

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 | Ellesmere Port Catholic High School |
| Number of pupils in school | 950 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | October 2023 |
| Review date | October 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mrs C Vile Headteacher |
| Pupil premium lead | Mr C Jones Assistant Headteacher |
| Governor / Trustee lead | C Morris |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £307,395 |
| Recovery premium funding allocation this academic year | £77,832 |
| 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 | £385,227 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all disadvantaged students to achieve success at Ellesmere Port Catholic High School. Students attend school to receive high quality teaching & learning and live their lives through the Catholic values.

We want all students to have excellent levels of attendance and achievement. In order to achieve this, we recognise that the relationship between school – home and the students is vital. We approach this through a trauma informed lens within all our practices.

This strategy works in line with the Schools Strategic Development Plan (SSDP) and has a quality assurance programme to ensure that strategies are reviewed to measure the impact they have. In order to put this plan together research-based evidence from sources such as the Education Endowment Foundation has been used.

Everything we do has a Pupil Premium first approach and below are our key principles.

- *High expectations of all students.*
- *Quality first teaching.*
- *Excellent pastoral care.*

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--|---------|---------|--------|---------|---------|--------|---------|--|--|---|-------|------|---|-------|------|---|-------|------|--------|-----|-------|--------|--------|-------|--------|--------|-------|
| 1 | <p>Attendance: Students not attending school on a regular basis can result in students becoming at risk of persistent absence which will impact the progress a student can make at school.</p> <p>Our attendance data for the previous academic year is below which shows an increase in students attendance however the difference has remained the same with non-disadvantaged students.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">2022-23</th> <th colspan="3">2021-22</th> <th colspan="3">2020-21</th> </tr> <tr> <th>D</th> <th>Non D</th> <th>Diff</th> <th>D</th> <th>Non D</th> <th>Diff</th> <th>D</th> <th>Non D</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>85.60%</td> <td>92%</td> <td>6.40%</td> <td>84.80%</td> <td>90.80%</td> <td>6.40%</td> <td>87.80%</td> <td>92.20%</td> <td>4.40%</td> </tr> </tbody> </table> | 2022-23 | | | 2021-22 | | | 2020-21 | | | D | Non D | Diff | D | Non D | Diff | D | Non D | Diff | 85.60% | 92% | 6.40% | 84.80% | 90.80% | 6.40% | 87.80% | 92.20% | 4.40% |
| 2022-23 | | | 2021-22 | | | 2020-21 | | | | | | | | | | | | | | | | | | | | | | |
| D | Non D | Diff | D | Non D | Diff | D | Non D | Diff | | | | | | | | | | | | | | | | | | | | |
| 85.60% | 92% | 6.40% | 84.80% | 90.80% | 6.40% | 87.80% | 92.20% | 4.40% | | | | | | | | | | | | | | | | | | | | |
| 2 | <p>Literacy: Developing whole school levels of literacy is a key focus of the school SSDP. Developing students literacy levels will allow them to access lessons more easily across the whole curriculum. Addressing this challenge as a whole school approach will better prepare our students for the demands of their GCSE and A Level's.</p> <p>All students are to conduct a STAR reading test at the start of the academic year to ascertain their chronological reading level.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Reading Cannons is a literacy initiative within its second year and will continue to be used during form times. | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|---|----------------------|---------|--|--|--|---------|---------|---------|-----|-------|-------|------|----|------|----|------|--------|-------|-------|------|-----|-------|-------|-------|
| 3 | <p>Outcomes for students.</p> <p>A challenge for some of our disadvantaged students is the gap in attainment between themselves and their peers. This gap can be identified when students arrive in year 7, within KS4/ KS5 some students have gaps in their knowledge following the lockdown periods owing to the Covid-19 pandemic.</p> <table border="1"> <thead> <tr> <th colspan="4">Yr11 Results P8 Data</th> </tr> <tr> <th></th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.57</td> <td>-0.63</td> <td>0.62</td> </tr> <tr> <td>PP</td> <td>-1.2</td> <td>-1</td> <td>0.27</td> </tr> <tr> <td>Non PP</td> <td>-0.28</td> <td>-0.46</td> <td>0.74</td> </tr> <tr> <td>Gap</td> <td>-0.92</td> <td>-0.54</td> <td>-0.47</td> </tr> </tbody> </table> | Yr11 Results P8 Data | | | | | 2022-23 | 2021-22 | 2020-21 | All | -0.57 | -0.63 | 0.62 | PP | -1.2 | -1 | 0.27 | Non PP | -0.28 | -0.46 | 0.74 | Gap | -0.92 | -0.54 | -0.47 |
| Yr11 Results P8 Data | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2022-23 | 2021-22 | 2020-21 | | | | | | | | | | | | | | | | | | | | | | |
| All | -0.57 | -0.63 | 0.62 | | | | | | | | | | | | | | | | | | | | | | |
| PP | -1.2 | -1 | 0.27 | | | | | | | | | | | | | | | | | | | | | | |
| Non PP | -0.28 | -0.46 | 0.74 | | | | | | | | | | | | | | | | | | | | | | |
| Gap | -0.92 | -0.54 | -0.47 | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <p>Subsidised school activities:</p> <p>Local levels of deprivation and then long term impacts of the Covid-19 pandemic have resulted in students being further behind due to a lack of resources such as suitable devices at home to support students learning. We aim to provide students with school issued laptops to address this issue and improve student's engagement with their homework.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | <p>Exclusions: The school is working to reduce exclusions for students and has opened an internal alternative provision for students who are at risk of permanent exclusion. This provision was opened to provide the students with a more structured alternative provision rather than using an external provider.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | <p>Provide Social Emotional and Mental health support to all students who are suffering as a result of the Covid-19 pandemic.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 (Introduced Sept 2023) | <p>Introduce behaviour curriculum and new form time experience for pupils for period 6 of the school day.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 (Introduced Sept 2023) | <p>EPCHS reward schemes.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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 |
|---|--|
| The attendance of disadvantaged students improves so there are less students who fall in the persistent absence category and miss learning. | The school has an ambitious target of pushing for whole school attendance to meet 95% for all students. This will reduce the gap between disadvantaged students and their peers and decrease the number of students falling into persistent absence. |
| Disadvantaged students improve their chronological reading age. | |
| Increased numbers of disadvantaged students achieving a strong pass within English & Maths. | 40% disadvantaged students achieve a grade 5+ in English and maths. |
| Improved pupil attainment for disadvantaged students across all subject areas in KS3/ KS4. | Disadvantaged students are performing in line with non disadvantaged students at each data collect through the year. |
| All families that need support providing a suitable device to complete homework are provided with one. | Students are accessing and engaged with their school learning from home. |
| The number of fixed period exclusions reduces meaning students are self regulating their behaviour and improving their outcomes in lessons. | Disadvantaged students do not disproportionality receive more exits/ removals or exclusions. |
| Students feel supported by the pastoral team, learning mentors and school counsellor to be able to meet their individual needs. | Students attendance and engagement in lessons is tracked by the staff supporting pupil with SEMH needs. |

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: £90,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD for teaching staff. Behaviour Walkthrus. | EEF Toolkit T&L toolkit | 1,2,3 |
| Literacy coordinator role. | EEF Improving literacy in secondary schools guidance report. | 2 |
| Reading Cannons. | EEF Improving literacy in secondary schools guidance report. | 2 |
| Recruitment of SEMH teacher to work in internal alternative provision unit (Mandela Centre) | This provides a bespoke learning environment within our school for students at risk of permanent exclusion. It has shown that it improves student's attendance to school and parental engagement. Students work within the Mandela centre with the long term plan of reintegrating into mainstream lessons. | 5 |
| SLE support in specific subjects to quality assure schemes of learning and promote high quality of teaching & learning that allows for appropriate scaffolding for learners of all ability levels. | EEF – Using your pupil premium funding effectively. | 1,3,5 |
| Working with the Behaviour Hubs and the introduction of a new behaviour policy. | DFE guidance. Testimonies of other schools case studies and impact reports. | 1,3,5 |

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

Budgeted cost: £95,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Oasis classroom provision | <p>EEF Toolkit: Small group tuition:</p> <p>Due to the increased number of funded student who have chosen to come to our school and the ever increasing students who are work at year 2/3 level, it became clear that we had to adapt our provision to support those students with cognitive difficulties and high SEN needs by making the most of resources. The pupils receive a KS3 curriculum taught using KS2 strategies to support, engage and make it more accessible</p> | 1,2,3 |
| Brilliant Scholars | Impact reports from previous cohorts show an improvement for students in their academic achievement attendance and aspirations. | 3, |
| Brilliant Club tutoring | <p>EEF Toolkit: Small group tuition:</p> <p>Targeted subject intervention through KS3, 4 in core subject areas.</p> | 1,3, |
| Princes Trust | <p>EEF Toolkit: Small group tuition/ Aspiration interventions:</p> <p>Students develop skills such as confidence and self esteem. outside of the curriculum ready for their next step in education.</p> | 1,2,3, |
| Half term school provided offered throughout the year for KS4 & 6 th form students. | <p>EEF Toolkit: One to one/ Small group tuition</p> <p>Allows teachers to work with small targeted groups of students to improve students outcomes.</p> | 3 |

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

Budgeted cost: £200,227

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Education Welfare Officer working to improve students attendance. | Early intervention supports students with poor attendance. The EWO follows the attendance support plan system to work with students and their families in supporting them coming to school. | 1 |
| Subsidise students' engagement in activities outside the curriculum to develop students' cultural capital. | Activities that are outside the school's curriculum are designed to raise students aspirations and provide them opportunities they would otherwise not be able to access. This then can impact their attendance to school and their future aspirations. | 4 |
| Provide devices for students who do not have access to them. | Students who do not have access to a suitable device at home to complete their homework can become less engaged with school as a result. This then can have an impact on students. | 4 |
| Support for students who require support with their social, emotional and mental health wellbeing through school counsellor and learning mentor team. | EEF Toolkit -School improvement planning – Wider strategies | 1,6 |
| New reward scheme introduced within school to acknowledge pupil's achievements. | Focusing on positive behaviours changes the narrative from focusing on negatives and is creating a culture of celebrating success of the students. | 1,3,5 |
| Introduction of behaviour curriculum | Work from the Behaviour Hubs programme ran by the DfE has recommended a behaviour curriculum is put in place. | 7 |
| New reward system | Celebrating success rather than focusing on negative behaviours is aimed at changing the culture within the school. | 8 |

Total budgeted cost: £385,227