

Pupil Premium Strategy Statement

What is Pupil Premium?

The Pupil Premium is additional funding provided by the Government to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. It is paid to schools for each student who:

- Is recorded as being eligible for Free School Meals in the last 6 years (Ever 6 FSM)
- Is looked after (CLA)
- Has a parent serving in the armed forces (SC)

Schools have the responsibility of deciding the most effective use of the funding, in order to provide additional support which will have an impact on the progress of all disadvantaged students.

Why is this important?

In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are:

- More likely to not achieve GCSE grades according to their potential;
- More likely to have poor attendance;
- More likely to be excluded from school;
- More likely to not be in education, employment or training after leaving school.

Pupils of all abilities are affected. There is evidence that life chances for disadvantaged students can be improved with targeted support and the pupil premium grant helps with this.

Our Aim:

At The Catholic High School, Chester we are committed to ensuring that students who are in receipt of the Pupil Premium achieve at least as well as their peers. The funding we receive is used for initiatives which are designed to overcome barriers to learning and further close the attainment gap which currently exists.

Roles for Monitoring Pupil Premium

Headteacher	Cathryn McKeagney (Headteacher of The Catholic High School, Chester)
Assistant Headteacher	Thomas Wilson (Assistant Headteacher with responsibility for Pupil Premium)
Governors	Jane Johnson (Chair of Governors) Fran Hoey (Pupil Premium Link Governor)

Who is entitled to Pupil Premium Funding?

Allocation	2019/20 Expected Funding		
	Number of Students	Funding	Total Amount
Pupils in years 7 to 11 recorded at Ever 6 FSM: The pupil premium for 2019 to 2020 will include pupils recorded in the latest census who have been eligible for free school meals (FSM) in the last six years, as well as those first known to be eligible at the last census.	166	£935	£155,210.00
Looked after Children (CLA): The pupil premium from 2019 to 2020 will include pupils recorded in the school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-CLA in these conditions of grant.	3	£1,900	£5,700.00
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the school census who was eligible for the service child premium since the 2013 census as well as those recorded as a service child for the first time on the last census.	5	£300	£1,500.00
Total			£162,410.00

How many disadvantaged students do we have at The Catholic High School, Chester in 2019-20?

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All Students	PP Students	PP %	All Students	All %	PP Students	PP HPA %	All Students	All %	PP Students	PP MPA %	All Students	All %	PP Students	PP LPA %
7	137	19	14%	25	30%	4	31%	29	35%	3	23%	29	35%	6	46%
8	162	34	21%	43	28%	4	12%	83	53%	16	47%	30	19%	14	41%
9	160	33	21%	45	29%	3	9%	71	46%	15	45%	39	25%	15	45%
10	138	31	22%	24	18%	4	13%	83	63%	17	55%	24	18%	10	32%
11	151	38	25%	56	38%	11	30%	74	50%	20	54%	17	12%	6	16%
12	59	6	10%												
13	55	0	0%												

2018 – 2019 Year 11 Leavers

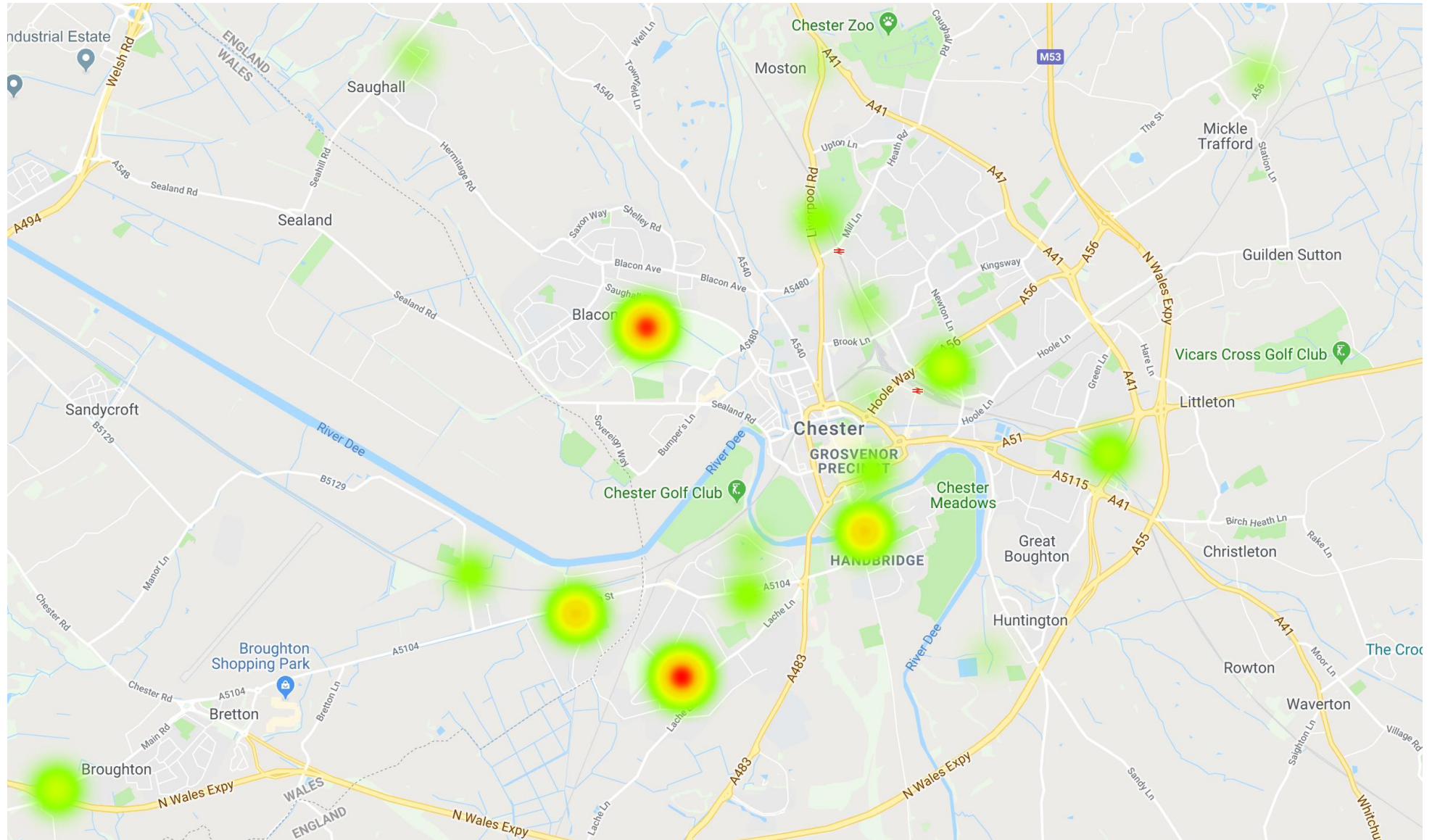
2018 – 19 Cohort	All Pupils		Upper %		Middle %		Lower %		Unknown %		Coverage for P8	
	Number of Students	% of students	Number of Students	% of students	Number of Students	% of students	Number of Students	% of students	Number of Students	% of students	Number of Students	% of students
Non Pupil-Premium	94	74.60%	36	23.40%	37	27.45%	6	50.00%	15	6.25%	79	84.04%
Pupil Premium	32	25.40%	11	76.60%	14	72.55%	6	50.00%	1	93.75%	31	96.90%

Progress 8 Data

2018 – 19 Cohort	All Pupils			Upper			Middle			Lower		
	All	Non	PP	All	Non	PP	All	Non	PP	All	Non	PP
P8 Score	-0.061	0.190	-0.704	-0.135	0.116	-0.957	-0.061	0.139	-0.601	0.231	0.946	-0.484
Maths Element	-0.404	-0.149	-1.054	-0.702	-0.417	-1.638	-0.312	-0.115	-0.833	0.377	1.249	-0.496
English Element	-0.097	0.029	-0.418	-0.124	-0.031	-0.428	-0.162	-0.023	-0.531	0.289	0.711	-0.133
EBacc Element	0.087	0.352	-0.589	-0.128	0.193	-1.177	0.157	0.298	-0.216	0.625	1.631	-0.380
Open Element	0.040	0.360	-0.778	0.228	0.492	-0.635	-0.054	0.256	-0.875	-0.299	0.216	-0.813

2018 – 19 Cohort	All Pupils %		Upper %		Middle %		Lower %	
	Non	PP	Non	PP	Non	PP	Non	PP
9-7 in English Literature GCSE	19.60%	6.90%	30.6%	0.0%	13.9%	8.3%	0.0%	0.0%
9-5 in English Literature GCSE	62.00%	44.80%	88.9%	63.6%	41.7%	33.3%	16.7%	20.0%
9-4 in English Literature GCSE	76.10%	62.10%	91.7%	81.8%	61.1%	50.0%	33.3%	40.0%
9-7 in English Language GCSE	9.80%	6.70%	16.7%	9.1%	5.6%	0.0%	0.0%	0.0%
9-5 in English Language GCSE	52.20%	46.70%	80.6%	81.8%	27.8%	30.8%	16.7%	0.0%
9-4 in English Language GCSE	75.00%	63.30%	94.4%	90.9%	61.1%	46.2%	50.0%	40.0%
9-7 in Maths GCSE	10.90%	3.30%	25.0%	0.0%	2.8%	7.7%	0.0%	0.0%
9-5 in Maths GCSE	45.70%	16.70%	77.8%	18.2%	19.4%	15.4%	33.3%	0.0%
9-4 in Maths GCSE	72.80%	50.00%	94.4%	90.9%	61.1%	30.8%	33.3%	0.0%
9-7 in English and Maths GCSE	6.40%	0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9-5 in English and Maths GCSE	41.50%	15.60%	75.0%	18.2%	16.2%	14.3%	33.3%	0.0%
9-4 in English and Maths GCSE	68.10%	43.80%	91.7%	81.8%	54.1%	28.6%	33.3%	0.0%
9-7 in Combined Trilogy GCSE	8.80%	0%	16.7%	0.0%	6.1%	0.0%	16.7%	0.0%
9-5 in Combined Trilogy GCSE	38.20%	24.00%	61.1%	50.0%	33.3%	25.0%	33.3%	0.0%
9-4 in Combined Trilogy GCSE	58.80%	36.00%	94.4%	87.5%	63.6%	41.7%	50.0%	0.0%
9-7 in Biology GCSE	54.20%	20.00%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
9-5 in Biology GCSE	87.50%	60.00%	88.9%	33.3%	100.0%	100.0%	0.0%	0.0%
9-4 in Biology GCSE	95.80%	80.00%	100.0%	66.7%	100.0%	100.0%	0.0%	0.0%
9-7 in Chemistry GCSE	45.80%	20.00%	50.0%	0.0%	33.3%	100.0%	0.0%	0.0%
9-5 in Chemistry GCSE	91.70%	60.00%	94.4%	33.3%	100.0%	100.0%	0.0%	0.0%
9-4 in Chemistry GCSE	95.80%	100%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
9-7 in Physics GCSE	29.20%	20.00%	33.3%	0.0%	0.0%	100.0%	0.0%	0.0%
9-5 in Physics GCSE	79.20%	40.00%	83.3%	0.0%	66.7%	100.0%	0.0%	0.0%
9-4 in Physics GCSE	91.70%	60.00%	94.4%	33.3%	100.0%	100.0%	0.0%	0.0%
9-7 in RE GCSE	28.90%	22.22%	58.3%	27.3%	8.3%	16.7%	0.0%	0.0%
9-5 in RE GCSE	66.70%	37%	91.7%	54.5%	47.2%	25.0%	50.0%	0.0%
9-4 in RE GCSE	75.60%	55.60%	91.7%	63.6%	61.1%	50.0%	75.0%	33.3%
EBacc (% Entered)	16.00%	9.40%	25.0%	18.2%	5.4%	7.1%	33.3%	0.0%
Attainment 8 Score	48.40	36.77	60.97	47.82	40.83	33.30	31.63	18.42

Map of Catchment Area of Pupil Premium Students Year 7 – 11 (2019-20)



The Catholic High School Chester: Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Catholic High School, Chester				
Academic Year	2019 / 2020	Total PP budget	£165,495	Date of most recent PP Review	Feb 2019
Total number of pupils	861	Number of pupils eligible for PP	159	Date for next internal review of this strategy	Various
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.70	0.19	
Progress 8 English / Maths			-0.418 / -1.054	0.029 / -0.149	
Attainment 8 score average			36.77	48.40	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Poor literacy skills				
B.	Motivation and aspiration of Pupil Premium students				
C.	The proportion of students who receive fixed-term exclusions is higher amongst Pupil Premium students.				
D.	Lack of consistency in Quality First Teaching				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Parental engagement and relationship with school				
E.	Low attendance by PP students				
4. Intended outcomes (<i>specific 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			<ul style="list-style-type: none"> • Increase in reading ages • Engagement in lessons • Improved tracking and exam performance 	

B.	To improve the motivation and aspirations of PP students. The central aim to this is to create an environment at school where students feel that they belong and are part of our school community.	<ul style="list-style-type: none"> • Improved parents evening attendance • Improved BfL, achievement points and AtL records • Reduced exclusions • Improved attendance
C.	To reduce the number of external fixed-term exclusions particularly for PP students.	<ul style="list-style-type: none"> • Reduction in fixed-term exclusions • Improved BfL, achievement points and AtL records.
D.	Consistent evidence of Quality First Teaching across the school.	<ul style="list-style-type: none"> • Improved outcomes for students. • Greater evidence of Quality First Teaching through lesson observations and learning walks.
E.	Improvement in the attendance of PP students.	<ul style="list-style-type: none"> • Increase in attendance of PP students. • Close the attendance gap between PP and non-PP students.

5. Planned expenditure

Academic year

2019/20

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

i. Quality of teaching for all

Action	Intended outcome	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>Training for staff to improve teaching standards across the school.</p> <p>The creation of a 'Teaching Forum' within school to review educational research and practice.</p>	<p>To raise standards across the school to ensure 'Quality First Teaching' is taking place consistently in order to improve the outcomes of students.</p> <p>To create a collegial approach to the development of Teaching and Learning within school.</p>	<p>Evidence</p> <p>The Education Endowment Fund ('The Attainment Gap, 2017') indicate that '<i>improving teaching quality leads to greater improvement...There is particularly good evidence around the impact of teacher professional development.</i>'</p> <p>Marc Rowland (2017) in 'Learning Without Labels' states that '<i>developing teachers enables great learning for vulnerable pupils</i>'.</p> <p>Rationale</p> <p>There are many examples of teachers within school displaying Quality First Teaching. However, this is not</p>	<p>Staff Teaching and Learning Audit.</p> <p>Lesson observations will be used to monitor the impact and will be measured against previous observations to see if there have been improvements.</p> <p>Learning walks and department monitoring visits will take place throughout the academic year and again will be used to monitor.</p> <p>Work sampling will also be used to assess the impact to try and bring consistency across the school.</p>	UM	<p>December 2019</p> <p>Two T&L INSET sessions focusing on feedback have taken place as well as a 2 hour department T&L session to embed the training. A stretch and challenge learning walk and PP book review have taken place with more department time to review identified department issues.</p> <p>There have been 3 T&L Forum meetings with findings and research shared via two T&L bulletins. There are programmes of support at department/SLT level in place following the autumn SISE review:</p> <table border="1"> <thead> <tr> <th>Autumn summary</th> <th>Lesson obs</th> <th>Work scrutiny</th> </tr> </thead> <tbody> <tr> <td>HEP</td> <td>56%</td> <td>41%</td> </tr> <tr> <td>EP</td> <td>40%</td> <td>53%</td> </tr> <tr> <td>NYE</td> <td>4%</td> <td>6%</td> </tr> </tbody> </table> <p>April 2020</p>	Autumn summary	Lesson obs	Work scrutiny	HEP	56%	41%	EP	40%	53%	NYE	4%	6%
Autumn summary	Lesson obs	Work scrutiny															
HEP	56%	41%															
EP	40%	53%															
NYE	4%	6%															

		always consistent across the school. Outcomes where Quality First Teaching is consistently delivered indicate that consistency would lead to improved outcomes for all students, especially PP.			<p align="center"><u>July 2020</u></p>
					<p align="center"><u>Resources</u></p> <p>8 hours of INSET allocated for all teaching staff.</p>
				Cost	£19,604
Embedding metacognition and the use of 'red pen' work by students in all subjects. This includes implementing a variety of feedback techniques. Staff training and peer work through departments to take place to embed this practice across the school.	For students to become reflective learners and understand how they learn through metacognitive learning and self-regulation. This will improve outcomes as students are able to identify key points in order to improve their work and ultimately their performance.	<p><u>Evidence</u></p> <p>The Education Endowment Fund identify Meta-Cognition and Self-Regulation in their 'Teacher Toolkit' as potentially performance by 7 months.</p> <p>Pintritch (2010) highlights how metacognition provides students with an '<i>understanding of their strengths and weaknesses</i>'. This is particularly important to disadvantaged students as they are provided with the tools necessary to identify areas for development.</p> <p><u>Rationale</u></p> <p>Having trialled the policy last year, it was clear to see the impact in the students' work. Embedding the policy will</p>	Lesson observations will be used to monitor the impact and execution of metacognition.	UM and MN	<p align="center"><u>December 2019</u></p> <p><i>As above.</i> <i>Staff have received 'What Makes a Great Book' guidance – produced following inconsistencies in practice.</i> <i>Metacognition and red pen has been reviewed in lesson observations, work scrutiny and department deep dives (Maths, RE, English, History and Geography). Where concerns have been raised there is a programme of support by AHT T&L.</i> <i>In a recent student questionnaire, 82% of students did not disagree with the statement 'I can see how using a red pen in lessons helps me improve my work'.</i></p>
					<u>April 2020</u>
			Learning walks and department monitoring visits will take place throughout the academic year and again will be used to monitor.		
			Book sampling will also be used to assess the impact to try and bring consistency across the school.		<u>July 2020</u>

		ensure that students are self-regulating and able to identify their own strengths and weaknesses.			Resources Cover for 1 day for each CLL to complete Department Monitoring Visits.
				Cost	£1700
<p>Every PP student in school to have classroom intervention by class teachers. This will be entered on SIMs at each round of tracking.</p> <p>This is alongside strategic seating plans and targeted questioning. The seating plans will be reviewed after a round of tracking with changes made if appropriate.</p>	<p>To improve the performance of PP students in order to diminish the difference between PP and non-PP students.</p>	<p>Evidence Daniel Sobel (2018) ('Narrowing the Attainment Gap') demonstrates the importance of a '<i>co-ordinated and robust intervention programme</i>'. Sobel emphasises the importance of '<i>focussed, sustained and consistent intervention</i>'. Rationale Having trialled an intervention programme last year known as 'Take 5' in which PP students in Year 11 were targeted by classroom teachers, the impact was evident with an improvement in student performance. The rationale of focussing on all years this year is to improve the performance of all PP students.</p>	<p>Review of tracking and assessment data to assess the impact of interventions.</p> <p>CLLs to review the effectiveness of the interventions with their department in order to raise performance. CLLs and their Link SLT will discuss the interventions and highlight students who need more tailored intervention in order to improve their performance.</p>	THW	<p>December 2019 <i>Following the first round of tracking, each PP student has an intervention for each subject. The impact of these interventions will be measured at the next round of tracking.</i></p> <p>May 2020</p> <p>July 2020</p> <p>Resources 7.5 hours of INSET time for all teaching staff (Listed as Data input and Moderation)</p>
				CLLs	
				SLT/CLLs	
				Cost	£18,319

<p>PP students who are either are or at risk of significantly underperforming will be given an 'Intervention Action Plan'. This will be more focussed and reviewed regularly between the tracking periods.</p>	<p>To identify students who are at risk of significantly underperforming early in order to put into place specific and intensive interventions in order for them to improve their performance.</p>	<p><u>Evidence</u> Sobel (2018) ('Narrowing the Attainment Gap') explains how it is '<i>essential to intervene aggressively and specifically in order to prevent disadvantaged students from falling further behind</i>'.</p> <p><u>Rationale</u> Early identification and action for students who are at risk of significantly underachieving is key to closing the gap.</p>	<p>THW, CLL and the relevant YLL to monitor the performance of the identified student throughout the period between tracking to assess the impact of the interventions.</p>	<p>THW, NC, CLLs, YLL and SLT.</p>	<p><u>February 2019</u> <i>YLLs and CLLs have used SISRA to identify students who are underperforming. Interventions have been put into place for these students with monitoring to take place at the next round of tracking. Form tutors have identified students in their tutor group who they will mentor to aid an improvement.</i></p> <p><u>April 2020</u></p> <p><u>July 2020</u></p> <p><u>Resources</u> 1 day admin cost for LW to set up the framework. 3 days (1 after each round of tracking) admin cost for LW to extract information and produce a report. After each round of tracking (3 occasions) 5 hours of management time for YLLs plus a member of SLT to meet to discuss targeted students.</p>
					<p>Cost £6192</p>

<p>All year 7 students complete a reading assessment to assess their levels. Those students who are below the level expected for their age attend literacy intervention sessions. Students in other years are monitored by staff and the SENCO to determine whether they require intervention.</p>	<p>The intention of this intervention is to improve the literacy ability and skills of the targeted students. Students complete an initial assessment when commencing the intervention. At various stages through the intervention, students are re-tested to see whether there has been an improvement.</p>	<p>Evidence Hirsch Jr (2013) ('A Wealth of Words: The Key to increasing upward mobility is expanding vocabulary') states that '<i>vocabulary size correlates with that of educational attainment and ability</i>'.</p> <p>Alex Quigley (2018) in 'Closing the Vocabulary Gap' states that '<i>closing the vocabulary gap is a crucial factor to later school success</i>.' Quigley also highlights that '<i>the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive</i>.'</p> <p>Rationale When analysing the data of students in the academic year 2018/19 by the time students reached Year 10, 38% of our PP students were below their actual age with their reading age. 19% of our PP students reading age were 2 or more years below their actual age. Introducing literacy intervention is aimed to try and prevent this from happening. Students are targeted earlier in the expectation that the gap can be closed prior to them reaching</p>	<p>The monitoring of the progress of the targeted students through the assessment given.</p> <p>Observations will take place of the interventions to ensure that they are appropriate and accelerating the progress of the targeted students.</p>	<p>JW and SLT</p>	<p><u>January 2019</u> <i>There have been some issues in scheduling the tests for all classes. As of January, two thirds of the year have completed the test with the remaining students to have taken the test by early February. This will allow us to identify students who are in need of further literacy support. The reading lessons have been successful with students progressing well.</i></p> <p><u>April 2020</u></p> <p><u>July 2020</u></p> <p><u>Resources</u> Total cost of Literacy intervention</p> <p>Year 7 have a reading lesson once per fortnight (7 hours per fortnight) 20% of the cost of a mid-range teacher.</p> <p>2 teachers have 1 hour per fortnight to work on whole school literacy.</p>
					<p>Cost £6470</p>

<p>There is the opportunity for students to have 1-to-1 Maths intervention. There are two Teaching Assistants available to provide this. The sessions take place before school and at lunchtime with students referred by their class teacher. There are also some sessions available for students to book themselves.</p>	<p>Students who attend the interventions will improve their performance in Maths. The sessions are also aimed at boosting the confidence of students who are unsure or lack confidence in Maths.</p>	<p>Evidence The EEF Maths Report 2017 suggested '<i>structured interventions to provide additional support for disadvantaged students</i>' was an effective strategy to close the gap in Maths. This could include one-to-one sessions with students.</p> <p>Rationale The performance of PP students has been low in Maths. Having the opportunity to provide additional support for students is hoped will boost performance and provide an opportunity to provide bespoke support to PP students.</p>	<p>Monitoring student progress to see if there is an increase in performance.</p> <p>Classroom teachers to monitor the impact on students after they have had intervention sessions.</p>	<p>AA and SLT</p>	<p><u>May 2020</u></p>
					<p><u>July 2020</u></p>
					<p><u>Resources</u> 2 Teaching Assistants for 30 mins per day.</p>
Cost					£3262
Total cost for 'Quality of teaching for all'					£55,547

ii. Targeted support

Action	Intended outcome	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>The creation of a 'Ready to Learn' Room in which students will work in order for them to be 'Ready to Learn'. Students will be working in the room due to behavioural issues. The colleague in the room will work with the student to get them 'Ready to Learn' so that they can return to their lessons.</p>	<p>A reduction in the number of fixed term exclusions.</p> <p>A reduction in the number of BFL points.</p> <p>An increase in the attitude to learning points.</p>	<p>Evidence</p> <p>Daniel Sobel (2019) in 'Leading on Pastoral Care' provides details of how to support students with behavioural issues in order to reduce Fixed Term Exclusions and return them to the classroom. Providing 'support in order to return to the classroom' is one of these effective strategies.</p> <p>Matt Pinkett and Mark Roberts (2019) in 'Boys Don't Try?' consider the need for 'effective strategies to deal with behavioural issues before they enter the classroom.'</p> <p>Rationale</p> <p>There is a disparity between PP and non-PP students when it comes to Fixed Term Exclusions. Last year we had a teacher working with students at risk exclusion. This was extremely effective but had a high cost. The new system aims to have a similar impact, but at a reduced cost.</p>	<p>There will be close monitoring of students after they have left the 'Ready to Learn' room and returned to lessons.</p> <p>Monitoring the number of Fixed Term Exclusions to assess the impact of the rooms.</p> <p>YLLs and relevant SLT members to review BFL points to monitor the impact.</p>	<p>NC</p>	<p><u>November 2019</u></p> <p><i>The Ready to Learn was created in September. However, the colleague who was staffing the room left the position to take up a role elsewhere. This resulted in the use of supply staff and other colleagues covering the room. The use of the room has been successful with students now having somewhere to work and conduct restorative action following instances of behaviour which was deemed unacceptable.</i></p> <p><u>April 2020</u></p> <p><u>June 2020</u></p> <p><u>Resources</u></p> <p>50% of the cost of the 'Ready to Learn' provision</p>
				Cost	£10,866

<p>Each member of staff will be assigned to a PP student. This will be someone in their tutor group or someone that they teach. They will make contact with their parents and hold an extended meeting in order to discuss ways in which school can help as well as how the parent can support. Parents who have been hard to reach are targeted in order to engage them with school.</p>	<p>Develop positive relationships with the parents of PP students in order to build up a dialogue so that school understand the context of family life for that student. Relevant information is shared with colleagues in order for bespoke support to be put in place for the student.</p>	<p>Evidence As Professor Sonia Blandford (2017) emphasises in 'Born To Fail?' <i>'Breaking down barriers and improving parent or engagement develops a positive culture and success for disadvantaged students.'</i></p> <p>Matt Pinkett and Mark Roberts (2019) in 'Boys Don't Try?' discuss how vital it is to <i>'ensure that boys feel valued and cared for in a school environment. This can be achieved through establishing positive relationships with staff.'</i></p> <p>Rationale Building better relations with parents helps to build links with home. Information is shared which can then be used to put any support in place which is needed.</p>	<p>The write-ups of the meetings will be reviewed to ensure the effectiveness of the meetings.</p> <p>Tracking, attendance and behaviour data will be reviewed to assess the impact of the meetings.</p>	<p>DG and THW</p>	<p><u>February 2020</u> <i>The first round of meetings have been completed with staff submitting a write up of the conversation. This information is now being collated and if appropriate has been shared with other colleagues in school. Further conversations are due to take place before the end of the year.</i></p> <p><u>July 2020</u></p> <p><u>Resources</u> 3 hours for all teaching staff.</p>
Cost					£7553
<p>The use of the EWO and specified colleague in school for attendance improvements. This will involve</p>	<p>To improve the attendance of PP students.</p>	<p>Evidence Daniel Sobel (2018) ('Narrowing the Attainment Gap') states that <i>'attendance is an obvious problem to tackle for schools working on their</i></p>	<p>Monitoring attendance data of PP students.</p> <p>Case studies of students with low attendance.</p>	<p>NC and THW</p>	<p><u>November 2020</u> <i>Attendance of PP students was 90.3% at Au1. This similar to the same point last year and improved upon 88.8% for 2018-19. By Au2 there was a decrease to 89.5% with year 8-11 having improved</i></p>

<p>monitoring attendance of specific students, making phonecalls and preparing the paperwork for fixed penalty notices.</p>		<p><i>attainment gap</i>’.</p> <p><u>Rationale</u> Improving attendance of PP students will ultimately improve outcomes as they are present more often in school.</p>			<p><u>March 2020</u> <i>At Sp1 PP attendance rose in years 7-10, showing an improvement on Au2 figures. This occurred within challenging circumstances where School has lost <u>1378</u> more sessions due to illness this year during Aut2 in comparison with the same time period in the 18/19 academic year.</i></p> <p><u>June 2020</u></p> <p><u>Resources</u> 50% of the total cost of the EWO.</p>
Cost £5000					
<p>Attendance of PP students is monitored with a fortnightly meeting take place to identify students with falling attendance. These students then receive early morning phonecalls from the office to remind them that school is starting soon.</p>	<p>To improve the attendance of PP students.</p>	<p><u>Evidence</u> Daniel Sobel (2018) (‘Narrowing the Attainment Gap’) states that ‘<i>attendance is an obvious problem to tackle for schools working on their attainment gap</i>’.</p> <p><u>Rationale</u> Improving attendance of PP students will ultimately improve outcomes as they are present more often in school. This method was trialled last academic year and had success. It is therefore due to continue.</p>	<p>Monitoring attendance data of PP students.</p> <p>Case studies of students with low attendance.</p>	<p>NC and THW</p>	<p><u>January 2020</u> <i>Increased use of early morning calls since Christmas focussing on vulnerable groups has had a positive impact. 18/26 selected students have shown increased attendance.</i></p> <p><u>July 2020</u></p> <p><u>Resources</u> Admin team to make phone calls each morning from October half-term to students. Two members of the admin team for 20 minutes per day.</p>

Cost					£1874
<p>Students to be offered financial support for curricular educational visits. Colleagues can apply for funding by completing a form which is then considered by AHT.</p>	<p>To ensure that there are no barriers for PP students for attending educational visits. Attending educational visits will seek boost students 'Cultural Capital' as well as providing learning experiences outside of the classroom.</p>	<p>Evidence Sam Baars, Bart Shaw, Ellie Mulcahy and Loic Menzies (2018) in 'School Cultures and Practices: Supporting The Attainment of Disadvantaged Pupils' discuss the importance of '<i>cultural capital in raising the attainment and broadening the experiences of disadvantaged students</i>'. Rationale When completing a PP review of the school it was found that there was a disparity between the number of educational visits attended by PP and non-PP students. Providing financial support removed a potential barrier for many students.</p>	<p>Monitoring of educational visits to ensure that PP students are attending. Review of the data at the end of the year to see how many PP students participated in educational visits.</p>	<p>THW</p>	<u>January 2020</u> <i>Numerous requests for funding have been granted. When requesting funding, teachers must explain what impact the funding will have.</i>
					<u>July 2020</u>
					<u>Resources</u> Set budget based on the needs of previous years.
Cost					£5000
<p>A PP database will be produced containing relevant information about each student. This will include information from meetings with the students as well as details of their attendance, any SEND, behaviour as</p>	<p>Colleagues to have a better understanding of PP students. This might include details of issues going on at home through to teaching and learning strategies. Having colleagues better informed about each</p>	<p>Evidence Daniel Sobel (2018) ('Narrowing the Attainment Gap') states that '<i>knowing the context of each student is paramount to success</i>'. Matt Pinkett and Mark Roberts (2019) in 'Boys Don't Try?' are emphatic in saying that '<i>without understanding the needs and</i></p>	<p>The database will be reviewed regularly to ensure that information is up-to-date and relevant to colleagues. Soft data to be used. Colleagues will be asked for their opinions on the usefulness and</p>	<p>THW</p>	<u>January 2020</u> <i>The PP database is still under construction. The time needed to interview the students has been longer than anticipated. The interviews will continue with the database to be produced as soon as possible. Key information has been shared with colleagues in school in order to support our PP students.</i>

<p>well as other relevant information. This will be available to teaching staff in school.</p>	<p>student allows for more tailored support to be given.</p>	<p><i>situations of each student, the gap will not be narrowed'.</i></p> <p><u>Rationale</u> When conducting a PP Review of the school, a common feeling amongst colleagues was a lack of understanding of the needs and backgrounds of our PP students. In producing a database of information along with profiles about the students, colleagues will be more informed and understand the context and needs of each student. They are then in a position to provide more bespoke support if required.</p>	<p>effectiveness of the database.</p>		<p><u>July 2020</u></p>
					<p><u>Resources</u></p> <p>N/A</p>
Cost					£0
<p>All parents of PP students to receive a phonecall in advance of Parents Evening to inform them about the event and to book appointments.</p>	<p>To increase the attendance of the parents of PP students at Parents Evening.</p>	<p><u>Rationale</u> Attendance at Parents Evening is lower for PP students compared with non-PP students. In some years, the difference was over 20%.</p>	<p>Monitor attendance at Parents Evening to see if there is an increase in attendance.</p>	<p>THW and Relevant YLL</p>	<p><u>July 2020</u></p>
					<p><u>Resources</u></p> <p>Two members of the admin team for 1 hour, for each parents evening held (Years 7-11).</p>
Cost					£209

<p>PP students in year 11 to be assigned a sixth form mentor to meet regularly to help push them on and provide support.</p>	<p>Boost confidence of Year 11 students by providing them with a positive role model with which to work.</p>	<p>Evidence Daniel Sobel (2018) ('Narrowing the Attainment Gap') states that '<i>peer mentoring is an effective tool in raising self-esteem and confidence in students</i>'</p> <p>The EEF in their teacher toolkit highlight that Peer Mentoring has a potential impact of raising attainment by 5 months.</p> <p>Rationale Providing PP students with mentor who has just completed GCSEs themselves gives them someone to talk to about the pressures of exams as well as ways in which they can revise/work. It is also aspirational in that the PP students can see that a place in sixth form is achievable.</p>	<p>Tracking data of students to see if there is an increase in performance.</p> <p>Soft data through pupil voice about the impact of the sessions.</p>	<p>DG and THW</p>	<p><u>June 2020</u></p>
					<p>Resources N/A</p>
Cost					<p>£0</p>
<p>Trinity is a space in which students can receive support for a number of issues. There are a number of interventions that can be used such as ELSA, Fagus and Heart Math. Students can be referred by YLLs for support and</p>	<p>To provide emotional and social support for students who require it.</p>	<p>Evidence Daniel Sobel (2019) 'Leading on Pastoral Care' states that '<i>pastoral best practice is preventative, not reactive</i>'. Matt Pinkett and Mark Roberts (2019) in 'Boys Don't Try?' highlight the need for '<i>dedicated, trained members of</i></p>	<p>Weekly Trinity Meetings which are attended by SLT, SENCO and all YLLs.</p> <p>Case studies of students who access the Trinity Provision.</p> <p>Tracking, Attendance and</p>	<p>NC, THW, JW and YLLs</p>	<p><u>April 2020</u></p>

intervention.		<p><i>staff whose job it is to care for children experiencing emotional and mental health difficulties'.</i></p> <p><u>Rationale</u> There is an increasing number of students in school who require assistance for a variety of pastoral related issues. These include mental health support as well as assistance for emotional, self-esteem and motivational issues. A large proportion (53% in 2018/19) of these students are PP students. It is vitally important that the support network is there for students early in order to prevent long term and continuing problems.</p>	<p>Behavioural Data.</p> <p>Soft data from student voice to discuss their experiences of Trinity.</p>		<p><u>July 2020</u></p> <hr/> <p><u>Resources</u> 60% of the total cost of the Trinity Provision</p>
Cost					£32,281
Alternative Provision is provided for those students who are at risk of permanent exclusion.	To prevent permanent exclusion of students by supplying an alternative education provision.	<p><u>Rationale</u> Providing an alternative provision has been used as a different option to permanent exclusion.</p>	<p>Exclusion data</p> <p>Case studies at the end of the academic year of students who access an alternative provision.</p>	NC and JW	<p><u>July 2020</u></p> <hr/> <p><u>Resources</u> N/A</p>
Cost					£20,000
Two members of the Science Department have 1 hour per fortnight to use of targeted intervention with PP students.	Improved outcomes for PP students in Science.	<p><u>Evidence</u> Achievement for All (2019) highlight the benefit of '<i>one to one tuition in having a high impact on student</i></p>	Tracking data for students who have been targeted.	HEH and THW	<p><u>April 2020</u></p>

		<i>performance.'</i> <u>Rationale</u> Providing the opportunity for targeted support and intervention will allow for PP students to be identified and targeted for specific and tailored intervention in order to raise attainment.			<u>June 2020</u>
					<u>Resources</u> 2 Teachers for 1 hour per fortnight each
				Cost	£1854
				Total cost for 'Targeted support'	£84,637

iii. Other approaches

Action	Intended outcome	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>Regular meetings with PP students and the school Family Support Worker to see if there is anything that can be done to support students as well as understanding their needs and circumstances. Contact will also be made their parents/carers.</p>	<p>To ensure that the students are settling into life at secondary school. The meetings provide an opportunity to see if there is anything school can assist with. Making contact with parents/carers helps to develop a strong and positive relationship with school.</p>	<p>Evidence Marc Rowland ('An Updated Practical Guide to The Pupil Premium') suggests that '<i>It is important for schools to share information so they can better understand learners</i>'</p> <p>Rationale When conducting a PP Review of the school, a common comment from colleagues was that they weren't fully aware of all of the circumstances surrounding PP students. It was felt that this restricted them from providing bespoke support.</p>	<p>Case studies to be produced to assess the impact.</p> <p>Attendance, behaviour and tracking data to be monitored to assess impact.</p> <p>Soft data to be used. This will include pupil voice and feedback from parents.</p>	<p>THW</p>	<p><u>December 2019</u> <i>The meetings with students has been successful as it has provided a significant amount of context about each student. This has allowed us to provide more bespoke support for students.</i></p> <hr/> <p><u>June 2020</u></p> <hr/> <p><u>Resources</u> Family Support Worker Role is funded until May. Cost from May – End of Term</p>
				Cost	£3300
<p>Three new members to the YLL team will be provided with coaching sessions to</p>	<p>Provide the YLLs with the tools required to carry out their role. The YLL should feel</p>	<p><u>Rationale</u> One YLL is completely new to the role and will need some guidance about how to carry</p>	<p>Soft data from colleagues about the training sessions.</p>	<p>THW</p>	<p><u>April 2020</u></p>

<p>assist them with their role. This will focus on raising attainment of disadvantaged students.</p>	<p>equipped to look at ways in which they can influence the outcomes of PP students.</p>	<p>out the role. The other two are relatively new to post. All three would benefit from understanding their role in relation to PP students. The coaching sessions provide a forum for discussions with an experienced and independent coach.</p>			<p><u>Resources</u> Cover required for 3 teachers. 1 hour per teacher.</p>
Cost					£146
<p>Member of SLT to oversee PP and the work of the school in relation to disadvantaged students.</p>	<p>To ensure a co-ordinated approach. It is vitally important that there is a clear strategic overview relating to the work with disadvantaged students to ensure that the approach is rigorous and consistent.</p>	<p><u>Evidence</u> Daniel Sobel (2018) ('Narrowing the Attainment Gap') states that in order for schools to have success, they need a consistent and clear strategy that one individual should lead. This will ensure continuity and an unwavering focus on the group of students.</p> <p><u>Rationale</u> Ensuring that a co-ordinated approach occurs throughout the school is vital. Having a member of SLT co-ordinating, monitoring and assessing the numerous interventions that are taking place will ensure that resources are allocated and spent effectively.</p>	<p>Regular monitoring of the numerous interventions will take place to ensure that they are having a positive impact in school.</p> <p>THW to meet with CM regularly to discuss work relating to PP students.</p> <p>THW to meet PP Governor each half-term. This allows an opportunity for regular scrutiny of the work relating to PP students.</p>	<p>THW and CM</p>	<p><u>July 2020</u></p> <p><u>Resources</u> .3 of THW</p>
Cost					£21,865

<p>Six colleagues (3 in DT, 2 in Music and 1 in Science) have time on their timetables to work with our partner primary schools to complete projects. They will be working with Year 4 and 5 students across a number of different schools.</p>	<p>To allow the students to become more familiar with the High School and its surroundings. It is hoped that this will smooth the transition process and allow our PP students to settle more effectively in the future.</p>	<p><u>Evidence</u> Marc Rowland (2017) in 'Learning Without Labels expressed the need for 'a clear and sustained transition. Best practice indicates that this begins in year 4 or 5 of Primary School'.</p> <p><u>Rationale</u> Providing opportunities for students from our partner primary schools to come and work in the High School provides an opportunity for them to become more familiar in the surroundings. Improving the transition process will have a long term impact on student development and ultimately outcomes for PP students.</p>	<p>Soft data from the Primary Schools about the experiences.</p> <p>A review of the programme will take place at its conclusion to assess its impact.</p>	<p>THW, CM and MN</p>	<p><u>December 2019</u> <i>These sessions have been a great success in welcoming students to the High School and making them more familiar with the surroundings. The feedback from the schools has been extremely positive with many saying that it has reassured nervous students about the transition process</i></p> <p><u>May 2020</u></p> <p><u>July 2020</u></p> <p><u>Resources</u> No cost as the students involved are not current students.</p>
Cost					£0
Total cost for 'Other approaches'					£25,311

6. Review of expenditure

Previous Academic Year

2018/2019

i. Quality of teaching for all

Action	Intended outcome	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)	Expenditure
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.	Improved PP achievement in years 10-11 Improved literacy skills across the school so students can access the challenge of the new GCSES	<ul style="list-style-type: none"> The use of department time ensured that there was a continued approach towards intervention throughout the year. The performance of the students who were highlighted for intervention did show improvements through the year at each round of tracking. Regular reviews of the selected students' progress was reviewed in Department Meetings as well as Link-Meetings between CLLs and SLT 	<ul style="list-style-type: none"> The use of Department INSET time was effective and will be continued. To develop this further, additional time will be assigned at each round of tracking to allow discussion between class teachers and CLLs about the effectiveness of the interventions in place. The recording of the interventions is an area to improve next year. The process was time consuming and not always followed consistently. A new method has been devised for next year which will ensure consistency across each subject 	<p>Resources 6 hours of INSET time for each member of teaching staff.</p>
				<p>Cost £12,218</p>
'Take Five' used to close the gap	Improved PP achievement in years 10-11	<ul style="list-style-type: none"> Focussing on five students within a class proved to be really successful in providing bespoke support and intervention for these students. Colleagues felt that they had a more thorough understanding of the needs of each student and what support was required. When reviewing tracking data for the students involved, in the vast majority of cases, there had been an improvement in the performance of the 	<ul style="list-style-type: none"> The approach was effective for year 11 students as it was manageable. However, the plan to roll this intervention method out to all class would be time consuming and would mean that more time would be spent on recording the intervention as opposed to implementing it. The recording of information was inconsistent in some parts. A more streamlined approach will be adopted which uses SIMs to ensure consistent record keeping. 	<p>Resources 3 hours for each CLL in school.</p>
				<p>Cost £1,992</p>

<p>Coaching of staff 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</p>	<p>Improved PP achievement in years 10-11</p>	<ul style="list-style-type: none"> The coaching sessions were effective in discussing the direction of the department and how to improve outcomes for all students. The specific focus on vulnerable students has seen some interventions implemented across departments. The meetings with seconds in the departments highlighted areas for work between the CLLs and 2nds. This has led to a more collaborative approach in some areas. 	<ul style="list-style-type: none"> The coaching sessions, despite being effective, involved a considerable amount of time. The impact achieved so far is unlikely to be replicated next year as departments have made many of the changes suggested. As a result, the coaching of CLLs will not take place. The success of the process was having core subject leaders meeting together regularly to discuss interventions and students across their departments. This is something that will be developed next year with the CLL for PE chairing the meetings. 	<p>Resources</p> <p>Supply needed to cover 4 core CLLs for 2 hours each. Supply needed to cover 4 core 2nds for 1 hour. Supply needed to cover 4 core CLLs and 2nds for 2 hours</p>
				<p>Cost</p> <p>£885</p>
<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 Lucy Hornby and Kari Kerr 	<ul style="list-style-type: none"> The intervention in these areas has seen success. Students who have had the intervention have seen an improvement in their performance and as such have been able to access the curriculum more effectively. 	<ul style="list-style-type: none"> Removing students from History and Geography was effective as the subjects are topic based. This meant it easier for a student to return following the intervention. This will be continued in the future. 	<p>Resources</p> <p>Numeracy – 1 x Teaching Assistant and 1 x teacher part funded. 1 hour per day for 2 terms</p>
				<p>Cost</p> <p>£7,844</p>
<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 	<p>Improved PP achievement in years 10-11</p>	<ul style="list-style-type: none"> Having PP Champions in each department brought PP students much more into focus and allowed sharing of strategies to take place more effectively across departments. Each department having a designated PP Champion ensured that during departmental time PP was a focus. It is difficult to quantify the impact that having PP champions made on the 	<ul style="list-style-type: none"> Having PP Champions for the first time definitely served to raise the profile of PP students within school. Providing colleagues with the opportunity to meet and discuss PP strategies within their own departments was successful as it allowed for the sharing of strategies and effective techniques with different PP students. PP Champions will continue into the next academic year. To develop the role further, we 	<p>Resources</p> <p>13 Reps – One from each department.</p> <p>3 one hour meetings</p>

departments, strategies to improve performance. <ul style="list-style-type: none"> • Ensure PP is on each department 		achievement of year 10 and 11 students.	will be looking for the Department Representatives to take on a more active role when it comes to organising intervention within departments. This is particularly the case with intervention for PP students in years 7-9.	Cost £1,726
ii. Targeted support				
Action	Intended outcome	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)	Expenditure
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. 	Establish better relationships between school and students, and school and parents so students are more motivated and better behaved	<ul style="list-style-type: none"> • The data review for those students selected for structured conversations show: • 46% of students showed an improvement in their attendance. • 52% of students showed a reduction in BFL (Behaviour) Points. • 64% of students showed an improvement in Achievement Points they received on average per half-term. • 71% of students showed an increase in the number of 2 'ATL' (Attitude to Learning) Points in comparison to the previous academic year. • The feedback from parents involved in the programme was overwhelmingly positive. The feeling from 85% of those who took part was that they felt they had a 'better relationship with school' and 'felt listened to'. 	<ul style="list-style-type: none"> • Due to the success of structured conversations, we will be continuing with this initiative. • An area that we will be looking at is the assigning of students to staff. We will ensure that the students who are assigned to staff are either in their tutor group or in a class that they teach. This will allow them to have some context and common ground to start the discussions. • The sharing of information following the structured conversations is an area for development. This is an area to review for next year. 	Resources 4 hours for each staff member in school (Teaching and Teaching Assistants)
				Cost £9,120
Establish better relationships between school and students, and	Use of the EWO to improve attendance of PP students	<ul style="list-style-type: none"> • Attendance in school has increased significantly over the past 12 months. • The attendance of PP students has improved, with the gap closing 	<ul style="list-style-type: none"> • This has been an effective tool in helping to increase attendance. • Some aspects of the role could be completed by colleagues in school. This is an area for 	Resources 50% of the cost for the EWO.

school and parents so students are more motivated and		<p>between PP and non-PP students.</p> <ul style="list-style-type: none"> Persistent Absenteeism has decreased in PP students. 	development for next year.	<p>Cost £5,000</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>	For year 7 students who need academic support in literacy and numeracy from Jan 2018. Part funded through PP.	<ul style="list-style-type: none"> The students who took part in the intervention displayed an improvement in their literacy. The numeracy support was effective in that bespoke one-to-one support could be provided. 	<ul style="list-style-type: none"> Greater recording of the interventions is required to assess their impact. This is something that will be improved this year. The referral system for the Maths intervention was not always consistent. This has been rectified throughout the year and will improve next year. 	<p>Resources .5 specialist teacher</p> <hr/> <p>Cost £28,000</p>
To minimise barriers	Students to be offered financial support for curricular educational visit	<ul style="list-style-type: none"> We saw an increase in PP students attending educational visits. 	<ul style="list-style-type: none"> More can be done to encourage PP students to attend educational visits. 	<p>Resources N/A</p> <hr/> <p>Cost £5,000</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>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>	<ul style="list-style-type: none"> • Work commenced on developing profiles for all PP students. This involved meeting with PP students and discussing hopes, aspirations and areas where school could support them. • This was extremely beneficial with the impact that staff understood the context for each student. This allowed for bespoke support to be put into place to allow students to progress. • Staff in school feel that they are more informed about PP students and how they can support them. 	<ul style="list-style-type: none"> • Through the process it was decided not to create individual profiles as this would be too time consuming as well as not been as accessible for staff. A database has been created which allows staff to see all of the information about each student. • The process will continue in order to find out more information about each student. This will be developed further and will include information from parents meetings as well as the structured conversation meetings. 	<p>Resources Admin Time</p>
<p><u>Year 11 Mentoring</u></p> <p>PP students in year 11 to be assigned a sixth form mentor to meet regularly to help push them on</p>	<p>Improved PP achievement in years 10-11</p> <p>Establish better relationships between school and students,</p>	<ul style="list-style-type: none"> • Mentoring is effective in boosting the confidence of students prior to their exams. The mentoring in this instance served this purpose and was effective for this. • Having a sixth form mentor proved to 	<ul style="list-style-type: none"> • This will continue due to the low cost and the impact it gives. • Feedback from students is that they like having a mentor who they can approach to ask questions or raise any worries that they have. 	<p>Resources N/A</p>
				<p>Cost £0</p>

and provide support.	and school and parents so students are more motivated and better behaved	be successful in that they had had similar experiences having just completed their own GCSEs.		Cost £0
Intervention programmes with the Trinity Team looking at issues such as attachment issues, anger management and establishing positive relationships with others.	Develop social wellbeing with the most vulnerable of our PP students.	<ul style="list-style-type: none"> The support provided by the Trinity Team was key to a number of year 11 students reaching the end of year 11. Trinity offered support for mental health issues, anxiety as well as on-going problems at home. Trinity also provided support for non-PP students with similar issues. Again, the impact was great and provided students with the support that they required. 53% of students who accessed Trinity on a regular basis were PP students. 	<ul style="list-style-type: none"> The provision offered in Trinity will continue moving forward. An area for development is looking at PP students with behavioural issues. At times, time away from Trinity would have been appropriate to highlight that their behaviour was unacceptable. Due to a lack of provision this was not always possible. This is an aspect which we will look to enhance moving forward. We were also fortunate through the year to appoint a Family Support Worker who assisted the Trinity Team with their work. This is something that we will look to enhance moving forward. 	Resources 60% of the total cost of Trinity Provision
				Cost £55,197
MADE training – Exams Made Easy	Improved PP achievement in years 10-11	<ul style="list-style-type: none"> This training was well received and encouraged students and parents to think about ways in which they can revise. 	<ul style="list-style-type: none"> Phonecalls home prior to the event were successful in making sure more PP students attended. Embedding the revision techniques in lessons worked well and allowed students to practice what they had learnt through the training. 	Resources Full cost of the training
				Cost £1494
Alternative provision for students who find it difficult to access the full curriculum Behaviour	Improved PP achievement in years 10-11	<ul style="list-style-type: none"> Employing NM as a behaviour intervention mentor was extremely successful for those students who accessed the provision. It saw a reduction in the number of Fixed Term 	<ul style="list-style-type: none"> Despite the success of the work NM did, it was a very expensive resource for the impact it had. This is specifically related to the number of students who benefitted from the intervention. Moving forward, a similar provision should be in 	Resources 75% of the cost of NM 3 students at Wirral Wrap

intervention co-ordinated by NM.		<p>Exclusions as well as improvements in behaviour.</p> <ul style="list-style-type: none"> The students who went to Wirral Wrap were provided with an alternative provision after difficulties at CHS. This was a last resort for these students 	<p>place, but for a more cost effective price.</p> <ul style="list-style-type: none"> The use of alternative provisions was successful in providing students with an alternative venue for education. If required, this will continue next year. 	<p>Cost £122,783</p>
Targeted Maths intervention using TAs	Improved PP achievement in years 10-11	<ul style="list-style-type: none"> Due to the success of the numeracy intervention, it has been developed further as the year has progressed with additional Teaching Assistants holding intervention sessions with younger 	<ul style="list-style-type: none"> Providing different times for the interventions to take place was effective in that it allowed students to fit in with when it was convenient. Students who attended the intervention felt more confident as a result due to the one-to-one 	<p>Resources 30 minutes per day for 2 terms for one TA.</p>
				<p>Cost £869</p>

iii. Other approaches

Action	Intended outcome	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)	Expenditure
<p><u>Work with Primary Schools</u></p> <ul style="list-style-type: none"> Closer work with feeder primary schools to identify issues relating to PP students earlier. <p>Develop better links with potentially hard to reach families in order to ensure a</p>	<p>Establish better relationships between school and students, and school and parents so students are more motivated and better behaved</p>	<ul style="list-style-type: none"> We certainly developed better links with our partner primary schools and identified common issues with PP students that we could tackle together at a much earlier stage. The Family Support Worker worked with students and their families during the year 6 transition phase to ensure that it was as smooth as possible. Feedback from parents and the partner primary schools was that the transition 	<ul style="list-style-type: none"> The work with our partner primary schools will continue and we will look to develop this area further. The Family Support Worker will increase the work that we do with our partner primary schools and will look to start the transition process earlier. The importance of making PP students and their families feel like they belong at our school is of great importance. Work has commenced to increase the number of events taking place at 	<p>Resources Throughout the transition process.</p>

smooth transition.		<p>process had been more effective and provided the necessary support for PP students and their families.</p> <ul style="list-style-type: none"> • Providing additional support around the transition phase is of great benefit to all students. We found that non-PP students also benefited from the transition process. 	our school in which the students from our partner primary schools participate in.	<p>Cost £0</p>
<p>Attendance Admin staff and member of SLT assigned to each year to follow up attendance with the aim of improving attendance.</p>	<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 all year groups</p>	<ul style="list-style-type: none"> • One aspect of improving attendance was early morning phonecalls. This is where PP students who had lower attendance were contacted at 8.00am to remind them that school was starting soon. This was hugely successful and saw an increase in the attendance of PP students. 	<ul style="list-style-type: none"> • The early morning phonecalls is an area that we will definitely be continuing. To improve this further, we will be starting much earlier in the year to ensure that a greater impact is had. 	<p>Resources Admin team to make phone calls each morning to students. Approximately 20-30 students a day.</p> <p>Regular reviews of the data and intervention.</p> <p>Cost £4470</p>
<p>PP Review of School</p> <ul style="list-style-type: none"> • THW carrying out a review of all aspects of school policy relating to PP students to identify issues 	Improved PP achievement in all year groups	<ul style="list-style-type: none"> • The PP Review was successful in that it highlighted issues within the school that needed to be addressed in relation to our work with PP students. 	<ul style="list-style-type: none"> • Completing an internal review was successful in that it allowed us to see what issues were impacting PP students in our school. The unique and bespoke nature has allowed us to identify common issues across the school. • The review will not be repeated in the same depth as this year as this is unnecessary. What 	<p>Resources Time of THW to complete PP Review. .2 of THW</p>

<p>and areas for development.</p> <ul style="list-style-type: none">• Contributions from colleagues, local Priests, MP and other school stakeholders.			<p>will happen is a review of the areas flagged by the report.</p>	<p>Cost £14.5K</p>
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7. Additional detail

Literature used when constructing strategy

Sam Baars, Bart Shaw, Ellie Mulcahy, Loic Menzies, 'School Cultures and Practices: Supporting The Attainment of Disadvantaged Pupils' (2018)

Sonia Blandford, 'Born To Fail? Social Mobility, a Working Class View' (2017)

Gary Jones, 'Evidence-Based School Leadership and Management: A Practical Guide' (2018)

Carli Lessof, Andy Ross, Richard Brind-Kantar, 'Multiple Disadvantage and KS4 Attainment' (2019)

Matt Pinkett and Mark Roberts, 'Boys Don't Try? Rethinking Masculinity in Schools' (2019)

Alex Quigley, 'Closing the Vocabulary Gap' (2018)

Marc Rowland, 'An Updated Practical Guide to The Pupil Premium' (2015)

Marc Rowland, 'Learning Without Labels' (2017)

Daniel Sobel, 'Narrowing the Attainment Gap: A Handbook for Schools' (2018)

Daniel Sobel, 'Leading on Pastoral Care' (2019)

David Weston and Bridget Clay, 'Unleashing Great Teaching' (2018)

The EEF Guide to Pupil Premium (2019)

The EEF Improving Behaviour in Schools (2019)

The EEF Maths Report (2017)

