

# Pupil premium strategy statement (secondary)

1. Summary information					
School	HOLY CROSS CATHOLIC HIGH SCHOOL				
Academic Year	2016-2017	Total PP budget	£139,370	Date of most recent PP Review	Sept 2016
Total number of pupils	783	Number of pupils eligible for PP	149	Date for next internal review of this strategy	Sept 2017

2. Current attainment			
	Summer 2016 (PP Tracking)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average compared to ALL pupils)
Progress 8 score average	-0.16	-0.24	0.10
Attainment 8 score average	48.24	36.0	53.3
Percentage of pupils achieving grade C or above in English & mathematics	55.9	46	70.6
Percentage of pupils achieving EBacc	14.7	29	29.7

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
•	The performance of PP pupils in Maths in both Years 7-9 and at GCSE
•	Low aspiration of a small cohort of PP pupils
•	Parental engagement of pupils who are eligible for funding
•	PP Pupils in Years 7-9 need to make more rapid progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
•	Attendance figures for PP are not good and are lower than national average
•	PA for PP pupils is too high

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
●	To maintain increased staffing in Maths and English and continue with 1-1 support or small group support in English and Maths at KS4 and KS3	Pupils eligible for Pupil Premium funding will make progress in line with their non-Pupil Premium students. PP pupils' performance in Maths will improve
●	To enhance the programme of KS2-3 Transition	Increased attendance % of Pupil Premium parents to key events. Early identification/engagement of vulnerable pupils and 'hard to reach' families
●	To increase the engagement of Pupil Premium students with the curriculum and to refine 'Assertive Mentoring' programme in Year 11	Improvements in Pupil Premium headline figures across data capture points through the year. Increased motivation and resilience
●	To improve the attendance and the PA figures of the schools Pupil Premium Cohort	Improvement to the national % in 2017
●	To improve whole school tracking and monitoring PP interventions including pastoral tracking of identified disadvantaged pupils	A whole-school system that can be easily updated and used by all staff, which links in with the current SIMs system. All staff will be accountable for the tracking of PP.
●	To improve how the expenditure of PP funding is tracked	Ring-fenced budget Clear lines of spending itemised Clear impact of funding recorded



**HOLY CROSS CATHOLIC HIGH SCHOOL**

**DISADVANTAGED PUPILS ACTION PLAN**

**2016-2017**

<b>YEAR GROUP</b>	<b>DISADVANTAGED PUPILS</b>	<b>% OF COHORT</b>
<b>Y7</b>	<b>38</b>	<b>22.89</b>
<b>Y8</b>	<b>24</b>	<b>14.63</b>
<b>Y9</b>	<b>28</b>	<b>19.58</b>
<b>Y10</b>	<b>30</b>	<b>20.27</b>
<b>Y11</b>	<b>29</b>	<b>17.90</b>
<b>TOTAL</b>	<b>149</b>	<b>19.03</b>

	<b>Estimated</b>
<b>Funding</b>	<b>£139,370</b>
<b>Spending</b>	<b>£145,000</b>

OBJECTIVE	ACTION	OUTCOME	MONITOR	FUNDING/ COST	IMPACT
<p>(1a) To maintain increased staffing in Maths and English.</p>	<ul style="list-style-type: none"> <li>● Additional staffing to be maintained to deliver the planned intervention programme in KS4</li> <li>● To provide small group classes according to need in Years 10 and Y11</li> <li>● Additional targeted intervention in KS3 to address gaps in learning</li> <li>● Additional TA staffing to allow greater flexibility in the grouping of pupils</li> <li>● Appointment of new permanent staff to Maths from Sept 2017, to replace experienced staff who left in Dec 2016</li> </ul>	<ul style="list-style-type: none"> <li>● To continue to improve the performance of disadvantaged students</li> <li>● Disadvantaged students make expected or better than expected progress from KS2-4 in Maths and English</li> <li>● The gap between disadvantaged and non- disadvantaged is closed/narrowed</li> </ul>	<ul style="list-style-type: none"> <li>● ZCO/ JCR to track progress in Maths</li> <li>● HODs to be more accountable for disadvantaged groups through QA</li> <li>● Input at department meetings</li> <li>● HOD/HOY to monitor via Interim Assessments with DHT</li> <li>● SENCO to track progress of SEND pupils</li> </ul>	<p>Half salary teacher Maths Half salary teacher English</p>	<p>Stability in the maths department from Sept 2017, after a short period of temp staff. HOD and 2<sup>nd</sup> in Dept provided targeted, bespoke intervention for PP pupils before school, lunch, and after school. Although 9-4 Maths Pupil Premium below target, this was better than expected(51.7% compared to 41% in mock exams). Gap for PP grades 9-4 in Maths has closed. In English, 9-4 performance was lower than performance in mocks (82% in mocks, 69% in final exam). Gap has slightly increased.</p> <p>There was uncertainty with the grade boundaries and predictions from the new exams for English and Maths.</p> <p>Both departments have provided intensive interventions for their PP pupils with specialist staff.</p>

<p>(1b) Continue with 1-1 support or small group support in English and Maths at KS4 and KS3</p>	<ul style="list-style-type: none"> <li>● Support provided by experienced members of staff to work with identified pupils in English and Maths</li> <li>● Lead Teachers in English and Maths to provide quality support</li> <li>● Withdrawal for Numeracy and Literacy by Key Worker TAs</li> <li>● TAs to provide support to Maths dept in delivering intervention in withdrawal time</li> </ul>	<ul style="list-style-type: none"> <li>● To continue to improve the performance of disadvantaged students</li> <li>● Disadvantaged students make expected or better than expected progress from KS2-4 in Maths and English</li> <li>● The gap between disadvantaged and non- disadvantaged is closed/narrowed</li> <li>● Numeracy Workout programme purchased for use in withdrawal (Years 7-11)</li> <li>● Read, Write Inc reading intervention and IDL to be rolled out throughout Years 7-9</li> </ul>	<ul style="list-style-type: none"> <li>● Tracking of progress by intervention teachers</li> <li>● Tracking of progress by HoDs</li> <li>● Discussions at meetings for KS4 pupils with HOY/DHT</li> <li>● Discussions at departmental meetings</li> <li>● SENCO at QA meetings with Headteacher</li> <li>● TA3 for withdrawal interventions</li> </ul>	<p>TA2 salaries</p> <p>Sundries funding for resources and equipment (on an individual basis)</p>	<p>SEND pupils showed an improvement from point 6 assessment to the exam, showing the impact of the interventions was successful, but needs to be started much earlier.</p>
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OBJECTIVE	ACTION	OUTCOME	MONITOR	FUNDING/ COST	IMPACT
<p>(2) Improved pastoral tracking of identified disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>● HOY and FT to track individual progress</li> <li>● HOY to identify pupils with greatest underperformance and implement interventions, in discussions with MHM</li> <li>● TALL programme in Year 9</li> <li>● A co-ordinated data base which all staff populate, of what overall support and interventions are provided</li> <li>● Princes' Trust XL Programme for small group of Year 9 pupils to develop employability skills</li> <li>● Work Experience programme to continue but with reduced numbers</li> </ul>	<ul style="list-style-type: none"> <li>● To close/narrow the gap in all subjects between disadvantaged and non-disadvantaged students</li> <li>● To provide support for pupils with difficulties and ensure they are able to access the curriculum</li> <li>● To develop disadvantaged pupils' self-esteem, confidence and relationships</li> <li>● To improve whole school tracking of interventions and make all staff accountable for PP pupils' progress</li> <li>● To improve SEND/ PP pupils' understanding of life skills, employment and to increase motivation for KS4</li> <li>● Disadvantaged pupils are supported and guided through a personalised work-based programme at Myerscough College to improve motivation, employability and reduce likelihood of NEETs</li> </ul>	<ul style="list-style-type: none"> <li>● MHM to monitor pupil progress</li> <li>● LGI/ JKI liaise with HOY9 to identify group and feedback</li> <li>● MHM/ABR to investigate whole school data tracking that all staff can follow</li> <li>● LGI to deliver the withdrawal sessions and lead on internal verification. To lead on the longer course for Year 10 Alternative Curriculum</li> <li>● SSM weekly with college staff, and termly with DHT.</li> </ul>	<p>TALL Programme funding</p> <p>Prince Trust funding</p> <p>Work Ex administration and home/school liaison salary</p> <p>Sundries funding for enrichment activities, extra-curricular opportunities</p> <p>Pupil support staff salaries</p>	<p>New Sims Intervention tracking software- training provided to key staff. From Sept 2017, the system is up and running. Also, termly meetings with HOYs, MHM, CCA to track and discuss any strategies. Better monitoring.</p> <p>Tall Programme very successful in supporting the well-being and Social and Emotional Mental Health of identified PP pupils in Year 9. Positive relationships developed and self-esteem improved. An increase in confidence and engagement in school life from all participants. The SEND pupils who participated all have chosen suitable options pathways or are enrolled on appropriate Work Experience places, which they would not have had the confidence to undertake before the Tall Programme. The Princes' Trust programme was completed and all participants achieved the qualification. The pupils gained valuable life skills and employability skills.</p>

OBJECTIVE	ACTION	OUTCOME	MONITOR	FUNDING/ COST	IMPACT
<p>(3) To continue and refine 'Assertive Mentoring' programme in Year 11</p>	<ul style="list-style-type: none"> <li>● Pupils are highlighted following assessment data and interventions are planned</li> <li>● Initiatives planned are: <ul style="list-style-type: none"> <li>✓ Career guidance</li> <li>✓ Mentoring (Assertive and 'soft') with key staff, dependent on level of support required</li> <li>✓ Personalised revision sessions</li> </ul> </li> <li>● Access to nurture</li> <li>● Attendance</li> <li>● Create methods of measuring the impact of Assertive Mentoring (by measuring behaviour, attendance, progress)</li> </ul>	<ul style="list-style-type: none"> <li>● Disadvantaged pupils' access to these initiatives is audited to ensure accessibility, if required, and records are regularly updated</li> <li>● Mentees are given the support required to achieve in line with peers and meet targets</li> <li>● A named person to guide, support and liaise with staff and parents</li> <li>● The gap between disadvantaged and non- disadvantaged is narrowed/closed</li> <li>● Pupils will achieve at least in line with target grades in all areas, but particular emphasis will be on obtaining Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>● PEV/ MBO (HOY/AHOY) and MHM weekly</li> <li>● Reports to SLT and Governors</li> <li>● Data showing impact</li> </ul>	<p>CIAG Co-ordinator salary/SLA</p> <p>Sundries for resources, equipment.</p> <p>SIMs Classroom monitor investment</p>	<p>Assertive mentoring programme thorough and was monitored effectively. Weekly meetings with Deputy Head, HOY, AHOY. All pupils had a mentor who liaised with parents, staff, and supported pupils. Detailed tracking with case studies for each pupil.</p>

OBJECTIVE	ACTION	OUTCOME	MONITOR	FUNDING/ COST	IMPACT
<p>(4) To reduce Persistent Absence and improve attendance for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>● Regular monitoring of attendance highlighting disadvantaged pupils, in particular, PA disadvantaged pupils</li> <li>● Provide breakfast - vulnerable/ disadvantaged students can start the day with a hot drink/food - always available in Routledge Centre or to purchase in canteen</li> <li>● Weekly meetings with AHT Pastoral and HOY to discuss attendance, highlighting disadvantaged students</li> <li>● When necessary, home visits to make positive links with 'hard to reach' families and ensure students are encouraged to attend school</li> <li>● Rewards to encourage attendance in all year groups, both individually and by form group- vouchers that can be used locally or on Amazon, certificates</li> <li>● Raise awareness of the impact of missing school</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance for disadvantaged students is at least in line with their peers</li> <li>● To ensure students have necessary nutrition whilst in school</li> <li>● To develop relationships with our most disadvantaged families</li> <li>● To improve attendance of disadvantaged students and reduce PA figures for disadvantaged children</li> <li>● To inform parents and pupils of what the implications of not attending school are (reduction in grades/ fixed penalty notices/ relationships)</li> </ul>	<ul style="list-style-type: none"> <li>● SSM/ PDO/ HOY/ JCR (PPC) monitor daily those disadvantaged pupils with attendance issues</li> <li>● PDO/ SSM to meet regularly with PMO to analyse the attendance of disadvantaged students</li> <li>● PDO to provide accurate attendance figures for disadvantaged groups and highlight any concerns</li> <li>● HOY to monitor individual year groups</li> <li>● HOY/ PDO to identify those eligible for rewards and provide certificates</li> <li>● PDO to provide statistics regarding impact of missed days on newsletters to targeted parents</li> </ul>	<p>Attendance Officer salary</p> <p>Sundries for nurture (RC provision) on individual basis</p> <p>Rewards funding</p>	<p>Attendance has improved: No of PA PP end of half term2 =32, compared to end of half term 6 = 23</p> <p>Attendance Officer effective and proactive in tracking and monitoring attendance. Data provided weekly for key cohorts and effectively analysed and acted upon.</p>

OBJECTIVE	ACTION	OUTCOME	MONITOR	FUNDING/ COST	IMPACT
<p>(5) To enhance the programme of KS2- KS3 Transition:</p> <ul style="list-style-type: none"> <li>● to address the potential dip in progress for disadvantaged pupils</li> <li>● to address disadvantaged pupils' pastoral and learning needs</li> <li>● To maintain full engagement in school life</li> </ul>	<ul style="list-style-type: none"> <li>● GBL to continue to work in our Feeder Primary schools to develop strong links within our primary schools</li> <li>● Get Set Programme to continue</li> <li>● Summer School to continue</li> <li>● Transition meetings in summer term with GBL/ MHM (SENDCO) and PMO (AHT Pastoral)</li> <li>● Pertinent SEND/ PP issues to be highlighted earlier than the summer term transition meetings</li> <li>● Hard to reach families strongly encouraged to attend transition information evenings</li> </ul>	<ul style="list-style-type: none"> <li>● To reduce the possible dip in attainment from Year 6 into Year 7</li> <li>● To ensure a smooth transition from KS2 to KS3 ensuring disadvantaged pupils have the same start as the non-disadvantaged pupils</li> <li>● To highlight potential under achievers and ensure these pupils are challenged from the start of Year 7</li> <li>● To highlight any vulnerable pupils and ensure they are target for personalized support (including Get Set, Summer School and additional visits Routledge Centre)</li> <li>● Identified parents to be personally telephoned and invited to evenings as well as receiving written information</li> </ul>	<ul style="list-style-type: none"> <li>● GBL/ MHM/ PMO</li> <li>● ARI (DHT) to monitor setting and KS2 results</li> <li>● Admin staff for telephone calls</li> </ul>	<p>Summer School Funding</p> <p>TA3 Primary Transition Salary</p> <p>Sundries Funding for resources</p>	<p>Get Set programme well attended. Pupils gained confidence and any potential concerns could be identified and acted upon. Pupils built relationships with staff and peers. Reassured parents and carers of pupils who may have found the transition difficult. Summer School- PP pupils invited, alongside other pupils who were identified by primary teachers, as needing support with the transition. A number of potentially vulnerable pupils have made a smooth start to high school, and there are very few cases of anxiety or worry. This is a significant improvement on previous years, highlighting how effective the programme has been this year. Telephone calls made to hard to reach families by the admin staff, inviting them to transition evenings. Additional visits accommodated for those who could not make the evenings- emphasis on creating and maintaining communication. Very positive feedback from parents and carers about the level of support for transition, most notably from parents who have had experience of having had children at other schools.</p>

**Other Issues to consider:**

Short term:

- DOAN to attend progress meetings with HT, DHT, HOY 11 to be aware of the current progress and interventions of PP pupils in Year 11
- Tracking of PP should be over all year groups - the QA meetings should consider current progress of PP in all year groups - SLT questioning of HODs
- DOAN to maintain existing funding and spending arrangements until next financial year (April 2017), in light of staffing changes and changes in roles of PPC December 2016

Medium Term:

- Strategies and interventions should be started earlier - in Year 7
- Structure of Learning Support staff could be amended to incorporate a PP Mentor (TA) (or maybe 1 per KS, dependent on SEND intake 2017) who will act as support to SENDCO/ HOY/ HOD in logging interventions, checking mentoring cards, motivating pupils, coordinating programmes of intervention. This could be up to half their support timetable per week.
- Clear funding and spending plan required, including ring fencing LAC funding to pupils
- Bidding by departments for PPG through pro forma requesting details about expected impact.

Long Term:

- Consideration of Forest School/ similar programme of intervention at KS3 for disadvantaged pupils
- Continue to review KS4 Alternative Curriculum