculum, thus reducing their exposure to opportunities and hindering their academic and pastoral progress.	2, 3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Whole school pastoral review to be completed by the Senior Leadership Team to identify both academic and pastoral concerns with a specific focus on disadvantaged children.</p> <p>Where concerns are identified, suitable support strategies are adopted to ensure these children make progress and have fewer barriers to their learning.</p> <p>Disadvantaged children identified through pastoral review process will be a focus for Faculties and Heads of Year.</p>	<p>A closer collaboration between pastoral and academic to provide support with well-being, which in turn aids readiness to learn as well as mental health of disadvantaged children. The rationale is to remove any barriers to academic success through improved metacognition and to track progress and performance.</p> <p>The Children and Young People's Mental Health Coalition identified that disadvantaged children are, 'at greater risk of poor mental health' due to Covid-19.</p>	1,2
<p>Weekly attendance recording and monitoring for disadvantaged children and data shared with the school's Senior Leadership Team.</p> <p>Attendance Officer to identify and address attendance concerns for disadvantaged children.</p>	<p>Children with greater attendance will make greater progress and achieve better outcomes from their studies. In 2022, the average GCSE grade of children at St James' with over 95% attendance was more than a grade higher than those children with attendance below 90%.</p>	1, 2

Use of the Education Welfare Officer to ensure the importance of attendance is highlighted to disadvantaged children and any possible support is put in place to ensure they are attending school regularly.	The national averages for attendance and persistent absence are worse for disadvantaged children when compared to non disadvantaged children.	
Behaviour policy and framework updated to support the whole school drive for academic and pastoral excellence. Quality first teaching and effective classroom management used to ensure disadvantaged children are provided with a suitable working environment and encouraged to make progress. Behaviour of disadvantaged children(suspensions) monitored by AHT Behaviour and Attitudes.	The promotion of positive behaviours for learning support the creation of an effective learning environment for all, with disadvantaged children benefiting from this. National averages for fixed term exclusions show that a higher percentage of disadvantaged children are excluded from school than non disadvantaged children. This then leads to reduced attendance and potential gaps in learning.	1, 2, 3
Encourage disadvantaged children to attend extracurricular clubs and activities. This will be tracked and monitored to identify whether disadvantaged children are accessing these further opportunities.	A lower percentage of children take part in extracurricular activities than non disadvantaged children. This limits the experiences they are exposed to in their formative years.	3, 4
AHT Raising Standards to monitor parental engagement with events such as Parents' Evening. Where disadvantaged children's parents do not attend these events it is followed up to ensure an effective home school partnership.	An effective home school partnership is integral in supporting children's academic and pastoral progress. Ensuring there is support from parents/carers can improve a child's progress and attainment.	4
Facilitate visits from external employers to allow disadvantaged children to access information about a wide range of opportunities and careers	Many disadvantaged children have low aspirations and can have a lack of motivation. Exposing them to further experiences and opportunities can develop these characteristics and support in their future successes.	1
Whole school/Year group literacy events to promote reading, literacy and language skills. Such events will also support skills such as teamwork and communication.	Many disadvantaged children have low academic aspirations and can have a lack of motivation. Exposing them to further experiences and opportunities can develop these characteristics and support in their future successes.	1, 3, 5
Ensure whole school rewards reflect a fair balance between disadvantaged and non-disadvantaged children (where appropriate).	Rewards and incentives are particularly effective in encouraging child engagement.	3
Monitoring of access to careers advice for disadvantaged children. All disadvantaged children at KS4 are offered access to careers guidance. Mock interviews completed for Year 11s with all disadvantaged children getting experience of a job interview. Dedicated school Careers Advisor will ensure all disadvantaged children have access to careers advice and guidance throughout the school year.	Greater exposure to careers and career experiences will promote higher aspirations and give all children, including disadvantaged children, more motivation to succeed in school. Every young person needs high-quality careers guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality careers guidance. These actions will address the Gatsby Benchmarks, specifically 1, 5, 6, 7 and 8.	3

<p>Effective transition practices to support disadvantaged children through the transition process. Disadvantaged children from primary schools identified and encouraged to participate in additional transition events and opportunities. This will include additional transition lessons and opportunities to visit the school.</p> <p>Maths primary project to recommence to allow disadvantaged children to experience a role of greater responsibility and challenge themselves.</p>	<p>CFEY identifies, 'a disproportionate impact of the transition between primary and secondary school on disadvantaged children's social and emotional learning and academic self-confidence'.</p> <p>Secondary schools engaging with primary partners allows the early identification of barriers to the learning and progress of disadvantaged children.</p>	4
--	--	---

Total Budgeted cost: £146,000

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 children in the 2021 to 2022 academic year.

The existing strategy aimed to reduce the progress gap between disadvantaged and non-disadvantaged children. In 2019 the gap in progress between these groups was 0.43 and in the most recent external examinations this had increased slightly to 0.59. Whilst this may suggest that this outcome was not achieved, it should be noted that the existing disadvantaged cohort will have been disproportionately affected by Covid and school closures. The progress and attainment of our disadvantaged children remains above national averages and the gap between these groups continues to be smaller than the national gap from 2019.

The progress of disadvantaged children in the 2022 examinations series was -0.26 which remains above the 2019 national figure and the progress score for St James' children in 2018. Again, disadvantaged children will have been significantly impacted by Covid and school closures and as such this figure should be treated with caution when comparing to 2019.

Lower prior attaining children achieved a positive progress of 0.09 showing that across the school we support these children to make above average progress.

During the 2021/22 academic year there was no marked increase in the proportion of disadvantaged children being suspended from school in comparison to their disadvantaged peers.

Attendance figures for the 2021/22 academic year cannot be accurately compared to 2019/2020, however this remains a focus of our disadvantaged strategy as attendance continues to be a key barrier in the attainment and progress of our disadvantaged children. In 2022, children with above 95% attendance achieved an average grade of more than a grade greater than those whose attendance was below 90%.

With the recruitment of a safeguarding and mental health lead, redesign of the pastoral systems within the school and upskilling of existing staff, the access to mental health support in the school has increased significantly. Children are taught during PSHCE lessons about how to care for themselves and how to access support should they need it.

All subjects across the school have a strategically designed curriculum, which builds in opportunities to revisit topics and interleave content and skills. All curricula are in line with National Curriculum guidance and/or GCSE requirements and there is a focus on retaining information through recall, retrieval and stickability. Curriculum Progression Maps are regularly quality assured and revised to ensure the curriculum remains current and appropriate. The curriculum design led to above average progress in the 2022 GCSE examinations.

All children in the school have had access to literacy events, such as World Book Day, DEAR day and the school's participation in the Bishop Stortford Literary Festival. Children are given time to read in school and supported in accessing suitable reading materials. Those children for whom reading is a barrier

have been targeted and supported. Disadvantaged children are prioritised when identifying children to support through internal intervention, external tutoring or liaison with the SEND team.