

Pupil premium strategy statement:

Pupil Premium - The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11
- £300 for children of Service Families
- Schools will also receive £1,900 for each pupil identified in the spring [school census](#) as having left local-authority care because of 1 of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order

Context

At The Catholic High School, our motto of “Christo Fidelis” is underpinned by our objective of providing the best Catholic Education for all. We strive to ensure that we have a culture in which all staff do all they possibly can to ensure that the students reach their full potential and achieve the best possible outcomes in everything they do. We strongly believe that all students should have the opportunity to achieve well regardless of their economic or social situation.

The Pupil Premium Grant is intended to support these students to succeed and ensure that they are not disadvantaged in any way. When we refer to ‘Pupil Premium (PP) students’, we mean students who are eligible for free school meals (FSM), are looked after children (LAC) continuously for more than six months, including those who have been adopted, or children who have parents serving in the Armed Forces. The most recent formula for calculating the PPG is based on students who have been eligible for free school meals at any point in the previous six years, known as the “Ever 6” calculation. The Catholic High School, the Assistant Head – Achievement (Ms U Mort) is the senior leader responsible for the oversight of how the PPG is allocated. There is a named Governor (Mr F Hoey) who works with the senior leader to ensure the funding is spent appropriately. The PPG spending is monitored by the Governors through reports to the Local Governing Body meetings.

Pupil Premium money is ring fenced to ensure that it is spent on the target group. Staff are fully aware of which students are PP and must take account of this when planning Schemes of work, lessons and interventions as well as trips, extra-curricular/enrichment and other activities. Although the School uses a range of intervention strategies, our core focus is on ensuring that all students receive ‘quality first teaching’.

The school also applies for funding for looked after children through PEPs and uses this money to support the specific individuals. The aim of the PPG is to close the attainment gap by funding targeted interventions and strategies within the School. The purpose of the Pupil Premium is to narrow the achievement gap (attainment and progress) between students from low income families and their peers by ensuring that this funding reaches the students who need it most. Schools have the freedom to spend this funding as they see fit based upon their knowledge of pupil needs.

Mr J Murray, Head Teacher

Successes 2015-2016

Summer 2016 saw our best ever GCSE results for students in receipt of pupil premium funding. 50% of pupil premium students achieved 5A*-C including English and Maths. The attainment 8 score average for pupil premium students was 43. In English 82% of pupil premium students made expected progress and in Maths this was 57%.

Strategies that helped disadvantaged students:

- Disadvantaged students were supported in taking up educational visits, or were supported in taking up or continuing with instrumental tuition.
- All teaching staff had a teaching and learning objective that focused on improving the achievement of SEND and PP students.
- Staff were trained in providing high quality feedback with the introduction of Feedback and Improvement Time (FIT) and STAR marking – this promoted self-reflection and independent learning.
- The progress of disadvantaged students became a key consideration of tracking, lesson observations and work scrutiny.
- The progress of pupil premium students was prioritised at exam review and progress review meetings.
- The Trinity provision was developed to provide outstanding pastoral support for disadvantaged and vulnerable students with bespoke packages offered to students to support them through challenging times.

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£140,840	Date of most recent PP Review	n/a
Total number of pupils	862	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	50%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	82% / 57%	75.8% / 73.4%
Progress 8 score average (2015/16)	-0.47	0.12
Attainment 8 score average (2015/16)	43	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils. This prevents sustained high achievement.
C.	Behaviour issues for a small group of pupils who are eligible for PP and are having detrimental effect on their academic progress and that of their peers.
External barriers	
D.	Attendance rate for pupils eligible for PP was 89.6% (15/16 - below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP and other pupils.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using regular assessment.
B.	Improved rates of progress for high attaining students eligible for PP in all years, with a particular focus on year 7-9.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high

		attaining so that 85% or above are on track for target grades. Where they are not, departments are putting in place interventions, monitored by CLLs and SLT.
C.	Behavioural issues of identified groups of students are addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased average attendance rates for pupils eligible for PP.	Close analysis of data. Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 89.6% to 95% in line with 'other' pupils.

5. Planned expenditure

Academic year **2016/17**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress for high attaining students eligible for PP in all years, with a particular focus on year 7-9.	Pupil Premium pledge created by Curriculum Leaders of Learning that outlines support that PP students will receive each lesson – providing equipment, revision materials, support sessions. PP staff training focusing on T&L strategies to support PP students.	John Dunfield stresses the importance of staff buy-in – we want to raise the profile of the importance of supporting PP students so all staff in the school know how to support these students.	Meetings with PP students Use INSET days to deliver training.	AHT Achievement	Jan 2017
	Department analysis of tracking used to plan teaching and learning strategies bespoke for each PP students – reported back to SLT including at Progress Review meetings.	We have changed how we do things at CHS with less traditional link meetings which has provided Curriculum Leaders of Learning with time to work with their departments to plan and record action to improve the attainment and progress of PP students.	Progress review documents and meetings – attended by Headteacher, Curriculum Leaders of Learning, Assistant Headteacher Achievement and School Governor. T&L reviews	AHT Achievement	Jan 17 March 17 June 17

	YLLs update 'key information' about PP students. Teachers use this information and student profiles to plan lessons and support for PP students. This will ensure improved information and communication to support improved rates of progress for PP students.	Curriculum Leaders of Learning have voiced concerns that we do not know the full needs of PP students. By recording significant information on them and sharing this with staff we believe that teachers can plan effective teaching and learning that can support each PP student's specific needs.	New processes of communication and distribution of data introduced	AHT Achievement	Jan 17 June 2017
	Increasing use of ICT – including Fire Fly learning Portal Subsidised laptop leasing scheme introduced.	PP students in the school are sometimes poorly organised and we believe that firefly is an effective way to keep on top of their work and to communicate work/revision expectations to parents.	PP work scrutiny to monitor the quality of learning PP student shadowing	AHT Achievement	Jan 17 June 2017
Budgeted cost					£30,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved rates of progress for high attaining students eligible for PP in all years, with a particular focus on year 7-9.</p>	<p>To ensure PP students in year 11 are supported by:</p> <ol style="list-style-type: none"> 1.Using Sixth form students as subject mentors 2.Supporting underachieving students through individual targets set with parents and YLL and a member of SLT 3.Supporting underachieving students as part of a motivational group, working with KS4 YLLs to increase motivation, raise aspiration and improve results 	<p>To provide extra support to improve attainment. We believe using sixth formers is very motivational for students as someone they can relate to.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Triad meetings with YLL</p> <p>Analysis of students' results following each round of tracking</p>	<p>YLL Year 11</p>	<p>Post Tracking</p>

	To support year 11 students in their post GCSE route we introduce them to a large programme of speakers covering a multitude of different industry sectors, as well as a comprehensive series of immersive workshops from both universities and industry employers	We believe students will be more motivated by having access to higher education and careers advice.	Review by Careers Coordinator and YLL	Careers Co-ordinator	Termly
Improved rates of progress for high attaining students eligible for PP in all years, with a particular focus on year 7-9.	To improve parental engagement and involvement in their child's education through parent evenings and events, through the FireFly Portal and laptop leasing scheme.	To identify opportunities to engage parents to play a key role in student success. Goodall and Vorhaus stress in the DfE paper - parental engagement has a large and positive impact on children's learning and was the single most important finding from a review of the evidence of the impact of parental engagement.	Keep and review records of attendance and review staff/student/parent use of firefly.	AHT Achievement	October March June
Budgeted cost					£64,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for pupils eligible for pupil premium funding	EWO employed to monitor pupils and follow up quickly on truancies. First day response provision. Attendance action plan to improve attendance. All staff have appraisal attendance target.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. This is a key area for improvement highlighted in the Ofsted inspection.	YLLs to meet EWO every fortnight to discuss and implement action needed. YLLs to meet NC every 2 weeks in line management meetings to identify students where intervention is required. Appraisal targets to be reviewed through line managers. NC and MN to meet two governors termly to	AHT Behaviour	Jan 17 June 17

	Two Governors monitoring attendance.		discuss and review.		
Behavioural issues of identified groups of students are addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Intervention to meet specific needs of students to be implemented through Trinity. Students referred to Trinity weekly meeting by CLL/YLL. Students' needs discussed and appropriate action/intervention implemented.	AHT Behaviour	Jun 17
High levels of progress in literacy for Year 7 pupils eligible for PP and other pupils.	To use IDL to raise literacy levels in years 7-9	Issues with literacy holds back students' progress across the whole curriculum.	Updates from TA IDL lead and tracking of identified students.	SENCO	Termly tracking
Budgeted cost					£41,000
Total Budget Cost					£135,000
Surplus for unforeseen requirements					£5,840

6. Review of expenditure				
Previous Academic Year	2015/2016	Pupil Premium Budget	£139,975 (150 Students)	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Close the gap by focusing on students entering the school at level 3 and 4 through high quality teaching and learning.	Appraisal objective setting for staff to include improving outcomes for SEND and PP Students. Improve learning through high quality feedback (introduction of Feedback and Improvement Time and STAR marking) – HODs/staff INSET	Improvement in quality of T&L for these students as evidence from raising achievement.	A greater emphasis on ensuring student know what they need to do to reach the next level as led to has significantly enhanced their outcomes.	
Engagement of YLLs and CLLs in closing the gap	Review progress and support with CLL and YLLs regularly including the review of tracking data. Ensure regular scrutiny of PP student progress across departments together with actions – curricula and non-curricula	Narrowing the gap between the attainment/progress of PPI students – smaller gap than previous year and less gap between school and national <u>2014 5A*-C EM – DfE/ROL</u> PPI 24% non PPI 60% national PPI 36% <u>2015 5A*-C EM – DfE/ROL</u> PP 30% non PP 62% national PP 36%	This needs to be continued in future academic years so this becomes standard practice following each round of tracking. The action should focus on T&L strategies.	

Improve attainment across the curriculum particularly focussed on boys	All staff attended a course 'Raising Boys Achievement' providing strategies to engage and motivate boys more effectively, whilst gaining an improved understanding of intrinsic motivation.	Training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing a broader range of skill. Best practice shared in later briefings.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£2,500
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise attainment of PP students and narrow the gap between PP and non PP.	'Break Through Group' year 11 focussed weekend – Maths, English and science Students who are not on track to achieve their target grades in Year 11 will receive small group or 1-to-1 support in Core subjects. Targeted students (including the PP and others) will attend compulsory after school sessions in the core subjects.	Positive progress 8 score for year 11 year group +.22 but for disadvantaged students -0.47. The gap between PP and non PP students narrowed. 50% of pupil premium students achieved 5A*-C including English and Maths. The attainment 8 score average for pupil premium students was 43. In English 82% of pupil premium students made expected progress and in Maths this was 57%.	Future intervention will focus on the achievement of the whole year group including PP students	£20,000 allocated from staff salaries for PP Lead and administration.
Develop a specialist team to coordinate support for PP students.	AHT appointed as PP lead Specialist TA for IDL	82% of PP made expected progress against a national figure of 75.8 non PP for English 57% of PP students made expected progress compared to a national figure of 73.4% for Maths	This is an improved step in raising the profile of PP students but more focus should now be on T&L and what happens at subject level.	£18,500 allocated from staff salaries
Raise the participation levels of PP students and develop their sense of belonging.	Year 7 Conway Other educational curriculum reliant trip	All PP students are provided with the opportunity to attend all relevant curriculum required trips. Costs of either fully covered or subsidised.	These trips are powerful and positive teaching tools that help enhance the social, personal and emotional development of all learners. PP funding will continue to be used to ensure equity of opportunity amongst our students	£5,000

Parental Engagement Programme to support hard to reach parents	Information and 'Revise Right' evenings for parents. Improved electronic communication with automated notification to parents – SIMS in touch New School website New Fire fly learning portal	Improved participation at all academy information evenings and follow-up contact for non-attendees.	Parental feedback for both 'revision' event and parental communication has been positive with more time parental intervention supporting the work of the school. Firefly has increased flexibility of access to resources for students. Parent access will be activated during 16/17. New school website complies with DFE expectations for the provision of mandatory information.	£22,000 allocation from marketing and ICT software. £3000 allocated from staff salaries
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates/reduced PA amongst PP pupils. Engagement and return to learning provision through Trinity Staff Reduced behavioural incidents for PP students	EWO on site/tracking and implementing staged approach (letters, family liaison) Early warning letters, home visits, EWO mentoring, Behaviour report cards Trinity Provision - specialist staff Differentiated curriculum Use of off-site provisions where appropriate Parent meeting with Head and signed behaviour contracts Seconded Assistant Headteacher to also lead on Behaviour	Average PP attendance = 89.6% for 15/16	PP attendance continues to improve in line with school trajectory. However, a small number of students who are PA/school refusers have a large impact on the overall PA figures for PP students – earlier alternative provisions need to be addressed and identified as soon as possible	£12,000 allocated from staffing budget for Education, behaviour and support services £51,975 allocated from staff salaries towards Trinity Provision £5,000 allocated form staff salary towards Assistant Head - Behaviour

Increased motivation and behaviour of PP students.	<p>There has been significant intervention aimed at improving the behaviour of PP students, especially in year 9. This has included small group work, one to one mentoring and alternative provision both within school and using external agencies.</p> <p>Improved parental communication using SIMS in touch</p>	<p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. Behaviour and Attendance has been identified as one of the seven building blocks of success (Source Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015) DFE</p>	<p>Improved parental attendance at parents evening More prompt/regular contact with home.</p>	
			Total Expenditure 2015/2016	139,975

7. Additional detail

Our full strategy document can be found online at: www.christofidelis.org.uk