



Cardinal Allen Catholic High School Pupil Premium Strategy 2018-19

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

2. Outcomes for 2018		
Figures are 2018 outcomes	Pupils eligible for PP (Cardinal Allen)	Pupils not eligible for PP (National)
Progress 8	-1.20	+0.11
Progress 8 English element	-1.19	+0.11
Progress 8 Maths element	-0.69	+0.12
Progress 8 EBacc element	-1.55	+0.13
Progress 8 Open element	-1.20	+0.09

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

A. Levels of literacy on entry in Year 7 for PP students are lower than for other pupils, which is a barrier to them making good progress in KS3. Below expected level is defined as below level 4 in years 10 and 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.

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%
All	17%	4%

B. Levels of numeracy on entry in Year 7 for PP students are lower than for other pupils, which is a barrier to 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.

Year	% below expected level on entry PP	% below expected level on entry Non PP
7	18%	6%
8	12%	6%
9	17%	9%
10	13%	3%
11	5%	4%
All	14%	6%

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

C. Attendance in general for PP students is lower than for non-PP students, which has a significant effect on pupil progress.

Year	Average % Attendance 2017/18 (HT1-5)			Average % Persistent Absentees 2017/18 (HT1-5)		
	All	PP	Non PP	All	PP	Non PP
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
All	94.9	92.9	95.7	11.5	19.8	8.2
National	94.8	91.5	96.4	12.8	26.2	10.3

4. Desired outcomes and how they will be measured		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP. 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.	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: The Progress 8 gap between disadvantaged students and others should decrease considerably in this academic year.
B.	High levels of progress in numeracy for all pupils eligible for PP. 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.	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). Year 11: The Progress 8 gap between disadvantaged students and others should decrease considerably in this academic year.
C.	Increased attendance rates for pupils eligible for PP. Attendance tracked on a weekly basis and discussed by DHT and PL. Updated attendance will be shared at each of the half-termly DA governors' meetings.	Considerably narrow the gap between the attendance of PP and Non-PP pupils. Reduce the rate of persistent absenteeism (PA) among pupils eligible for PP.

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	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.	New on Call system used to monitor all classes on a 2 week rolling programme with a focus on PP students.	DSU, ACA, SHE	January 2019
A,B	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, ACA	From September 2018

A,B	Nominate 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	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

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?
A	Extend provision of paired reading support through "Pick Up A Book" and strategic use of the Aquinas Centre.	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 also designed to impact on catch up pupils.	NSN	End of HT2,4 and 6. £4,000
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 three 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
B	Purchase dedicated KS3 and KS4 numeracy software.	Maths Watch, Method Maths and My Maths all used to support the numeracy of the PP 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.	SSI	End of HT2,4 and 6. £3,500

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 PP pupils. We will look to provide additional advice to Y10, and Y9 PP student will be interviewed 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 (Mentoring)	Mentors must meet mentees on a weekly basis. Jo Summer to be employed for an additional day per week. £5,000
A,B	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.	SHE, ARA	Easter and May of 2019 £2,500
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.	SHE and class teachers	Summer 2019 £28,000
A,B	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, SHE	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, 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 SWI (DHT). The mentoring programme will be overseen by ARA (PL Y11)	SWI, ARA	Summer 2019 £6,000
C	Provision of additional Pastoral Support time.	To improve attendance of PP students which has an obvious strong positive correlation with outcomes.	SWI to hold weekly meeting with PLs to monitor attendance.	SWI, PLs	Summer 2019 £16,000
C	Aquinas Centre opened 3.15pm to 5.45pm for revision on a Tuesday	Pupils who attend will carry out revision which they would not engage with at home. Attendance will accrue PROM	ACA and SHE to closely monitor attendance at Aquinas Twilight sessions and look at correlation between outcomes and attendance.	ACA	July 2019

	supervised by Headteacher.	Points and hence rewards to support PROM attendance.			
C	Financial incentives to be offered to PP students in Years 9, 10 and 11	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.	ACA to monitor PP attendance and awarding of incentives.	ACA, AMB, CBA	June 2019 £9000
Total budgeted cost of b) Targeted support					£170,800
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?
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,C	Input on PP agenda at November 2018 Whole Staff Meeting – sharing strategies to overcome barriers.	Improved outcomes for disadvantaged students. Raising awareness of PP issues amongst staff and to develop strategies to close gap between outcomes for PP students and NPP students.	SLT to oversee delivery and critique for future exposure	SHE	December 2018 £1,000
A,B,C	Improved marketing strategy of the PP students to be implemented.	Improved outcomes for PP 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
Total budgeted cost of c) Other approaches					£9,000
Overall planned PP expenditure					£191,800

6. Monitoring and impact:	
Priority	Staff Lead
A. High levels of progress in literacy for all pupils eligible for PP	FSW, NSN, JCL

Update 1 January 2019	Update 2 April 2019	Update 3 September 2019
B. High levels of progress in numeracy for all pupils eligible for PP		TFA, SSI, SHE
Update 1 January 2019	Update 2 April 2019	Update 3 September 2019
C. Improved attendance rates for pupils eligible for PP		ACA, SWI, SHE
Update 1 January 2019	Update 2 April 2019	Update 3 September 2019

7. Actions from PP Review II ~ July 2018:

- Focus on whole school T&L
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- Focus on numeracy and literacy (UA boys and boys in general an issue in 2018 outcomes)
- Collate all data and evidence of impact within this form.
- List impact of soft measures such as Castlerigg and Prom attendance.
- Consider purchasing PASS software.
- Consider the length of time a student has been FSM/E6
- Involve governors in writing of PP strategy
- Improve student collaboration – develop the use of IWBs, visualisers and mini white boards.
- Document impact of pastoral interventions
- Document impact of careers interventions
- Consider using SISRA observe and implementing seating plan software
- Homework software such as “Show my Homework” and “Class Charts” might improve parental/student engagement.