

Cardinal Heenan Catholic High School Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	Cardinal Heenan Catholic High School, Leeds				
Academic Year	17/18	Total PP budget	£232 6990	Date of most recent PP Review	none
Total number of pupils	903	Number of pupils eligible for PP	254	Date for next internal review of this strategy	Each half term

2. Current attainment		
	Pupils eligible for PP at Cardinal Heenan	Pupils not eligible for PP (national average 2017)
Progress 8 score average	+0.30	+0.09
Attainment 8 score average	4.7	4.9
% English and Maths (4+)	67% (+8% FFT)	70%
% English and Maths (5+)	33% (-1% FFT)	48%

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.	Starting points - pupils who are disadvantaged arrive at the school with lower KS2 average scores (96.8 vs 106.1)
B.	Aspirations - Disadvantaged pupils may have lower aspirations of academic success and the opportunities that this affords
C.	Literacy and numeracy - Literacy and numeracy skills can often be often weaker in disadvantaged pupils and many have a reading age lower than their chronological reading age
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – attendance issues can sometimes be an issue amongst disadvantaged students.
E.	Parental Engagement - Parental engagement and aspiration for their children is often lower for disadvantaged pupils

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<u>Pupil Progress</u> - Disadvantaged pupils work towards a C20 target and will be continually monitored and evaluated against that target, teachers and leaders at all levels have a responsibility to help the disadvantaged pupils realise that target.	The predicted Attainment 8 of disadvantaged pupils as a group, in all years is at least that indicated by FFT 20th Centile Estimates. This is also monitored at a department level. Teachers are required to intervene with pupils who are behind target (FFT 5th Centile Estimate), prioritising Disadvantaged pupils, particularly boys.
B.	<u>Raising aspiration</u> - Disadvantaged pupils are more positive about their learning and are aware of the importance of education in terms of further life choices.	Behaviour for Learning grades for all disadvantaged pupils are monitored every half term by ALs, where Behaviour for Learning grades are a concern ALs create support plans for pupils to improve. All pupils are provided with careers advice. This process begins in Year 10 for disadvantaged pupils in Year 10 and continues throughout Year 11. All disadvantaged pupils will have a Post 16 provision. A comprehensive range of enrichment activities takes place with a focus on disadvantaged pupils to promote their attendance in aspiration based trips and activities. Disadvantaged pupils, particularly boys are prioritised for enrichment activities
C.	<u>Literacy and numeracy</u> - Effective literacy and numeracy catch-up schemes are in place and monitored, reading ages of disadvantaged pupils are in line with their chronological age.	Disadvantaged pupils make significant gains towards their chronological reading age by the end of Y7. Any disadvantaged pupil who has still not met this target to continue the scheme until Y8. Disadvantages pupils make significant gains towards expected levels of progress in maths/numeracy.
D.	<u>Improved attendance</u> - Attendance for disadvantaged pupils improves with a target of 95% or higher	Attendance officer tracks attendance of disadvantaged pupils and creates support plans for pupils and families when attendance drops below 95%. Legal action is quickly initiated against persistent non-attenders.
E.	<u>Parental engagement</u> - Attendance at school events such as Parents' Evening's and Information Evening's improves so that the overwhelming majority attend.	ALs contact all parents of disadvantaged boys to improve communication and highlight the importance of attendance at school events. Attendance figures at school events are monitored.

5. Planned expenditure					
Academic year		2017/2018			
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) <u>Pupil Progress</u>	<p>Targeted questioning of DPs in the classroom and preferential support during lessons</p> <p>Teaching staff held to account for progress of their DPs by curriculum leaders (CL) and through PM</p> <p>Barriers to learning information for identified DPs is supplied to teachers and discussed as part of staff CPD</p> <p>Appointment of achievement leaders at all key stages to develop strategy</p>	<p>Targeted questioning improves participation in lessons and improves engagement and ultimately Behaviour for Learning grades</p> <p>Barriers to learning are determined by observation and interviews with pupils to determine what they find difficult – this individualised metacognitive approach is strongly endorsed by the EEF teacher toolkit.</p> <p>Coordination of activities, intervention and tracking leads to more effective implementation</p>	<p>Learning walks throughout year by SLT and CLs</p> <p>Self-evaluation activities such as learning walks, work scrutinies and observations are focussed on the progress of the DPs in the lesson</p> <p>Line management of middle leaders focuses on the DPs in their care</p> <p>Performance management targets around disadvantaged students is built into PM targets.</p>	<p>PCL</p> <p>CLs</p> <p>SLT</p> <p>PWN</p>	<p>Learning walks are collated each term and evaluated.</p> <p>Data is reviewed each time it is entered by PCL. Staff are kept informed about the progress of DPs</p> <p>Data will be examined carefully by SLT</p>
Total budgeted cost					£120000

ii. 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) <u>Pupil Progress</u> Y11 and Y10 focus	Regular data review meetings are held for key year groups with a focus on DPs	Centre for Excellence and Outcomes in Children and Young People's Services report identifies rigorous monitoring of data as an effective strategy. The school needs to know the pupils who are in greatest need of support	Meetings are led by SLT member in charge of outcomes. Actions are monitored closely and interventions are arranged and registered for attendance.	PCL CLs	Each HT data entry point
A) <u>Pupil Progress</u> Y9-Y11 focus	HLTA and subject specialists work with small groups of DPs in English, Maths and Science. CLs and specialist teachers used where possible for Y11 intervention Additional teaching appointments in English and	EEF - small groups and one on one tuition. Schools internal data suggests this approach has helped DPs previously.	Regular data reviews are held with the CLs and member of SLT responsible for outcomes and pupil premium funding.	PCL CLs AST, RPR, KWE	Each HT data entry point, groups of pupils are often rotated according to need
A) <u>Pupil Progress</u> Y7-Y11	Individual and small group mentoring from achievement leader (AL) HWD provides bespoke support for pupils referred to the PLC (Personal Learning Centre)	EEF - mentoring Previous data suggests a positive impact for certain pupils The PLC enables some students to catch up when for a variety of reasons they have fallen behind	Monitoring of HT data by ALs and member of SLT responsible for DPs PLC will be monitored for its efficacy	KWE, RPR, AST PCL APN	Each HT point that relates to an academic data entry Half termly

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) <u>Pupil Progress</u> Y7-8 focus	Peer mentoring using selected pupils in Y10 and Y11	EEF - mentoring This approach was trialled last year and was found to be very effective both on grades and on attitudes to school life and learning	Mentoring programme is overseen by achievement leader and line managed by SLT member responsible for DPs	RPR, PCL	Between HT2 and HT4 the programme is evaluated and pupils are rotated if required
C) <u>Literacy and numeracy</u> Y7 and Y8 focus	Reading matters scheme, Y10 pupils mentoring Y7 pupils. Prioritising DPs Pupils with scores lower than 100 from KS2 are given additional support by English and Maths specialists	EEF – Reading comprehension tasks From a significant amount of previous internal data the reading matters scheme has consistently demonstrated gains in reading age	Programme is overseen by SENco and literacy coordinator Pupil progress for the withdrawal group is routinely monitored	APN, PGR DMN, HMN	Programme is evaluated by an access reading test at its conclusion
D) <u>Improved attendance</u> E) <u>Parental engagement</u> Y7-Y11	Attendance officer monitors data for DPs closely and invites pupils and parents for interviews when attendance becomes an issue Short term incentives and rewards are used to encourage attendance at school	A significant amount of internal data and national data links attendance with fulfilment of academic potential.	Attendance officer and member of SLT with responsibility for behaviour operate this intervention	AMN, KWE	Attendance data rigorously monitored by KWE and reported back to SLT on a weekly basis

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<u>B) Raising aspiration</u>	Costs for DPs partaking in sporting and artc programmes are subsidised	EEF – sporting involvement / arts participation Prior anecdotal evidence suggests that DPs involved in sporting and other activities such as debating have improved attitude and application to school and studies	Audit of activities taken each term to monitor the uptake of DPs in various offers	RES, APN	Evaluated each term
<u>E) Parental engagement</u>	At all parental information evenings and parents' evenings DPs parents are now contacted prior to the event and encouraged to attend if no reply slip has been received. School group call mechanism is used numerous times to encourage attendance	EEF – parental involvement Anecdotally, parents who have a better relationship with the school tend to help moderate DPs behaviour and engagement when issues arise	ALs spend a large amount of time establishing and maintaining contact with DPs parents and working with the pastoral team to foster further supportive links Registers taken at key events and DPs parental absences followed up by school	ALs Pastoral team	Evaluated at the conclusion of key events
<u>B) Raising aspiration</u>	All DPs in Y7 are given an early careers guidance session and signed up to the Leeds pathways website	Showing potential career paths to affirm the need of achieving academic success in school	Regular meetings between career advisor and DPs	KGY	Evaluated at the end of the year
Total budgeted cost					£112 690