

Pupil premium strategy statement (secondary)

1. Summary information					
School	St Chad's Catholic and Church of England High School				
Academic Year	2019-20	Total PP budget	£290,450	Date of most recent PP Review	2014
Total number of pupils (yrs 7-11)	623	Number of pupils eligible for PP	320	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 Basics (outcomes 2019)	22%	Not yet available
% achieving 9-5 Basics (outcomes 2019)	12%	Not yet available
Progress 8 score average (outcomes 2019)	-0.9	Not yet available
Attainment 8 score average (outcomes 2019)	33.02	Not yet available

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy
B.	Numeracy
C.	Resilience, aspirations and mindset
D.	Accessing the curriculum for some students

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved rates of progress in English for students eligible for the Pupil Premium	Outcomes in English at grades 9-4 in KS4 are at the national average in 2020

B.	Improved rates of progress in maths for students eligible for the Pupil Premium	Outcomes in maths at grades 9-4 in KS4 are at the national average in 2020
C.	Improved behaviour for learning for students eligible for the Pupil Premium evident in learning walks, exercise books and teachers' markbooks	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
D.	Alternative Programmes including academic mentoring developed for students eligible for the Pupil Premium	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.
E.	Increased attendance rates for students eligible for the Pupil Premium	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 14% or below. Overall attendance among pupils eligible for PP improves from 91.2% to 95%.

5. Planned expenditure

Academic year

2019-20

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>TEEP training for any new teaching staff</p> <p>CTL maths to continue with the training in DEEP Learning maths as a lead teacher nationally for this strategy</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)</p> <p>Training for CTLs on curriculum from Blessed Thomas Holford</p> <p>Work scrutiny procedures reviewed and improved because of training from an NLE.</p> <p>Regular pupil and staff voice on curriculum changes</p>	<p>Consistent high-quality teaching to all pupils coupled with a carefully sequenced curriculum improve outcomes, particularly in basics 9-4. The Deep Learning programme is an evidence based strategy.</p>	<p>SEF activities such as learning walks, monitoring of KMP trackers and work scrutiny take place regularly within departments, in leadership link meetings and at SLT meetings. Feedback to staff on SEF activities will be instant using Trello, providing areas of strength and development to individuals. Trello audit trails will be monitored by leadership links.</p>	<p>DB/PM/HB and CTLs</p>	<p>Deep learning implementation is reviewed half-termly by the SLEs and NLEs running the programme.</p> <p>Curriculum review is a continuous process.</p> <p>SEF activities to be reviewed termly and in fortnightly leadership link meetings.</p>

					Total budgeted cost	£99,500
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	Academic mentor in maths 2 days per week who will provide small group withdrawal at tutor time, in-class support and one-to-one support in years 8-11. Pupil voice on the impact of intervention strategies	The approach was adopted last year and there is evidence of impact across the key stages in the school's internal data and in yr 11 outcomes. The work of the academic mentor in maths is directed by the QLA of KMPs and/or after each assessment week and enables students to progress with specific topics.	Analysis of results after each KMP/assessment week and impact of intervention reports RAG Meetings SLT link meetings Monitoring of trackers	GHH	At departmental meetings At fortnightly meetings with the leadership link After data analysis	
An appropriate alternative curriculum offer for the few students who are unable to access the full curriculum.	Appropriate external placements sought	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	SH	As appropriate	
Further Improvements in progress and attainment in science for students eligible for PP so that the gap diminishes	An intervention tutor in science 2 days per week who will provide small group withdrawal, after-school targeted revision sessions and one-to-one support	The model in maths has had some success and is now being replicated in science.	Analysis of results after each KMP/assessment week and impact of intervention reports RAG Meetings SLT link meetings Monitoring of trackers	KF	At departmental meetings At fortnightly meetings with the leadership link After data analysis	
					Total budgeted cost	£43,350

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>New literacy policy in place following a literacy audit Literacy is a key priority on the SDP and in departmental action plans</p> <p>CPD for all staff from the literacy lead with a focus on reading and speaking and listening throughout the year A member of the English team working with each department on literacy.</p> <p>Tier 2 and 3 vocabulary promoted through the SOW and knowledge organisers. Use of PiXL Unlock Weekly literacy activities during tutor sessions.</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>Work scrutiny by the literacy lead/SLT Analysis of results after each KMP/assessment week and impact of intervention reports RAG Meetings SLT link meetings Monitoring of trackers Attendance at voluntary CPD sessions Staff voice</p>	<p>GC</p>	<p>At departmental meetings At fortnightly meetings with the leadership link After data analysis After a CPD session</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>PiXL strategies linked to curriculum review and learning cycles.</p>	<p>Approved PiXL strategies such as PLCs, WTMs and DTT have had some impact on outcomes and gaps for the disadvantaged students (see below).</p>	<p>On-going review of curriculum maps, learning journeys, SOW and knowledge organisers</p> <p>Monitoring of tracker data</p>	<p>SLT/CTL</p>	<p>At departmental 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, PPCs 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 PPCs. PM will have the overview.</p>	<p>PM</p>	<p>Half-termly monitoring of records by PM/PPCs Monitoring of trackers After data analysis Review of Elevate sessions after delivery</p>

<p>weeks is in place at all levels (form tutor, PPC, SLT, Elevate sessions)</p>	<p>by PPCs to include those at risk of persistent absence.</p> <p>Share the good practice by form tutors in year 11 in 2018-19, identified through data analysis, with KS4 tutors in 2019-20.</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 on Elevate sessions</p> <p>Case study approach will be continued.</p>		
<p>KS3 and KS4 pastoral managers to work with and support identified students on attendance, punctuality behaviour for learning and academic progress.</p>	<p>Appointment of two pastoral managers.</p> <p>Pastoral managers 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>Pastoral managers 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 managers to provide their line manager with reports on their work.</p> <p>Attendance of identified students</p> <p>Tracker data for identified students</p>	<p>SH</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>Log of first day response calls for targeted students</p> <p>Mentoring records for PA students</p>	<p>SH</p>	<p>Half-termly</p>

	<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 extra-curricular 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 extra-curricular activities.</p>	<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.</p>	Analyse the termly report produced by the admin assistant.	PM	Termly
Total budgeted cost					£147,600

6. Review of expenditure				
Previous Academic Year		2018-19		
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
Consistent approach to teaching, learning and assessment from all teachers	<ul style="list-style-type: none"> -Deep Learning' training for all maths teachers -Departmental and whole school SEF schedules -CPD including Growth Mindset -Work scrutiny with a focus on disadvantaged students by SLT and in departments -QA of assessments by SLEs -Teaching and Learning Peer review 	<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)</p> <p>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>	<p>Deep Learning in maths will continue, as there are already green shoots of success appearing.</p> <p>SEF schedules will continue but are being refined in the light of work with NLE</p> <p>CPD focus will be on literacy in 2019-20.</p>	£155,483
ii. Targeted support				
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
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. The onus is on the classroom teacher to provide wave 1 intervention. The academic mentor became a pastoral manager during 2018-19 working with the most vulnerable disadvantaged students.	£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.	In 2019 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 although the academic mentor will only be working for 2 days per week in 2019-20.	£26,363
An appropriate curriculum offer for the students who are unable to access the full curriculum.	Mentor for students on the Aspire programme Alternative provision as appropriate	The 8 disadvantaged students on the Aspire course in yr 11 were able to access courses at the local college post 16. 7 students achieved 5 GCSE passes including English and maths. 1 student achieved 2 GCSE passes including English language. Students on the Aspire programme in yr 11 2019-20 are making good progress and are studying for a minimum of 7 GCSEs. One student attended alternative provision and achieved 3 GCSE passes including English and maths.	Following our curriculum review the Aspire programme will be phased out after the year 11 cohort 2020.	£26,363

iii. Other approaches

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
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	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).	PiXL strategies are continuing against a backdrop of a full and on-going review of the curriculum and learning cycles.	£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.	APS ranking spreadsheets will continue to be used with years 10 and 11 and the PPC will have a wider strategic role with the attendance of PPI students and their academic progress. Targeting the 'bottom 20%' disadvantaged students for strategic intervention in each year group had limited success. The focus in 2019-20 will be on the "make the difference group"	
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)	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.	Academic mentoring by SLT, PPCs and form tutors was successful with some individual students and tutor groups. See case studies/data analysis.	Peer mentoring from sixth form students was not successful so will not continue in 2019-20. The funding allocated to this was used for Elevate sessions delivered by under-graduate students to years 9 and 11. Pupil voice on these sessions was very positive-100% approval rating. Good practice by form tutors in year 11, identified through data analysis, will be shared again with tutors in 2019-20. SLT mentoring of hard to reach students will be reviewed in 2019-20 to focus on "make the difference students".	£5,000

<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>Intervention will be organised differently in 2019-20 with a focus on wave 1 strategies but with targeted revision sessions still taking place according to need as these were successful and pupil voice was positive.</p>	
<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 2019-20</p>	<p>£74,000</p>

<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 2019-20.</p>	
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