



Cardinal Allen Catholic High School Pupil Premium Strategy 2016-17

1. Summary information					
School	Cardinal Allen Catholic High School				
Academic Year	2016/17	Total PP budget	£221,869	Date of most recent PP Review (External)	02/17
Total number of pupils	806	Number of pupils eligible for PP	232	Date for next internal review of this strategy	07/17

2. Current attainment		
<i>Numbers in bold black are 2016 outcomes</i> <i>Numbers in bold purple are projections for 2017</i>	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 ALL PUPILS	-0.71 <i>(-0.28)</i>	-0.46 <i>(0.13)</i>
Progress 8 English element	-0.99 <i>(-0.14)</i>	-0.87 <i>(0.07)</i>
Progress 8 Maths element	-0.37 <i>(-0.13)</i>	-0.15 <i>(0.35)</i>
Progress 8 EBacc element	-0.51 <i>(-0.54)</i>	-0.29 <i>(0.10)</i>
Progress 8 Open element	-0.93 <i>(-0.22)</i>	-0.56 <i>(0.26)</i>

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	<p>Levels of literacy on entry in Year 7 for PP students are lower than for other pupils, which prevents them making good progress in KS3. Below expected level is defined as below level 4 in years 8 to 11, and as below a score of 95 in year 7. Year 7 is not directly comparable with other cohorts.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="width: 10%;">Year</th> <th style="width: 20%;">% below expected level on entry PP</th> <th style="width: 20%;">% below expected level on entry Non PP</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">7</td><td style="text-align: center;">19%</td><td style="text-align: center;">6%</td></tr> <tr><td style="text-align: center;">8</td><td style="text-align: center;">8%</td><td style="text-align: center;">3%</td></tr> <tr><td style="text-align: center;">9</td><td style="text-align: center;">18%</td><td style="text-align: center;">5%</td></tr> <tr><td style="text-align: center;">10</td><td style="text-align: center;">20%</td><td style="text-align: center;">8%</td></tr> <tr><td style="text-align: center;">11</td><td style="text-align: center;">13%</td><td style="text-align: center;">8%</td></tr> <tr><td style="text-align: center;">All</td><td style="text-align: center;">15%</td><td style="text-align: center;">6%</td></tr> </tbody> </table>	Year	% below expected level on entry PP	% below expected level on entry Non PP	7	19%	6%	8	8%	3%	9	18%	5%	10	20%	8%	11	13%	8%	All	15%	6%	
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B.	Levels of numeracy on entry in Year 7 for PP students are lower than for other pupils, which prevents them from making good progress in KS3. Below expected level is defined as below level 4 in years 8 to 11, and as below a score of 95 in year 7. Year 7 is not directly comparable with other cohorts.		
	Year	% below expected level on entry PP	% below expected level on entry Non PP
	7	17%	9%
	8	13%	3%
	9	5%	4%
	10	18%	11%
	All	16%	7%

C. High prevalence of mental health/emotional issues for PP students particularly in KS4 prevents equitable progress.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance in general for PP students is lower than for non-PP students, which has a significant effect on pupil progress.						
		Average % Attendance 2015/16 (HT1-5)			Average % Persistent Absentees 2015/16 (HT1-5)		
	Year	All	PP	Non PP	All	PP	Non PP
	7	96.9	95.4	97.6	4.0	0.8	10.7
	8	96.3	94.2	97.0	8.7	18.6	5.4
	9	95.0	91.8	96.0	11.2	29.3	5.0
	10	94.1	90.6	96.1	17.1	33.9	6.9
	All	95.5	92.7	96.7	10.4	24.4	4.5

E.	Low levels of engagement at KS4 with revision opportunities beyond the formal curriculum reduces the performance of PP students in GCSE examinations.		
	Category	Average Points PP	Average Points Non PP
	Aquinas Twilight attendance	28	44
	Revision Session attendance	62	81
	Approach to Learning scores	5.3	11.7
Prom Passport Points	193	321	

4. Desired outcomes (and how they will be measured)		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP	Years 7-9: All pupils eligible for PP achieving their progress targets in English. At least 25% exceed expected progress. This will be evidenced using English written assessments (at least 6 per year) KS4: Using the 'flightpath', all pupils eligible for PP make at least expected progress towards their target in GCSE English, with at least 25% exceeding expectations. This will be evidenced through written assessments in English Language and Literature and the final GCSE outcomes.
B.	High levels of progress in numeracy for all pupils eligible for PP	Years 7-9: All pupils eligible for PP achieving their progress targets in Mathematics. At least 25% exceed expected progress. This will be evidenced using Maths written assessments (at least 3 per year) KS4: Using the 'flightpath', all pupils eligible for PP make at least expected progress towards their target in GCSE Mathematics, with at least 25% exceeding expectations. This will be evidenced through written assessments in Mathematics and the final GCSE outcomes.
C.	Increased attendance rates and improved engagement with school.	Identified pupils eligible for PP in KS4 are fully supported to deal with the emotional barriers which are impeding success. This will be evidenced by improved attendance and approach to learning / Prom Passport scores.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance amongst PP pupils improves at a faster rate than non PP pupils.
E.	Increased participation in after school revision sessions measured by weekly attendance percentages at revision sessions.	Pupils eligible for PP make better progress in Year 11 by engaging more effectively with the revision programme for their GCSE exams. This will be evidenced by gaps in Fischer 20 residuals being closed for PP students compared to non PP students.

5. Planned expenditure 2016/17

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?
A,B,C,D,E	Whole school INSET on PP agenda.	Raising awareness of PP issues amongst staff to develop strategies to close gap between outcomes for non PP students and non PP students	SLT to oversee delivery and emphasise strategic importance at QAF meetings.	DSU/SHE/ARA/LHO Contributions from T&L Group	July 2017 £3,000

A,B,C,D,E	Sutton trust influences on outcomes to be shared with staff at T&L Group and at PPG INSET	See Sutton trust priorities: - Reading Comprehension strategies (+5) Collaborative Learning (+5) Feedback (+8) Homework (+5) Mastery Learning (+5) Metacognition and self-regulation (+8) One to One tuition (+5) Oral Language Interventions (+5) Peer Tutoring(+5)	Use of external speakers T&L Group to assist in delivery of whole staff INSET starting with summary of Feedback techniques and delivery of Metacognitive strategies. SHE to oversee and launch marketing booklet at this event.	DSU/SHE/ARA/LHO Contributions from T&L group	July 2017
A,B,C,D,E	A better marketing strategy of PP students to be implemented.	Staff need to be aware of barriers to learning for each PP student and possible strategies that can be used to close gaps. Every member of staff in school needs to know who their PP students are and positively discriminate in their favour. Exhaustive booklet to be released twice annually detailing substantial information on students to include records on attendance, exclusions, HT detentions, rewards data, SEN and specific issues/barriers for each pupil	PowerPoint and documentation to be developed on all PP students and detailed handout issued to all staff every September. Case studies to be developed for pupils accessing provision beyond CACHS and close links with external agencies such as the McKee to be maintained/improved.	SHE/ARA/LHO	Summer Term 2017 £1,000
A,B,C,D,E	Data tracking systems improved for all stakeholders	Data to be fit for purpose. Trends over time to be evident with appropriate gap analysis. Ever 6 data to be separated from FSM to give a better focus on students who require support.	All stakeholders i.e. Students, Parents, Governors and Staff use data to routinely check on progress. Stretch data and Kagan style set placement/ to be considered.	TFA MDA SHE	Summer Term 2017
A,B,C,D,E	Work scrutiny and lesson drop ins to be regularly conducted for PP students. This is particularly important for students with predictions of poor outcomes.	To ensure the quality of teaching and learning, written work and pupils' response to teacher feedback are of the highest quality	SLT to regularly drop into lessons and scrutinise the work of PPG students	SLT and ARA and SHE to focus on T&L	To be a focus in each Quality Assurance cycle throughout the academic year.
A,B,C,D,E	Curriculum Leaders' briefings to be used to market PP strategies.	Ensuring that the whole school community prioritise the performance of disadvantaged students.	QAF forms always to include section on PP students and explicit actions CLs are taking to close gaps to be listed in each cycle.	SHE and ARA	From September 2016.

A,B,C,D,E	A Pupil Premium Improvement Group to be formed.	The group will develop strategies to improve the performance of PP students.	A high quality strategic meeting to explore all aspects of disadvantaged performance. Evidence of the content will be seen in the minutes of the meetings.	SHE DSU KWI FSW TFA RHY	From June 2016
Total budgeted cost for i) Quality of teaching for all					£4,000

i. 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?
B	Tutors appointed in Mathematics	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by 2 retired Maths teachers.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	TFA (CL Maths)	During half termly data collection cycles. £10,800
Improved outcomes for PP students in Science	Tutors appointed in Science	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by a Science teacher.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	RHY (AHT Science)	During half termly data collection cycles. £7,000
A	Tutors appointed in English	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by a English teacher and a specialist HLTA in English.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	FSW (CL English)	During half termly data collection cycles. £7,000
A, B	CL English/Maths AM registration support	Extra provision for targeted students improves GCSE outcomes.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	FSW (CL English) and TFA (CL Maths)	Summer 2017 £3,000
Raised aspirations that are well informed and realistic leading to further education and employment.	All PP students in Year 11 to be assigned a mentor and given additional career guidance.	A pupil with a definite post 16 progression routes will be more focussed and revise more thoroughly to achieve their goals.	Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils.	JSU (Careers) and SLT/Forces Mentor for mentoring.	Mentors must meet mentees on a weekly basis. Jo Sumner to be employed for one day a week. £5,000
A,B,C,D,E	Easter and Spring Bank Revision sessions to be organised for PP students with a reward trip at the end of each week.	Evidence from previous years shows that pupil attendance at a study week has a marked impact on their engagement with revision and correlates well to positive GCSE outcomes.	Progress against target will be checked at the end of each revision week to ascertain progress made.	ARA and LHO	Easter and May for Year 11 students. 50% of pupils attending Easter and May standard sessions to be PP students £2,500

A	Purchase dedicated KS3 literacy software and extend provision of paired reading support through "Pick Up A Book" and strategic use of the LRC.	IDL and Accelerated Reader software to be purchased to support the literacy of the disadvantaged students. Evidence from the EEF toolkit shows that use of digital technologies can have a moderate impact on learning.	ARA and FSW to ensure specific interventions are in place as soon as pupils enter school and throughout KS3.	ARA and FSW	Summer 2017 £5,000
B	Purchase dedicated KS3 and KS4 numeracy software.	Maths Watch, Method Maths and My Maths all used to support the numeracy of the disadvantaged pupils. Evidence from the EEF toolkit shows that use of digital technologies can have a moderate impact on learning.	TFA and LHO to ensure specific interventions are in place as soon as pupils enter school and throughout KS3.	TFA and LHO	Summer 2017 £4,000
A,B	Formation of 7L teaching group.	A small group of students to be created to be known as 7L who have particularly low academic starting points. Curriculum for 7L to be adjusted and pupils to receive additional literacy and numeracy time.	LHO and ARA to monitor outcomes for this group of pupils. Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	ARA and LHO	Summer 2017 £28,000
A,B,C,D,E	Reduction in class sizes in En, Ma, Sc and Re	Evidence from the EEF toolkit shows that reduction in class sizes can have a significant impact on learning.	Performance of all students to be monitored throughout the academic year during QAF cycles which will refer to latest data collections.	HT and SHE to oversee.	Every half term during QAF meetings. £90,000
E	Music tuition for targeted pupils	Instrumental performance is a critical aspect of the GCSE Music course and specialised, one to one tuition can transform outcomes.	ARO (CL for Music) will assess progress via continuous assessment and report as a part of QAF process.	ARO and SHE	Summer 2017 £3,000
C	Provision of in school counselling and mentoring support.	To remove emotional barriers to success for targeted students.	The work of the counsellor will be overseen by the DHT pastoral. The mentoring programme will be overseen by the Head of Year 11 (SMC)	SWI and SMC	Summer 2017 £6,000
D	Provision of dedicated Pastoral Assistant time.	To improve attendance of PP students which has an obvious strong positive correlation with outcomes.	Dedicated pastoral support to be provided by Pastoral Assistants and Family Support Worker.	SWI and Pastoral Team	Summer 2017 £32,000
Total budgeted cost of ii) Targeted support					£203,300

ii. 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?
Improved outcomes for disadvantaged pupils.	Aquinas Centre opened 3pm to 6pm for revision	Pupils who attend will carry out revision which they would not engage with at	ACA and SHE to closely monitor attendance at Aquinas Twilight	ACA	July 2017

	on a Wednesday supervised by Headteacher.	home. Attendance will accrue PROM Points and will allow pupils to access Pupil Hardship fund to support PROM attendance.	sessions and look at correlation between outcomes and attendance.		
Improved outcomes for disadvantaged pupils.	The curriculum offer in Year 9 to be scrutinised for PP students.	Progress 8 measure needs careful consideration and PP students need to be filling every "bucket".	Continually explore alternative opportunities in the Open element	SHE	May 2017
Improved outcomes for disadvantaged pupils.	All PP students to be interviewed to discuss barriers to learning and to discuss outcomes	Interviews to be arranged and an IEP for each PP students to be organised. This information will be shared with staff on a regular basis so that strategies can be considered to improve outcomes.	The IEP to be part of the PP marketing strategy to be launched in September 2017	ARA	September 2017
Improved outcomes for disadvantaged pupils.	Contact external agencies who support our non-attending students to maximise outcomes.	Good communication with external agencies will improve outcomes for our disadvantaged pupils. Sharing of resources will help maximise the outcomes for pupils not on site. Case studies to be created for each pupil who is educated offsite to give a greater insight into the needs of the absent pupil.	SHE and TFA to oversee the writing of each case study as and when the need arises.	SHE	May 2017
Improved self-esteem for disadvantaged students.	Forest School aka Sue Gill at Lostock Hall and D of E with AHA.	Development of alternative provision in KS3 such as a "Forest School" or DoFE award to raise self-esteem of our disadvantaged students. This will also serve as a reward strategy for pupils engaging well in lessons. Alternative provision also acts as a conduit to better behaviour for learning for some students.	AHA to organise provision with SHE in support.	AHA and SHE	May 2017 £4000
Improved self-esteem for disadvantaged students.	Hardship Fund to be created to support disadvantaged students.	A sum of money is to be set aside to support PP students financially. This will include revision materials, non-uniform days, the Prom and educational visits.	SHE, ARA and LHO will coordinate the allocation of funds.	SHE, ARA,LHO	June 2017
A,B	Assistant Coordinators / Lead Teachers for PP pupils to be appointed in En/Ma	To raise the literacy and numeracy of all disadvantaged students.	SHE to coordinate strategy with ARA and LHO at regular weekly meetings.	SHE,LHO,ARA	July 2017 £7,000
A,B,C,D,E	All PP students to have access to high quality ICT hardware.	PP students are likely to have less opportunity to access high quality revision materials at home and will be provided with the opportunity in school.	SHE to coordinate with JAB and SENDCo(CSM)	SHE,JAB,CSM	July 2017 £3000
Total budgeted cost of iii) Other approaches					£14,000
Overall planned PP expenditure					£221,300

6. Review of expenditure – the TSC form was not used in 2015-16 and so the format of the evaluation here is consistent with the original plan for 2015/16. Future evaluations will be consistent with the intentions as outlined above.

Previous Academic Year: 2015/16 allocated £193,210

Action	Cost	Impact
1) Additional curriculum time and teaching groups across a range of core subjects: English, Maths, Science and RE.	£118,000	Smaller class sizes has had a significant impact on the learning atmosphere and progress of all pupils in the core subjects. Additional teaching groups provide for the opportunity of increased differentiation, more tightly focused teaching, and facilitates feedback that is more effective.
2) Additional interventions for PP pupils: including Maths staffing, one to one tuition in Maths and English and targeted Music tuition.	£28,000	One to one and very small group tuition in English and Maths is a proven strategy for making a significant impact on progress and learning outcomes. Additional peripatetic provision in school for PP pupils studying GCSE Music supports them in developing essential instrumental skills.
3) Additional pastoral provision for PP pupils: funding for extra counselling hours and for Pastoral Support Development Worker.	£35,000	Year on year improved attendance for PP pupils through additional Pastoral Assistant time, which encourages attendance, chases up absences and liaises with external agencies in supporting pupils in to school. The additional time allocated by the School Counsellor provides additional capacity at a time when CAMHS etc. are stretched.
4) Additional learning resources across the curriculum and support for identified individual needs.	£14,000	A whole range of additional resources is provided to support learning across the curriculum following bids from departments. Other resources, including support for educational visits and enrichment experiences are provided on a case by case basis.

7. Additional detail

The school's Senior Assistant Headteacher assumed the leadership of Pupil Premium in September 2016. As a result of our poor outcomes in the Summer of 2016, the school commissioned an external report on disadvantaged students which was carried out in February 2017 by a National Leader of Education from another high school in the local authority. The subsequent, detailed report, acknowledges the gaps in the school's provision and the action points will form a significant part of the school's strategy in moving forward.

