

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

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 M Taylor

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

Cardinal Langley is a Roman Catholic, Lasallian High School who strive to ensure that all their students belong, believe in their God-given potential and thrive.

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

We are based within an area of deprivation and have established a school that believes in positive relationships with all our students and their families within the community. Whilst we are around average in terms of disadvantaged our figures for persistently disadvantaged are well above the National average.

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 disadvantaged students may 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 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; this is gleaned from a rich understanding of the local community and the barriers that exist due to the local demographic.

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. 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.

In summary we will:

- *ensure disadvantaged pupils have every chance to thrive both academically and personally*

- *act early to intervene at the point that need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve*

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
- Year 10 students deployed as PoP mentors - academic, self-esteem and well-being mentors to provide additional support
- 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 continued improvements in literacy and T&L across the school
- Partnership with key primary headteachers to meet with PP students and check consistency of curriculum and progress of year 7 students
- Entitlement Curriculum implemented to provide additional learning opportunities and develop cultural capital allowing PP students to be successful
- 'Schoolcloud' software package used for parents' evenings
- Use of subject specific assessment tools to track progress and target intervention for PP students, for example Century and GCSE Pod
- Synergy software used to facilitate seating plan adaptations for PP students
- Specific Key Workers 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 Cared for Children

Raising Aspirations and Expectations

- Positive Steps careers service used to ensure all PP students have appropriate career advice
- Rewards culture enhanced further through school systems and strategies
- Ensure all PP students have access to a wide range of opportunities through financial support for enrichment activities, uniform, music tuition and curriculum materials
- Analysis and adaptation of curriculum to ensure all students have consistently high aspirations within the structure of the key stage 4 curriculum
- Summer school continued to enhance transition from primary school
- City in the Community, Teens and Tots, Elain Bain Trust and other external agencies to provide bespoke intervention programmes for PP students
- Parent hub to be developed to involve parents in decisions and support for school

Removing the Barriers to Support:

Mental Health & Wellbeing

- #BeeWell survey results used to develop student wellbeing strategy
- Child Welfare Officer and safeguarding team 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

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 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 or low self-esteem
- 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 Key Stage four students and parents to improve AtL
- Surviving to Thriving course to support parents with the challenges of parenting

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
- Continued provision, development 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>At KS4 our progress 8 score for the last two years has been “average”, however, our disadvantaged students are still behind in terms of attainment 8 (-10), the gap is smaller than National average (-16).</p> <p>Internal data demonstrates that the gap between disadvantaged and non is closing, but still evident in average point score at KS3 (0.2) and Attitude to Learning gap (0.1).</p>
2	<p>Raising Aspirations and Expectations:</p> <p>Recent GCSE analysis (2024 18% at grade 7+, 10% for disadvantaged) and internal data highlights the need for improved results for our higher ability students.</p> <p>Internal analysis of the uptake of GCSE subjects in MFL and Music, shows a disparity with disadvantaged students (under 25% in all 3 subjects from a relatively low number in total).</p>
3	<p>Mental Health & Wellbeing:</p> <p>Our internal assessments (including #Beewell surveys and Rosenberg self-esteem questionnaires), conversations with students and families and information through external agencies have identified social, emotional and mental health issues for a lot of young people. These challenges affect disadvantaged students in many ways.</p> <p>There are now over 160 students in school now referred for key worker support of which 45% are disadvantaged.</p>
4	<p>Relationships:</p> <p>As a school we have a focus on positive relationships between students, staff and parents. Internal rewards are a clear focus with a large increase in this area. However, we still see a higher [percentage of disadvantaged students receiving on average 4 more behaviour points and 20 less praise points each. When analysing internal data, the percentage of disadvantaged students in inclusion (45%) or receiving suspensions (55%) is still high.</p>
5	<p>Attendance:</p> <p>Whilst our attendance has improved consistently since the pandemic and we are above National Average, including disadvantaged students. The gap for overall attendance between disadvantaged and non is around 4% for the whole school and the percentage of persistently absent disadvantaged students is around 34%. Our internal analysis clearly indicates that attendance is affecting disadvantaged students progress.</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
1	To see disadvantaged students' academic performance improve at the end of KS4	KS4 performance measures in 2026/27 show that disadvantaged students achieve an average Attainment 8 score of at least 40 and a progress 8 score that will be less than 0.25 behind non-disadvantaged students.
2	To demonstrate and maintain raised aspirations and expectations of all students within the classroom	Options uptake data will show by 2026/27 raised levels of uptake for MFL and Music, including disadvantaged students. Higher ability students at KS3 and KS4 will show improvements in performance with the percentage of students obtaining GCSE grades 7+ being at 25% in 2026/27 and over 18% for disadvantaged students.
3	To achieve and sustain wellbeing for all pupils, including those who are disadvantaged	Sustained levels of wellbeing by July 2027 demonstrated by qualitative data from student, parent and staff voice (through surveys, observation and student interview). Disadvantaged students will continue and increase access to enrichment and extra-curricular activities.
4	To achieve and sustain continued improvement in relationships with all pupils, particularly those who are disadvantaged	By the end of the academic year 2026/27 we will see disadvantaged students within 2 behaviour and 10 praise points on average. The number of internal and external exclusions will be within 10% of the number of disadvantaged students in the school.
5	To maintain improvements in school attendance, including those who are disadvantaged	Continued and improved high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the gap between disadvantaged and non-disadvantaged peers reduced to 2.5%. the percentage of persistently absent to be below 18% and the gap among disadvantaged students being no more than 10% lower than their peers.

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: £86,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT positions with oversight of internal bespoke CPD designed to raise standards of QFT, including RWO focus	High quality teaching and literary training increases academic performance. Research: Education Endowment Foundation T & L Toolkit - Meta-cognition & self-regulation (+7), Feedback (+6), Collaborative Learning (+5), Oral Language Interventions (+6), Reading Comprehension strategies (+6)	1
Subject related curricular and extra-curricular materials, including access to music tuition	Materials for enrichment projects in DT & Art, ingredients for Food Technology, encourage attendance at after school clubs, impact of peripatetic music tuition on academic achievement. Research: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+3)	1, 2 & 3
Enhancement and review of both KS3 and KS4 curriculums in line with EEF and DfE KS3 guidance, and partnership with local primary headteachers	Attendance and transport provided to all entitlement curriculum projects. 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: Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+3), Mastery Learning (+5), Feedback (+6)	1 & 2

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

Budgeted cost: £126,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentors, tutors and Key Workers appointed to support in school. 1 to 1 support offered in English & maths, mentor working with PP boys and Key Workers and tutors working with C4C, working closely with Rochdale Virtual Headteacher.</p>	<p>Tuition targeted at specific need and knowledge gaps is an effective method to ensure progress for those who may be behind. Identification of these is clear from a good understanding of the data dashboard.</p> <p>Cared for Children underperform and struggle to engage on occasions in larger classes due to attachment issues. One to one tuition in Maths and English will support them and encourage rapid progress. Key Workers for all C4C to co-ordinate provision between school, carers, social services and external agencies.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Meta-cognition & self-regulation (+7), Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	<p>1, 2, 3, 4 & 5</p>
<p>Learning Support and home learning resources including SchoolCloud, Synergy, Century and GCSE Pod</p>	<p>Improved parental communication and easy identification of targeted students will lead to more personalised classroom support. 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. 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 - Behaviour Interventions (+4), Mentoring (+2), Meta-cognition & self-regulation (+7), Parental Engagement (+4), Homework (+5)</p>	<p>1</p>

<p>Positive Steps careers support and intervention for sixth form application support in school provided for all KS4 students.</p>	<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>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Child Welfare Officer, Inclusion Manager and Hub Provision provided in school to ensure proactive approach to students who are struggling to engage in learning or may have complex needs or involvement of external agencies.</p>	<p>Disadvantaged students are more likely to have social worker involvement and have complex levels of need.</p> <p>PP students have a higher proportion of fixed term exclusions than their peers. Hub intervention and personalised support will reduce exclusions and number of behaviour incidents.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), Parental Engagement (+4)</p>	<p>2 & 4</p>
<p>A clear programme of internal and external intervention packages, supporting students with self-esteem, attainment, resilience and attendance, including PoP mentor programme and breakfast club and external agencies including Elaine Bain, Teens and Tots and City in the community.</p> <p>Developing a new strategy of parental engagement across the school, including a new parent hub and</p>	<p>Encouraging Key Stage 3 PP students to access bespoke intervention programmes, both internal and external to raise aspirations and improve attendance, attitude and attainment. Identified clearly from data dashboard.</p> <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>Students who have a healthy morning meal are twice as likely to achieve above-average test results than those who do not have breakfast. We are now part of the National Breakfast Programme.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4), mentoring (+1), Meta-cognition & self-regulation (+7)</p>	<p>2, 3 & 5</p>

<p>bespoke parenting course.</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>	
<p>Partnership with Elevate</p>	<p>Continue working with ‘Elevate’ who use university students to deliver sessions will also assist in raising aspiration.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Meta-cognition and self-regulation (+7), Parental Engagement (+4)</p>	<p>3</p>
<p>Attendance and pastoral support officer appointed with funds provided to ensure all students have barriers to good attendance and full school engagement identified and removed.</p>	<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, reduce persistent absenteeism and encourage participation in extra-curricular activities. Attendance officer to build positive relationship with families with poor attendance to reduce persistent absenteeism.</p> <p>Research: Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p> <p>DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research</p>	<p>2, 3 & 4</p>

Total budgeted cost: £ 348,156

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.