

# Pupil premium strategy statement (secondary) 2017-2018

1. Summary information					
School	HOLY CROSS CATHOLIC HIGH SCHOOL				
Academic Year	2017-18	Total PP budget	£139370	Date of most recent PP Review	Sept 2017
Total number of pupils	818	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) To be completed when national data is published</i>
Progress 8 score average	-0.30	
Attainment 8 score average	35.09	
% of pupils achieving a strong pass in English & mathematics	25	
% of pupils achieving a standard pass in English & mathematics	42	
% of pupils achieving strong Ebacc pass	12.5	
% of pupils achieving standard Ebacc pass	13	

3. Barriers to future attainment (for pupils eligible for PP)
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>
Low level misbehaviour of a small minority (eligible for PP and non-PP) having an effect on academic progress
Not enough PP pupils are achieving the grades 9-5 in Maths and English
Low aspiration and poor work ethic of a small cohort of PP pupils, particularly middle achieving boys
Poor literacy skills for a small cohort
PP Pupils in Years 7-9 need to make more rapid progress and need to be targeted early
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>
Hard to reach families/ low parental engagement of a small minority of PP pupils
External social issues negatively impacting on some PP pupils' performance and well-being

<b>4. Outcomes</b>	
<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
PP pupils Progress 8 and Attainment 8 scores will improve, especially in English and Maths. The gap will close.	Pupils eligible for Pupil premium funding will make progress that is more in line with non-Pupil Premium pupils.
More Pupil Premium parental engagement at school events such as parents evening and information evenings. (Improved streams of communication)	Increased attendance % of Pupil premium parents to key events. Early identification of vulnerable pupils and 'hard to reach' families.
Less Pupil Premium students represented in Isolation and Exclusion statistics	A reduction in % in the figures from 2016-2017
Continue to improve the attendance and the PA figures of the schools Pupil Premium Cohort	Improvement to the % in 2017
Improve whole school tracking and monitoring PP interventions and improved pastoral tracking of identified disadvantaged pupils	A whole-school system that can be easily updated and used by all staff, that ties in with the current Sims system. All staff will be accountable for the tracking of PP.
Continue to improve how the expenditure of PP funding is tracked	Ring-fenced budget for CLA. Clear lines of spending itemised Use of Sims Interventions software to provide costed interventions
Increase the engagement and aspiration of Pupil Premium students with the curriculum by identifying and tracking pupils earlier in Years 7-9	Improvements in key data across all years A more positive approach to learning Barriers identified and supported before exam courses begin
PP pupils will make informed choices at for Years 10-11, and post-16	Suitable Alternative Curriculum programme Higher aspiration for more able PP pupils (by following Ebacc courses and aiming for higher education) More Able PP pupils will achieve their targeted aspirational grades

**HOLY CROSS CATHOLIC HIGH SCHOOL**  
**DISADVANTAGED PUPILS ACTION PLAN**

**2017-2018**

<b>Year Group</b>	<b>Disadvantaged Pupils</b>	<b>% of Cohort</b>
<b>7</b>	<b>31</b>	<b>16.67</b>
<b>8</b>	<b>36</b>	<b>21.56</b>
<b>9</b>	<b>23</b>	<b>13.77</b>
<b>10</b>	<b>31</b>	<b>20.53</b>
<b>11</b>	<b>29</b>	<b>19.73</b>
<b>TOTAL</b>	<b>150</b>	<b>18.34</b>

<b>Estimated Funding</b>	<b>£139 370</b>
<b>Spending</b>	

OBJECTIVE	ACTION	OUTCOME	MONITOR	IMPACT	ESTIMATED COST
PP pupils Progress 8 and Attainment 8 scores will improve, especially in English and Maths. The gap will close.	<ul style="list-style-type: none"> <li>● Continue intervention classes before, during and after-school</li> <li>● SLT to support HODs in ensuring the pupils requiring support engage in extra classes</li> <li>● Revision guides and sundry resources to be made available through bidding</li> <li>● Enrichment activities e.g. theatre visits, music tuition to be strongly encouraged and funding to be made available</li> <li>● Maintain rigorous attendance monitoring- all pupils to be in school as much as possible</li> <li>● Progress monitoring cards to be used to motivate and engage</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will have targeted guidance and support for exam strategy and how to improve grades</li> <li>● For those necessary, SLT to escort to classes. SLT to mentor hard to reach pupils</li> <li>● Depts. to ensure all resources are available for those in need of them and PP pupils to be correctly equipped and prepared for GCSEs</li> <li>● By participating in enrichment activities, PP pupils will acquire life skills and experiences to develop a love of learning. Aspiration will increase.</li> <li>● PDO to challenge all absence</li> </ul>	<p>MHM, HODs</p> <p>SLT, HODs</p> <p>MHM, HODs</p> <p>MHM, CCA, HOYs, AHOYs</p> <p>PDO, PMO, MHM</p> <p>CCA, MHM</p>		<p>Music lessons</p> <p>Revisions guides</p> <p>Staff time</p> <p>Stationary</p> <p>Sundry items</p>
More Pupil Premium parental engagement at school events such as parents evening and information evenings. (Improved streams of communication)	<ul style="list-style-type: none"> <li>● HOYs to identify ‘hard to reach families’ in their year groups and admin staff to provide reminders for each event</li> <li>● Investigate the potential effectiveness of coffee mornings bringing PP pupils’ carers/parents in to school , thus breaking down barriers and encouraging communication</li> <li>● Informed and effective information provided at Guidance Evenings</li> <li>● Hold meetings at parent/carer homes if necessary</li> <li>● Encourage a group of carers/parents to lead activities or becoming volunteers</li> </ul>	<ul style="list-style-type: none"> <li>● Improved relationships and engagement. Clear and effective lines of communication.</li> <li>● Improved home/school partnership</li> <li>● Appropriate information provided that parents/carers will find personalised, meaningful and effective</li> <li>● Improved and relentlessly positive home/school partnership</li> <li>● Removing barriers and creating a renewed trust</li> </ul>	<p>HOYs, MHM</p> <p>MHM</p> <p>MHM, HOYs, SLT links</p> <p>PMO, MHM, SSM, LGI, PDO, HOYs</p> <p>MHM, SLT, HODs, HOYs</p>		<p>Admin costs</p> <p>Stationery</p> <p>Refreshments</p> <p>Staff time</p> <p>Transport</p>

<p>Less Pupil Premium students represented in Isolation and Exclusion statistics</p> <p>Continue to improve the attendance and the PA figures of the schools Pupil Premium Cohort</p>	<ul style="list-style-type: none"> <li>● PP pupils to be encouraged to participate in enrichment activities and to be targeted in lower school for whole school involvement.</li> <li>● Engagement of disaffected pupils by targeted, personalised support earlier, in Years 7-9.</li> <li>● PP mentoring cards, with instant rewards for improved progress.</li> <li>● PP pupils to be supported on extra-curricular visits and for sporting fixtures</li> <li>● PP pupils' attendance to be tracked by PDO and shared with SLT weekly. Home visits and meetings with SLT to break down barriers. Reward system to support any actions. Good/ improved attendance awards to be issued.</li> </ul>	<ul style="list-style-type: none"> <li>● All PP pupils will participate in events and activities and will become more positive about school life.</li> <li>● Reduction in exclusions and Isolation, with a more positive approach to school life</li> <li>● Improved attendance of PP pupils</li> <li>● More PP pupils participate in sporting fixtures, visits, or enrichment activities, thus acquiring vital life skills</li> </ul>	<p>MHM, CCA, HOY</p> <p>PDO, PMO</p> <p>PDO</p> <p>MHM, CCA, HODs, HOYs, SLT</p>		<p>Funding to support extra-curricular enrichment activities</p> <p>Support towards school trips and visits</p> <p>Stationery</p> <p>Staff time</p> <p>Rewards system</p>
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<p>Improve whole school tracking and monitoring PP interventions and improved pastoral tracking of identified disadvantaged pupils</p> <p>Continue to improve how the expenditure of PP funding is tracked</p>	<ul style="list-style-type: none"> <li>• CCA to input and track all PP interventions whole-school</li> <li>• CCA to discuss with HODs and HOYs regarding PP interventions</li> <li>• Meetings to take place after data drops between MHM, HOY/AHOYs and CCA to discuss impact of support for PP pupils in each year group</li> <li>• Attend Pupil Premium network cluster meetings at Carr Hill High School, to share good practice and receive support</li> <li>• Liaise with school coordinators in Wigan and West Lancs cluster</li> </ul>	<ul style="list-style-type: none"> <li>• An effective and manageable system that provides instant costings and evidence of PP spend for individual pupils</li> <li>• Identify any pupils who are in need of support in specific areas</li> <li>• A clear overview of all interventions that are taking place for PP pupils whole-school.</li> <li>• Up-to-date knowledge of current practice. Sharing of ideas and strategies.</li> </ul>	<p>CCA</p> <p>CCA</p> <p>MHM, CCA, HOYs</p> <p>CCA, MHM</p> <p>MHM</p>		<p>Training for Sims Interventions from Capita</p> <p>Transport to cluster meetings</p> <p>Inset</p> <p>TA3 overtime costs</p> <p>Stationery</p>
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<p>Increase the engagement and aspiration of Pupil Premium students with the curriculum by identifying and tracking pupils earlier in Years 7-9</p>	<ul style="list-style-type: none"> <li>● Liaise with Claire Easterbrook and TWI about careers provision or enrichment initiatives provided for lower school pupils</li> <li>● Pupils to create a “Bucket List” of desired aspirations and achievements to be achieved by the time they leave school</li> <li>● Forest School or similar to be introduced</li> <li>● Alternative Curriculum pupils to have appropriate, personalised and meaningful choices available to them</li> <li>● Progress cards and rewards to be used by CCA to support and encourage engagement</li> <li>● Step Up programme in Year 8 and Tall programme in Year 9, to provide support to a targeted group of pupils, focusing on disadvantaged pupils.</li> <li>● More Able Learner (MAL) coordinator to offer bespoke provision for those PP pupils requiring higher aspiration, including liaison at Option time, and encouraging University interventions</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will have a clearer idea of future job/ study opportunities</li> <li>● The more able will have appropriate aspiration</li> <li>● Pupils will achieve life skills and experiences that may not always be available to them</li> <li>● Pupils will learn skills for life and will understand the benefits of study outside of the classroom, whilst still maintaining aspiration and a desire to achieve in school.</li> <li>● PP pupils will engage more in enrichment activities</li> <li>● More able PP learners will understand the importance of higher education and will aspire to achieve the highest grades</li> </ul>	<ul style="list-style-type: none"> <li>● CE, CCA, TWI , MHM</li> <li>● CCA, MHM, More Able Coordinator- (to be appointed)</li> <li>● LGI, CCA, SSM, CE</li> <li>● CCA</li> <li>● CE, More Able Coordinator, MBO,K JKI</li> <li>● More Able Coordinator</li> </ul>		<ul style="list-style-type: none"> <li>Careers Advisor fees</li> <li>Staff time</li> <li>Stationery</li> <li>Forest School materials</li> <li>Alternative provision and accreditation costs</li> <li>Rewards costs</li> <li>University/ Higher education visits</li> <li>Tall Programme</li> </ul>
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<p>PP pupils will make informed choices in Year 9, ready for Years 10-11, and post-16</p>	<ul style="list-style-type: none"> <li>● All PP pupils and parents/carers to be strongly encouraged to participate in the Options Process, including alternative meetings if appropriate</li> <li>● PP pupils to be supported in investigating post 16 pathways and careers</li> <li>● Meetings with SLT or HOY to discuss suitable options for individual pupils</li> <li>● Use Kudos software to investigate appropriate career choices</li> <li>● HODs/ PMC or PMO to meet PP pupils and discuss Options choices</li> <li>● MAL to be encouraged to follow EBACC pathway</li> </ul>	<ul style="list-style-type: none"> <li>● All PP pupils will choose appropriate Options</li> <li>● All PP pupils will be aspirational</li> <li>● Alternative Curriculum will be bespoke and personalised to the specific needs of the cohort</li> <li>● Any problems or issues will be quickly resolved</li> <li>● PP Pupils will be aspirational</li> <li>● EBACC uptake will increase for all, especially PP pupils</li> <li>● A reduction in pupils needing to amend Options</li> <li>● A-Level, BTEC and University applications will increase</li> </ul>	<p>PMO, MHM, HOY</p> <p>CE, MHM, CCA, PMO</p> <p>SLT, HOY</p> <p>MCO, CE, TWI</p> <p>HODs, PMO, PMC</p> <p>MAL coordinator (tbc)</p>		<p>Stationery</p> <p>Staff time</p> <p>Independent Careers Advisor</p> <p>Alternative provision</p> <p>Kudos software and licence</p> <p>University and college visits</p>
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