

Pupil premium and recovery strategy statement – Cardinal Langley Roman Catholic High School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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, in the third year of our three year plan, 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
Number of pupils in school	1072 (excluding sixth form)
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 to July 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr A Bridson, Headteacher
Pupil premium lead	Mr A Eadie, Assistant Headteacher
Governor / Trustee lead	Mr J Kelleher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,680
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£324,680

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Langley RC High School, we believe that socio-economic disadvantage should not be a barrier to academic success. We have high expectations of all of our students and seek to diminish any differences in achievement between those who are disadvantaged and their peers.

Our strategy is summarised by two over-riding threads. Those being firstly of Quality-first teaching and the second being diagnosis and removal of the barriers for students to ensure access to the first.

Quality-first teaching is at the heart of the strategy with an understanding that most disadvantaged students require more support than their peers. This will not only have the benefit of improving outcomes for our disadvantaged students but will also see all students benefit. The whole philosophy of our strategy is to maximise the impact of time spent within the classroom. Staff will be trained in any areas of pedagogy and will benefit from a clear understanding of areas for development within the school.

As well as classroom-based interventions and pedagogy, there is a significant element of pastoral and wellbeing diagnosis and support within the strategy, in particular given a rich understanding of the local community and the particular barrier that this puts in the way of young people.

As a Catholic and Lasallian school, giving all our young people the opportunity to progress and achieve is of paramount importance. The Pupil Premium grant supports the work across the school to make this vision a reality. In order to achieve the best value for the funding available, budget decisions are based on the impact observed within Cardinal Langley over recent years, analysis of issues and trends within current year groups and a review of the wider educational research evidence, specifically research carried out by The Education Endowment Foundation and the Department for Education.

Summary of Strategy for 2024/25 and beyond:

Quality-First Teaching:

Academic Success

- An Academic Mentor appointed to provide additional support in English and maths specifically for year 11
- Sixth Form students employed as academic and well-being mentors to provide additional support across wider curriculum

- Use of data dashboard tracker including analysis of attendance, behaviour, progress and attitude to learning of PP within each form to direct students to already established in school interventions
- SLT positions to ensure improvements in literacy and T&L across the school
- Partnership through Emmaus Federation to develop shared strategic plan with primary partners which focuses on the link between the Key Stage 2 and 3 scheme of learning
- Entitlement Curriculum implemented to provide additional learning opportunities and develop cultural capital
- Curriculum review allowing PP students to be successful and bespoke pathway developed
- Use of laptop loan scheme for students for use in home learning
- 'Schoolcloud' used for parents' evenings
- Use of subject specific assessment tools to track progress and target intervention for PP students, including Century and GCSE Pod for home learning
- Synergy software used to enable seating plans to be adapted so PP students access support
- Specific Key Worker for looked after children to provide support and act as link between school, home and external agencies
- One-to-one tutors employed to work specifically with C4C students

Raising Aspirations and Expectations

- Positive Steps careers advice service used to ensure all PP students have appropriate career pathways
- Rewards culture developed through school rewards systems
- Ensure all PP students have access to a wide range of opportunities through financial support for enrichment activities, uniform, music tuition, curriculum materials
- Analysis and adaptation of curriculum to ensure lower ability students have consistently high expectations within the structure of the key stage 4 curriculum
- Appointment of lead practitioner with specific oversight of progress of high ability students and an increase in percentage of top grades at GCSE
- Summer school continued to enhance transition from primary school
- Bespoke extra-curricular sports intervention package developed for boys within all year groups through Youth Sport Trust

Removing the Barriers to Support:

Mental Health & Wellbeing

- School appointed as Health & Wellbeing lead school across the borough and working with LA, Youth Sport Trust, MIND and Anna Freud Centre to implement strategy and share best practice
- #BeeWell survey results used to develop student wellbeing strategy
- Child Welfare Officer used to work with children and families in need of additional support
- Use of data dashboard to analyse SEMH and other areas of concern and inform key worker and other external support for students
- Use of Rosenberg self-esteem scale to measure impact of any intervention and target appropriate students

- 'Mountain Mentor' Programme for HA PP boys at Key Stage 3 to ensure that aspirations are continually challenged

Relationships

- Development of behaviour support provision 'the Hub' and appointment of Inclusion Manager and Exclusion Room Supervisor to be proactive in reducing behaviour incidents and fixed term exclusions of PP students
- Key Workers provide personalised support for PP students
- One to one sessions (form tutor or key worker) to reengage with learning in form time based on data from data dashboard
- Restorative justice meetings and support individuals with particular behaviour interventions used to restore relationships between staff and students
- 'Picture of Potential' self-esteem course offered to PP students with low attitude to learning
- Whole school focus on ATL strategies using lesson by lesson information for instant updates and accurate picture
- Continue partnership with 'Elevate' to provide strategies for students and parents to improve ATL

Attendance

- Attendance officer appointed to ensure regular monitoring of all groups of students and appropriate intervention to improve attendance and reduce persistent absenteeism
- Data dashboard used to inform attendance interventions and use of the link between attendance and under-performance
- Provision, relocation, redevelopment and enhancement of Breakfast Club to ensure all PP students have eaten before school and can concentrate on their learning

Challenges

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

Challenge number	Detail of challenge																																																																																																																																																														
1	<p>Academic Success:</p> <p>The gap between PP students and their peers had begun to close before the pandemic at both entry to Year 7 and GCSE. The pandemic has reversed this trend and so it is essential that we employ as wide variety of strategies to address the widening academic gap created due to the socio-economic impact of the global pandemic. The gap on entry at 2024 has reduced again which shows projections for the KS4 gap to be reduced in 5 years time.</p> <p>Year 7 Key Stage Scores 2022:</p> <table border="1"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>104</td> <td>102</td> <td>103</td> <td>100</td> <td>104</td> <td>-4</td> </tr> <tr> <td>HA %</td> <td>25</td> <td>17</td> <td>21</td> <td>17</td> <td>22</td> <td>-5</td> </tr> <tr> <td>MA %</td> <td>50</td> <td>52</td> <td>51</td> <td>38</td> <td>56</td> <td>-18</td> </tr> <tr> <td>LA %</td> <td>22</td> <td>28</td> <td>25</td> <td>38</td> <td>21</td> <td>+16</td> </tr> </tbody> </table> <p>Year 7 Key Stage Scores 2023:</p> <table border="1"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>105</td> <td>103</td> <td>104</td> <td>103</td> <td>104</td> <td>-1</td> </tr> <tr> <td>HA %</td> <td>27</td> <td>18</td> <td>22</td> <td>13</td> <td>26</td> <td>-13</td> </tr> <tr> <td>MA %</td> <td>54</td> <td>56</td> <td>52</td> <td>52</td> <td>51</td> <td>+1</td> </tr> <tr> <td>LA %</td> <td>19</td> <td>26</td> <td>26</td> <td>34</td> <td>23</td> <td>+11</td> </tr> </tbody> </table> <p>Year 7 Key Stage Scores 2024:</p> <table border="1"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>104</td> <td>103</td> <td>104</td> <td>102</td> <td>105</td> <td>-3</td> </tr> <tr> <td>HA %</td> <td>26</td> <td>20</td> <td>20</td> <td>7</td> <td>26</td> <td>-19</td> </tr> <tr> <td>MA %</td> <td>49</td> <td>51</td> <td>54</td> <td>57</td> <td>52</td> <td>+5</td> </tr> <tr> <td>LA %</td> <td>25</td> <td>29</td> <td>26</td> <td>36</td> <td>22</td> <td>+14</td> </tr> </tbody> </table> <p>Summary of GCSE Results 2019 to 2024:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2019</th> <th colspan="2">2022</th> <th colspan="2">2023</th> <th colspan="2">2024</th> </tr> <tr> <th>Att 8</th> <th>Pro 8</th> <th>Att 8</th> <th>Pro 8</th> <th>Att 8</th> <th>Pro 8</th> <th>Att 8</th> <th>Pro 8</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>43.9</td> <td>-0.41</td> <td>45.2</td> <td>-0.15</td> <td>46.83</td> <td>0.05</td> <td>43.39</td> <td>-0.08</td> </tr> <tr> <td>PP</td> <td>37.6</td> <td>-0.64</td> <td>43.4</td> <td>-0.48</td> <td>40.68</td> <td>-0.06</td> <td>36.96</td> <td>-0.57</td> </tr> <tr> <td>Non-PP</td> <td>47.1</td> <td>-0.29</td> <td>48.6</td> <td>0.04</td> <td>48.71</td> <td>0.07</td> <td>46.87</td> <td>0.18</td> </tr> <tr> <td>Gap</td> <td>-9.5</td> <td>-0.35</td> <td>-5.2</td> <td>-0.44</td> <td>-8.03</td> <td>-0.13</td> <td>-9.91</td> <td>-0.75</td> </tr> </tbody> </table>		Eng	Maths	Overall	PP	Non-PP	Gap	Average	104	102	103	100	104	-4	HA %	25	17	21	17	22	-5	MA %	50	52	51	38	56	-18	LA %	22	28	25	38	21	+16		Eng	Maths	Overall	PP	Non-PP	Gap	Average	105	103	104	103	104	-1	HA %	27	18	22	13	26	-13	MA %	54	56	52	52	51	+1	LA %	19	26	26	34	23	+11		Eng	Maths	Overall	PP	Non-PP	Gap	Average	104	103	104	102	105	-3	HA %	26	20	20	7	26	-19	MA %	49	51	54	57	52	+5	LA %	25	29	26	36	22	+14		2019		2022		2023		2024		Att 8	Pro 8	Att 8	Pro 8	Att 8	Pro 8	Att 8	Pro 8	Overall	43.9	-0.41	45.2	-0.15	46.83	0.05	43.39	-0.08	PP	37.6	-0.64	43.4	-0.48	40.68	-0.06	36.96	-0.57	Non-PP	47.1	-0.29	48.6	0.04	48.71	0.07	46.87	0.18	Gap	-9.5	-0.35	-5.2	-0.44	-8.03	-0.13	-9.91	-0.75
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GCSE results data 2019 to 2021 show a slightly widening gap between PP students and their peers with the Progress 8 gap increasing from 0.35 in 2019 to 0.49 in 2021. However, we can see this gap has enlarged significantly this year. This is in line with the National picture and with this particular cohort we were expecting an increase.

2

Mental Health & Wellbeing:

The #BeeWell survey was undertaken in 2021 and annually through to 2024 and involved many tens of thousands of students across 142 secondary schools in Greater Manchester. The results of the survey indicate that 18.43% of students have low wellbeing scores and require significant support. The responses for psychological wellbeing, stress & coping, sleep, social media use, nutrition, physical activity and school connection are of particular concern.

Data from Bee Well survey:

- 41.35% of students indicate that they don't normally get enough sleep to feel awake and concentrate on school work during the day
- 51.49% of students indicate that they eat healthily and have fruit and vegetables regularly
- 64.84% of students indicate they exercise for less than an hour per day
- The average social media usage per day was 4.97 hours

This was complemented by school level data considering self-esteem collected in September 2023, based on Rosenberg scale. Responses were received from 65% of the whole school cohort:

%	Overall
Normal	43
Low	51
Dangerously Low	6

The ~BeeWell and school level data indicates the importance of providing a range of opportunities for students, no matter what their background, to access support for their wellbeing and mental health.

3

Relationships:

AtL Data 2021 to 2022:

Year Group	PP	Non-PP	Gap
7	2.0	1.9	-0.1
8	1.8	1.8	0
9	1.9	1.8	-0.1
10	2.2	1.9	-0.3
11	2.2	1.9	-0.3

AtL Data 2022 to 2023:

Year Group	PP	Non-PP	Gap
7	1.8	1.7	-0.1
8	1.8	1.7	-0.1
9	1.9	1.8	-0.1
10	1.9	1.8	-0.1
11	1.9	1.8	-0.1

AtL Data 2023 to 2024:

Year Group	PP	Non-PP	Gap
7	1.8	1.7	-0.1
8	1.9	1.8	-0.1
9	1.8	1.6	-0.2
10	2.0	1.9	-0.1
11	1.9	1.8	-0.1

The ATL data from last year shows a clear pattern of a slight difference between PP and non-PP. However, there is a reduction in the gap at KS4 which is very positive.

Suspensions 2021 to 2022:

Year Group	PP	Non-PP	%PP
7	5	3	63
8	9	8	53
9	6	8	43
10	21	14	60
Overall	41	33	55

Suspensions 2022 to 2023:

Year Group	PP	Non-PP	%PP
7	1	7	13
8	14	1	93
9	12	7	63
10	14	20	41
Overall	41	35	54

Suspensions 2023 to 2024:

Year Group	PP	Non-PP	%PP
7	2	4	33
8	11	13	46
9	13	9	59
10	23	12	66
11	0	3	0
Overall	49	41	54

It is therefore important that we further embed strategies to improve behaviour and reduce suspensions for PP students and continue to embed strategies to improve attitude to learning.

4

Raising Aspirations and Expectations:

The proportion of PP students achieving high grades in both Year 11 is below that of their peers and limits the opportunities available for further study and employment, however, the gap has reduced significantly and shows marked progress in gap reduction. Work with students on raising aspirations and staff having higher expectations of all is having a clear impact. At KS5 the gap has also reduced (or gone entirely), however the proportion of higher grades as a school has dropped and is an area for development, however, this mirrors the national picture for KS5 in 2023.

Key Stage 4 results:

% 7+	PP	Non-PP	Gap
2018	9.9	19.9	-10
2019	11.1	21.4	-10.3
2020	11.7	21.9	-10.2
2021	11.5	25.1	-13.6
2022	13.9	20.6	-6.7
2023	22.1	25.1	-3.0
2024	10.2	22.7	-12.7

Key Stage 5 results:

% A/B	PP	Non-PP	Gap
2018	51		N/A
2019	42		N/A
2020	48.1	60.2	-12.1
2021	65.4	73.3	-7.9
2022	25.0	53.1	-28.1
2023	33.3	36.0	-2.7
2024			

% D/D*	PP	Non-PP	Gap
2018	41		N/A
2019	72		N/A
2020	81.8	76.7	+5.1
2021	40.2	65.5	-25.3
2022	40.0	71.4	-31.4
2023	36.0	35.0	+1.0
2024			

5

Attendance:

High levels of school attendance are a key factor determining academic success. There is a significant gap between the attendance of PP students and their peers. The overall attendance figures are lower than pre-pandemic but are in line with national averages.

Percentage Attendance 2021 to 2022:

Year Group	PP	Non-PP	Gap
7	88.6	94.0	5.4
8	85.0	92.4	5.4
9	86.4	90.1	3.7
10	87.7	91.5	3.4
11	85.2	90.9	5.7
Overall	86.5	91.8	5.3
National Ave	84.8	91.3	6.5

Percentage Attendance 2022 to 2023:

Year Group	PP	Non-PP	Gap
7	90.5	94.7	4.2
8	88.4	93.4	5.0
9	82.6	92.2	9.6
10	88.0	89.7	1.7
11	79.9	85.1	5.2
Overall	86.4	92.0	3.6
National Ave	85.3	92.6	7.3

Percentage Attendance 2023 to 2024:

Year Group	PP	Non-PP	Gap
7	90.4	94.4	4.0
8	87.8	93.7	5.9
9	85.3	92.7	7.4
10	86.8	91.9	5.1
11	85.6	90.4	4.8
Overall	87.4	92.7	5.3
National Ave	85.4	92.8	7.4

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	Review Sept 2025																																
<p>1</p> <p>PP students' academic performance improves</p>	<p>Attainment and progress gap between PP and non-PP reduce</p> <p>Attainment 8 and Progress 8 data and targets:</p> <table border="1" data-bbox="475 701 1126 981"> <thead> <tr> <th></th> <th>KS2 PP</th> <th>KS2 Non-PP</th> <th>KS2 Gap</th> <th>Att 8 Gap</th> <th>Pro 8 Gap</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>99.6</td> <td>102.6</td> <td>-3</td> <td>9</td> <td>0.5</td> </tr> <tr> <td>2026</td> <td>100.0</td> <td>103.6</td> <td>-3.6</td> <td>9</td> <td>0.45</td> </tr> <tr> <td>2027</td> <td>99.2</td> <td>105.4</td> <td>-6.2</td> <td>10</td> <td>0.6</td> </tr> </tbody> </table>		KS2 PP	KS2 Non-PP	KS2 Gap	Att 8 Gap	Pro 8 Gap	2025	99.6	102.6	-3	9	0.5	2026	100.0	103.6	-3.6	9	0.45	2027	99.2	105.4	-6.2	10	0.6									
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<p>2</p> <p>PP students' self-esteem, mental well-being and health improves.</p>	<p>After using data from #BeeWell and from our internal self-esteem analysis. Impact will be measured in bespoke ways using feedback from counsellors, agencies and key workers. Using attendance, behaviour and other data from our in school internal databases including the data dashboard. Improvements will be seen evidenced through key worker logs, through soft data analysis for individuals involved in intervention strategies.</p>																																	
<p>3</p> <p>Aspirations and expectations of all students is raised within the classroom</p>	<p>Increase in Grade A/B at A Level:</p> <table border="1" data-bbox="467 1570 1062 1738"> <thead> <tr> <th>% A/B</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>65</td> <td>73</td> <td>-8</td> </tr> <tr> <td>2026</td> <td>69</td> <td>75</td> <td>-6</td> </tr> <tr> <td>2027</td> <td>72</td> <td>77</td> <td>-5</td> </tr> </tbody> </table> <p>Increase in Grade 7+ at GCSE:</p> <table border="1" data-bbox="475 1832 1042 2040"> <thead> <tr> <th>% 7+</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>12</td> <td>20</td> <td>8</td> </tr> <tr> <td>2026</td> <td>15</td> <td>22</td> <td>7</td> </tr> <tr> <td>2027</td> <td>20</td> <td>25</td> <td>5</td> </tr> </tbody> </table>	% A/B	PP	Non-PP	Gap	2025	65	73	-8	2026	69	75	-6	2027	72	77	-5	% 7+	PP	Non PP	Gap	2025	12	20	8	2026	15	22	7	2027	20	25	5	
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<p>4 Continued behaviour and AtL improvements</p>	<p>Reduction in AtL gap between PP and non-PP students:</p> <table border="1" data-bbox="652 284 1032 539"> <thead> <tr> <th>Year Group</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> </tr> <tr> <td>8</td> <td>0</td> </tr> <tr> <td>9</td> <td>0</td> </tr> <tr> <td>10</td> <td>-0.1</td> </tr> <tr> <td>11</td> <td>-0.1</td> </tr> </tbody> </table> <p>Reduction in percentage of suspensions for PP students, bring in line with overall percentage of PP:</p> <table border="1" data-bbox="657 705 1027 920"> <thead> <tr> <th>Year Group</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>30</td> </tr> <tr> <td>8</td> <td>30</td> </tr> <tr> <td>9</td> <td>30</td> </tr> <tr> <td>10</td> <td>30</td> </tr> </tbody> </table>	Year Group	Gap	7	0	8	0	9	0	10	-0.1	11	-0.1	Year Group	%PP	7	30	8	30	9	30	10	30	
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<p>5 PP attendance to be improved</p>	<p>Gap between PP and non-PP attendance is reduced.</p> <p>Data and targets:</p> <table border="1" data-bbox="571 1187 1114 1402"> <thead> <tr> <th colspan="2">% Attendance Gap</th> </tr> </thead> <tbody> <tr> <td>2024 to 2025</td> <td>3.7</td> </tr> <tr> <td>2025 to 2026</td> <td>3.5</td> </tr> <tr> <td>2026 to 2027</td> <td>3</td> </tr> </tbody> </table>	% Attendance Gap		2024 to 2025	3.7	2025 to 2026	3.5	2026 to 2027	3															
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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: £79,195

Activity	Evidence that supports this approach	Challenge number(s) addressed	Adaptations 2025
Teaching and Learning SLT positions	<p>High quality teaching increases academic performance. Two AHT positions created. The focus of these posts is:</p> <ul style="list-style-type: none"> • Reading, writing & oracy • Continued development of CPD and training to ensure QFT across the school <p>Research: Education Endowment Foundation T & L Toolkit - Meta-cognition & self-regulation (+7), Collaborative Learning (+5)</p>	1	
Internal bespoke CPD designed to raise standards of QFT	<p>High quality teaching increases academic performance.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Meta-cognition & self-regulation (+7), Feedback (+6), Collaborative Learning (+5), Mastery Learning (+5)</p>	1	
RWO focus and CPD	<p>High quality literacy training increases academic performance.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Meta-cognition & self-regulation (+7), Oral Language Interventions (+6), Reading Comprehension strategies (+6)</p>		

Subject related extra-curricular materials	Materials for enrichment projects in DT & Art, ingredients for Food Technology, encourage attendance at after school clubs Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+3)	1 & 3	
Entitlement curriculum at Key Stage 3	Attendance and transport provided to all entitlement curriculum projects Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+3), Mastery Learning (+5)	1	
Curriculum review	Challenging the philosophy of the Key Stage 4 curriculum. Ensuring that the curriculum is not restricting the aspirations and expectations of any young person. Research: Collaborative Learning (+5), Master Learning (+5), Feedback (+6)	1	
Partnership with Emmaus Federation	Creating a joined-up approach with partner primary schools with a clear focus on ensuring building on KS2 material rather than repetition. Research: Collaborative Learning (+5)	1	
Subsidised Music Tuition	Impact of peripatetic music tuition on academic achievement and participation in school events Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+3)	1	

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

Budgeted cost: £150,250

Activity	Evidence that supports this approach	Challenge number(s) addressed	Adaptations 2025
Academic Mentor appointed to support in English & maths	<p>Academic Mentor appointed to provide 1-1 and small group tuition to a targeted students to close learning gaps.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	1	
In school and external tutor scheme	<p>NTP and Sixth Form students employed as mentors / tutors to provide 1-1 and small group tuition</p> <p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	1	
In school mentor appointed to work with PP boys	<p>Mentor to work specifically with year 11 PP boys who are identified from year 10 data dashboard as underachieving.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), Mentoring (+2)</p>	1, 2, 3, 4 and 5	
Appointment of Lead practitioner for High Ability	<p>Appointed with oversight of whole school progress of High Ability students and improvement in the percentage of 7+ grades achieved at GCSE.</p>	1 & 3	

	<p>Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), Mentoring (+2) “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>		
Learning Support Tools including SchoolCloud and Synergy	<p>Improved parental communication and easy identification of targeted students will lead to more personalised classroom support</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour Interventions (+4), Mentoring (+2), Meta-cognition & self-regulation (+7), Parental Engagement (+4)</p>	1	
Home learning resources including Century and GCSE POD	<p>Century and GCSE Pod used to encourage greater involvement with out of school learning. Parent information evenings and resources to encourage parental involvement with homework, revision and school activities.</p> <p>Reduced KS4 spending compared to previous years due to Wasted Years Report & other research/evidence on importance of intervening earlier in secondary education.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Parental Engagement (+4), Homework (+5)</p>	1	
C4C Tutor Programme	<p>C4C students underperform and struggle to engage on occasions in larger classes due to attachment issues. One to one tuition in Maths and</p>	1	

	<p>English will support them and encourage rapid progress.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Metacognition & self-regulation (+7), 1 to 1 tuition (+5), Mentoring (+2)</p>		
Mountain Mentor Programme	<p>Encouraging high ability Key Stage 3 PP students to access bespoke programme to raise aspirations working with a year 12 mentor.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Metacognition & self-regulation (+7), 1 to 1 tuition (+5), Mentoring (+2)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2	
Positive Steps	<p>Careers information, advice and guidance provided to students will ensure that all students have appropriate post 16 pathways identified and NEET percentage for disadvantaged students will be low</p> <p>Research: Education Endowment Foundation T & L Toolkit - Parental Engagement (+4), Metacognition and self-regulation (+7)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	3	

Key Workers for C4C	<p>Two dedicated Key Workers for all C4C to co-ordinate provision between school, carers, social services and external agencies. Provision has been developed in collaboration with Rochdale Virtual Headteacher.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Mentoring (+2), Individualised Instruction (+4)</p>	1, 2, 3, 4 & 5	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,715

Activity	Evidence that supports this approach	Challenge number(s) addressed	Adaptations 2025
Child Welfare Officer	<p>Child Welfare Officer appointed as a single point of contact for parents of PP pupils with complex needs.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), Parental Engagement (+4)</p>	2	
Self Esteem Intervention	<p>Supporting PP students in all years with bespoke intervention (including PoP course) to raise self-esteem of targeted students, identified by Rosenberg Self-Esteem survey and also through the evidence from within the #BeeWell survey. External intervention including the teens and tots course to build self-confidence and resilience.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2	
Data Dashboard and Pastoral Tracker	Supporting PP students in all years with bespoke excel tracker to ensure joined up thinking and support from all staff to all PP students.	1, 2, 3, 4 & 5	

	<p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), Parental Engagement (+4), mentoring (+1), Meta-cognition & self-regulation (+7)</p>		
Whole school well-being and environmental impact strategies	<p>School appointed as Health and Wellbeing lead working with Youth Sport Trust, Local Authority, MIND and range of external agencies. Inspiring quotes and images on walls, stairs and subject areas, raising aspirations and expectations in all areas.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	3	
Laptop Loan Scheme	<p>Enabling all PP students to access online learning materials and to have no barriers to progress</p> <p>Research: Education Endowment Foundation T & L Toolkit – Behaviour interventions (+5), Meta-cognition & self-regulation (+7), Individualised instruction (+5)</p>	1, 4	
Inclusion Manager	<p>Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school</p>	4	

	<p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5)</p>		
Parental Engagement Programme	<p>Developing a new strategy of parental engagement across the school, including a new parent hub.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Parental Engagement (+4), Social and Emotional Learning (+4)</p>		
Year 6 Summer School	<p>1-week programme offered to all year 6 students coming to CL. Programme designed to raise aspirations, support transition and engage with the culture of CL</p> <p>Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+3), Summer Schools (+3)</p>	3	
Hub Provision	<p>PP students have a higher proportion of fixed term exclusions than their peers. Hub intervention to reduce exclusions and number of behaviour incidents</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour Interventions (+4), Parental Engagement (+4), Individualised instruction (+5)</p>	4	
Partnership with Elevate	<p>Continue working with 'Elevate' who use university students to deliver sessions should also assist in raising aspiration.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Meta-</p>	3	

	cognition and self-regulation (+7), Parental Engagement (+4)		
Hard to Reach Student Engagement	<p>Encouraging Year 8 and 9 boys PP students to access bespoke programme to build relationships, raise aspirations, improve ATL and behaviour and self-esteem working with a sports initiative in school, using Youth Trust and Manc City as external providers.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2, 4	
Rewards Culture	<p>To further develop the positive culture through rewarding students for positive behaviour, excellent work and contributing to school activities. Bring consistency of timing and analysis through data dashboard.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p>	3	
Pastoral Fund and specific pastoral support worker	<p>Support for heads of year from a specific member of the admin team and support for families to purchase school uniform and PE kit to improve attendance and encourage participation.</p>	2, 3 & 4	

	Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)		
Attendance Officer	Improve attendance and reduction in persistent absenteeism Research: DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research	5	
Breakfast Club	Students who have eaten breakfast will have increased concentration in lessons, including upgrade to facilities and resources including move to bistro to provide enhanced environment for PP students. We are now part of the National Breakfast Programme. Students who have a healthy morning meal are twice as likely to achieve above-average test results than those who do not have breakfast Research: Education Endowment Foundation T & L Toolkit - Extending school time (+2), Social and emotional learning (+4)	5	

Total budgeted cost: £ 350,160

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 2020 to 2021 academic year.

Evaluation from the academic year 2023 to 2024:

The last year has seen a growth in the gap in PP to non-PP. This is due in part to this being the group that has seen the most significant impact from the pandemic.

We continue to use a wide variety of mental health practitioners both in school and outside and we have shown continued positive impact in many PP children's lives through a wide variety of intervention programmes. The work carried out ensuring that staff see all individuals with the same high expectations has clearly assisted in all students, including those who are PP, raising their aspirations and achieving significantly improved results.

This year we expect to see the gap reduce significantly as we see a different cohort who have had more time to integrate the support strategies available to our students.

We have used GCSE and AtL (attitude to learning), attendance and assessment window outcomes.

GCSE Data 2022:

	Att 8	Pro 8
Overall	45.2	-0.15
PP	38.6	-0.37
Non-PP	48.6	0.08
Gap	-10.0	-0.45

GCSE Data 2023:

	Att 8	Pro 8
Overall	46.8	0.05
PP	40.68	-0.06
Non-PP	48.71	0.07
Gap	-8.03	-0.13

GCSE Data 2024:

	Att 8	Pro 8
Overall	43.39	-0.08
PP	36.96	-0.57
Non-PP	46.87	0.18
Gap	-9.91	-0.75

The gaps have increased markedly this year, and overall results have been outstanding and the PP to non-PP gap is much larger, in particular in terms of P8. This was predicted due to the particular nature of the year group and their challenging journey of education.

Assessment Window Internal Data (AWC):

	KS2 PP	KS2 Non- PP	KS2 Gap	APS PP	APS Non PP	APS Gap
<u>KS3</u>						
Yr 7	102	104	-2	1.76	1.96	-0.20
Yr 8	100	104	-4	1.81	2.02	-0.11
Yr 9	97	102	-5	1.93	2.14	-0.21
<u>KS4</u>						
Yr 10	102 (TA)	102 (TA)	0	2.91	3.48	-0.57
Yr 11	102 (TA)	104 (TA)	-2	3.58	4.34	-0.76

The gap is varied in all year groups, however, in year 11 the AWC data is similar to the actual results achieved in the summer examinations. The intake is varied and the gaps in APS marry up with the intake.

AtL and Attendance:

	AtL PP	AtL Non-PP	ATL Gap
Yr 7	1.8	1.7	-0.1
Yr 8	1.9	1.8	-0.1
Yr 9	1.8	1.6	-0.2
Yr 10	2.0	1.9	-0.1
Yr 11	1.9	1.8	-0.1

In terms of AtL, we are continuing to see a small gap, however, last year the gap was consistently at 0.1 which is a much smaller variation on previous years. It is hoped to see this gap remain or reduce further this academic year through continued work with colleagues on high expectations and relationship development in the classroom.

Attendance in 2023 to 2024 has not seen improvement, however the figures show a gap of around 5% between PP and non-PP across the academic year, this in a increase of 1% from last year and we have a number of actions to endeavour to reduce this gap over the coming year. This varied wildly between year groups and deeper analysis is being undertaken.

The impact of our Key Worker intervention, breakfast club and other in school strategies has been invaluable to a large number of disadvantaged students.

The PP tracker has developed into a full data dashboard. It will steer interventions in each year group both internally and externally.