



# Cardinal Allen Catholic High School Pupil Premium Strategy 2018-19

1. Summary information					
<b>School</b>	Cardinal Allen Catholic High School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£191870	<b>Date of most recent PP Review (External)</b>	07/18
<b>Total number of pupils</b>	806	<b>Number of pupils eligible for PP</b>	212	<b>Date for next internal review of this strategy</b>	12/18

2. Progress 8 2018		
Figures are 2018 outcomes	Pupils eligible for PP	Pupils not eligible for PP (National)
<b>Progress 8 ALL PUPILS</b>	-1.20	+0.11
<b>Progress 8 English element</b>	-1.19	+0.11
<b>Progress 8 Maths element</b>	-0.69	+0.12
<b>Progress 8 EBacc element</b>	-1.55	+0.13
<b>Progress 8 Open element</b>	-1.20	+0.09

Outcomes	All pupil attendance groups		
	All	All other	PP
<b>E&amp;M4+ No.</b>	86	75	11
<b>E&amp;M4+ %</b>	57%	63%	34%
<b>E&amp;M5+ No.</b>	43	39	4
<b>E&amp;M5+ %</b>	28%	33%	13%
<b>A8</b>	41.3	44	31.4
<b>P8</b>	-0.56	-0.39	-1.2
<b>P8 Eng.</b>	-0.44	-0.24	-1.19
<b>P8 Ma.</b>	-0.54	-0.5	-0.69
<b>P8 EBac.</b>	-0.87	-0.69	-1.55
<b>P8 Open</b>	-0.36	-0.13	-1.2

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

#### In-school barriers

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 10 to 11, and as below a score of 95 in years 7,8 and 9. Years 7,8 and 9 are not directly comparable with other cohorts.

A.

Year	% below expected level on entry PP	% below expected level on entry Non PP
7	25%	6%
8	12%	1%
9	19%	6%
10	8%	3%
11	18%	5%
<b>All</b>	<b>17%</b>	<b>4%</b>

<b>B.</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 10 to 11, and as below a score of 95 in years 7,8 and 9. Years 7,8 and 9 are not directly comparable with other cohorts.		
	<b>.Year</b>	<b>% below expected level on entry PP</b>	<b>% below expected level on entry Non PP</b>
	7	18%	6%
	8	12%	6%
	9	17%	9%
	10	13%	3%
	11	5%	4%
<b>All</b>	<b>14%</b>	<b>6%</b>	

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

<b>C.</b>	Attendance in general for PP students is lower than for non-PP students, which has a significant effect on pupil progress.						
		<b>Average % Attendance 2017/18 (HT1-5)</b>			<b>Average % Persistent Absentees 2017/18 (HT1-5)</b>		
	<b>Year</b>	<b>All</b>	<b>PP</b>	<b>Non PP</b>	<b>All</b>	<b>PP</b>	<b>Non PP</b>
	7	95.2	93.0	96.0	7.2	16.7	3.4
	8	95.5	93.9	96.2	11.8	18.9	8.6
	9	94.5	93.0	95.2	13.4	20.0	10.3
	10	95.7	93.6	96.4	9.8	22.7	5.0
	11	93.6	90.5	94.5	15.7	21.6	13.8
<b>All</b>	<b>94.9</b>	<b>92.9</b>	<b>95.7</b>	<b>11.5</b>	<b>19.8</b>	<b>8.2</b>	
<b>National</b>	<b>94.8</b>	<b>91.5</b>	<b>96.4</b>	<b>12.8</b>	<b>26.2</b>	<b>10.3</b>	

<b>4. Desired outcomes</b> ( <i>and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	High levels of progress in literacy for all pupils eligible for PP. A significant gap existed between PP and non PP students in English GCSE outcomes in 2018. Gap to be closely monitored and appropriate interventions actioned.	Years 7-10: All pupils eligible for PP achieving their progress targets in English. This will be evidenced using English written assessments (at least 3 per year). Year 11: All pupils eligible for PP achieve their target in GCSE English. The progress 8 gap between disadvantaged students and others should decrease by at least half in this academic year. This will be evidenced through written assessments in English and the final GCSE outcomes. FSW/NSN responsible. Section to be updated on a termly basis based on data analysis provided by MDA.

4. Desired outcomes (and how they will be measured)		Success criteria
B.	High levels of progress in numeracy for all pupils eligible for PP	<p>Years 7-10: All pupils eligible for PP achieving their progress targets in Mathematics. This will be evidenced using Maths written assessments (at least 3 per year).</p> <p>Year 11: All pupils eligible for PP achieve their target in GCSE Mathematics. The progress 8 gap between disadvantaged students and others should decrease by at least half in this academic year. This will be evidenced through written assessments in Mathematics and the final GCSE outcomes. TFA/SSI responsible. Section to be updated on a termly basis based on data analysis by MDA.</p>
C.	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP.</p> <p>Overall attendance amongst PP pupils improves at a faster rate than non PP pupils.</p> <p>The new reward system that has been developed in the previous academic year is to be extended into Years 9,10 and 11. It will incentivise pupils to attend on a more regular basis. Pupils will receive credits if they achieve 100% attendance on any given week.</p> <p>Updated attendance information will be shared at each of the DA governors' meetings and will be added to the strategy as an appendix each half term.</p>

#### 5. Planned expenditure 2018/19

##### a) 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	Input on PP agenda at November 2018 Whole Staff Meeting – sharing strategies to overcome barriers.	<p>Improved outcomes for disadvantaged students.</p> <p>Raising awareness of PP issues amongst staff to develop strategies to close gap between outcomes for PP students and non PP students</p>	SLT to oversee delivery.	SHE	December 2018 £1,000

A,B,C	Improved marketing strategy of PP students to be implemented.	Improved outcomes for disadvantaged students.  Every member of staff in school needs to know who their PP students are and positively discriminate in their favour.	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,CBA,AMB	Spring Term 2018 £1,000
A,B,C	Work scrutiny and lesson drop ins to be regularly conducted for PP students. This is particularly important for students with predictions of poor outcomes.	Improved outcomes for disadvantaged students.	SLT to regularly drop into lessons and scrutinise the work of PPG students. New on Call system used to monitor all classes on a 2 week rolling programme. SLT asked to focus on PP students while "On Call."	DSU ACA and SHE	To be a focus in each Quality Assurance cycle throughout the academic year. Scrutiny will happen on at least 2 occasions each month.
A,B,C	Curriculum Leaders' Meetings to be used to market PP strategies.	Improved outcomes for disadvantaged students. Newly reintroduced Curriculum Meetings to replace briefings. Meetings will be used to share best practice.	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 ACA	From September 2018
A,B,C	Pupil Premium Champions.	Improved outcomes for disadvantaged students.	Each department is to nominate a PP champion who will represent PP students at each departmental meeting. PP champions will liaise with the PP team and share good practise amongst colleagues.	SHE AMB CBA and AHI AHO KMA ABA JPA ARO AMB SMC	From September 2018

A,B,C	A bespoke professional development programme delivered by an external trainer, Andy Griffith will continue to ensure quality first teaching and improve subject leadership.	Andy has a proven track record of improving teaching and learning across whole school which will have an impact on outcomes for disadvantaged pupils.	Pupils and staff will routinely feedback on outcomes of programme. Participants to also feedback to governors on completion of programme.	DSU	Summer Term 2019 £10000 contribution
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**Total budgeted cost for a) Quality of teaching for all £12000**

### b) 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 3 retired Maths teachers.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	TFA (CL Maths)	Each data cycle. £10,800
B	CL 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.	TFA (CL Maths)	Summer 2019 £2,000
A,B,C	All PP students in Year 11 to be assigned a mentor and given additional career guidance.	A pupil with a definite post 16 progression route will be more focussed and revise more thoroughly to achieve his/her goals.	Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. We will look to extend careers advice into year 10 and each year 9 students will receive an interview by SHE to check option choices. Students are to be checked for an appropriately aspirational progression route. Students who do not have an aspirational route will receive an extra careers interview and be offered additional support.	JSU (Careers) and ARA will oversee the mentoring programme.	Mentors must meet mentees on a weekly basis. Jo Sumner to be employed for an additional day per week. £5,000

A,B,C	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.	<b>SHE</b> and <b>ARA</b> to oversee.	Easter and May of Year 11 £2,500
A	Extend provision of paired reading support through "Pick Up A Book" and strategic use of the LRC.	IDL and Accelerated Reader software to be used 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.	NSN to ensure specific interventions are in place as soon as pupils enter school and throughout KS3. This strand is designed to impact on catch up pupils.	<b>NSN</b> to update strategy on a termly basis. Data and impact to be evidenced within strategy form.	End of HT2,4 and 6. £4,000
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 SSI to ensure specific interventions are in place as soon as pupils enter school and throughout KS3. This strand is designed to impact on catch up pupils.	<b>SSI</b> to update strategy on a termly basis. Data and impact to be evidenced within strategy form.	End of HT2,4 and 6. £3,500
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.	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.	SSI and NSN Catchup pupils will form part of 7L.	Summer 2019 £28,000
A,B,C	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.	ACA and SHE to oversee.	During QAF meetings. £90,000
	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 2019 £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 (SWI). The mentoring programme will be overseen by Progress Leader 11 (ARA)	SWI and ARA	Summer 2019 £6,000
C	Provision of dedicated Pastoral Assistant time.	To improve attendance of PP students which has an obvious strong positive correlation with outcomes.	DHT to hold weekly meeting with PPPA on attendance.	SWI and PPPA	Summer 2019 £16,000
<b>Total budgeted cost of b) Targeted support</b>					<b>£170,800</b>

c) 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?
	Aquinas Centre opened 3pm to 6pm for revision on a Wednesday supervised by Headteacher.	Pupils who attend will carry out revision which they would not engage with at home. Attendance will accrue PROM Points and will allow pupils to access Pupil Hardship fund to support PROM attendance.	ACA and SHE to closely monitor attendance at Aquinas Twilight sessions and look at correlation between outcomes and attendance.	ACA SHE ARA	July 2019
A,B,C	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 student to be organised. This information will be shared with staff on a regular basis so that strategies can be considered to improve outcomes.	New questionnaire to be developed by SHE CBA and AMB. PP team to also consider using PASS survey.	SHE/AMB/CBA	September 2019
A,B	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.	SWI to write case studies for our 2018 outliers.	SHE	June 2019
C	Pupils to be financially awarded for good attendance at school and revision sessions.	Pupils will be able to spend money on educational visits, the PROM, revision guides and any other items that will improve self esteem and support student outcomes.	ACH will coordinate the allocation of funds.	SHE,ACA,AMB,CBA	June 2019 £9000
<b>Total budgeted cost of c) Other approaches</b>					<b>£9,000</b>
<b>Overall planned PP expenditure</b>					<b>£191,800</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost




**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Key Priorities for 2018/19 as a result of evaluation of 2017/18 outcomes:**

Priority	Staff Lead	Rationale/Action
<b>Reduce persistent absence.</b>	ACA/SWI/SHE	It is clear from outcomes in 2018 and in 2017 that the persistent absence of a small group of students has a significant detrimental influence on our outcomes. A reward scheme has been actioned from October 2017 to incentivise attendance for this cohort of students and this continues. All other approaches will be examined exhaustively to further improve attendance.
Update 1 December 2018 ACA/SWI/ACH/SHE	Update 2 March 2019 ACA/SWI/ACH/SHE	Update 3 July 2019 ACA/SWI/ACH/SHE
<b>Improve numeracy</b>	TFA/SSI/SHE	Significant percentages of PP students enter CACHS with poor numeracy skills. In 2018/2019 we will refocus on the development of numeracy skills from entry into year 7 and document progress made in this section on a termly basis. TFA/SSI will be responsible for detailing strategy and detailing any progress made.
Update 1 December 2018 TFA/SSI/SHE	Update 2 March 2019 TFA/SSI/SHE	Update 3 July 2019 TFA/SSI/SHE
<b>Improve literacy</b>	FSW/NSN/SHE	Significant percentages of PP students enter CACHS with poor literacy skills. In 2018/2019 we will refocus on the development of literacy skills from entry into year 7 and document progress made in this section on a termly basis. FSW/NSN/ANO will be responsible for detailing strategy and detailing any progress made. Two additional TLR's have been temporarily issued to support the development of literacy for the academic year 2018 2019.
Update 1 December 2018 FSW/NSN/SHE	Update 2 March 2019 FSW/NSN/SHE	Update 3 July 2019 FSW/NSN/SHE

<b>Develop student aspirations.</b>	SHE/MAK/JSU	A pupil with a definite post 16 progression route will be more focussed and revise more thoroughly to achieve his/her goals. We will look to extend careers advice into year 10 and each year 9 students will receive an interview by SHE to check option choices. It is essential that a pupils curriculum choices in Year 9 do not negatively impact on the outcomes for PP students.
Update 1 December 2018 JSU/SHE/AMB/CBA	Update 2 March 2019 JSU/SHE/AMB/CBA	Update 3 July 2019 JSU/SHE/AMB/CBA
<b>Focus on teaching and learning.</b>	DSU/JNO/SHE	<p>All staff to engage with whole school T&amp;L initiative “Great Teaching” with the support of Andy Griffith. Selected curriculum middle leaders to work on <i>Leading for Excellence</i> programme.</p> <p>It is also vitally important that the staff collectively support the 2017 2018 PP strategy to improve whole school PP provision.</p> <p>All PP students in all years must be considered to improve outcomes for PP students in the future.</p>
Update 1 December 2018 DSU/JBA	Update 2 March 2019 DSU/JBA	Update 3 July 2019 DSU/JBA
<b>Implement suggestions from PP Inspection 2<sup>nd</sup> July 2018</b>	SHE/AMB/CBA	<p>Throughout the course of the academic year 2018 2019 we will address the issues raised by KPO in her PP re-review from the 2<sup>nd</sup> July 2018. A summary list of suggestions is listed below for reference.</p> <ul style="list-style-type: none"> <li>• Focus on whole school T&amp;L</li> <li>• Focus on numeracy and literacy (UA boys and boys in general an issue in 2018 outcomes)</li> <li>• Collate all data and evidence of impact within this form.</li> <li>• List impact of soft measures such as Castlerigg and Prom attendance.</li> <li>• Consider purchasing PASS software.</li> </ul>

		<ul style="list-style-type: none"> <li>• Consider the length of time a student has been FSM/E6</li> <li>• Involve governors in writing of PP strategy</li> <li>• Improve student collaboration – develop the use of IWB',visualisers and mini white boards.</li> <li>• Document impact of pastoral interventions</li> <li>• Document impact of careers interventions</li> <li>• Consider using SISRA observe and implementing seating plan software.</li> <li>• Homework software such as “Show my Homework” and “Class Charts” might improve parental/student engagement.</li> </ul>
Update 1 December 2018 SHE/AMB/CBA	Update 2 March 2019 SHE/AMB/CBA	Update 3 July 2019 SHE/AMB/CBA