

## St Julie's Catholic High School - 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. Julie's Catholic High School
Number of pupils in school	1166
Proportion (%) of pupil premium eligible pupils	35%
Academic years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Alderman – Headteacher
Pupil premium lead	Kate McCourt
Governor / Trustee lead	Brigid Smith (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 278, 145 (includes LAC and Service children)
Recovery premium funding allocation this academic year	£ 40, 600
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	£

## Part A: Pupil premium strategy plan

### Statement of intent

Our Notre Dame values of faith, truth, joy, love, justice and hope guide us in the development of the curriculum for our students. In doing this, we are mindful that:

- A research-based approach reveals the **truth** that our students can succeed in all their endeavours and have a meaningful and purposeful life despite inequalities in society, which they learn to recognise to overcome (*embracing the diversity of all God's people*)
- Showing **love** of our students means committing to building a curriculum that equips them to overcome the social disadvantages inherent in our local context (*taking good care of God's world and all who inhabit it, especially the poor and disadvantaged*)
- Within our local context, **justice** demands that we maximise the extent to which pupils can experience a depth of learning that truly equips them with the cultural capital needed to succeed in life, supplemented by a breadth of opportunities beyond the taught or examined curriculum (*where fairness, care and compassion are central to life*)

During their education at St. Julie's Catholic High School, students have access to an inclusive curriculum offer from Years 7 to 13. Alongside this, students can experience additional opportunities via the extra-curricular and supra-curricular plans.

As a result of the school curriculum, students...

- prepare for all aspects of life whilst at school and when they leave
- foster a life-long love of learning
- can demonstrate high written and spoken standards of literacy, numeracy and communication
- demonstrate their ability to become international citizens
- can stimulate creativity, confidence and independence
- develop moral values which encourage both personal and social responsibility.

Students can access a range of providers such as Higher Education (including Russell Group universities); Further Education; high-quality apprenticeships and further employment and/or training. 96% of students receive an offer for a place at a university of their choice and we remain above the national average for acceptance offers.

### Challenges

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

Challenge number	Detail of challenge
1	Lower attendance rates
2	Engagement with hard to reach families
3	Access to the curriculum due to literacy and oracy development

## 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
High levels of progress in literacy for pupils eligible for pupil premium	<ul style="list-style-type: none"><li>• Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age-related expectations</li><li>• Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age</li><li>• Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4</li></ul>
Increased attendance rates for pupils eligible for pupil premium	<ul style="list-style-type: none"><li>• Attendance is above 95% for disadvantaged pupils</li><li>• Persistent absence (10%) is in line with non-disadvantaged peers</li></ul>
High-quality learning and teaching to maintain very low NEET figures	<ul style="list-style-type: none"><li>• Purposeful knowledge and depth of learning from Year 7 to 13 – securing 0% NEET figures</li><li>• A knowledge-rich curriculum that engages students and secures learning in their long-term memory store. Destinations to high-quality providers and Russell Group Universities</li></ul>

## 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

Budgeted cost: £ 196, 887 (includes departmental allocations, staffing and CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise disciplinary literacy and targeted vocabulary across the curriculum. Development of Lexonic and phonics training in line with the Ambition for All strategic plan.	<ul style="list-style-type: none"> <li>The importance of developing literacy, reading and oracy so that students can access their full curriculum offer. Linked to EEF – Learning and Teaching Toolkit. Barack Rosenshine research and Ambition For All whole-school strategy document. Metacognition evidence and self-regulation activities in the classroom to support the development of Tier 2 and 3 vocabularies.</li> <li>Lexonic and phonics training for teaching and support staff. MITA training to develop excellent teaching assistants. GL Assessments to gather information on reading scores and support bespoke interventions.</li> <li>Literacy and numeracy intervention programmes in place.</li> <li>CPD for staff on reading comprehension strategies to support students to access challenging reading texts/extracts.</li> </ul>	Improved reading scores in line with chronological age. All staff demonstrate effective use of reading and tackling students' understanding of Tier 2 and 3 words.
Ensure the curriculum remains ambitious and inclusive for all with a high-quality intervention programme to support students. Regular in-house and external training.	<ul style="list-style-type: none"> <li>Access to National Tutoring Programmes – Brilliant Tutoring Programme 2021/22. (linked to EEF and Sutton Trust report). EEF – working with parents to support children's learning.</li> <li>Access to national mentoring programmes. Development of metacognition and a knowledge-rich curriculum. High-quality feedback in every lesson to support recall, retention, retrieval and understanding.</li> </ul>	Curriculum recovery is effective. Cultural capital is evident in all lessons. Effective curriculum progression and knowledge development.
High-quality learning and teaching and cultural capital within the lesson, which provides students with the opportunity to recall, retrieve and practice, leading to accuracy and fluency in their knowledge and understanding.	<ul style="list-style-type: none"> <li>EEF Learning and Teaching toolkit – metacognition and self-regulation. Development of literacy skills. Oral language interventions. Clear evidence of substantive and disciplinary knowledge.</li> <li>Evidence research from the NFER shows that the quality of teaching can make a whole year's difference.</li> <li>Diagnostic assessments – low stakes, question level analysis, quizzes, hinge questions</li> <li>GL Assessments to identify skills and knowledge gaps from Year 7 onwards.</li> </ul>	Excellent curriculum progression across all key stages

	<p>Development of Provision Map to support SEND students. Full SEND review completed in September 2021.</p> <p>A coherent professional development programme in place:</p> <ul style="list-style-type: none"> <li>• ITT programme in line with the Core Content Framework and curriculum</li> <li>• ECF – full induction programme with UCL Inspire Teaching hub – evidence-based research programme</li> <li>• In-house whole-school professional development training</li> <li>• External bespoke professional development training</li> <li>• National qualifications – Leading Teaching; Leading Behaviour and Culture and Leading Teacher Development.</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60, 000 (includes in-house tutoring, external providers and the recovery premium allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality literacy intervention programmes across KS3 and 4 for disadvantaged pupils – develop students' ability to read complex academic texts	<ul style="list-style-type: none"> <li>• explicit teaching of strategies;</li> <li>• teachers questioning pupils to apply key steps;</li> <li>• summarising or identifying key points;</li> <li>• metacognitive talk to model strategies;</li> <li>• using graphic or semantic organisers;</li> <li>• using peer and self-questioning strategies to practice the strategies (such as reciprocal questioning); and</li> <li>• pupils monitoring their own comprehension and identifying difficulties themselves.</li> </ul>	Strategically tackling lower reading scores across each year group
Access to National Tutoring Programmes to support progress – Brilliant Tutoring Programme and The Tutor Trust	<ul style="list-style-type: none"> <li>• One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</li> <li>• The approach allows the tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</li> <li>• One to one tuition offers greater levels of interaction and feedback compared to whole-class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</li> </ul>	Ensure regular attendance to each tutor session

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

Budgeted cost: £ 61, 258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategic plan	<ul style="list-style-type: none"> <li>Attendance interventions – EEF Toolkit and the Sutton Trust.</li> <li>EWO interventions. Building positive relationships with families.</li> <li>Refer to Safeguarding Strategic plan – waved approach to intervention.</li> </ul>	Improved engagement with hard to reach families.
Access to extra-curricular and supra-curricular activities such as The Brilliant Club and The Girls' Network mentoring programme.	Builds student confidence, self-esteem, motivation and increases opportunities to access work experience and enhance soft skills such as resilience, determination, teamwork and leadership.	Regular attendance and improved motivation and confidence.

**Total budgeted cost: £ 318, 145**

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development, with a key focus on the Early Careers Framework	Use of INSET days, collaborative planning and departmental time. Access to a fully-funded UCL programme via the Inspire Teaching Hub. Using evidence-based research to support progress across the curriculum.
Targeted support	Ensuring a timetable that enables all KS4/5 DIS students to access the tutoring programme	Continue to work with the NTP and Brilliant Tutoring – online tutoring after school
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and EWO to support outreach programmes

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Impact

#### Review: last year's aims and outcomes – 2020-21

Aim	Outcome
Improve the attendance of DIS students and reduce the number of persistently absent students.	Ongoing
Achieve national average for attainment for disadvantaged pupils	Achieved
Achieve average English and maths 5+ scores for similar schools	Ongoing

### National attainment data - \*all/other national

Measure – 4+ and 5+ in English and Maths	Nat %	2018 %	2019 %	2020 %	2021 %
All – grade 4+ in English and Mathematics	70	51	72	73.5	68
All – grade 5+ in English and Mathematics	43	34	41	43.5	42
DIS – grade 4+ in English and Mathematics	70/71*	33	60	61	51
DIS – grade 5+ in English and Mathematics	42/49*	17	27	31.5	20

Measure - Mathematics	Nat %	2018 %	2019 %	2020 %	2021
DIS – grade 4+ in Mathematics	69/76	36	64	68	68
DIS – grade 5+ in Mathematics	48/55	21	34	38	39

Measure – English Language	Nat %	2018 %	2019 %	2020 %	2021
DIS – grade 4+ in English	67/73	55	72	78	55
DIS – grade 5+ in English	51/57	31	51	62	40

Measure	2018	2019	2020	2021
Overall Progress 8 DIS	-0.5	-0.2	-0.26	-0.14
English DIS	+0.27	+0.13	-0.18	-0.03
Mathematics DIS	-0.64	-0.19	-0.46	-0.26
EBacc element DIS	-0.7	-0.67	-0.86	-0.75
Open element DIS	+0.16	+0.45	+0.21	+0.47