

# Pupil premium strategy statement (secondary)

## 1. Summary information

<b>School</b>	St Chad's Catholic and Church of England High School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£284,590	<b>Date of most recent PP Review</b>	2014
<b>Total number of pupils (yrs 7-11)</b>	549	<b>Number of pupils eligible for PP</b>	298	<b>Date for next internal review of this strategy</b>	September 2021

## 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) not reported in 2020
<b>% achieving 9-4 Basics (outcomes 2020)</b>	<b>34.9%</b>	
<b>% achieving 9-5 Basics (outcomes 2020)</b>	<b>12.7%</b>	
<b>Progress 8 score average (outcomes 2020)</b>	<b>-1.19</b>	
<b>Attainment 8 score average (outcomes 2020)</b>	<b>33.72</b>	

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

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Literacy
<b>B.</b>	Numeracy
<b>C.</b>	Resilience, aspirations and mind-set
<b>D.</b>	Accessing the curriculum for some students

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

<b>E.</b>	Attendance rate for students eligible for PP in 2019-20 was 91.2% (below the target for all students of 95%). This reduces their school hours and causes them to fall behind on average.
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## 4. Desired outcomes *(desired outcomes and how they will be measured)*

Success criteria

<b>A.</b>	<p>Improved rates of progress in English for students eligible for the Pupil Premium</p> <p>Reading for pleasure will be a focus for the school</p> <p>All teachers to ensure students are focusing on basic literacy skills within their subject areas so that it is a whole school priority</p>	<p>Outcomes in English at grades 9-4 in KS4 are at at least the same level as in 2020 – significantly impacted by COVID issues</p> <p>Pupil voice re reading habits will show an increase in the number of PP students reading regularly</p> <p>This is evident in feedback and SOW</p>
<b>B.</b>	<p>Improved rates of progress in maths for students eligible for the Pupil Premium</p> <p>Pupils engaging with maths lessons on line increases from the first lockdown</p>	<p>Outcomes in maths at grades 9-4 in KS4 are at at least the same level as in 2020 – significantly impacted by COVID issues</p> <p>Robust monitoring and actions are in place so that intervention is timely</p>
<b>C.</b>	<p>Rewards based on doing the right thing will result in every student being able to achieve success. PHSE will focus on resilience and positive mind-set will be at the forefront of the school's work.</p> <p>Careers programme will be based on high aspiration and future career pathways- especially now that the school does no longer have a 6<sup>th</sup> form provision</p> <p>Improved behaviour for learning for students eligible for the Pupil Premium evident in learning walks, exercise books and teachers' mark books</p>	<p>The number of PP students achieving an award on the new system will be in line with non PP students</p> <p>Aspiration of all students to continue to higher education or training will eb high</p> <p>Students eligible for the Pupil Premium are responding as well to teacher feedback in exercise books and assessment review lessons as non-Pupil Premium students and are completing homework set</p>
<b>D.</b>	<p>Alternative Programmes including academic mentoring developed for students eligible for the Pupil Premium</p> <p>New Pathways and curriculum offer at Key Stage 4 is appropriate for all students</p>	<p>Students eligible for the Pupil Premium are accessing and responding positively to academic and peer mentoring. Students who are unable to access the full curriculum follow an alternative programme.</p>

		New Key Stage 3 Pathways provides challenge and range of learning styles thus allowing for all learners to make progress
<b>E.</b>	<p>Increased attendance rates for students eligible for the Pupil Premium</p> <p>Reduction in the number of PP classed as being PA</p>	<p>This will be impacted by COVID especially in the Autumn Term 2020</p> <p>Taking into account COVID absences and lockdown the % will increase from last year to a minimum target of 92% attendance and PA will reduce.</p>

## 5. Planned expenditure

**Academic year**

**2020-2021**

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

### **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?
<p>Consistent approach to teaching, learning and assessment from all teachers</p> <p>Consistently good Quality First teaching based on the needs of every individual to be the basis of the interventions.</p> <p>SEND pupils to have targeted support appropriate to their needs</p>	<p>TEEP training for any new teaching staff</p> <p>A comprehensive review of the curriculum in KS3 and 4 to implement learning cycles and ensure re-visiting of topics.</p> <p>Introduction of learning journeys and knowledge organisers to support a consistent approach to teaching and learning.</p> <p>Key marked pieces (KMPs) to be differentiated and robust to ensure accurate reflection of progress</p> <p>Curriculum planning and content to be strong following work with The Dean Trust</p> <p>Work scrutiny procedures reviewed and improved because of training from external consultants</p> <p>Regular pupil and staff voice on curriculum changes</p> <p>SEND register accurate and the needs of all students accurately assessed</p>	<p>Consistent high-quality teaching to all pupils coupled with a carefully sequenced curriculum improve outcomes for all pupils in all year groups, particularly in basics 9-4.</p> <p>SEND register updated and need of additional support</p>	<p>SEF activities such as learning walks, monitoring of KMP trackers and work scrutiny take place regularly within faculties, in leadership link meetings and at SLT meetings. Feedback to staff on SEF activities will be instant providing areas of strength and development to individuals</p> <p>External consultant will work with the newly appointed SENCO to ensure this area is robustly monitored</p>	<p>JF/DB Faculty Leads</p> <p>KW lead JF and external consultant to monitor</p>	<p>Reviewed half-termly by MLL and SLT – monitored via external consultants</p> <p>Curriculum review is a continuous process.</p> <p>All students assessed after each KMP – review half termly</p>

<b>Total budgeted cost</b>	<b>£99,500</b>
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**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?
Improved progress and attainment in maths for students eligible for PP so that the gap diminishes	New Key Stage 3 curriculum devised and implemented which focuses on the needs of learners of all ability levels Pupil voice on the impact of intervention strategies	The progress of disadvantaged students in maths remains an area of concern. Curriculum review and student voice tells us that the current offer is not providing the support and challenge students at all levels require. .	Analysis of results after each KMP/assessment week and impact of intervention reports RAG Meetings SLT link meetings Monitoring of trackers	AMW /DB	At fortnightly meetings with the leadership link After each KMP a review of the PP students will take place
An appropriate alternative curriculum offer for the few students who are unable to access the full curriculum.	Appropriate external placements sought which are QA and compliant with legislation.	Students who have been on alternative provision have been able to access college courses at the end of Year 11.	Monitoring of and visits to placements Destinations data	DB	As appropriate
<b>Total budgeted cost</b>					£80,000

**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?
<p>Improve the literacy skills of students, foster a love of reading and improve tier 2 and 3 vocabulary acquisition.</p>	<p>Tier 2 and 3 vocabulary promoted through the SOW and knowledge organisers. Weekly literacy activities during tutor sessions.</p> <p>Accelerated Reader programme</p>	<p>Literacy skills of students has a direct impact on the outcomes of students in all subjects. SPAG marks where awarded will improve. These strategies will develop the weaker cultural capital of some students.</p> <p>Results show that this scheme is well suited to the needs of all readers and fosters a love of rading</p>	<p>Work scrutiny by SLT Analysis of results after each KMP/assessment week and impact of intervention reports RAG Meetings SLT link meetings Monitoring of trackers</p> <p>New staff team in place to monitor and organise this work</p>	<p>LR/DB</p> <p>KW</p>	<p>Half termly</p>
<p>P8, average A8 score and basics 9-4 outcomes are improving for disadvantaged students and the gaps between PP and non-PP students are narrowing</p>	<p>Improved KMP and monitoring of progress of groups of students – actions logged and impact assessed on a regular basis. Actions implemented swiftly with robust success criteria and accountability</p>	<p>Not all success criteria has been achieved for PP students so a more bespoke system is required.</p>	<p>On-going review of all curriculum maps, learning journeys, SOW and knowledge organisers</p> <p>Monitoring of tracker data</p>	<p>SLT/FL</p>	<p>At faculty meetings At fortnightly meetings with the leadership link After data analysis</p>
<p>Ensure that mentoring and support for those students who are below the expected level of progression on trackers and after assessment</p>	<p>Academic mentoring</p> <p>Use of sophisticated and accurate progress and attendance data to identify the students for targeted mentoring</p>	<p>Academic mentoring by SLT, Phase Leads and form tutors was successful with some individual students and tutor groups. The strategy now needs to have a wider impact.</p>	<p>Form tutors will maintain records of the academic mentoring meetings with their mentees. These records will be available for scrutiny from Phase Leads</p>	<p>Phase Leads</p>	<p>Half-termly monitoring of records by Phase Leads feedback to SLT Monitoring of trackers after data analysis</p>

<p>weeks is in place at all levels</p>	<p>to include those at risk of persistent absence.</p> <p>Directly oversee the support of the “make the difference” group of disadvantaged students by assigning them to appropriate PPC and SLT mentors.</p> <p>Elevate sessions for KS4 students</p>		<p>SLT will maintain records of the academic mentoring meetings with their mentees.</p> <p>Monitoring of tracker data</p> <p>Pupil voice</p> <p>Case study approach will be continued.</p>		
<p>Pastoral Team to work with and support identified students on attendance, punctuality behaviour for learning and academic progress.</p>	<p>Pastoral Team to ensure that identified students are “school ready” at the beginning of the day.</p> <p>Provide small group, in-class and one-to-one support for identified students.</p>	<p>Attendance is a major issue for the school and especially so for disadvantaged students. A new team is in place and actions and impact are closely monitored.</p> <p>Pastoral Team support the Behaviour for Learning policy in the school. The school’s resources are more effectively deployed and issues of school readiness are dealt with away from the classroom.</p>	<p>Pastoral Team to provide their line manager with reports on their work which are clearly based on impact.</p> <p>Tracking data for identified students brings all aspects of the student’s school experience together</p>	<p>JRS/HB</p>	<p>At fortnightly meetings with line manager</p> <p>Monitoring of tracker data</p>
<p>Improve the attendance of disadvantaged pupils across the school from 91.2% to the national average of 95%. Reduce the number of disadvantaged students who are persistently absent.</p>	<p>Appoint new attendance lead</p> <p>Attendance team to monitor pupils’ attendance and follow up quickly on any absences using the first day response provision.</p> <p>Letters about attendance to parents / guardians.</p> <p>Attendance team to produce half-termly reports on the</p>	<p>Attendance is one of the main barriers to progress for disadvantaged students.</p>	<p>Attendance team to produce half termly reports on the attendance of disadvantaged students in each year group and actions taken</p> <p>Attendance of identified students is closely monitored and a system of rewards and sanctions is used consistently.</p> <p>Log of first day response calls for targeted students</p>	<p>HB</p>	<p>Half-termly</p>

			Mentoring records for PA students		
	<p>attendance of disadvantaged students in each year group and actions taken</p> <p>PPCs to mentor persistently absent disadvantaged students</p> <p>Attendance team to make house calls as appropriate to PA students</p>				
Track disadvantaged pupils' attendance at extra-curricular activities including HW club, music tuition and choir, revision sessions, D of E and others	<p>Track the attendance of disadvantaged students at extracurricular activities and involvement in opportunities offered across all subject areas.</p> <p>Work with CTLs and PPCs to address barriers to attendance and participation in extracurricular activities.</p>	Disadvantaged students do not always take advantage of the opportunities on offer to them. The students will be encouraged and supported to take part in the diverse number of activities on offer to ensure equality of opportunity and access to the activities.	Analyse the termly report produced by the admin assistant.	JRS/HB	Termly
<b>Total budgeted cost</b>					<b>£150,000</b>

6. Review of expenditure				
Previous Academic Year		2019-2020		
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 (on last plan)
Consistent approach to teaching, learning and assessment from all teachers	<ul style="list-style-type: none"> <li>-Deep Learning' training for all maths teachers</li> <li>-Departmental and whole school SEF schedules</li> <li>-CPD including Growth Mindset</li> <li>-Work scrutiny with a focus on disadvantaged students by SLT and in departments</li> <li>-QA of assessments by SLEs</li> <li>-Teaching and Learning Peer review</li> </ul>	<p>All maths teachers successfully trained in Deep Learning and, with the support and QA of an NLE and an SLE, are delivering which will support rapid progress. Feedback from NLE and SLE is very positive. SEF schedules informed self-evaluation and identified areas for improvement (see folders of evidence) Full CPD programme implemented including Growth Mindset. Teachers using positive language in lessons and in written feedback. Assemblies delivered to all year groups.</p> <p>All assessments have been quality assured by SLEs and NLEs and are robust.</p> <p>Teaching and Learning peer review conducted by Loreto, Chester Catholic High and Ellesmere Port Catholic high School. Findings supported an RI judgement with elements of good. Action plan written (see documents)</p>	There is a need to embed a consistent approach to teaching/learning and assessment. Work has started in this area led by the new leadership team and external consultants.	£155,483

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**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>
Improved progress and attainment in English for students eligible for PP so that the gap diminishes	Academic mentor in English who will provide small group withdrawal, in-class	Gaps are remaining in years 7-10 but there was a slight narrowing of the gap in year 11.	This approach worked if students engaged with the academic mentor but was not consistently successful. This will not be included in the strategy moving forward.	£26,363

	support and one-to-one support.			
Improved progress and attainment in maths for students eligible for PP so that the gap diminishes	Academic mentor in maths who will provide small group withdrawal in-class support and one-to-one support.	Outcomes gaps have narrowed at 9-7 and 9-5 but the gap at 9-4 has not changed significantly. There are case studies highlighting the effectiveness of the academic mentor with individual students.	This approach is working with the students who are engaging with the academic mentor so this strategy will continue - the academic mentor will be working for 2 days per week.	£26,363

An appropriate curriculum offer for the students who are unable to access the full curriculum.	Alternative provision as appropriate		Following our curriculum review the Aspire programme will be phased out after the year 11 cohort 2020. Working with external partners bespoke packages with approved providers will be available	£26,363
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**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>
P8, average A8 score and basics 9-4 outcomes are improving for disadvantaged students and the gaps between PP and nonPP students are narrowing	PiXL Strategies	Approved PiXL strategies such as PLCs, WTM and DTT have had some impact on outcomes and gaps for the disadvantaged students. Gaps have not widened but have remained steady year on year. This is reflected in the national picture and matches the tracking of our internal data. Gaps have narrowed slightly against targets in 9-5 basics (gap:-18.7%, target gap -27%) and 9-5 maths (gap: -14.6%, target gap 26.6%) and combined science 99-55 (gap: 3.7%, target gap 15.3%). P8 gap has narrowed slightly in 2019 (tbc).	School has not renewed the subscription and will focus on the other strategies in the next cycle	£3,000

	Improved tracking of the progress of disadvantaged students leading to strategic interventions	Use of APS ranking spreadsheets to measure progress towards targets and gaps by SLT and CTLs has enabled key students to be targeted as part of a "Make the Difference" group. See case studies of successful impact of targeted interventions.	Tracking showed some impact but was not accurate enough to make the improvements necessary. Measures to strengthen this have already been put in place. Effectiveness of this will be monitored regularly by the new team and external consultants	
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<p>Ensure that mentoring and support for those students who are below the expected level of progression post assessment weeks is in place at all levels (form tutor, PPC, SLT, peer tutoring)</p>	<p>Academic mentoring Peer tutoring Ensure sophisticated and accurate data is used to identify the students for targeted mentoring by PPCs Providing training for PPCs in the autumn term to enable them to monitor standards and ensure rigour. Support form tutors in leading challenging but supportive conversations with disadvantaged students Regarding their academic progress. SLT mentoring of hard to reach students.</p>	<p>Academic mentoring by SLT, PPCs and form tutors was successful with some individual students and tutor groups. See case studies/data analysis.</p>	<p>Good practice identified through a range of monitoring including pupil voice and data entry, will be shared and implemented</p> <p>SLT mentoring of hard to reach students will be reviewed regularly to focus on “make the difference students”.</p>	<p>£5,000</p>
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<p>Intervention procedures are sharper, more timely and highly targeted at PPI students in need of extra support</p>	<p>A review of current intervention procedures is taking place with support from the designated lead</p>	<p>A review was conducted and changes made to intervention strategies in response to pupil and staff voice. Bespoke, personalised and targeted revision sessions were successful and led to improved outcomes for some students particularly in English literature, science and maths.</p>	<p>This will continue but using the new robust procedures in place</p>	
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<p>Improve the attendance of disadvantaged pupils across the school from 91% to the national average of 95%</p>	<p>Review the current procedures of the attendance team in relation to disadvantaged students.</p> <p>Attendance team to monitor pupils' attendance and follow up quickly on any absences using the first day response provision.</p> <p>Attendance team to produce half-termly reports on the attendance of disadvantaged students in each year group and actions taken</p> <p>PPCs to mentor persistently absent disadvantaged students in their year group</p>	<p>A review was conducted and changes to practice will be implemented in 2019-20. The first day response system was used effectively.</p> <p>Overall attendance of disadvantaged students improved very slightly to 91.2%.</p>	<p>New attendance team in place in 2020-2021 Monitoring has been reviewed and changes made to all systems</p>	<p>£74,000</p>
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<p>Track disadvantaged pupils' attendance at extra-curricular activities including HW club, music tuition and choir, revision sessions, D of E and others</p>	<p>Track the attendance of disadvantaged students at extra-curricular activities and involvement in opportunities offered across all subject areas.</p> <p>Work with CTLs to address barriers to attendance and ensure revision sessions are fit for purpose.</p>	<p>A wide variety of extra-curricular activities are on offer. The DofE programme is subsidised by the school to ensure that all students have the opportunity to participate. There was no significance difference in the uptake of extra-curricular activities (free or paying) between the disadvantaged and non-disadvantaged students (see spreadsheet).</p>	<p>Tracking disadvantaged pupils' attendance at extra-curricular activities including HW club, music tuition and choir, revision sessions, D of E and others will continue in 2020-2021</p> <p>Pupil voice to be used to ascertain what activities they would like to participate in</p>	
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