

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for 2025-2028 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	Hagley Catholic High School
Number of pupils in school	1128
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025-2028
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Hodgson (Principal)
Pupil premium lead	B Arnott
Governor / Trustee lead	J Sylvester

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£185,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185,000

# Part A: Pupil premium strategy plan

## Statement of intent

*"Equity of provision and opportunity for all, in every classroom and every encounter."*

*Our commitment to ensuring every student at Hagley Catholic High School experiences equal opportunities in every learning and social experience is paramount, and a firm belief that everything is possible and that no one should be disadvantaged by the very best provision for all.*

*Ultimately, we aspire and aim to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students and that any gap is not narrowed, but ultimately closed. In that our aims are:*

- that outcomes are in line with aspirational FFT 5% targets*
- that attendance narrows year on year with that of whole school attendance*
- that reading ages are in line with national average for all students*
- and that cultural capital opportunities are experienced on a par with all other students*

*Our plan is to provide the necessary strategic action to ensure the aims are met and the challenges experienced by the most disadvantaged are tackled. To ensure we, and our strategies, are effective Hagley will ensure:*

- additional barriers or a lack of expectation are not placed on disadvantaged learners*
- that intervention will be in place through our programmes of intervention and support and time will not be wasted on application of strategy*
- a whole school approach is in place where all staff take responsibility for outcomes, expectations and provision*

## Challenges

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

Challenge number	Detail of challenge
1	The GCSE outcomes in Maths are typically lower than that in English and especially at grade 5 and above
2	Disadvantaged learners make up a disproportionately higher number of our lowest 20% for literacy.
3	20% of students on admission have a reading age below expected standard.

4	Lower than average attendance remains a barrier to success for disadvantaged students at Hagley with it typically being 5% lower than their non-disadvantaged peers.
5	<p>The educational wellbeing of all our students is a great concern but students from disadvantaged backgrounds routinely present with greater emotional health needs than their peers and consequently such need impacts on attendance, attainment and progress.</p> <p>Currently 33% of all students on the SEN register are identified with anxiety or SEMH and 89% of these are disadvantaged.</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
Improved P8 score for disadvantaged learners.	P8 score is greater than 0. (N/A in 2025 and 2026)
Improved Attainment 8	Attainment 8 for disadvantaged students is above 40 points.
Gap between English and Maths narrows at KS4 while at KS3 it remains inline with targets	Gap between English and Maths at grade 4 is less than 5% and grade 5 is less than 10%.
Improved attendance for disadvantaged learners	Disadvantaged attendance is within 3% of whole school average and above national average.
Improved reading ages of disadvantaged KS3 students	% of students with an age-related reading age improves year on year
To ensure that students wellbeing and mental health is well provided for and improves over time.	Disadvantaged student numbers with SEMH and anxiety reduce over time, while attendance for those with such conditions improves.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Lead practitioner for Disadvantaged Learners	<a href="#">Against the odds: achieving greater progress for secondary students facing socio-economic disadvantage - GOV.UK</a>	1, 2, 3, 4, 5
Over staffing in maths to provide access to smaller teaching groups and additional intervention	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work. <a href="#">EEF: Collaborative Learning Strategies +5 months</a>	1
Continued purchase and use of bi-annual reading test and diagnostic assessment tools	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="#">EEF: Reading comprehension strategies +6 months</a>	2, 3
Purchase, staff training and intervention of Lexia, a literacy intervention programme for secondary aged children	<a href="#">EEF: Reading comprehension strategies +6 months</a> <a href="#">EEF: Reading comprehension strategies +6 months</a>	2, 3
Whole school leader of literacy to lead on testing, analysis and interventions	A lead to drive improving literacy across the curriculum and developing disciplinary literacy so that all teachers in every subject to teach students how to read, write and communicate effectively in their subjects. <a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">EEF: Reading comprehension strategies +6 months</a>	2, 3
CPD in Embedding Formative Assessment to include employment	<a href="#">SSAT Embedding Formative Assessment</a> Boosts learner engagement through effective use of formative assessment techniques,	1, 2

of Lead Teacher for EFA and Intervention	<p>fostering a supportive learning environment where students experience success and motivation increases.</p> <p>Enhances responsiveness in lessons across your school, empowering teachers to collect better evidence and improve learning every lesson.</p> <p>Achieves positive impacts on learner outcomes, as evidenced by the EEF's report (Feb 2019) showing two additional months' progress in GCSE Attainment 8 scores for learners in EFA schools.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £79,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia – Reading Interventions	<p>Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p><a href="#">EEF: One to One tuition +5 months</a></p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><a href="#">EEF: Small group tuition +4 months</a></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work.</p> <p><a href="#">EEF: Collaborative Learning Strategies +5 months</a></p>	2, 3
Weekly Core Intervention for KS4 - all core heads off timetable on Tuesday period 1 to lead small group intervention	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more</p>	1, 3

in English, Maths, Science and RE	sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. <a href="#">EEF: Small group tuition +4 months</a>	
Online maths tuition	Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. <a href="#">EEF: One to One tuition +5 months</a>	1
Employ an Assistant SENDCO to work one to one or in small groups with identified students who need support to make expected progress	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">EEF: One to One tuition +5 months</a> And in small groups: <a href="#">EEF: Small group tuition +4 months</a>	1, 2, 3
Employment of Teaching Assistants for one-to-one/one-to-three interventions	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 5

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

Budgeted cost: £54,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Arts Therapist, to provide one to one therapy for students struggling with engagement and wellbeing that is impacting on learning and progress	The average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <a href="#">EEF: Arts participation +3 months</a>	4, 5
Employ a Safeguarding and Inclusion Officer with a specific focus on student mental health and wellbeing	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="#">EEF: Social and emotional learning +4 months</a>	4, 5
Employ an Attendance Officer	Taking a lead on attendance tracking, mentoring, home visits and attendance based incentives	4

	<a href="#"><u>Attendance-and-Persistent-Absence-ESC-Submission</u></a>	
Ensure all avenues are explored to ensure disadvantaged students have an equal access to school, learning and cultural capital opportunities to include uniform and travel subsidies and funded curriculum and enrichment trips	Experience and our observations have shown that proving support for students from disadvantaged backgrounds to engage in a wider curriculum opportunity by supporting with equal access to provision has had a positive impact on attendance and wellbeing by increasing a sense of inclusion and opportunity.	4, 5

**Total budgeted cost: £185,000**

# 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 2024/25 academic year.

Outcomes
<p>Disadvantaged outcomes improved in 2024-25</p> <p>Attainment for disadvantaged Y11 students was an improvement of 2% on 2024 outcomes and the average disadvantaged gap narrowed by 5%.</p> <p>Disadvantaged students achieving a grade 5 in English and Maths (35%) rose by 9% from 2024 and the gap narrowed from 37% to 17%. Disadvantaged students achieving 9-7 in English and Maths narrowed from 15.8% in 2023/24 to 7.5% in 2024/25</p> <p>Attainment 8 for disadvantaged students increased to 41.28 pts with the gap narrowing from 14.1 pts to 9.28 pts.</p> <p>Disadvantaged Attainment 8 was 4 points below the national average for all students, and this is a reduction of the gap from 2024 of nearly 5 points.</p> <p>In all other Key Stages/Year groups disadvantaged learners progress has improved term on term, and in most years, progress is both positive and in line with whole cohort.</p> <p><a href="#">PP impact report 2425.docx</a> <a href="#">PP impact report 20242025 EngMath.docx</a> (*click link for reports)</p> <p>Attendance continues to improve for all groups at Hagley not least the disadvantaged cohort where rose above 90% for the first time since 2018/19. Last year disadvantaged attendance was within 3% national average for all groups and is above the national average for disadvantaged children. (90.4% vs 89.7%)</p> <p>Student reading ages continue to be measured as evidence of impact, with 86% of Year 7 from 23/24 having a reading age greater than 12 at the start of Year 8 (24/25).This is a 5% improvement on last year. While 86% of Year 8 (2023/24) have a reading age greater than 13 at the start of Year 9 (24/25) which is a 6% improvement on last year.</p> <p>Enrichment engagement continues to improve and 10% of engagement in all enrichment opportunities is from disadvantaged students. This is up from 6% last year and significantly closer to our 14% target.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*