

Pupil premium strategy statement – The Catholic High School Chester

1. Summary information					
School	The Catholic High School				
Academic Year	2018/ 2019	Total PP budget	£156,145	Date of most recent PP Review	Nov 2018
Total number of pupils	<u>Years 7-13</u> 878 <u>Years 7-11</u> 746	Number of pupils eligible for PP	178	Date for next internal review of this strategy	Half- Termly

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 English / Maths	-1.27/-0.68	0.11/0.12
Progress 8 score average	-0.95	0.13
Attainment 8 score average	29.35	49.96
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.	Poor literacy skills with a gap developing further from year 7 upwards	
B.	Low aspiration and motivation, and poor behaviour	
C.	Poor participation of PP students in school life including revision sessions	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement	
E.	Poor attendance	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved literacy skills across the school so students can access the challenge of the new GCSES	Increase in reading ages Engagement in lessons Improved tracking and exam performance
B.	Establish better relationships between school and students, and school and parents so students are more motivated and better behaved.	Improved parents evening attendance Improved BfL, achievement points and AtL records Reduced exclusions Improved attendance
C.	Increased participation in school life including revision sessions	Attendance on school visits Intervention register/details on SIMs
D.	Improved PP achievement in years 10-11	Positive progress score for PP students

5. Planned expenditure					
Academic year		2018-2019			
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 PP achievement in years 10-11 Improved literacy skills across the school so students can access the challenge of the new GCSES	Departments to use INSET time to discuss and plan intervention for underachieving PP students, which needs to be quality assured and, where appropriate, recorded on SIMs.	Teachers have reported that they need designated time to plan strategies and share good practice that will actually make a difference.	Link meetings CLLs/SLT	THW UM	Each round of tracking
					Resources Needed 6 hours of INSET time for each member of teaching staff.
Cost					£12,218
Improved PP achievement in years 10-11	'Take Five' used to close the gap	Intervention was inconsistent within and across departments. Trialled by the English department and rolled out as it ensures staff focus on specific vulnerable students and their needs.	Link meetings CLLs/LT	THW	Each round of tracking
					Resources Needed 3 hours for each CLL in school.
Cost					£1,992

<p>Improved PP achievement in years 10-11</p> <p>Improved literacy skills across the school so students can access the challenge of the new GCSES</p>	<p>Coaching of staff</p> <ul style="list-style-type: none"> Sessions with CLLs/2ic of core subjects to discuss strategies in which to boost the performance of vulnerable students. Sessions with second in departments to develop intervention strategies within departments and how their role can support the CLL and enhance performance. 	<p>The school has received funding for the Achievement For All programme, and selected coaching for core staff to review department practice and ensure a coherent strategy.</p>	<p>Review with Achievement For All Coach</p> <p>Link meetings CLLs/LT</p>	<p>THW</p>	<p>Each half term</p>
					<p>Resources Needed</p> <p>Supply needed to cover 4 core CLLs for 2 hours each.</p> <p>Supply needed to cover 4 core 2nds for 1 hour.</p> <p>Supply needed to cover 4 core CLLs and 2nds for 2 hours</p>
Cost					£885
<p>Improved literacy skills across the school so students can access the challenge of the new GCSES</p>	<p>Literacy and Numeracy Intervention roles</p> <ul style="list-style-type: none"> Development of the roles of 	<p>Following testing of students we were concerned about a number of students with a low reading age which is prohibiting their progress in all subjects.</p>	<p>Review by SENCO</p>	<p>SENCO JW</p>	<p>Regular reading age test review</p> <p>Following tracking</p>

	Lucy Hornby and Kari Kerr				Resources Needed Numeracy – 1 x Teaching Assistant and 1 x teacher part funded. 1 hour per day for 2 terms
Cost					£7844
Improved PP achievement in years 10-11 Improved literacy skills across the school so students can access the challenge of the new GCSES	<p>Department PP Champions</p> <ul style="list-style-type: none"> • Each department to have a PP Champion to attend meetings each half term. • Discussions to focus on interventions in departments, strategies to improve performance. • Ensure PP is on each department agenda. 	To ensure that departments are focused on vulnerable students and share best practice.	Through meetings/feedback from meeting and issued raised at SLT.	THW	Half termly
					Resources Needed 13 Representatives – One from each department. 3 one hour meetings
Cost					£1,726

Total Cost for 'Quality of teaching for all' £24,665

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?
Establish better relationships between school and students, and school and parents so students are more motivated and better behaved	Structured conversations <ul style="list-style-type: none"> • Target group are vulnerable students in year 10. • All staff in school to be working with at least one student and their family to develop relationships and offer support to increase attendance and academic performance. 	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. Recent research showed greater confidence and motivation of children whose parents had high expectations for their learning and achievement. (Schleicher, 2014).	Feedback form centralised	THW DG	Termly
					<p align="center">Resources Needed</p> 4 hours for each staff member in school (Teaching and Teaching Assistants)
				Cost	£9,120
Establish better relationships between school and students, and school and	Use of the EWO to improve attendance of PP students	Students need to be in school to make progress.	Attendance data	NC THW	Fortnightly meeting

parents so students are more motivated and better behaved					Resources Needed 50% of the cost for the EWO.
				Cost	£5000
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	For year 7 students who need academic support in literacy and numeracy from Jan 2018. Part funded through PP.	All students are now rigorously screened upon intake using CATs, Access Reading Test and the Blackwell Spelling Test. Students are flagged as needing literacy intervention with standardised scores below 90 or as highlighted on the Access Reading Test. These students are placed into support groups and are withdrawn from non-core subjects until they have made adequate progress in their levels of literacy. Parents are informed of progress on a termly basis and are encouraged to engage in home learning with their children to support the	This process will continue as it is an effective way of screening students on intake to CCHS. This is particularly useful with mid-year applications, who can often slip through the net if the transfer of information from is not adequate		£28,000 .5 specialist teacher
To minimise barriers	Students to be offered financial support for curricular educational visit	An ongoing strategy that successfully supports students to develop a sense of belonging and broaden their			£5000

<p>Establish better relationships between school and students, and school and parents so students are more motivated and better behaved</p> <p>Improved PP achievement in years 10-11</p>	<p><u>PP Student Passports</u></p> <ul style="list-style-type: none"> • Focus on developing context and full picture relating to each PP student. • Meeting with each PP student to discuss aspirations, barriers to learning and ways in which they can be supported. • Each PP student to have a passport produced with information to be shared with staff to develop understanding of needs. 	<p>Feedback from a staff questionnaire is that they do not always know the vulnerable students' issues, to be able to provide them with adequate support.</p>	<p>Feedback from staff</p>	<p>THW</p>	<p>Mid-year review</p>
					<p>Resources Needed</p> <p>Admin time</p>
					<p>Cost £0</p>

Improved PP achievement in years 10-11 Establish better relationships between school and students, and school and parents so students are more motivated and better behaved	<u>Year 11 Mentoring</u> • PP students in year 11 to be assigned a sixth form mentor to meet regularly to help push them on and provide support.	We have found that our year 11 students respond best to mentoring from students who have recently gone through their GCSEs.	YLL to monitor the success via discussions with mentors	DG	Weekly
					Resources Needed No cost involved
Cost					£0
Develop social wellbeing with the most vulnerable of our PP students.	Intervention programmes with the Trinity Team looking at issues such as attachment issues, anger management and establishing positive relationships with others.	We have found an increase in anxiety, anger management and mental health issues amongst a vast majority of students with particular issues amongst our most vulnerable PP students. These issues are preventing students from accessing the curriculum effectively, so it is vital that assistance is given to overcome these issues.	YLL to monitor as well as the Trinity Team.	NC, THW, JW and JB Additional support provided by the school Chaplain x .25	Weekly meetings are held to discuss the impact of interventions.
					Resources Needed 60% of the total cost of Trinity Provision
Cost					£55,197
Improved PP achievement in years 10-11	MADE training – Exams Made Easy	We have found students, especially PP students, struggle to know how to revise effectively.	Further work in lessons and tutor time	DG	Yearly
					Resources Needed Full cost of the training
Cost					£1494

Improved PP achievement in years 10-11	Targeted Maths intervention using TAs	Providing 1:1 support for students who are struggling should boost their confidence	Monitored by Maths teacher/CLL and TA	AA	Half termly
					Resources Needed 30 minutes per day for 2 terms for one TA.
Cost					£869
Improved PP achievement in years 10-11	Alternative provision for students who find it difficult to access the full curriculum Behaviour intervention co-ordinated by NM.	Students who struggle to access the full curriculum are at risk of exclusion and underachievement. This strategy aims to meet their specific needs. Students who are consistently getting a high number of BfL points to be withdrawn from lessons for a period of time to work specifically on their behaviour and self-esteem. This is with the intention of reducing fixed-term exclusions.	Monitored by AHT pastoral and YLLs	NC and MN	Monthly
					Resources Needed 75% of the cost of NM 3 students at Wirral Wrap £21,850 £4,950
Cost					£122783
Total Cost for 'Targeted Support'					£156,145

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?
Establish better relationships between school and students, and school and parents so students are more motivated and better behaved	<u>Work with Primary Schools</u> <ul style="list-style-type: none"> • Closer work with feeder primary schools to identify issues relating to PP students earlier. • Develop better links with potentially hard to reach families in order to ensure a smooth transition. 	Feedback from feeder primary schools was that the transition was not always effective.	More clarity of information and a clear programme of support for the most vulnerable students and their families from the start of year 7.	THW	Throughout the transition process.
					Resources Needed No cost
				Cost	£0
Establish better relationships between school and students, and school and parents so students are more	<u>Attendance</u> <ul style="list-style-type: none"> • Admin staff and member of SLT assigned to each year to follow up attendance with 	Improving attendance is a key focus of the school following our most recent Ofsted inspection – we are still not meeting our attendance targets.	Review attendance figures and see an improvement for PP and Persistently Absent students.	NC THW UM MN	Regular reviews of the data and intervention. £2000

motivated and better behaved	the aim of improving attendance.				Resources Needed Admin team to make phone calls each morning to students. Approximately 20-30 students a day. £2470
Improved PP achievement in all year groups					
Cost					£4470
Improved PP achievement in all year groups	<u>PP Review of School</u> <ul style="list-style-type: none"> • THW carrying out a review of all aspects of school policy relating to PP students to identify issues and areas for development. • Contributions from colleagues, local Priests, MP and other school stakeholders. 	Reviewing all aspects of school life and activity will provide a fresh picture of areas to target and develop.	The report will be shared with senior leaders, governors and all colleagues to discuss areas that could be developed and improved.	THW	This will be reviewed at the end of the academic year.
					Resources Needed Time of THW to complete PP Review. .2 of TW £14.5K
Cost					£14,500
Total Cost for 'Other Approaches'					£86,289

6. Review of expenditure				
Previous Academic Year		2018-19		
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
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.	The new tracking system is now embedded with an improved staff and parent understanding of target grades, using them to highlight underachievement.	We removed the what's working well/even better if as it created too much workload for minimum impact. Next step is to now use tracking data more effectively in department time to plan effective intervention in and outside the classroom.	.2 of Asst Head £14.2K
	Five year curriculum and subjects' focus on teaching revision strategies including the use of knowledge organisers being trialled in the English and History department.	Staff have a better understanding of GCSE expectations and have amended their year 7-9 curriculums and assessments to prepare students. Many departments have revision skills embedded into the years 7-11 SOWs. This will be a long term impact. Staff training on rapid revision raised the profile of revision among staff.	Revision will be revisited in the T&L INSET programme and is now one of the criteria on the SISE lesson observation forms. We need to continually focus on this to ensure revision continues to be embedded.	
	Learning 2 Learn lessons for students in year 8 and 9 who are not doing French.		SOWs have been amended to ensure this has a better impact. 14 lesson per cycle across all year groups – 266 lesson per annum, part costs attributed to PP	£35,068

Budgeted cost

£49269

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
------------------------	---------------------------------	---	--	-------------

<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>All YLL had this as an Appraisal target for 2017-18. Large number of parents met but parents of PP students often failed to engage. Parents of students causing most concern often did not attend meetings.</p> <p>YLLs did follow up with parents who did not attend parents evenings. Progress updates given over the phone or through follow up meetings.</p>	<p>Change of focus; meeting held through AFA programme and structured conversations.</p>	
--	---	---	--	--

<p>To engage PP students in school life so they see it as a positive experience</p> <p>Narrow the gap between the achievement and progress of PP students and national other, especially improving the performance of PP boys</p>	<p>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.</p>	<p>All students are now rigorously screened upon intake using CATs, Access Reading Test and the Blackwell Spelling Test. Students are flagged as needing literacy intervention with standardised scores below 90 or as highlighted on the Access Reading Test. These students are placed into support groups and are withdrawn from non-core subjects until they have made adequate progress in their levels of literacy. Parents are informed of progress on a termly basis and are encouraged to engage in home learning with their children to support the process. New students entering the school mid-year are screened using the same assessment tests and interventions are put in place where necessary. The intervention teacher also supports the co-ordination of exam access arrangements and is a qualified assessor.</p>	<p>This process will continue as it is an effective way of screening students on intake to CCHS. This is particularly useful with mid-year applications, who can often slip through the net if the transfer of information from is not adequate</p>	<p>£24,000 .5 specialist teacher</p>
<p>To engage PP students in school life so they see it as a positive experience</p> <p>Improved attendance of PP students</p>	<p>Trinity support for in year admissions so they settle into their lessons.</p> <p>Support courses will be on offer which are timetabled – run by teaching staff.</p>	<p>Where possible this has taken place but due to lack of Trinity resources and intervention being focussed on immediate referrals this has not happened as consistently as we would have liked.</p> <p>Staff without a full timetable will be allocated Trinity time. They offered activities tailored to meet the needs of specific individual or small groups of PP students.</p>	<p>Re-focus on this through appointment of new AHT who will put support plan in place for in year admissions.</p> <p>This will not be continued with as staff do not have time allocation for Trinity due to increased teaching loads as a result of budget constraints.</p>	<p>£51,000</p>

<p>Develop social wellbeing with the most vulnerable of our PP students.</p>	<p>Intervention programmes with the Trinity Team looking at issues such as attachment issues, anger management and establishing positive relationships with others.</p> <p>School Chaplain to work with vulnerable students offering one –to-one session.</p>	<p>Students who accessed Trinity support benefitted greatly from the programmes that they completed. Some students completed ‘Step Up to English’ qualifications through the support offered.</p> <p>Other students who had anxiety issues were given bespoke timetables to allow them to access the curriculum effectively as well as controlling their anxiety issues.</p>	<p>This approach will continue in the future due to the success of the interventions. Further programmes of intervention are to be added accordingly to develop the support available.</p>	
<p>Budgeted cost</p>				
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To engage PP students in school life so they see it as a positive experience</p>	<p>Changes to the BfL system with the launch of achievement points – to motivate PP students to achieve.</p>	<p>Success criteria has been met. A1s have highlighted positive contributions of all students including PP. A1s being awarded increasingly consistently across departments and years. Reporting through SIMS InTouch of A1s and BFL points daily to parents has allowed positive reporting and increased communication with parents of all students.</p>	<p>Continued development of awards system to report positive contribution to lessons. Focus on ensuring all pupils have a ‘live’ email contact for parents. Where this has not been possible texts and letters have kept parents informed. Ongoing trawling of pupil information to ensure correct contact details held on SIMS.</p>	

	Engagement of PP students in the Higher Horizons programme run by Chester University.	Students in years 9 and 11 participated in revision training sessions, and there was a session for parents and staff. All sessions had a motivating impact and were positively received – with clear strategies for how to revise effectively.	Further engagement with more aspects of the programme. More follow-up sessions for staff and techniques now need to be embedded in subjects.	
	Students to be offered financial support for extra-curricular opportunities	An ongoing strategy that successfully supports students to develop a sense of belonging and broaden their horizons.		
Improved parental engagement of the PP cohort	Action to ensure parents are accessing firefly – firefly support session at parents evening. Improvements to parents evening – guidance for staff conversations and staff student information booklets.	Our data officer was available at parents evening and the firefly log demonstrates most students using it. More positive feedback from parents about parents evening.	Parents evening guidance to be revisited. IT rooms available at tutor time to ensure students can get onto firefly.	£200

Improved attendance of PP students	Use of attendance panels and fixed penalty notices. Free breakfasts offered to PP students.	FPNs issued where appropriate. 1 ESO also issued. Varied impact and issues when EWO serve withdrawn by CWAC due to budgetary constraints. Post-Christmas we had no EWO provision. All PP students have 80p allocation on their school account to spend on breakfast. All parents written to informing of this initiative.	Policy to FPN and pursue legal action to be implemented with increased vigour. EWO Services contracted to oversee intervention with admin support from SC. New Attendance Strategy to be implemented. This initiative will be continued. Further encouragement required to improve uptake rates.	£5592 £400
Budgeted cost				£145,860

7. Additional detail

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

