



Cardinal Allen Catholic High School Pupil Premium Strategy 2017-18

1. Summary information					
School	Cardinal Allen Catholic High School				
Academic Year	2017/18	Total PP budget	£212440	Date of most recent PP Review (External)	02/17
Total number of pupils	813	Number of pupils eligible for PP	234	Date for next internal review of this strategy	10/17

2. Progress 8 2017		
Figures are 2017 outcomes	Pupils eligible for PP	Pupils not eligible for PP (National)
Progress 8 ALL PUPILS	-0.73	+0.11
Progress 8 English element	-0.75	+0.11
Progress 8 Maths element	-0.64	+0.12
Progress 8 EBacc element	-0.82	+0.13
Progress 8 Open element	-0.67	+0.09

3. Barriers to future attainment (for pupils eligible for PP)																								
In-school barriers																								
A.	<p>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 9 to 11, and as below a score of 95 in years 7 and 8. Years 7 and 8 are not directly comparable with other cohorts.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="width: 10%;">Year</th> <th style="width: 40%;">% below expected level on entry PP</th> <th style="width: 50%;">% below expected level on entry Non PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">1%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">6%</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">8%</td> </tr> <tr> <td style="text-align: center;">All</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">5%</td> </tr> </tbody> </table>			Year	% below expected level on entry PP	% below expected level on entry Non PP	7	12%	1%	8	19%	6%	9	8%	3%	10	18%	5%	11	20%	8%	All	17%	5%
Year	% below expected level on entry PP	% below expected level on entry Non PP																						
7	12%	1%																						
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10	18%	5%																						
11	20%	8%																						
All	17%	5%																						

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

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 2016/17 (HT1-5)			Average % Persistent Absentees 2016/17 (HT1-5)		
		All	PP	Non PP	All	PP	Non PP
	7	96.6	95.0	97.2	4.8	8.9	3.3
	8	95.3	93.2	96.2	9.1	18.2	5.0
	9	95.9	93.7	96.6	10.9	27.9	4.9
	10	93.7	89.6	95.0	18.9	34.1	13.6
	11	94.7	91.8	96.3	10.9	24.1	3.1
All	95.2	92.7	96.3	10.8	22.3	6.0	

D.	Low levels of engagement at KS4 with revision opportunities beyond the formal curriculum reduces the performance of PP students in GCSE examinations. 2016/2017 figures:		
	Category	Average Points PP	Average Points Non PP
	Aquinas Twilight attendance	28	44
	Revision Session attendance	62	81
	Approach to Learning scores	5.3	11.7
Prom Passport Points	193	321	

4. Desired outcomes <i>(and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP	<p>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).</p> <p>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.</p>
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.</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>A new reward system to be developed that will incentivise pupils to attend on a more regular basis. Pupils will receive credits if they achieve 100% attendance on any given week.</p>
D.	Increased participation in after school revision sessions measured by weekly attendance percentages at revision sessions.	<p>Pupils eligible for PP make better progress in Year 11 by engaging more effectively with the revision programme for their GCSE exams. This will be evidenced by gaps in Fischer 20 residuals being closed for PP students compared to non PP students.</p> <p>A new reward system to be developed that will incentivise pupils to attend on a more regular basis. Pupils will receive credits if they achieve 100% attendance at selected revision sessions on any given week.</p>

5. Planned expenditure 2017/18

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,D	Input on PP agenda at September INSET – sharing strategies to overcome barriers.	Improved outcomes for disadvantaged students. Raising awareness of PP issues amongst staff to develop strategies to close gap between outcomes for PP students and non PP students	SLT to oversee delivery.	SHE	December 2017 £1,000
A,B,C,D	A better 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	Summer Term 2018 £1,000
A,B,C,D	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	ACA and SHE to scrutinise work on a weekly basis.	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,D	Curriculum Leaders' briefings to be used to market PP strategies.	Improved outcomes for disadvantaged students.	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 2017
A,B,C,D	A Pupil Premium Improvement Group to be formed.	Improved outcomes for disadvantaged students.	A high quality strategic meeting to explore all aspects of disadvantaged performance. Evidence of the content will be seen in the minutes of the meetings.	SHE DSU KWI FSW TFA RHY	From October 2017

A,B,C,D	A bespoke professional development programme delivered by an external trainer, Andy Griffith, to ensure quality first teaching and improve subject	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.	DSU	Summer Term 2018 £4000 contribution
Total budgeted cost for a) Quality of teaching for all					£6,000
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 2 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
Improved outcomes for PP students in Science	Tutors appointed in Science	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by a Science teacher.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	RWI (PP Science)	Each data cycle. £7,000
A	Tutors appointed in English	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by a English teacher and a specialist HLTA in English.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	FSW (CL English)	Each data cycle. £7,000
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 2018 £2,000
A,B,C,D	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.	JSU (Careers) and SLT/Forces Mentor.	Mentors must meet mentees on a weekly basis. Jo Sumner to be employed for an additional day per week. £5,000
A,B,C,D	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	Easter and May of Year 11 £2,500

A	Purchase dedicated KS3 literacy software and extend provision of paired reading support through "Pick Up A Book" and strategic use of the LRC.	IDL and Accelerated Reader software to be purchased 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.	NSN	Summer 2018 £5,000
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.	TFA and SSI	Summer 2018 £4,000
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	Summer 2018 £28,000
A,B,C,D	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
D	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 2018 £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 (SMC)	SWI and SMC	Summer 2018 £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 2018 £25,000

Total budgeted cost of b) Targeted support

£199,300

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?
D	Aquinas Centre opened 3pm to 6pm for revision	Pupils who attend will carry out revision which they would not engage with at	ACA and SHE to closely monitor attendance at Aquinas Twilight	ACA	July 2018

	on a Wednesday supervised by Headteacher.	home. Attendance will accrue PROM Points and will allow pupils to access Pupil Hardship fund to support PROM attendance.	sessions and look at correlation between outcomes and attendance.		
A,B,C,D	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.	The IEP to be part of the PP marketing strategy to be launched in September 2017.	New appointment/SHE	September 2018
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.	SHE and TFA to oversee the writing of each case study as and when the need arises.	SHE	June 2018
C	Forest School aka Sue Gill at Lostock Hall and D of E with AHA.	Development of alternative provision in KS3 such as a "Forest School" or DofE award to raise self-esteem of our disadvantaged students. This will also serve as a reward strategy for pupils engaging well in lessons. Alternative provision also acts as a conduit to better behaviour for learning for some students.	AHA to organise provision with SHE in support.	AHA and SHE	May 2018 £4000
C,D	Hardship Fund to be created to support disadvantaged students.	A sum of money is to be set aside to support PP students financially. This will include revision materials, the Prom and educational visits. Hardship fund will raise self esteem of pupils.	SHE will coordinate the allocation of funds.	SHE and others	June 2018
A,B	Assistant Coordinators / Lead Teachers for PP pupils to be appointed	To raise outcomes for all disadvantaged students.	SHE to coordinate strategy with new appointments.	SHE	July 2018 £7,000
A,B,C,D	All PP students to have access to high quality ICT hardware.	PP students are likely to have less opportunity to access high quality revision materials at home and will be provided with the opportunity in school.	SHE to coordinate with JAB and SENDCo(CSM)	SHE,JAB,CSM	July 2018 £3000
Total budgeted cost of c) Other approaches					£14,000
Overall planned PP expenditure					£215,300

6. Key Priorities for 2017/18 as a result of evaluation of 2016/17 outcomes:

Priority	Staff Lead	Rationale/Action
Reduce persistent absence.	SHE/ACA/CBA/AMB	It is clear from outcomes in 2017 and in 2016 that the main detrimental influence on our outcomes is the persistent absence of a small group of students. A reward scheme will be actioned from October 2017 to incentivise attendance for this cohort of students. All other approaches will be examined exhaustively to further improve attendance.
Improve engagement with parents.	SHE/ACA/CBA/AMB	All parents will be written to by the headteacher in the first half term informing them that additional support that will be made available to them. All Parents of PP students will be invited to Information evenings and non-attendance will be followed up with additional sessions.
Improve attendance at revision sessions.	SHE/CBA/AMB	PP students do not attend revision sessions as regularly as non PP students. Under performing PP students will be collected at the end of each day and compelled to attend appropriate revision sessions. Parents will be encouraged to support via letters home and at meetings in school.
All staff to engage with Andy Griffith's professional development programme focused on great teaching and leading for excellence.	SHE/ACA/DSU	All staff to engage with whole school T&L initiative "Great Teaching" with the support of Andy Griffith. Selected curriculum middle leaders to work on <i>Leading for Excellence</i> programme. It is also vitally important that the staff collectively support the 2017 2018 PP strategy to improve whole school PP provision. All PP students in all years must be considered to improve outcomes for PP students in the future.

7. Additional detail

It is evident from the statistics in the table below that Non PP students made considerable improvements to their outcomes in 2017 compared to 2016 but the PP students produced similar outcomes. There was a slight improvement in PP performance compared to non PP performance when pupils who did not attend Cardinal Allen were considered.

It is also evident that when the performance gaps between the PP students and non PP students without missing pupils and Persistent absentees are considered the statistics look much more favourable. In 2016 the performances of PP pupils (-0.33) and non PP pupils (-0.24) when missing pupils and PA pupils were considered were very similar. PA attendance amongst the FSM group in particular is the school's number one priority. In 2017 the gap between non PP students and PP students widened but this was a result of improved performance amongst the non PP students. If the PP students attend and engage in a thorough revision programme their outcomes will also improve in line with non PP students.

Figures in red do not include 6 pupils who did not attend Cardinal Allen. Figures in purple don't include the 6 non-attenders plus the persistent absentees,

Progress 8	ALL	Non PP	PP
2016	(-0.40) (-0.37) (-0.26)	(-0.30) (-0.28) (-0.24)	(-0.68) (-0.61) (-0.33)
2017	(-0.25) (-0.17) (-0.06)	(0.01) (0.03) (0.05)	(-0.73) (-0.57) (-0.34)

The table below is a repeat of the table in section 2 but contains information regarding non-attenders and persistent absentees.

1. Progress 8 2017

Figures are 2017 outcomes	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 ALL PUPILS	-0.73 (-0.57) (-0.34)	0.01 (0.03) (0.05)
Progress 8 English element	-0.75 (-0.58) (-0.31)	0.11 (0.14) (0.16)
Progress 8 Maths element	-0.64 (-0.59) (-0.46)	-0.02 (-0.02) (-0.01)
Progress 8 EBacc element	-0.82 (-0.66) (-0.36)	-0.08 (-0.06) (-0.11)
Progress 8 Open element	-0.67 (-0.46) (-0.28)	0.06 (0.08) (0.33)

