

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	The Catholic High School				
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£145,860	<b>Date of most recent PP Review</b>	Sept/Oct 2017
<b>Total number of pupils</b>	All – 878  Yr 7 to 11 - 729	<b>Number of pupils eligible for PP</b>	All – 173  Yr 7 to 11 – 164  156 census Jan 2017	<b>Date for next internal review of this strategy</b>	March 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 English / Maths</b>	-1.03/-0.70	
<b>Progress 8 score average</b>	-0.85	
<b>Attainment 8 score average</b>	31.21	
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>		
<b>A.</b>	Students' perception of school – school refusers, erratic attendance	
<b>B.</b>	In year admissions which alter the dynamics of the school – often PP or friends of PP students (47 students 2016-17 including 7 PP students)	
<b>C.</b>	Boys' engagement and achievement	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		

<b>D.</b>	Lack of parental engagement	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	To engage PP students in school life so they see it as a positive experience	Improved firefly use, improved AtL and achievement points. Involvement in extra-curricular activities.
<b>B.</b>	Narrow the gap between the achievement and progress of PP students and national other, especially improving the performance of PP boys	2018 results show the gap is narrowed.
<b>C.</b>	Improved attendance of PP students	Improved attendance – whole school target 97%.
<b>D.</b>	Improved parental engagement of the PP cohort	Improved PP parental attendance at parents evening, celebration of achievement evenings and improved use of firefly.

## 5. Planned expenditure

Academic year

2017 - 2018

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?
Narrow the gap between the achievement and progress of PP students and national other, especially improving the performance of PP boys	New tracking system which is easier for parents to understand - with no aspirational targets and which focuses on T&L what is working well/even better if.	<p>We have found that the Aspirational Targets have had a demoralising effect upon boys and PP boys in particular. We want students to feel that there is no ceiling on their achievement.</p> <p>The new tracking system will make it easier for parents to understand and engage with their child's tracking, understand what their child needs to focus on in each subject and give positive encouragement about what is working well.</p>	<p>Tracking will be reviewed at Progress Review meetings in December and March.</p> <p>The new system will be reviewed and amended at LT/CLL meetings.</p>	AHT UM	Progress Review meetings
	Five year curriculum and subjects' focus on teaching revision strategies including the use of knowledge organisers being trialled in the English and History department.	Students will begin preparations for their GCSEs from year 7 and will be taught how to revise effectively. The use of knowledge organisers with regular testing will improve students' revision and the knowledge organisers will especially help any students with poor attendance.	<p>SISE observations</p> <p>Review at CLL meetings</p>	DHT MN	<p>SISE calendar</p> <p>Annual review T&amp;L</p>
	Learning 2 Learn lessons for students in year 8 and 9 who are not doing French.	Students who will not do GCSE French will have additional literacy and numeracy which will help them make better progress in their other subjects.	SISE observations	DHT MN	SISE calendar
<b>Total budgeted cost</b>					£15,000

## 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 parental engagement of the PP cohort</p>	<p>Improved YLL action to support PP students. Each YLL will meet with one parent a week for students that the school is concerned about.</p> <p>Parents evening questionnaire will record if students are PP – a way to get PP parental feedback about the school</p> <p>YLLs will follow up concerns over non-attendance at parents evenings and key events – records need to be kept. This will be an opportunity to complete the parents evening questionnaire.</p> <p>Non-attendance at parents evening will be recorded on SIMs</p>	<p>As Professor Sonia Blandford emphasises breaking down barriers and improving parent or engagement develops a positive culture and success for disadvantaged students. This is an area that most schools struggle with and we want to focus on building positive relationships with parents including those of PP students.</p>	<p>Through link meetings with AHT</p>	<p>AHT NC</p>	<p>Ongoing</p> <p>50% cost of AH £35000 YLL – 50% of TLR costs £20,000</p>

To engage PP students in school life so they see it as a positive experience  Narrow the gap between the achievement and progress of PP students and national other, especially improving the performance of PP boys	A new role will be launched – the Intervention Teacher. She will work with year 7 students who need academic support in literacy and numeracy from Jan 2018. Part funded through PP	This allows for a more coordinated timetabled approach to intervention to stop disengagement early on.	LT meeting to review  Link meetings	SENCO JW	Ongoing 50% at £16243 staffing
To engage PP students in school life so they see it as a positive experience  Improved attendance of PP students	Trinity support for in year admissions so they settle into their lessons.  Support courses will be on offer which are timetabled – run by teaching staff.	Pastoral care is one of our strengths at the Catholic High School and we continually invest in our trinity provision as a safe place for disadvantaged and vulnerable students where they can receive bespoke support.	Weekly Trinity meetings  Bfl/Achievement points records	DHT MN  AHT NC	Ongoing 100% £48117 staffing
<b>Total budgeted cost</b>					<b>£119,360</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To engage PP students in school life so they see it as a positive experience	Changes to the BfL system with the launch of achievement points – to motivate PP students to achieve.	We want to be able to celebrate students success which in turn will have a positive impact upon their engagement in their learning.	Staff should aim to issue 3 achievement points per lesson.  Regular review of staff amount of achievement points issued.	DHT MN  AHT NC	Ongoing review
	Engagement of PP students in the Higher Horizons programme run by Chester University.	The National Collaborative Outreach Programme) aims to support the Government's goals to double the proportion of young people from disadvantaged backgrounds in higher education (HE) by 2020. We fully support this initiative.	Regular contact and review with the University of Chester Lead Annabel Twist and YLL.	AHT UM	Ongoing and end of the academic year

	Students to be offered financial support for extra-curricular opportunities	We believe that involvement in extra-curricular opportunities creates a sense of belonging and better engagement in school life.	Records kept of opportunities funded.	AHT UM	March and June £5000
Improved parental engagement of the PP cohort	<p>Action to ensure parents are accessing firefly – firefly support session at parents evening.</p> <p>Improvements to parents evening – guidance for staff conversations and staff student information booklets.</p>	<p>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. After a review of usage we have noticed that there are still some parents not accessing firefly and we believe they may need some support.</p> <p>We want to be able to support parents to know how best to support their child's learning as a key factor in the development of a school 'learning' community is the extent to which parents are engaged in their children's learning.</p> <p>Recent research showed greater confidence and motivation of children whose parents had high expectations for their learning and achievement. (Schleicher, 2014).</p>	<p>Review at LT following each parents evening.</p> <p>Analysis of attendance and of the parental questionnaire.</p>	AHT UM DHT MN	Ongoing 50% cost firefly £5500
Improved attendance of PP students	<p>Use of attendance panels and fixed penalty notices.</p> <p>Free breakfasts offered to PP students.</p>	Improving attendance if a key focus of the school following out most recent Ofsted inspection.	Monitor attendance data and how many students access the free breakfasts	DHT MN AHT NC	Ongoing £1000
<b>Total budgeted cost</b>					<b>£145,860</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Improved rates of progress for high attaining students eligible for PP in all years, with a particular focus on year 7-9.	<p>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.</p> <p>PP staff training focusing on T&amp;L strategies to support PP students.</p>	<p>The pupil premium pledge was a useful exercise in raising the profile of PP students and our commitment to them – however, this needs to be followed up by CLLs and reviewed.</p> <p>PP inset training and department time was dedicated to strategies to support PP students – teachers are now beginning to share good practice and apply more specific strategies to support PP students.</p> <p>PP issues and suggestions for action was a focus of inset Summer term – ideas will be added to next year's plan.</p>	PP needs to be a continued and constant focus of department meetings and a continued constant focus of T&L review.	
	Department analysis of tracking used to plan teaching and learning strategies bespoke for each PP student – reported back to SLT including at Progress Review meetings.	<p>Lesson observations have shown some excellent practice with teachers knowing their PP students and their needs very well.</p> <p>PP students' progress was a particular focus of the Progress Review meetings there were some good examples of CLLs who supported and challenged their department regarding the progress of PP students.</p>	Progress review meetings will be used next year and continue to have a PP focus. They will take place after each round of tracking. This will be followed by a PP review fortnight to ensure action that staff have said will take place is embedded into lessons.	

	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.	YLLs have placed key information on the system and staff have used this to understand PP students in their form and classes better so they can provide them with bespoke support.	Ensure all staff know about this by using the CLL bulletin – update reminders.  YLLs need to update the information regularly (termly) and staff need to know when it will be updated.	
	Increasing use of ICT – including Fire Fly learning Portal Subsidised laptop leasing scheme introduced.	The student app has been launched for firefly to engage students and parents.  Some departments have been using firefly to share lesson materials, set homework and aid revision. Good practice has been shared. All students including PP students have benefitted from this. However, this needs to be consistently used across all departments.	We will continue with this approach but will require further monitoring of the use of firefly to ensure consistency.	
Budgeted cost				£30,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



<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"> <li>1.Using Sixth form students as subject mentors</li> <li>2.Supporting underachieving students through individual targets set with parents and YLL and a member of SLT</li> <li>3.Supporting underachieving students as part of a motivational group, working with KS4 YLLs to increase motivation, raise aspiration and improve results.</li> </ol>	<p>Year 11 has been tailored to meet the needs of students – a more personalised curriculum i.e. college places.</p> <p>Off-site alternative provision – 3 students In school reduced curriculum – 5 students Pursuit of Excellence. Parents met with YLL and LT. Targets set and reviewed - 7 students</p> <p>Sixth formers have been used in some subjects to support other students but this is inconsistent.</p> <p>Start of the academic year YLL and SLT met with a number of PP students and parents to discuss their progress and to set targets for the year ahead.</p>	<p>Sixth formers will be used to support students but this will be formalised so all year 12s will commit to one activity – many of which will benefit PP students.</p>	
	<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</p>	<p>We used Inspiring the Future to identify invite volunteers from a range of industry sectors and targeted students (PP and non) whose chosen options and ability were a match for these areas. We also sought volunteers amongst our own alumni.</p> <p>Most talks were well attended by students in years 10-12</p>	<p>Inspiring the Future is a sensible way of recruiting volunteers, though locally the range of industries is somewhat limited on the site, and we should continue to seek relevant volunteers elsewhere.</p> <p>Registers were taken to ensure school registers were accurate. With hindsight, these should be kept to allow analysis, and future planning.</p>	

	To improve parental engagement and involvement in their child's education through parent evenings and events, through the FireFly Portal and laptop leasing scheme.	<p>Parents have access to firefly and some students are using the app. 304 out of 965 parents have logged on to firefly.</p> <p>Yr 7 parents evening 91% attendance Yr 8 parents evening 82% attendance (84% adjusted for illness/absence) Yr 9 parents evening 75% attendance Yr 10 parents evening 81% attendance (84% adjusted) Yr 11 parents evening 72% attendance Yr 12 parents evening 83% attendance</p> <p>The new style celebration of achievement (all students receive a certificate) evening ensures positive home/school interaction.</p>	<p>There are still difficulties getting parents of PP students to engage and this needs to be a further focus for next academic year.</p> <p>It is important to follow up non-attendance at key events like parents evening and celebration of achievement – this needs to be a priority for PP students.</p> <p>Further work will be done to ensure parents are using firefly.</p>	
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Budgeted cost £64,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Increased attendance rates for pupils eligible for pupil premium funding	<p>EWO employed to monitor pupils and follow up quickly on truancies. First day response provision.</p> <p>Attendance action plan to improve attendance.</p> <p>All staff have appraisal attendance target.</p> <p>Two Governors monitoring attendance.</p>	<p>Overall attendance 2016-17: Yr 7 96% PP 93% non PP 97% Yr 8 95% PP 92% non PP 96% Yr 9 94% PP 89% non PP 96% Yr 10 92% PP 85% non PP 94% Yr 11 86% PP 83% non PP 86% Yr 12 94% PP 95% non PP 94% Yr 13 71% PP 72% non PP 71%</p> <p>The attendance plan has been reviewed through inset/SLT meetings to secure desired outcomes.</p> <p>Data is given to parents about attendance on a regular basis. There have been more FPNs and prosecutions this year mainly of PP students' parents.</p>	<p>New attendance graphs linking attendance and progress have been designed – to be rolled out next year following each round of tracking.</p> <p>There will be a continued focus on attendance next academic year – see attendance plan.</p>	

Behavioural issues of identified groups of students are addressed	Identify a targeted behaviour intervention for identified students.	<p>PP students with concerns are discussed Tues morning meetings.</p> <p>Students have had access to bespoke, individual packages often linked to PSPs and attendance reviews.</p> <p>JT supports PP students with careers guidance and future planning.</p> <p>Parenting course led by Trinity - a programme for parents, "Youth Connect 5" on Tuesday evenings – the parents of 4 PP students are amongst the participants.</p>	<p>Approach will be continued and extended through timetabled staff working in Trinity, targeting specific groups of students, including PP.</p> <p>This has been particularly effective when re-integrating students following exclusion/school refusal. Increased use of Alternative Provision and Step Out to support PP students and minimise use of external exclusion.</p> <p>To be continued.</p> <p>Course was successfully completed and will be run again this year.</p>	Alternate provision £50 per day plus taxi costs
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	<p>25 students attended</p> <p>20 students made progress in their reading and/or spelling age</p>	<p>IDL does not work for all students</p> <p>Withdrawing students from 'ad hoc' lessons is too complicated and results in lots of wasted time/resources. We are, therefore, planning to change the approach from 2018-19</p> <p>IDL is still taking place in form time twice a week and parents will be send log in details so they can support their children at home.</p>	
Budgeted cost				£41,000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

