



HOLY CROSS CATHOLIC HIGH SCHOOL

PUPIL PREMIUM REVIEW

2015-2016

YEAR GROUP	DISADVANTAGED PUPILS	% OF COHORT
Y7	30	18.07
Y8	31	18.90
Y9	32	22.38
Y10	28	18.92
Y11	35	21.60
TOTAL	156	19.92

	Actual
Funding	£139,370
Spending	£142,665

OBJECTIVE	ACTION	OUTCOME	MONITOR	FUNDING/COST	IMPACT
(1a) To maintain increased staffing in Maths and English	<ul style="list-style-type: none"> ● Additional staffing to be maintained to deliver the planned intervention programme in KS4 ● To provide small group classes according to need in Y10 and Y11 ● Additional targeted intervention in KS3 to address gaps in learning ● Additional TA staffing to allow greater flexibility in the grouping of pupils 	<ul style="list-style-type: none"> ● To continue to improve the performance of disadvantaged pupils ● Disadvantaged pupils make expected or better than expected progress from KS2-4 in Maths and English ● The gap between disadvantaged and non- disadvantaged is closed/narrowed 	<ul style="list-style-type: none"> ● ZCO/ JCR/ SHA/ RSM to track progress in departments ● Input at department meetings ● HOD/HOY to monitor via Interim Assessments with DHT ● SENCO to track progress of SEND pupils 	<ul style="list-style-type: none"> ● Teacher salaries £32500 ● Accelerated Reader £4000 	<ul style="list-style-type: none"> ● Pupil Premium pupils achieving 5+ A*-C including English and Maths rose from 25% in 2015 to 53% in 2016. ● School gap closed from -48% to -29%. ● Gap for Attainment (Attainment 8) fell from -17 points to -8.5 points. ● English progress gap closed from ● -0.66 in 2015 to -0.05 in 2016. ● Pupil Premium pupils performed considerably better than last year in Maths, with 58.8% achieving A*-C in 2016, compared to 37.5% in 2015. The gap did not close due to non PP pupils performing better than in previous years. ● PP SEND pupils did not meet basics in Maths, although this was one pupil from a cohort of 6 SEND
(1b) 1-1 support or small group support in English and Maths at KS4 and KS3	<ul style="list-style-type: none"> ● Support provided by experienced members of staff to work with identified pupils in English and Maths ● Appointment of Lead Teachers in English and Maths to provide quality support ● Withdrawal for Numeracy and Literacy by Key Worker TAs ● TAs to provide support to Maths dept in delivering intervention 	<ul style="list-style-type: none"> ● To continue to improve the performance of disadvantaged students ● Disadvantaged students make expected or better than expected progress from KS2-4 in Maths and English ● The gap between disadvantaged and non- disadvantaged is closed/narrowed 	<ul style="list-style-type: none"> ● Tracking of progress by intervention teachers ● Tracking of progress by HODs ● Discussions at meetings for KS4 pupils with HOY/DHT ● Discussions at Departmental Meetings ● SENCO at QA meetings with Headteacher 	<ul style="list-style-type: none"> ● Pupil Support salaries £48300 ● Curriculum enhancement £14250 	

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<p>(2) Pastoral tracking of identified disadvantaged pupils</p>	<ul style="list-style-type: none"> ● HOY and FT to track individual progress ● HOY to identify pupils with greatest underperformance and implement interventions, in discussions with JCR ● TALL programme in Year 9 ● Princes' Trust XL Programme for small group of Y9 pupils to develop employability skills ● Work experience programme to continue but with reduced numbers 	<ul style="list-style-type: none"> ● To close/narrow the gap in all subjects between disadvantaged and non-disadvantaged students ● To provide support for pupils with difficulties and ensure they are able to access the curriculum ● To develop disadvantaged pupils' self-esteem, confidence and relationships ● To improve SEND/ PP pupils' understanding of life skills, employment and to increase motivation for KS4 ● Disadvantaged pupils are supported and guided through a personalised work-based programme at Myerscough College, to improve motivation, employability and reduce likelihood of NEETs 	<ul style="list-style-type: none"> ● JCR (PPC) to monitor pupil progress ● EBI liaise with HOY9 to identify group and feedback ● EBI/ LGI/ SSM to deliver the withdrawal sessions and lead on internal verification ● SSM weekly with college staff, and termly with DHT 	<ul style="list-style-type: none"> ● Coordinator salary £9900 ● Individual support sundries £3580 	<ul style="list-style-type: none"> ● HOY/ AHOY/ JCR met pupils daily and made phone calls home for punctuality and attendance, placed pupils on mentoring or report cards and monitored daily, escorted pupils to detentions or intervention classes, provided equipment, met parents, informed staff through Pastoral briefings. Awareness of any underperformance quickly identified. ● PP Work Scrutiny, internal audits and observations have highlighted how staff have increased their focus on disadvantaged pupils. All highlight on seating plans and provide additional support, to ensure pupils are given the same opportunities to achieve as non PP. However, a coordinated data base which all staff populate, of what overall support and interventions are provided is required, and was highlighted as a necessary from the external PP review (Sept 2016).

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<p>(3) Develop an 'Assertive Mentoring' programme in Year 11</p>	<ul style="list-style-type: none"> ● Pupils are highlighted following assessment data and interventions are planned ● Initiatives planned are: <ul style="list-style-type: none"> ✓ Career guidance ✓ Mentoring (Assertive and 'soft') with key staff, dependent on level of support required ✓ Personalised revision sessions ● Access to nurture ● Attendance 	<ul style="list-style-type: none"> ● Disadvantaged pupils' access to these initiatives is audited to ensure accessibility, if required, and records are regularly updated ● Mentees are given the support required to achieve in line with peers and meet targets ● A named person to guide, support and liaise with staff and parents ● The gap between disadvantaged and non-disadvantaged is narrowed/closed ● Pupils will achieve at least in line with target grades in all areas, but particular emphasis will be on obtaining Maths and English 	<ul style="list-style-type: none"> ● PME/ SST (HOY/AHOY) and JCR (PPC) weekly ● Reports to SLT and Governors ● Data showing impact 	<ul style="list-style-type: none"> ● Careers service £7000 	<ul style="list-style-type: none"> ● Mentees were monitored by their mentors daily. Mentors liaised with teaching staff and provided a link between pupil and staff. Successful in maintaining motivation and building relationships. ● PME/ JCR effectively challenged poor attendance and punctuality ● Impact of improved exam results shows relative effectiveness of programme ● Some staff who were selected to be mentors did not have the capacity to do this effectively. Staff should volunteer to be mentors and more training be provided.

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<p>(4) To ensure improvements in attendance for disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Regular monitoring of attendance highlighting disadvantaged pupils, in particular, PA disadvantaged pupils ● Provide breakfast-vulnerable/disadvantaged students can start the day with a hot drink/food-always available in Routledge Centre or to purchase in canteen ● Weekly meetings with AHT Pastoral and HOY to discuss attendance, highlighting disadvantaged students ● When necessary, home visits to make positive links with 'hard to reach' families and ensure students are encouraged to attend school ● Rewards to encourage attendance in all year groups, both individually and by form group 	<ul style="list-style-type: none"> ● Attendance for disadvantaged students is at least in line with their peers ● To reduce PA figures for disadvantaged children ● To ensure students have necessary nutrition whilst in school ● To develop relationships with our most disadvantaged families ● To improve attendance of disadvantaged students 	<ul style="list-style-type: none"> ● SSM/ GST/ JCR (PPC) monitor daily those disadvantaged pupils with attendance issues ● SSM to meet regularly with PMO to analyse the attendance of disadvantaged students ● GST to provide accurate attendance figures for disadvantaged groups and highlight any concerns ● HOY to monitor individual year groups 	<ul style="list-style-type: none"> ● Attendance and home/school liaison salaries £21625 	<ul style="list-style-type: none"> ● Effective identification of attendance issues by experienced staff ● Pupils are quickly identified and contact made with home by SSM/ JCR/ GST ● Home visits regularly made by SSM/ GST/ PMO ● Absence was well above national for PP and SEN and therefore the focus on these groups will be a priority for 2016-17. (It should be noted though, that included in these figures are pupils at PRU, who had not attended since Year 10) ● The new Attendance manager is establishing routines, systems and building relationships with families

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(5) KS2 Transition	<ul style="list-style-type: none"> ● GBL to continue to work in our Feeder Primary schools to develop strong links within our primary schools ● Get Set Programme to continue ● Summer School to continue ● Transition meetings in summer term with GBL/ MHM (SENDSCO) and PMO (AHT Pastoral) ● Headteacher meets parents in all feeder primary schools in Autumn Term 	<ul style="list-style-type: none"> ● To reduce the possible dip in attainment from Y6 into Y7 ● To ensure a smooth transition from KS2 to KS3 ensuring disadvantaged pupils have the same start as the non-disadvantaged pupils ● To highlight potential under achievers and ensure these pupils are challenged from the start of Y7 ● To highlight any vulnerable pupils and ensure they are targeted for personalised support, (including Get Set, Summer School, additional visits Routledge Centre) 	<ul style="list-style-type: none"> ● GBL/ MHM ● ARI (DHT) to monitor setting and KS2 results 	<ul style="list-style-type: none"> ● Summer school £1500 	<ul style="list-style-type: none"> ● Successful transition made by almost all pupils this academic year. Very few incidents unsettled starts ● Setting was accurate and set moves from CAT results (in Sept 2016) were few ● Vulnerable pupils and disadvantaged pupils had support readily available, and packages were put in place ready for entry : Meetings with Learning Mentor, Weekly visits to the Routledge Centre to familiarise with school day and expectations, Transition teaching groups, Summer School and Get Set Programme

Lessons Learned:

Key Priorities and Issues for 2016-2017

- Actions from Pupil Premium Review (Sept 2016) to be implemented
- Changes in how PP intervention is recorded, monitored, tracked- a whole school strategy that can be used by all staff
- HOD/ HOY to be accountable for PP data through QA meetings
- Attendance strategies to be developed and tracked effectively by new staff
- SEND PP pupils to receive personalised intervention
- Maths PP pupils to be targeted with intense intervention