

## 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 2024 to 2025 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	1048
Proportion (%) of pupil premium eligible pupils	35%
Academic years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	January 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Kate McCourt – Headteacher
Pupil premium lead	Kate Rooney – Deputy Headteacher
Governor	Brigid Smith - Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 254,350 Includes LAC and Service students
Recovery premium funding allocation this academic year	£16,836 received to date
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	£271,186

## 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 calendar.

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	Access to the curriculum due to literacy and oracy development - assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	Lower attendance and punctuality rates - attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 9% lower

	than for non-disadvantaged pupils and persistent absenteeism has been around 15% higher for disadvantaged pupils than for non-disadvantaged pupils
2	Many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in basic skills.

## 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 comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 20% improvement in 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. Improved reading scores across all year groups.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on maths.	By the end of our current plan in 2026, all disadvantaged will achieve broadly in line with national. This was achieved in 2019 and is a realistic target.  2025 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>at least 60% passing GCSE maths at grade 5 or above. P8 score in line with national.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026 demonstrated by: <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: £ 200, 000 (includes departmental allocations, staffing and CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school reading strategy</p> <p>Prioritise disciplinary literacy and targeted vocabulary across the curriculum.</p> <p>Development of Lexonic and phonics training in line with the Ambition for All strategic plan.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development focussed on each teacher's subject area.</p> <p>Reading Plus Programme</p> <p>Amber and Red Reader Programme with School Improvement Liverpool</p>	<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. Ambition For All whole-school strategy document. Metacognition evidence and self-regulation activities in the classroom to support knowledge development.</li> <li>Lexonic and phonics training for teaching and support staff. MITA training to develop excellent teaching assistants.</li> <li>Instructional Coaching roll for development of staff pedagogy.</li> <li>Reading every day – form time activities</li> <li>CPD for staff on reading comprehension strategies to support students to access challenging reading texts/extracts.</li> <li>Leadership at all levels to tackle improved reading across the school.</li> </ul>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>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.</p> <p>Embedding Formative Assessment programme</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: <a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>We have committed to an Instructional Coaching CPD program.</p>	1, 2, 3

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

Budgeted cost: £ 95, 000 (includes in-house tutoring, external providers and the recovery premium allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality literacy intervention programmes (Reading Strategy) across KS3</p>	<ul style="list-style-type: none"> <li>explicit teaching of strategies;</li> <li>teachers questioning pupils to apply key steps;</li> </ul>	1, 2

and 4 for disadvantaged pupils – develop students' ability to read complex academic texts. Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<ul style="list-style-type: none"> <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> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <ul style="list-style-type: none"> <li>• <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	
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> <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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <ul style="list-style-type: none"> <li>• <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	1, 2, 3
Full review and effective redeployment of LSAs.	<ul style="list-style-type: none"> <li>• Additional LSA staffing to support our statutory requirements outlined in section f of the Educational Health Care Plans.</li> <li>• Full CPD Strategic Calendar delivered to all support staff to support quality first teaching and delivery of all interventions.</li> <li>• Support in place for PA / SA students when returning post absence to access the curriculum with knowledge gaps filled.</li> <li>• EBSA training for all LSAs to support removing those barriers to entering the classroom</li> </ul>	1, 2, 3

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

Budgeted cost: £ 17, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the statutory guidance Working Together to Improve Attendance.	Introduction of the role Attendance Officer and Student Support following full review of support staff structure.	1, 2, 3

<p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>Revised attendance procedures in place – improved attendance across all year groups. Reduction in persistently absent and severely absent students.</p> <p>Improved engagement with parents – LPPA.</p> <p>Key priority across the school and forms part of the strategic plan – refer to attendance strategic plan</p> <ul style="list-style-type: none"> <li>Attendance interventions – Waved Approach evident.</li> <li>EWO interventions. Building positive relationships with families.</li> </ul> <p>Refer to Safeguarding Strategic plan – waved approach to intervention.</p>	
<p>Restricted pastoral support system with qualified mental health practitioners</p>	<p>Streamlined approach to referrals</p> <p>Robust early intervention to support low mood, self-esteem and addressing pastoral concerns.</p> <p>Builds student confidence, self-esteem, motivation and increases opportunities to access work experience and enhance soft skills such as resilience, determination, teamwork and leadership – positive student voice.</p> <p>Highly qualified staff in place to support this framework.</p> <p>Achieved the following awards:</p> <ul style="list-style-type: none"> <li>Inclusion Award</li> <li>White Ribbon</li> <li>Parental Partnership Award</li> <li>Well-being Award achieved – Feb 2022 (3-year action plan and development strategy)</li> </ul>	<p>1, 2, 3</p>

**Total budgeted cost: £ 283, 098**

#### Externally provided programmes

Programme	Provider
Small group tuition in English, Mathematics and Science	Brilliant Tutoring Programme
Small group tuition in English and Mathematics	Tutor Trust
1:1 support, small group support, reading programmes, tuition within departments.	School-led tutoring programme
School Improvement Liverpool	Amber and Red readers

## Part B: Review of the previous academic year (2023-24)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

There were 55 students in this cohort.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was **-0.72**.

The Attainment 8 Score for our Disadvantage cohort is 28.7. This data will be verified and updated in February 2025.

Until then we have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution). The disadvantage attainment gap sits at -11.4. The Liverpool LA gap sits at -16.6 and the national gap sits at -15.3.

The gap between the Progress 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was **-0.47**. Our analysis suggests that the reason for this is primarily the ongoing impact of absence following the pandemic. Attendance levels have not returned to pre-pandemic levels and opportunities to fill gaps in knowledge are reduced with further absence. This is a national issue which we clearly evident in our KS4 data for Disadvantaged students who are also Persistently absent. Curriculum recovery is a high priority for us as a school to support all students who have had varying levels of absence.

Our data demonstrates that pupil behaviour improved last year, but challenges around attendance remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. This has been addressed through a full review of attendance procedures to comply with WTTIA and to include clear roles and responsibilities following the newly published statutory guidance.

We have reviewed our Strategic Plan and made changes to how we intend to use some of our budget this academic year under strategic aim 1: Excellent outcomes for all students.