



THE CATHOLIC HIGH  
SCHOOL, CHESTER

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# **The Catholic High School Disadvantaged Strategy**

## **2020/21**

## **Pupil Premium Spending Review 2019/20**

At The Catholic High School and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19.

The much reduced opening of all schools in March, followed by the period of widening opening of schools from 1<sup>st</sup> June has had a profound impact on the ability to implement the actions and strategies outlined in the current pupil premium strategy and/or expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across the school, we have continued to address the challenges faced by pupils who experience social disadvantage. The Catholic High School has put in place the following measures to support all families, including those eligible for the pupil premium grant:

- Distant learning through the use of our online learning platform Firefly. This includes audio lessons delivered on PowerPoint by class teachers. Students are then required to submit work through Firefly which is reviewed and commented on by the teacher.
- Weekly emails from form tutor to check on wellbeing and progress.
- Disadvantaged students were assessed in terms of vulnerability/need and given a RAG rating. Students then received telephone calls either once or twice per week depending on their rating. The purpose of the phone calls was to check on the student's wellbeing and also to see if any additional support was required at home.
- Students who lacked IT access were provided with laptops and internet connections. This was both through the Government scheme as well as through school loaning devices.
- Teaching Assistants worked with students who required additional support and differentiated resources.
- All students received a wellbeing phone call from their Year Leader of Learning.
- Students who were struggling with online learning had hard copies of work posted to them.

The evidence-informed approach we adopt across the school is rooted in tackling educational disadvantage in the classroom. This is a long term approach; it may well be necessary and desirable for leaders to continue 2019-20 planned actions into the 2020-21 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work – A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.

## **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)

## Who is entitled to Pupil Premium Funding?

Allocation	2020/21 Expected Funding		
	Number of Students	Funding	Total Amount
<b>Pupils in years 7 to 11 recorded at Ever 6 FSM:</b> 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.		£935	
<b>Looked after Children (CLA):</b> 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.		£1900	
<b>Service Children:</b> 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.		£300	
<b>Total</b>			£157,575

## How many disadvantaged students do we have at The Catholic High School, Chester in 2020-21?

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 %
<b>7</b>	123	16	13.01												
<b>8</b>	139	35	25.18	25	17.99	5	3.60	29	20.86	9	6.47	25	17.99	8	5.76
<b>9</b>	160	36	22.50	40	24.84	5	3.11	77	47.83	15	9.32	30	18.63	14	8.70
<b>10</b>	147	32	21.77	44	29.93	5	3.40	63	42.86	13	8.84	34	23.13	13	8.84
<b>11</b>	136	31	22.79	23	16.79	3	2.19	80	58.39	17	12.41	22	16.06	8	5.84
<b>12</b>	85	15	17.65												
<b>13</b>	58	6	10.34												

## 2019 – 2020 Year 11 Leavers

2019 – 20 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
<b>Non Pupil-Premium</b>	111	73.51	45	78.95	54	72.00	11	64.71	1	50.00	74	65.5
<b>Pupil Premium</b>	40	26.49	12	21.05	21	28.00	6	35.29	1	50.00	33	86.8

## Progress 8 Data

2019 – 20 Cohort	All Pupils			Higher			Middle			Lower		
	All	Non	PP	All	Non	PP	All	Non	PP	All	Non	PP
<b>P8 Score</b>	0.10	0.30	-0.33	0.30	0.32	0.21	-0.08	0.25	-0.57	-0.01	0.00	-0.78
<b>Maths Element</b>	-0.60	0.14	-0.49	0.05	0.00	0.23	-0.17	0.30	-0.86	-0.10	0.20	-0.79
<b>English Element</b>	0.01	0.20	-0.42	0.27	0.35	-0.02	-0.26	-0.02	-0.61	-0.02	0.28	-0.71
<b>EBacc Element</b>	0.11	0.32	-0.36	0.21	0.24	0.07	-0.01	0.36	-0.54	0.22	0.64	-0.77
<b>Open Element</b>	0.25	0.43	-0.18	0.56	0.58	0.50	-0.01	0.31	-0.47	-0.16	0.12	-0.84

<b>2019 – 20 Cohort</b>	<b>All Pupils %</b>		<b>Higher %</b>		<b>Middle %</b>		<b>Lower %</b>	
	<b>Non-PP</b>	<b>PP</b>	<b>Non-PP</b>	<b>PP</b>	<b>Non-PP</b>	<b>PP</b>	<b>Non-PP</b>	<b>PP</b>
<b>9-7 in English Literature GCSE</b>	24.1	19.4	38.5	54.5	7.1	5.9	0.0	0.0
<b>9-5 in English Literature GCSE</b>	75.0	55.6	92.3	100	57.1	35.3	14.3	0.0
<b>9-4 in English Literature GCSE</b>	83.0	72.2	94.6	100	64.3	64.7	42.9	0.0
<b>9-7 in English Language GCSE</b>	14.2	5.4	28.2	9.1	3.6	5.6	0.0	0.0
<b>9-5 in English Language GCSE</b>	63.7	48.6	87.2	100	53.6	27.8	14.3	0.0
<b>9-4 in English Language GCSE</b>	83.2	62.2	97.4	100	67.9	50.0	28.6	0.0
<b>9-7 in Maths GCSE</b>	16.8	16.2	23.1	54.5	3.6	0.0	0.0	0.0
<b>9-5 in Maths GCSE</b>	54.9	29.7	76.9	81.8	39.3	11.1	14.3	0.0
<b>9-4 in Maths GCSE</b>	79.6	54.1	100	100	71.4	33.3	14.3	0.0
<b>9-7 in English and Maths GCSE</b>	8.8	10.5	20.5	36.4	0.0	0.0	0.0	0.0
<b>9-5 in English and Maths GCSE</b>	52.2	26.3	74.4	81.8	39.3	5.3	14.3	0.0
<b>9-4 in English and Maths GCSE</b>	74.3	47.4	97.4	100	57.1	26.3	14.3	0.0
<b>9-7 in Combined Trilogy GCSE</b>	13.1	8.6	22.9	41.7	3.7	0.0	0.0	0.0
<b>9-5 in Combined Trilogy GCSE</b>	46.0	25.9	75.0	100	27.8	10.0	0.0	0.0
<b>9-4 in Combined Trilogy GCSE</b>	71.0	51.7	89.6	100	63.0	33.0	14.3	33.3
<b>9-7 in Biology GCSE</b>	45.8	50.0	53.3	40.0	0.0	100	N/A	N/A
<b>9-5 in Biology GCSE</b>	91.7	83.3	86.7	80.0	100	100	N/A	N/A
<b>9-4 in Biology GCSE</b>	100	100	100	100	100	100	N/A	N/A
<b>9-7 in Chemistry GCSE</b>	41.7	50.0	46.7	40.0	0.0	100	N/A	N/A
<b>9-5 in Chemistry GCSE</b>	91.7	83.3	86.7	80.0	100	100	N/A	N/A
<b>9-4 in Chemistry GCSE</b>	100	100	100	100	100	100	N/A	N/A
<b>9-7 in Physics GCSE</b>	33.3	66.7	26.7	60.0	0.0	100	N/A	N/A
<b>9-5 in Physics GCSE</b>	91.7	83.3	86.7	80.0	100	100	N/A	N/A
<b>9-4 in Physics GCSE</b>	100	100	100	100	100	100	N/A	N/A
<b>9-7 in RE GCSE</b>	28.2	14.3	39.5	36.4	22.2	6.3	0.0	0.0
<b>9-5 in RE GCSE</b>	70.0	54.3	92.1	90.9	51.9	43.8	14.3	0.0
<b>9-4 in RE GCSE</b>	84.5	60.0	100	90.9	66.7	56.3	42.9	0.0
<b>EBacc (% Entered)</b>	2.7	2.6	7.7	9.1	0.0	0.0	0.0	0.0
<b>Attainment 8 Score</b>	51.88	42.36	61.64	65.64	42.96	33.51	28.61	17.62



## The Catholic High School

<b>Document date</b>		September 2020			<b>Date of next review</b>			January 2021	
<b>Disadvantaged budget in 2020-21</b>		Forecasted allocation: £157,575			<b>Staff member(s) responsible</b>			Mr T. Wilson	
<b>Total number of students</b>		707			<b>Total number of disadvantaged students</b>			150	
<b>Year (2020-21)</b>	<b>Disadvantaged %</b>	<b>Male %</b>	<b>Female %</b>	<b>No. of CLA</b>	<b>PP HA %</b>	<b>PP MA %</b>	<b>PP LA %</b>	<b>New entrants % (Num)</b> <i>(Not joined Sep Yr7)</i>	<b>PP New entrants % (Num)</b>
<b>7</b>	13.01	52.85	47.15	0	N/A	N/A	N/A	N/A	N/A
<b>8</b>	25.18	49.64	50.36	0	3.60	6.47	5.76	5.76 (8)	14.29 (5)
<b>9</b>	22.50	50.93	49.07	1	3.11	9.32	8.70	8.70 (14)	8.33 (3)
<b>10</b>	21.77	45.58	54.42	1	3.40	8.84	8.84	6.80 (10)	9.38 (3)
<b>11</b>	22.79	51.09	48.91	0	2.19	12.41	5.84	30.66 (42)	35.48 (11)

### Current Attainment (2020 Results)

	<b>The Catholic High School Chester</b>	
	<b>Non PP</b>	<b>PP</b>
Percentage of students achieving grade 4+ in English and Maths	74.3	47.4
Percentage of students achieving grade 5+ in English and Maths	52.2	26.3
Progress 8 score	0.30	-0.33
Attainment 8 score	51.88	42.36
Percentage of students achieving the EBacc (5+)	2.7	2.6
Ebacc Entry (% of students)	2.7	2.6
Percentage of students achieving grade 4+ in Maths	79.6	52.6
Percentage of students achieving grade 5+ in Maths	54.9	28.9
Percentage of students achieving grade 4+ in English	84.1	68.4
Percentage of students achieving grade 5+ in English	75.2	55.3



## Strategy aims for disadvantaged pupils

Aim	Current Position	Target	Target date	Review Date
Progress 8	Using the EEF Family Schools comparison. Our school is currently ranked 25 out of 38 in relation to Progress 8.	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools using the EEF Family Schools Comparison.	September 2022	April 2021 when data for 2020 exams will be published and included in the ranking.
Attainment 8	The national average for Attainment 8 is 46.8 (2019 results). At our school, non-PP student's average is 47.92 compared with PP students 32.83. The combined Attainment 8 is 44.62.	Achieve national average for attainment for all pupils	September 2022	April 2021 when data for 2020 exams will be published and included in the ranking.
% Grade 5+ in Maths	In Maths, non-PP students achieving a Grade 5 or above is 54.90% compared with 29.70% for PP students.	Narrow the gap in attainment between PP and non-PP students achieving a Grade 5 or above in Maths.	September 2023	September 2021 following the Summer examinations. Review of other years to take place at each round of tracking.
Attendance	<p>In 2018/19 the attendance percentage for non-PP students was 94.60%. In comparison PP student's attendance was 87.80%.</p> <p>In 2019/20 the attendance percentage for non-PP students was 92.80%. In comparison PP student's attendance was 87.70%.</p>	Improve attendance for PP students to national average	September 2022	Compare attendance each half-term with like for like comparisons on previous year as well as against national data.

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Developing a strong and detailed online resource so that students are able to continue learning if they are required to isolate or if further lockdown takes place. This resource will also provide students with additional revision opportunities and to extend their learning.
Priority 2	Embedding of metacognition and feedback across the school so that students are confident and adopting the approaches fully.
Barriers to learning these priorities address	Ensuring all students are able to access the full curriculum regardless of circumstances.  Developing students metacognitive skills in order for them to make rapid progress and close the gap. The EEF research indicate that this can have an impact of improving performance by 7 months.
Projected spending	£52,365

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Numeracy intervention across KS3 and KS4 for underperforming disadvantaged students.
Priority 2	Literacy interventions across KS3 for low attaining disadvantaged pupils.
Barriers to learning these priorities address	Low literacy levels amongst disadvantaged students.  Seek to close the gap in Maths between PP and non-PP students.
Projected spending	£28,633

### Wider strategies for current academic year

Measure	Activity
Priority 1	Offer a broad range of pastoral intervention strategies to provide students with emotional support.
Priority 2	Develop clear and effective systems for improving attendance across the school.
Barriers to learning these priorities address	Students who are not engaging fully with school due to emotional wellbeing.  Closing the gap in attendance between PP and non-PP students.
Projected spending	£76,577

## Monitoring and implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Ensuring staff have enough time to complete home learning on Firefly.	Use of INSET time dedicated for this to ensure it is completed fully and effectively.
Targeted support	Ensuring enough time for school maths-lead to support small groups	Two HLTA's in place. One to provide numeracy intervention and the other to provide literacy intervention.
Wider strategies	Engaging families of students with persistent absenteeism.	The creation of a new role in school. One area that the Pastoral Support Worker will be targeting is attendance.



# **Disadvantaged Strategy 2020 – 21**

## **Implementation Method**

The graduated strategy of support that is shown below has been structured to ensure our pupil premium provision is both transparent and sustainable. The main mantra underpinning the strategy is to diminish the difference.

In order to achieve this aim, our strategy aims to provide an outstanding support package for all disadvantaged students. The impact of these measures will be evidenced and monitored to assess the impact. The support package will include pastoral support, academic achievement, data tracking, extra-curricular activities, improved life experiences, careers advice and guidance.

### Universal Support

- Implement seating plan
- Personal Mentor support
- High priority for **ALL** staff
- Regular contact home
- Half Term pastoral data capture
- Intervention set at each round of tracking
- Enhanced CIAEG opportunities
- Half termly progress meeting
- Individual support package (Barriers)
- Pupil Premium Promise

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*The Universal offer is the basic entitlement that **ALL** Disadvantaged pupils will have access to. If underperformance (Progress) is identified then the pupil will move to Tier 2*



### Subject Monitoring

- Class teacher call home
- Discussion with student (Learning barriers)
- Access/use T&L assessment strategies
- Set short term targets (3 weekly check)
- Adjust seating plan
- Key Worker Support
- Prioritised and guided to intervention

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### Targeted Intervention

- Parental meeting
- Nurture Interventions/assessments
- Anxiety & Emotional Regulation
- Attendance Incentives
- Behaviour Interventions
- Stress management
- Social Communication
- Healthy lifestyle Choices
- Self Esteem and Well-being
- Raising Aspiration
- SEN Support

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### Year Leader of Learning

- Parent meeting held
- Parents informed of escalation
- Meet with student (Every 2 weeks)
- Clear/Explicit Targets Set and monitored
- Directed to after school/lunch interventions
- Round Robin collected (support process)
- Call home every 2 Weeks (Update)

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*Initiatives will be based on individual student need and rooted in current high impact educational research (EEF)*

### Alternative Support Package

- 1:1 Support
- Alternative Provision Interventions
- External Experiences
- PP Panel meeting (Parents/Stakeholders)
- 2 Weekly parental meeting thereafter
- SLT mentoring with Daily Check in
- Social time reduction and plan
- Targeted individual PP spend cases

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### Extended Support

- Parental meeting
- SLT & SENCO Support
- Weekly STAR Meeting Discussion
- Personalised timetables
- Placements/Supported Transfers
- **External Agency Support** – Speech and Language Therapy, CAMHS, Educational Psychologists, Counsellor.

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# The Catholic High School Pupil Premium Promise

## Year 7

- Have the opportunity to attend Summer School.
- Go to the Conway Centre.
- Attend an afterschool or lunch club.
- Have the opportunity to participate in the student leadership programme.
- Raise money for charity
- Attend at least one educational trip.
- Read a new book.
- Have a sixth form reading buddy.
- Lead the prayer in tutor time.
- Participate in a whole year assembly.
- Write a postcard to their year 6 teacher in primary school.
- Learn another language.
- Opportunity to access end of year rewards trip.
- Make a new friend from another primary school.
- Have access to Firefly.
- Create a Start Profile to aid with careers advice in the future.
- Begin the journey in The Catholic High School careers programme.

## Year 8

- Attend an afterschool or lunch club at school.
- Have the opportunity to participate in the student leadership programme.
- Raise money for charity
- Attend at least one educational trip.
- Read a new book.
- Lead the prayer in tutor time.
- Participate in a whole year assembly.
- Learn another language.
- Opportunity to access end of year rewards trip.
- Have access to Firefly.
- Learn how to cook and make a family meal at home.
- Find out something about the history of our school.
- Use the Start Profile to research different career paths.
- Explore a variety of different options available in relation to post-16 options.

## Year 9

- Attend an afterschool or lunch club at school.
- Have the opportunity to participate in the student leadership programme.
- Raise money for charity
- Attend at least one educational trip.
- Read a new book.
- Lead the prayer in tutor time.
- Participate in a whole year assembly.
- Learn another language.
- Opportunity to access end of year rewards trip.
- Have access to Firefly.
- Opportunity to complete the Duke of Edinburgh Award Scheme.
- Explore the different options available in relation to further study.
- Complete one random act of kindness.
- Attend GCSE options evening.
- Have a one-to-one interview to discuss GCSE option choices.
- Complete a careers challenge.

## Year 10

- Attend an afterschool or lunch club at school.
- Have the opportunity to participate in the student leadership programme.
- Raise money for charity
- Attend at least one educational trip.
- Read a new book.
- Lead the prayer in tutor time.
- Participate in a whole year assembly.
- Opportunity to access end of year rewards trip.
- Have access to Firefly.
- Opportunity to complete the Duke of Edinburgh Award Scheme.
- Explore the different options available in relation to further study.
- Explore potential careers you may be interested in. Devise a plan.
- Access to a careers related experience.
- Revision guides available for all PP students.

## Year 11

- Attend an afterschool or lunch club at school.
- Have the opportunity to participate in the student leadership programme.
- Raise money for charity
- Attend at least one educational trip.
- Read a new book.
- Lead the prayer in tutor time.
- Have access to Firefly.
- Opportunity to complete the Duke of Edinburgh Award Scheme.
- Explore the different options available in relation to further study.
- Access to a careers related experience.
- Watch a Theatre Performance linked to texts studied in English.
- Attend the Prom
- Write a CV and have it checked
- Attend GCSE revision classes afterschool
- Revision guides available for all PP students

## Sixth Form

- Explore the different options available in relation to further study.
- Support with UCAS application and process.
- Clear advice and guidance over next steps.
- Raise money for charity
- Opportunity to complete the Duke of Edinburgh Award Scheme.
- Have the opportunity to participate in the student leadership programme.
- Have access to Firefly.
- Attend the Sixth Form Dinner Dance

### Justification

*The Catholic High School will do more for some of our children than others in order to create a more level playing field. We recognise that some of our children have minimal experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities.*