

Holy Cross Catholic High School

Pupil Premium Strategy Statement

What is the Pupil Premium Grant?

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. There is evidence that outcomes for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

Who is entitled to Pupil Premium funding at Holy Cross in 2019-2020?

Allocation	2019/20 Expected Funding		
<p>Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who have been eligible for free school meals (FSM) since May 2013, as well as those first known to be eligible at January 2019. The January census will further update numbers.</p>	142	@ £935	£132 770
<p>Children Looked After (CLA): The pupil premium from 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.</p>	8 CLA + 8 Post-CLA	@ £1,900	£30 400
<p>Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.</p>	3	@ £300	£900
Total			£164 070

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Broad strategic principles:

Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on seven aspects. The Educational Endowment Fund (EEF) toolkit suggests that all of these strategies have high impact on pupil learning. This document is not intended to reference the detail behind this EEF evidence. More detail can be found at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

- 1. Ensuring that teaching & learning is the highest quality**
- 2. Ensuring that the curriculum is right for all pupils**
- 3. Ensuring that disadvantaged pupils have access to the best career education advice**
- 4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality**
- 5. Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils**
- 6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils**
- 7. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos**

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Allocation, Spend and Impact Expected Funding

1. Summary information					
School	Holy Cross Catholic High School				
Academic Year	2019-20	Total Estimated PP budget	£164 070	Date of most recent external PP Review	Nov 2016
Total number of pupils	919	Number of pupils eligible for PP (estimated – TBC Jan 2020)	161(18%)	Date for next internal review of this strategy	Sept 2020

2. Current attainment 2019-2020						
	School P8	School DP P8	National NDP P8	School A8	School DP A8	National NDP A8
2019-20	0.052	-0.182	N/A	49.93	41.16	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	A cohort in each year group have weak literacy skills. Targeted support and intervention to be offered by Learning Support, Accelerated Reader, Bedrock Learning and vocabulary focuses across school.
B	Some pupils have very low starting points in Year 7 and struggle to cope with the full curriculum.
C	Absences and fixed term exclusions for a small cohort mean there are gaps in knowledge and understanding, which impacts on progression. They lack the resilience to catch up.
D	Some pupils struggle significantly with retention and recall.

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Additional barriers (including issues which also require action outside school, such as low attendance rates)

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- Whilst PA for DP has reduced, there remains a small cohort of DP PA pupils.
- Some families remain difficult to reach and engage with.
- Parental support for a small minority.
- Aspiration for post 16 achievement for some.
- Low level misbehaviour and fixed term exclusion for DP pupils.

4a. Review of 2018-19 Pupil Premium Strategy

	School P8	School DP P8	National NDP P8	School A8	School DP A8	National NDP A8
2017-18	-0.04	-0.45	0.13	48.98	39.08	50.14
2018-19	0.14 ↑	-0.28 ↑	0.13	51.07 ↑	43.70 ↑	50.15

This data illustrates that progress and attainment is improving rapidly for DP pupils.

The gap between DP and National NDP reduced considerably in 2019 and the in-school gap reduced slightly due to improved NDP performance

Areas of focus remain grade 4+ English and Maths and the Open group.

How many disadvantaged pupils did we have at Holy Cross in 2018-19?

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All No.	PP No.	PP %	All No.	All %	PP No.	PP HPA	All No.	All %	PP No.	PP MPA	All No.	All %	PP No.	PP LPA
7	197	37	19%	72	37%	6	16%	78	40%	17	46%	47	24%	14	38%
8	194	36	19%	65	34%	9	25%	75	39%	10	28%	52	27%	16	44%
9	161	29	18%	73	45%	10	34%	50	31%	7	24%	38	24%	12	41%
10	166	26	16%	64	39%	4	15%	55	33%	11	42%	47	28%	11	42%
11	151	30	20%	57	38%	12	40%	52	34%	9	30%	37	25%	9	30%

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	Focus	Impact	Cost	Funding allocated In 2019-20?
1	Quality first teaching for all	<p>Outcomes for DP have improved from P8 of -.0.49 and an avg total A8 of 39.28 in 2018 to P8 - 0.28 and ave total A8 of 44.71 in 2019. DP are high priority and HODs challenge staff through QA and teacher reviews. All teaching is good or better. When reviewed as less than good, teachers are given the support to improve within 3 weeks, and this ensures the quality of teaching is good for all.</p> <p>All pupils have had careers interviews and are actively encouraged (and supported when necessary) to take part in college information events. Curriculum is broad and balanced and DP are allowed to choose the most suitable options. Only those with specific additional needs follow an alternative curriculum, ensuring DP have access to a wide range of post 16 options.</p> <p>DP attendance increased from 93.5% in 2018 to 94.74% in 2019 and PA reduced from 10.06% to 6.72%. The introduction of Attendance Panels contributed to this improvement: of the 8 DP on Attendance Panels, 7 improved and 1 remained PA and was fined for a holiday in term time.</p> <p>A reduction from 124 DP pupils (81% of cohort) with behaviour points in 2018 to 111 DP pupils in 2019 (70% of cohort). However exclusions have increased slightly from 3% to 5 % of cohort, so this needs to remain a priority.</p> <p>Revision classes were better attended and those requiring more encouragement were escorted.</p> <p>Revision guides, equipment, music lessons, trips, extra-curricular opportunities all funded when necessary.</p>	See Sect. 4b	Yes- priority- standards to be maintained
2	DP pupils to be spread across a range of classes and to be given excellent opportunities to learn and aspire.			Yes
3	Attendance of DP pupils will improve			Yes- this improvement must be maintained
4	Improved behaviour of DP pupils			Yes- focus on reducing exclusions and low level disruption- 70% of cohort is still high
5	All DP pupils have the same access to resources and experiences as non DP pupils.			Yes- ongoing focus
		Total Expenditure	£135 556.70	

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4b. Expenditure 2018-19		Staff	Evidence/Rationale	Impact	Amount
1	Salaries of specific staff who provide support to DP	Eng/Math Teachers TA3 Counsellor/Chaplain Routledge Centre Attendance Officer Home/school liaison	Improved: attendance, well-being, behaviour, guidance, progress, outcomes	Teacher reviews and learning walks indicate that there is a focus on improving attainment for all but particularly DP. The gap between DP and non DP has reduced slightly (0.03) but attainment has improved significantly (see points 1 & 2 above). Attendance had improved and PA reduced. There is quality pastoral support for pupils' mental well-being.	£101 546
2	Bought in Services to support DP: Careers advisor; Accelerated Reader; Tall programme (SSCo); Flexible curriculum; Behaviour support; Summer school	CEA, MHA, GBL, SSM, LRU, SMA, PMO, TWI	Reading ages No NEETs Smooth transition to Yr7 Improved self-esteem and aspiration	Summer School and Get Set Programme were very popular and well attended. HOY7 and primary teachers identify DP pupils requiring extra support. Ensures smooth transition and opportunity for early intervention and liaison with hard to reach families Accelerated reader has helped DP pupils: 88% of DP had an improved reading age, and the average increase was 12 mths. Careers Leader and Careers Advisor worked closely to identify those at risk of being NEET and targeted guidance. A more personalised approach from key pastoral staff has meant every DP pupil had a plan for leaving school. Fine-tuning the Alternative Curriculum and Work Experience programmes has meant those who needed this level of support received it, but for those whom a lack of aspiration was an issue, by following an academic curriculum, outcomes were better and their post 16 options are wider.	£30 188
3	Sundries that support learning: Music fees ingredients Residential EVs Rewards visits/trips; Revision guides; General equipment	MHA, SCO	All pupils have equal opportunity and experiences.	Cultural capital opportunities- theatre visits to support GCSE English and Drama. Peripatetic music tuition to support GCSE Music and Drama. Discreet provision of equipment and revision guides meant those DP without resources have not been disadvantaged. Support for residential visits means DP pupils had opportunities to visit: Battlefields, Poland, France, Iceland.	£3822.70

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Summary PP Expenditure 2018-19			
	Item	Cost	Variance from previous year
1	Salaries of specific staff	£101 546	£4374
2	Bought in services	£30 188	£2707
3	Sundries	£3822.70	£425.30
	Total	£135 556.70	£2092.30

Detailed Breakdown of Expenditure 2018-19						
Salaries			Bought in Services		Sundries	
English Teacher	17241	Part salary	Careers Advisor	8616	Music Fees 3 terms	1266
Maths Teacher	17241	Part salary	Accelerated Reader	5842	Ingredients for food tech	387
TA3	8455	Part salary	Tall Programme/SSCo	1325	Residential visits	1285
Counsellor	7140	Part salary	Flexible Curriculum	5000	Rewards visits	60
Chaplain	7987	Part salary	Behaviour Support	7905	Revision Guides	330
Routledge Centre Staffing	20910	Part salary			General Equipment	51
36Attendance Officer	11895	Part salary			Other trips	258
Home/School liaison	10677	Part salary				
	101546			30188		3822.70
Total Expenditure		135 556.70	Shortfall from School Budget		1923.70	

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5. Planned Strategy and Expenditure 2019-20				
Actions	Staff	Evidence	Intended impact	Est Amount
<p>The newly appointed Pupil Premium Coordinators to develop the role and focus on:</p> <ul style="list-style-type: none"> - Engaging with hard to reach families - Monitoring and supporting PA amongst DP - Developing strategies to raise attainment of DP - Raise aspiration of DP 	<p>MHA SST KCH HWA DKI MWE Careers Advisor</p>	<p>Attendance at Parents' Eves and Parent meetings Attendance figures Improved motivation and uptake of rewards Attainment data Options choices Post 16 destinations</p>	<p>More families of DP pupils will engage with school and ask for, or welcome, support. School will be seen as a non-threatening environment, and parents will share and support the aspiration of their children. Those DP who are close to PA will be supported to catch up missed work and will be encouraged to attend regularly. PA will reduce further and DP attendance will remain above 94%. DP pupils will be motivated and engaged in school life. DP pupils will make informed and aspirational choices for careers or further study, post 16.</p>	<p>£40 000</p>
<p>Reduce exclusions and improve behaviour of DP</p>	<p>PMO MHA HOY AHOY Teaching staff</p>	<p>Exclusions and behaviour data</p>	<p>There will be less exclusions for DP pupils and staff will be able to teach their lessons with minimal disruption. Learning will improve and DP attainment will increase.</p>	<p>£5000</p>
<p>All DP pupils to have equal opportunities and access to the same experiences as non DP</p>	<p>MHA Pupil Premium Coordinators</p>	<p>Sundries Resources Equipment Record of interventions</p>	<p>Where necessary, support will continue for any DP pupil wishing to access trips, residential visits or who needs equipment or resources. This will ensure equality of opportunity and develop cultural capital.</p>	<p>£5000</p>
<p>Quality first teaching for all</p>	<p>All staff</p>	<p>QA Teacher Review Appraisal</p>	<p>Teaching of the highest quality is most effective in raising attainment of DP pupils. This will remain a focus for all.</p>	<p>£110 000</p>
			<p>Estimated Total Expenditure</p>	<p>£160 000</p>