

# 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	Ellesmere Port Catholic High School
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	37.94%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	01-Oct-24
Date on which it will be reviewed	Summer Term 2025
Statement authorised by	Mrs. C. Vile
Pupil premium lead	David Blanchard
Governor / Trustee lead	Colette Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	315740
Recovery premium funding allocation this academic year	0
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	315740

# Part A: Pupil premium strategy plan

## Statement of intent

Our school's mission statement is found in St. John's Gospel Chapter 10 Verse 10. Jesus said, "I have come so that they may have life and have it to the full." As Christ's life is an example of unconditional love, we believe that in sharing and receiving love we shall "have life and have to the full".

### Values & Mission Statement

"I have come that you may have life and have it to the full." John 10:10

Ellesmere Port Catholic High School provides a Roman Catholic education in an environment within which all members of the community are encouraged to develop their spiritual, moral, academic, creative and physical potential, based on the teachings of Jesus. As a school, we:

Are a welcoming community

Promote the dignity and worth of each person through Catholic Social Teaching

Foster an understanding that each individual has a contribution to make on a daily basis

Provide opportunities for all to participate in prayer and worship

Share in the life of the local and wider community

Promote justice and peace

Encourage tolerance, patience, forgiveness and trust

Have a genuine concern for others through empathy, co-operation and understanding

Support those in need

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.

1. High expectations of all students.
2. Quality first teaching.
3. 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	Financial barriers such as limited access to resources and low uptake to extra curricular enrichment activities. There is also a growing digital divide for many Pupil Premium students.

2	Parental engagement and support. Parents may lack time, confidence, or understanding of the school system, making it hard for them to support their children's education effectively.
3	Emotional and social barriers such as low self esteem and confidence or more specific mental health needs. can be a significant obstacle preventing progress among Pupil Premium students.
4	Attendance and punctuality. High absenteeism and chronic lateness
5	Lower expectations and aspirations. Pupil Premium students may not have role models or experiences that encourage high aspirations for future education and career success, limiting their motivation to achieve academically.
6	Learning gaps and prior attainment. Many of our Pupil Premium students start school with a lower level of literacy and numeracy. They may also have language barriers or SEND issues which can create further obstacles to learning.

## 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 implementation of evidence-based strategies (e.g., targeted teaching, literacy interventions) improves learning outcomes.	1. Narrowing of the attainment gap. 2. Increased aspirations and confidence. 3. Improved social and emotional skills. 4. Better family engagement.
Communication is improved and more parent of PP students are supported in school.	Academic improvements are seen among PP students through higher levels of engagement with parents.
High-quality teaching for all, with PP students supported by strategies such as feedback, mastery learning, and structured interventions.	Significant reduction in attainment and progress gap. Increased progression to further education and employment. Greater equality in educational opportunity
Reduce the number of persistently absent PP students.	End of year attendance data demonstrates a significant reduction in the number of persistently absent PP students.
Pupils eligible for the Pupil Premium benefit from a broad, balanced, and ambitious curriculum.	End of year data shows a continual upward trend in attainment and progress data for our PP students. Improvements in reading ages and a narrowing of the progress gap in literacy based subjects.
The gaps in achievement and progress between PP and non-PP students are reduced. Improved attainment and progress for disadvantaged pupils, reflected in data such as Progress 8 that shows diminishing gaps over time.	Quality assurance confirms the quality of assessment, teaching and learning is having a demonstrable impact on pupil outcomes.

## 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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium First WalkThru Coaching	EEF Toolkit: Developing High Quality Teaching/ Professional Development/ Mentoring and Coaching, T&L Toolkit, Sutton Trust  Working with a group of staff to develop effective teaching strategies for Pupil Premium Students. Research by the Sutton Trust (Sept 24) has shown that developing the oracy skills of PP students is a low cost, high impact strategy to help students engage in lessons. As part of their CPD, staff are focusing on a WalkThru linked to the Pupil Premium First whole school strategy, called Scaffolding Verbal Responses. This fits into developing high quality teaching, provides coaching for teachers and aids staff professional development to support the implementation of evidence-based approaches. (EDU)	2, 4, 5 & 6

<p>Pupil Premium First WalkThru Staff CPD</p>	<p>Teaching WalkThrus – Pupil Premium First WalkThru strategy five steps to support the PP First approach in classrooms. EEF Toolkit: Developing High Quality Teaching/ Professional Development/ Teaching WalkThrus 5 step guides to instructional coaching.</p> <p>INSET training for all staff. PP First strategy presented to staff. PP First strategy steps include: 1. Know your PP students' and explore specific needs, 2. Exploring and Implementing Challenge Strategies to achieve academic excellence, 3. Plan tailored scaffolds and supports, 4. Assessment and feedback, 5. Motivate and celebrate: Acknowledge progress, constructive praise.</p> <p>All staff receive CPD during INSET, weekly Teaching and Learning briefings and CPD Learning Forums.</p>	<p>5 &amp; 6</p>
<p>WalkThru Learning Forums</p>	<p>Teaching WalkThrus – Learning Forums</p> <p>EEF Toolkit: Developing High Quality Teaching/ Professional Development/ Mentoring and Coaching, T&amp;L Toolkit, Teaching WalkThrus 5 step guides to instructional coaching.</p> <p>4 x Learning Forums. Teaching staff choose a focus strategy that links to the second step of the Pupil Premium First WalkThru Step 2 Exploring and Implementing Challenge Strategies. Each Learning Forum is headed by one of our Teacher Coaches. Staff explore the strategy within the group and then implement into the classroom. This is then followed by buddy observation or unseen observations to support development of the strategy at classroom level.</p>	<p>2, 5 &amp; 6</p>

<p>Literacy – improved reading comprehension, and literacy</p>	<p>Reading for Meaning to be embedded in year 7 schemes of work and assess the impact before role out to while school.</p> <p>Interventions to continue.</p> <p>Star Reader to assess progress at the beginning of each term.</p> <p>Review use of Star reader and AR prior to renewing access.</p> <p>Further training for teaching Assistants on phonics and catch-up training for new staff.</p> <p>New cohort of parents to be given information about reading expectations and new students to be given transition activity booklet to include disciplinary literacy.</p>	<p>2, 3, 5 &amp; 6</p>

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

Budgeted cost: £ £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-2-1 Tuition Programme</p>	<p>EEF Toolkit: One to one/Small group tuition</p> <p>Targeted 1-2-1 or small group (maximum of 3) tuition has been offered to all PP students in Year 11. Students have been allocated to subject(s) based on tracking data from SMID and following individual feedback from students. Students within vulnerable groups at KS5 are being offered the same provision. This allows teachers to work with a targeted student(s) to improve individual outcomes, develop confidence and examination technique. (EDU)</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

Quality Assurance Book Look/Pupil Voice	<p>QA focus for this year is PP.</p> <p>The book look is 5 books per teacher per year group. Collaborative working across the department to evaluate PP first books.</p> <p>Pupil voice is 2 classes per year group. This will be from a range of students but targeted PP students to get their information. You Said We Listened slides – this happens following the PV. PP students will have an input following the PV.</p> <p>PowerPoint: each department to put together a collection of slides based on the book look of PP students. List of five PP students have been sent to curriculum leaders.to use within the PowerPoint – for option subjects those teachers may not teach the selected students, and they will then choose students who fit the PP profile.</p> <p>Book flicks will continue with PP first students. (TAE)</p>	5 & 6

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

Budgeted cost: £ £236,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Extra Curriculum Activities	<p>EEF Toolkit: Extra curriculum activities</p> <p>Research from the Sutton Trust and EEF shows that students achieve better outcomes and attend school more often if they develop their broader skills through extra curriculum activities. Clubs are promoted via form tutors, through posters around the school site and communications over social media. Clubs on offer are also communicated with parents via in person coffee mornings. Attendance to these clubs to be monitored on a termly basis with the percentage of PP students calculated. Student voice on barriers to attending these clubs to be rolled out and a buddy system for year 7 students set up to introduce them to clubs with an older peer. (EDU)</p>	1, 2, 3 & 4
Work Experience	<p>EEF Toolkit: Supporting Pupils' Outcomes, Sutton Trust</p> <p>Evidence shows that Pupil Premium students are less likely to enter higher education or higher-level apprenticeships than their better resourced peers. To combat this, work will be done with KS4 and KS5 students to help them partake in more ambitious work experience placements in years 10 and 12. This will rely on bespoke guidance from our careers advisor, communicating options to parents and making connections with local employers to bring in more guest speakers and past students, to help raise ambition and confidence amongst the cohort. (EDU)</p>	1, 3 & 5
EWO Role		2 & 4
Reward system		



<p>Parental Engagement</p>	<p>The Sutton Trust and Education Endowment Foundation (EEF)</p> <p>National Foundation for Educational Research (NFER)</p> <p>Implementing Pupil Premium (PP) parental engagement at EPCHS. A multi-faceted approach that blends several targeted activities. Blend of activities to address both the barriers to engagement and the diverse needs of disadvantaged families, fostering stronger connections between home and school.</p> <p>1. Clear Communication Strategies</p> <p>The foundation of parental engagement begins with effective communication. EPCHS to ensure that parents are informed and feel welcome to participate. Varied Communication Channels to target all, one point of contact email address for PP families study. <a href="mailto:support@epchs.co.uk">support@epchs.co.uk</a></p> <p>Regular Updates: Providing regular updates on student progress, attendance, and behaviour through Arbor SWAY newsletters will keep parents engaged and informed about key events, deadlines, and their child's development.</p> <p>2. Coffee mornings</p> <p>Providing an opportunity to meet and share targeted year group information e.g. 1 to 1 tuition programme, year 11 intervention timetable, extracurricular activities, curriculum learning journeys.</p> <p>3. Parent Workshops and Information Sessions</p> <p>Providing practical and targeted support for parents helps them to be more actively involved in their child's learning.</p> <p>Workshops on Supporting Learning at Home: helping parents support their children with homework, revision strategies, and time management, especially as they approach important stages like</p>	<p>2</p>
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**Total budgeted cost    £315,740**

## **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 the 2023 to 2024 academic year.

Please see Pupil Premium Strategy Outcomes in Appendix 1.
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### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
SAM Learning	
MyOn	
Lexia	
Sparx Maths	
Power 2 Teens & Toddlers & Thrive	

### **Service pupil premium funding (optional)**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### **Further information (optional)**

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## Appendix 1

### 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 the 2023-2024 academic year.

#### Attendance

Attendance	National (as of 29/3/24)	National (as of 28/6/24)	EPCHS (as of Term 1)	EPCHS (as of Term 2)	EPCHS (as of Term 3)	EPHCS 2022-2023 (Last Academic Year)
D	85.6%	85.6%	83.6%	84.8%	85%	82.3%

PA	EPCHS (as of Term 1)	EPCHS (as of Term 2)	EPCHS (as of Term 3)	EPHCS 2022-2023 (Last Academic Year)
D	50%	51%	53.6%	40%

Attendance across the year improved each term for the disadvantaged cohort, This cohort finished 0.6% behind national average. As an attendance team who meet weekly the focus is on pupils who are PA and actions were put in place to improve their attendance.

Students who were PA did increase throughout the year, this was due to a number of students on PTT.

#### Literacy

All students were tested using Star Reader and results put on Arbor to support teachers understanding of need.

Results as follows :

Year Group	PP: 1 year more or years below	Non PP: 1 year more or years below
Year 7	37	41
Year 8	52	56
Year 9	31	49
Year 10	28	50

	Year 7	Year 8	Year 9	Year 10	Year 11
PP	+55 =1	+35 =7	+25 =4	+13 =10	Tested only once due to library

		-2	-20	-11	-18	closures in Autumn term and exams in Summer term
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Results from end of year testing shows that PP more PP students made good progress than not.

Strategies such as whole school Reading Cannons, Reading Strategies and Literacy strategies have targeted students.

The star reading data was used to select students for three levels of intervention to further support existing reading strategies.

Regular staff briefing kept strategies at the forefront of teaching and learning strategies.

Staff who are delivering the interventions have received training as have the sixth form Reading Mentors which has improved the quality of the sessions.

Staff have been allocated to collect students who do not attend.

Number of pp students whose reading age has improved, stayed the same, or decreased by the summer term 2024.

	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Year 11</i>
Phonics	>15	>7	>7		
	=0	=0	=0		
	<0	<3	<3		
Reading Buddies	>5	>2	>2	>1	>0
	=0	=0	=0	=2	=0
	<1	<0	<0	<1	<0
Lexia	>6	>12	>4	>1	>0
	=0	=1	=0	=0	=0
	<0	<1	<5	<4	<0

Impact , Students who attended intervention regularly made good progress. Reading Canons have continued twice a week in form time with staff reading to the students to model fluency, intonation and strategies to acquire new vocabulary. Staff have received briefings on this approach.

### **Outcomes for students**

2023/2024 saw improvements for our PP students when compared to 2022/2023. While the attainment gap still exists, outcomes for PP students in 23/24 were slightly improved from the previous year. The narrowing of this attainment gap continues to be a priority as we move forward.

PP P8 in 22/23 was -1.21 decreasing to -1.07 in 23/24

- Challenge and scaffolding work has continued to include PP work and we have continued to see great examples of excellent work in exercise books.

- A great deal of planning has gone into the PP first strategy that has been developed. This will be a whole school strategy and one of our core whole school priorities for 2024/2025.
- Regular Q of E PP meetings are now scheduled
- Morning briefings highlight key PP students and link to teaching and learning WalkThrus strategies.
- EPCHS and All Hallows Catholic High School are now part of a PP working hub, facilitated by John Dowler.
- 1-2-1 tuition programme has had a demonstrable impact on PP outcomes and this now continues and has begun much earlier and is more targeted in 24/25

### Year 11 Next Steps

33 of the 35 PP students have moved into full time education (94%).

2 students are unknown in relation to their destination, refused to share.

1 x Birkenhead 6<sup>th</sup> Form

1 x College Cambria

1 x Wirral Met

1 x Military College

5 x EPCHS

22 x CCSW

1 x Work within retail following trauma in Year 11

### Subsidised school activities

There were 26 requests across the academic year. These requests varied from supporting with school uniform, music tuition or subsidising educational visits. The children in receipt of these subsidised school activities ranged from year 7-11. This online form system worked effectively last year so will continue.

A range of activities across the school are offered to students, ranging from chess to gardening, sports to drama or DofE and History. Uptake in clubs for PP students vary with some clubs such as Connect Hub and Maths interventions having upward of 50% PP, whilst Polish, Physics and Languages Club have no PP attendees.

During the year support was also offered to PP students who wished to participate in the Duke of Edinburgh's Award program. This included financial support for expedition kit and campsite fees.

### Exclusions

Suspensions	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023	2021-2022	2020-2021
D	17 (12 Students)	13 (12 Students)	4 (4 Students)	71 (44 Students)	51/30	29/20

Suspensions of students in this cohort decreased throughout the academic year and reduced on the number from the previous academic year. As a result of this students are spending more time in classrooms learning the curriculum.

### Social Emotional and Mental health support

Currently 80 PP students are being supported across school in a range of mental health interventions as follows:

1. School nurse referrals.
2. MHST referrals.
3. Individual sessions with learning mentors.
4. ELSA sessions.
5. Anger management sessions.
6. Group sessions.
7. Stress Gremlins
8. Other targeted support sessions.

Introduce behaviour curriculum and new form time experience for pupils for period 6 of the school day

Exits	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023 Total	2021-2022 Total	2020-2021 Total
D	259 (49 students)	190 (63 Students)	66 (34 Students)	642 (109 Students)	233	233

Removals	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023	2021-2022	2020-2021
D	83 (36 Students)	52 (29 Students)	21 (18 Students)	258 (71 Students)	144	91

Step out	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023
D	13	14	9	33

The behaviour curriculum was introduced in September 2023 and was reviewed and amended through the academic year. As a result the number of students exited and removed from lessons decreased throughout the academic year which again results in students self regulating their own behaviour and remaining in a learning environment.

The behaviour curriculum has been reviewed and amendments put in place to develop this further for the new academic year.

### EPCHS reward schemes

<i>Year Group</i>	<i>Stars of the lesson issued across academic year</i>
Year 7	662
Year 8	727
Year 9	486
Year 10	411
Year 11	32

A new reward system was introduced to shine a spotlight on students achieving within lessons. The celebration of success was the stars of the lesson award. We also introduced a reward badge system across the school for achieving a specific number of achievement points across the year.

This will relaunch again next academic year.