

Pupil premium strategy statement – Notre Dame High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------------------------|
| Number of pupils in school | 1067 |
| Proportion (%) of pupil premium eligible pupils | 20.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | D Cleary, Headteacher |
| Pupil premium lead | S Woodward, Senior Deputy Headteacher |
| Governor / Trustee lead | P Klompenhouwer |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £242,999 |
| 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> | £242,999 |

Part A: Pupil premium strategy plan

Statement of intent

At Notre Dame High School, our intention is that all pupils, irrespective of their background or the challenges they face, learn “whatever they need for life.” This means providing a school experience that allows all students to thrive, to feel safe, respected and successful in their learning and leave prepared for the stage of their journey.

We are aiming to create:

- Successful learners who thrive and who enjoy their learning; make good progress and achieve their potential.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible global citizens who choose to make a positive contribution to society.

We have high expectations for our disadvantaged students and therefore it is our aim that they will achieve progress and attainment outcomes at least in-line with their non-disadvantaged peers at school, local and national level. The EEF Pupil Premium guidance is clear that the most effective strategy for improving outcomes for disadvantaged pupils is access to a high-quality curriculum through high-quality teaching and learning. Therefore, our strategy is primarily focused on providing effective CPD for teachers to better enable them to provide quality first teaching in order to meet the needs of our PP cohort.

In addition to improving academic progress, our strategies are also aimed at improving enrichment opportunities, careers advice, and pastoral support, including attendance.

With our pupil premium cohort forming an increasingly large and important part of our school community our pupil premium strategy has been considered as part of the process of identification of whole school priorities. Our strategy to meet the needs of our Pupil Premium students is therefore central to our whole school improvement activity.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Literacy</p> <p>Lower levels of literacy amongst disadvantaged cohort which makes it harder for this cohort to access our curriculum. This gap has widened since COVID. There is currently a 16-month gap in reading ages at Y6/7 transition. For the current Y7 cohort, Pupil Premium students are over represented in the group of students with a reading age lower than age 9 (at 47%).</p> |
| 2 | <p>Attendance</p> <p>Attendance levels for our disadvantaged cohort are lower than pre-COVID. At the start of this 2023-2026 strategy the gap in attendance between the disadvantaged and non-disadvantaged cohort is 3%; 91.3% vs 94.3% respectively.</p> <p>Lower levels of attendance contribute to greater gaps in learning that are not always filled. We have found that disadvantaged pupils are also more likely to become persistently absent, which can in turn result in a negative impact on their outcomes.</p> <p>Linked to this challenge is punctuality. Taking students from a wide catchment area across the city, we want to focus on strategies that support disadvantaged students with arriving to school on time to establish a good, daily routine for learning.</p> |
| 3 | <p>Extra-Curricular Activity</p> <p>Not all students feel supported in all aspects of school and/or motivated to engage in all parts of school life. Participation in extra-curricular activities for our PP cohort is not as strong as their non-disadvantaged peers.</p> |
| 4 | <p>Inclusive Classroom Practice</p> <p>There is an overlap between our SEND and Pupil Premium cohorts, and we are seeing a significant increase in the needs of the former. This challenge relates to meeting the increasingly complex needs of students with SEND that we are seeing, through a focus on inclusive classroom practice and an accessible curriculum for all.</p> |
| 5 | <p>Motivation and Aspiration</p> <p>Motivation and engagement for some boys eligible for PP is a challenge. This is linked to limited access to opportunities and resources to promote wider links to careers and the purpose of their learning. We want to improve the self-esteem of our disadvantaged students.</p> |
| 6 | <p>Effective Learning Habits</p> <p>Some students eligible for PP often find it harder to utilise independent study time outside of the classroom, which can prevent higher achievement.</p> |
| 7 | <p>Parental Communication and engagement between school and home</p> |

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| | 29% of our pupil premium cohort are EAL. The work around this challenge is focused on ensuring our communication with parents is accessible for all. This includes during parent information evenings and progress evenings. |
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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 |
|---|--|
| Close the learning gaps for PP students. | Pupil Premium students will have an attainment 8 and progress 8 score in line with non-Pupil Premium students. Pupil Premium pupils will make more progress and attain higher than national average attainment and progress. |
| Improve outcomes for those PP students with SEND. | Pupil Premium students with SEND will make more progress, in line with their non-SEND peers. Staff will feel confident in utilising strategies to support SEND pupils, as part of their inclusive classroom practice. |
| Close the reading age gap for PP students. | All students have a reading age of at least chronological age by the end of Y9. The gap between reading ages of disadvantaged and non-disadvantaged students closes. |
| Improve the attendance of the pupil premium cohort | Pupil premium attendance at least equal to that of non-pupil premium cohort. Overall school attendance 97% in line with pre-COVID levels. Reduction in disproportionate representation of PP pupils as persistent absentees. |
| Disadvantaged students will be motivated to engage and succeed with enrichment and extra-curricular activities. | Equal engagement and participation in extra-curricular activities between disadvantaged and non-disadvantaged students. Improved extra-curricular offer: greater diversity in range of activities planned in response to student interest and feedback. Staff will target PP students to boost participation. Positive student feedback from the PP cohort about their 'connection' with school life. |

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| <p>Disadvantaged students have access to resources which aid their learning (both in class and independently), to better support their progress and outcomes.</p> <p>This includes access to CEIAG support.</p> | <p>Student voice will indicate that PP students have all the resources they need to support their learning.</p> <p>A reduction in the number of 'personal organisation' events logged for the PP cohort.</p> <p>Improvements in 'Approach to Learning' monitoring grades for disadvantaged students.</p> <p>PP students will be targeted for support from the Careers advisor.</p> <p>A coherent and well-sequenced Careers curriculum will provide opportunity to motivate and inspire all students.</p> <p>Disadvantaged students will be able to articulate their aspirations.</p> |
| <p>Improved attendance to parents' evenings and information evenings.</p> <p>Communication will be regular, purposeful and accessible.</p> | <p>Targeted phone calls made by the Pastoral team ahead of parents evenings and information evenings.</p> <p>Improvements in progress outcomes as a result of better engagement with our community.</p> |

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: £ 109, 685

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Through funding a team of 'teacher developers' we are focusing on developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of our PP Cohort. The teacher developers will provide effective CPD through INSET, teaching and learning groups and through ongoing coaching and mentoring. | <p>The EEF Effective Professional development guidance report recommends support for embedding of practice alongside initial modelling of practice</p> <p>The EEF guide to Pupil Premium suggests that Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</p> | 1,4,6 |

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|---|--|---------|
| <p>Appointment of a whole school Literacy Lead. They will lead staff CPD on disciplinary literacy (with a focus on reading) across all departments.</p> <p>Schemes of work will be adapted after the training</p> <p>Support with teacher skill and confidence via team of Teacher Developers.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf</p> | 1,4 |
| <p>Teacher developers will lead CPD on the implementation of the EEF's SEND 5 a day– with a particular focus on achieving high levels of success to increase pupil motivation - led by Assistant Headteacher for Teaching and Learning and SEND Inclusion Lead.</p> | <p>EEF SEND 5 a day: Supporting high quality teaching for pupils with SEND.</p> <p>Five a day: supporting high-quality teaching for pupils with... EEF</p> | 4,5,6 |
| <p>Our CPD will be focussed on 'better knowing' our pupil premium cohort so that more effective wave 1 intervention can happen in the classroom</p> <p>All training will be delivered through the eyes of those disadvantaged students who are not thriving, with best practice ideas regularly shared by the team of teacher developers.</p> | <p>By drip feeding our training and CPD on strategies to support disadvantaged learners, we are ensuring staff have time to consider the support and embed this in their practice, so that improvement can be sustained over time as outlined in the EEF Effective Professional development guidance report</p> | 3,4,5,6 |
| <p>Development of high-quality careers input within all subject areas - led by Careers Lead. The purpose of this is to motivate and inspire PP students in their learning.</p> | <p>Gatsby Benchmark 4: Linking Curriculum learning to Careers emphasises the importance of developing careers specific activities linked to subject specific schemes of work.</p> | 5 |

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

Budgeted cost: £ 73, 504

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Paired numeracy and paired literacy schemes between sixth form students and main school students.</p> <p>Provide tuition and school-led tutoring for disadvantaged students in Year 11 whose education has been most impacted by the pandemic.</p> <p>This will be provided through Easter Revision School, and through one-to-one/small group tutoring for English and Maths.</p> | <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <p>Supporting resources: The EEF Toolkit has a strand on one-to-one tuition and small group tuition.</p> | 1,4,5,6 |
| <p>Aspire programme delivered in school to targeted cohort, led by SEND Inclusion Lead</p> | <p>The EEF guide to Pupil Premium states that targeted academic support can support pupil progress and can be employed to help boost language development, literacy, numeracy and other subject areas.</p> | 1,4,6 |
| <p>Accurate and regular assessment of Reading Ages via STAR testing informs targeted delivery of Fresh Start reading intervention</p> | <p>The EEF Improving Literacy in Secondary Schools Guidance report recommends providing high quality literacy interventions to support struggling students</p> | 1 |
| <p>Targeted Careers Appointments for disadvantaged cohort – led by Careers Lead who will work closely with the pastoral team to provide timely and appropriate support for disadvantaged students. The aim of this is to support with aspiration, and to help students to set goals linked to the next stages of their education.</p> <p>This includes support for students during the Y8 Options process.</p> | <p>Informed by DfE guidance on careers provision which states that under Gatsby benchmark 3; ‘disadvantaged students may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training.’</p> <p>Student feedback from our PP cohort shows that some students lack direction and motivation for their next steps in education, and therefore this is a priority.</p> | 5 |
| <p>Removing financial barriers surrounding equipment, peripatetic music lessons and resources such as revision guides</p> | <p>The EEF guide to Pupil Premium states removing of barriers to learning is a key element in making progress.</p> | 3,5,6 |

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| Portion of budget reserved to meet individual student social, emotional and behavioural needs as they arise in a more responsive way | Our own experience over a number of years is that we have had to rely on a contingency to meet one-off or unplanned-for student need. Not having a contingency in place would mean we are likely to fail to meet pupil need as it arises. | 1-6 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59, 810

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral Manager support offered to all disadvantaged students – focusing on aspirations and addressing barriers to learning. | EEF Using Pupil Premium Guidance states removing of barriers to learning is a key element in making progress. This personalised response will allow us to better know our PP cohort so that we can respond to need more specifically. | 1,4,5,6 |
| Termly parental review meetings where there are wide gaps between chronological age and reading age to identify and attempt to overcome barriers to parental support with reading. | Levels of parental engagement are consistently associated with improved academic outcomes. EEF's teaching and learning toolkit on parental engagement suggests providing practical strategies with tips, support, and resources to assist learning. | 1,7 |
| Assistant Headteacher for curriculum and timetable to implement a programme of extra-curricular activities intentionally planned with inclusion in mind. Focus on strengthening the breadth of participation in order to better respond to needs of students who are not thriving. This includes an improved offer for disadvantaged pupils/extra curriculum activity before school, and a strategy in place to monitor engagement and target participation more explicitly. | An Updated Practical Guide to The Pupil Premium and Learning Without Labels, Marc Rowland, references ensuring an inclusive approach to enrichment. Arts participation is shown to add 3 months in the EEF toolkit: | 4 |

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| Provide free, universal before-school breakfast club. | <p>There is some evidence that this can benefit pupils by preparing them for learning or by supporting behaviour and school attendance.</p> <p>The independent evaluation of the EEF-funded project; Magic Breakfast found that its model of a free, universal before-school breakfast club delivered an average of +2 months' additional progress for pupils in reading, writing and Maths.</p> | 2 |
| <p>Attendance Monitoring and intervention.</p> <p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance</p> | <p>Poor attendance at school is linked to poor academic attainment across all stages.</p> <p>EEF's rapid evidence review: attendance interventions shows that targeted parental engagement can have positive impacts on improving attendance.</p> | 2,7 |
| <p>Establish a consistent system for clear and accessible parental communication for information evenings and progress evenings.</p> <p>This includes targeted phone calls ahead of face-to-face events, and delivering sessions that are accessible and planned with EAL in mind.</p> | <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> | 7 |

Total budgeted cost: £ 242,999

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Pupils: Year 11 Results 2024

| | 2024 Notre Dame Disadvantaged Pupils | 2024 Notre Dame All Pupils | 2024 National Data (Non-Disadvantaged Pupils) | 2024 Local Authority (Non-Disadvantaged Pupils) |
|---------------------|---|-------------------------------|---|---|
| Progress 8 | 0.60 | 0.69 | 0.16 | 0.12 |
| Attainment 8 | 47.00 | 57.19 | 50.0 | 49.8 |
| 5+ in English/Maths | 48.3% | 66.7% | 52% | 55% |
| Ebacc Entry | 20.7% | 51.6% | 45% | 45% |
| Ebacc at grade 5+ | 13.8% | 32.9% | 22% | 23% |

Year 11 outcomes indicate that high-quality, inclusive teaching is having a positive impact on our pupil premium cohort. Our progress for disadvantaged pupils for 2024 is positive at 0.60. Compared to the national figure for the non-disadvantaged cohort at 0.16, this evidences the exceptionally strong progress that disadvantaged pupils have made at Notre Dame, indicating that our Pupil Premium strategy is delivering on impact. The national progress figure for disadvantaged students is -0.57. This indicates that our disadvantaged cohort performed over a full grade per entry better than the national average given their starting points. Whilst outcomes remain strong, we will continue to set the aspiration high, with a tighter focus on our attainment measures, moving forward.

Attendance

| Year | 22/23 | | | | 23/24 | | | |
|--------|-------|------|------|------|-------|------|------|------|
| Term | 1 | 2 | 3 | Year | 1 | 2 | 3 | Year |
| PP | 91.2 | 91.8 | 91.9 | 91.3 | 92.2 | 91.7 | 91.9 | 92.1 |
| Non-PP | 94 | 95.1 | 95.3 | 94.3 | 94.8 | 93.3 | 93 | 93.8 |

| | | | | | | | | |
|-----|------|------|------|----|------|------|------|------|
| Gap | -2.8 | -3.3 | -3.4 | -3 | -2.6 | -1.6 | -1.1 | -1.7 |
|-----|------|------|------|----|------|------|------|------|

| | | | |
|--------|-------|------|------|
| | 24/25 | | |
| Term | 1 | 2 | 3 |
| PP | 92.9 | 90.9 | 93.5 |
| Non-PP | 95.1 | 94.3 | 91.5 |
| Gap | -2.2 | -3.4 | -2.0 |

Our attendance gap between the disadvantaged and non-disadvantaged cohort is narrowing, but this continues to be an area of focus for us to address further.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | |