

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 2020-21?

Allocation	2020-21 Expected Funding		
<p>Pupils in Years 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2020-21 will include pupils recorded in the January 2020 school census who have been eligible for free school meals (FSM) since May 2014, as well as those first known to be eligible at January 2020. The January census will further update numbers.</p>	135	@£955	£128,925
<p>Children Looked After (CLA): The pupil premium from 2020 to 2021 will include pupils recorded in the January 2020 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 (LAC) 8 (Post-LAC)	@£2,345	£37,520 <i>(of which £18,760 from Virtual School for CLA)</i>
<p>Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2020 school census. The grant will be allocated as set out in sections 4, 5 and 6 below.</p>	5	@£310	£1,550
Total			£167,995

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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	2020-21	Total Actual PP budget	£130,475 (£167,995 inc PP+)	Date of most recent external PP Review	Nov 2016
Total number of pupils	949	Number of pupils eligible for PP	148 inc PP+(16%)	Date for next internal review of this strategy	Sept 2021

2. Current attainment 2020-2021						
	School P8	School DP P8	National NDP P8	School A8	School DP A8	National NDP A8
2020-21	N/A	N/A	N/A	52.55	45.57	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. Continue to develop support and intervention offered by Learning Support, Accelerated Reader, Bedrock Learning, and vocabulary focuses across school.
B	The impact on the school closures March 2020-Sept 2020 and Spring Term 2021 on learning skills and knowledge gaps.
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)

E	<ul style="list-style-type: none"> - Whilst PA for DP has reduced, there remains a small cohort of DP PA pupils. - Some families remain difficult to reach and engage with. - Aspiration for post 16 achievement for some. - Low level misbehaviour and fixed term exclusion for DP pupils.
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4a. Review of 2018-19 Pupil Premium Strategy Results are not reviewed for 2019-2020 Centre Assessed Grades

	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 2019-2020?

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	199	35	17.6%	72	36.4%	5	6.9%	71	35.7%	16	22.5%	56	28.3%	14	25.0%
8	196	35	17.9%	70	35.9%	6	8.6%	79	40.3%	18	22.8%	47	24.1%	11	23.4%
9	195	37	19.0%	65	33.7%	8	12.3%	80	41.0%	14	17.5%	50	25.9%	15	30.0%
10	166	32	19.3%	75	45.7%	11	14.7%	54	32.5%	10	18.5%	37	22.6%	11	29.7%
11	163	28	17.2%	63	38.7%	5	7.9%	55	33.7%	11	20.0%	45	27.6%	12	26.7%

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	Focus 2019-2020	Impact	Funding allocated In 2020-21?
1	<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 <p>Raise aspiration of DP</p>	<p>2018/19 - PP Attendance 94.85% PA 6.16% 2019/20 - PP Attendance 93.34% PA 8.09%</p> <p>These figures unfortunately buck the trend of significant PA improvement over recent years, but there is an important context. Nationally, the attendance figures reduced significantly and PA increased. There was a high level of sickness countrywide during half term 2 and 3, and it was reported by the LA advisor that all attendance was lower (figures tbc). Nevertheless, this must be a focus for 2021.</p> <p>Those DP who are close to PA have been supported to catch up missed work and will be encouraged to attend regularly. The coordinators use attendance cards and act upon daily attendance figures from the Attendance Officer.</p> <p>Options choices-there was only one change to options after the deadline due to accurate guidance being given from the coordinators.</p> <p>Post 16 destinations - we are still gathering some information from last year's leavers, but we have only five destinations to verify. All others are in employment, education or training, and given the disruption to their final term at high school with the lockdown, this is pleasing.</p> <p>Year 10 DP missed out on the college sampler days and input from post-16 education providers - this needs to be quickly addressed in 2020.</p> <p>More families of DP pupils engaged with school and welcomed support, particularly during the lockdown. PP Coordinators maintained weekly contact. Improved motivation and uptake of rewards because of relentless motivation from the coordinators.</p> <p>Support, pre- lockdown, was provided for DP pupils to have extra visits local colleges and help was given with applications.</p> <p>DP Case Conferences were held for each year group and were attended by a governor. All stakeholders felt awareness was raised, and the ability to set and review targets for each DP was invaluable. A focus group named XLR8 of 10-15 DP per year group means support can be targeted and issues can be acted upon quickly. Unfortunately, due to Covid 19, the actions from the conferences still need to be reviewed and developed, and this is a focus of 2020-21.</p>	<p>Yes</p> <p>The role has been successful and the support that was provided, particularly in lockdown, meant no DP pupil was unsupported. It is essential this continues.</p>

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2	Reduce exclusions and improve behaviour of DP	Despite the intensive support for the focus groups of DP, through a range of behaviour for learning strategies, there has been a significant increase in exclusions. Due to the lockdown for Covid, the period we are comparing is Sept 2018-Mar 2019 and Sept 2019-Mar 2020. In 2018-2019, there were 28 sessions of DP exclusions, compared to 2019-2020 with 185 sessions for the same period. Initially, this appears worrying, but in 2019-2020, there were some significant issues from a small group of DP who were putting others at risk, so the amount of sessions actually only equates to 14 pupils. Of these, three were permanently excluded for a range of dangerous behaviours and two are now at a PRU for intervention on dual roll. Intervention will be more specific and individual for the children currently at the PRU. Whilst this focus clearly has not been met, the actions taken have meant there has been a steadying impact on the school, and we expect to see the exclusions reduce subsequently.	Yes This focus needs to continue.
3	All DP pupils to have equal opportunities and access to the same experiences as non DP	Where necessary funding was provided for any DP pupil wishing to access trips, residential visits or who needed equipment or resources. No DP was deprived of the opportunity for any education experience. Also, this ensured equality of opportunity and developed cultural capital. GCSE PE kits were provided for DP.	Yes The opportunities will be limited due to the restrictions in 2020-21, but support should always be given to ensure equality of opportunity.
4	Quality first teaching for all	All teaching is at least good. All staff teach within their subject area, with the exception of one outstanding teacher who delivers support in English. HODs allocate their strongest teachers to work with DP.	Yes

Summary PP Expenditure 2019-20			
	Item	Cost	Variance from previous year
1	Salaries of specific staff	£123100	+£21554
2	Bought in services	£21463	-£8752
3	Sundries	£2974	- £848.70

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	Total	£147537	+£11953.30
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Detailed Breakdown of Expenditure 2019-20							
Salaries			Bought in Services			Sundries	
English Teacher	18965	Part salary	Careers Advisor	9479	Music Fees 2 terms	748	
Maths Teacher	18965	Part salary	Tall Programme/SSCo	1457	Ingredients for food tech	207	
ELSA (Emotional Support and Literacy Assistant)	9300	Part salary	Flexible Curriculum	5000	Residential visits up to Feb 2020	250	
Counsellor	7854	Part salary	Behaviour Support	5500	Revision Guides, Textbooks and Materials	767	
Chaplain	8785	Part salary			General Equipment	802	
Routledge Centre Staffing	23000	Part salary			College Visits	200	
Attendance Officer	13084	Part salary					
Home/School liaison (TA3)	11744	Part salary					
Assistant Heads of Year TLR	11403	TLR					
	£123100			£21436		£2974	
Total Expenditure		£147537	Shortfall from School PP Budget (£133670 excluding PP+ allocation)		£13867		

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5. Planned Strategy and Expenditure 2020-2021				
Actions	Staff	Evidence	Intended impact	Est Amount
Continue to develop the role of the Pupil Premium Coordinators to with a focus on: <ul style="list-style-type: none"> - Engaging with hard to reach families, particularly during lockdown - Monitoring and supporting PA in DP pupils - Developing strategies to raise attainment and minimise gaps in learning of DP, especially post-lockdown 	MHA SST KCH HWA DKI MWE PDL PMO <i>Careers Advisor (MWA/LWA/SSM)</i>	Engagement in parental communication online and face-to-face CPoms records of contact. Attainment data Options choices Post 16 destinations Synergy records Remote Learning records, including analysis of online learning engagement through data drops	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 approach Remote Learning with resilience, and will reengage effectively with school life post-lockdown. DP pupils will make informed and aspirational choices for careers or further study, post 16.	£50 000
Reduce exclusions and improve behaviour of DP	PMO MHA HOY AHOY Teaching staff	Exclusions and behaviour data Use of Inspire Youth Zone for targeted behavioural support and intervention programmes (Inspired)	There will be a reduction in exclusions for DP pupils and staff will be able to teach their lessons with minimal disruption. Learning will improve and DP attainment will increase. Pupils who demonstrate challenging behaviours have targeted and appropriate support.	£5000
All DP pupils to have equal opportunities and access to the same experiences as non DP	MHA Pupil Premium Coordinators HAP Coordinator	Sundries Resources Equipment Record of interventions ICT equipment for online learning	Support will continue for any DP pupil wishing to access educational and residential visits, or who needs equipment or resources. This will ensure equality of opportunity and develop cultural capital. Pupils will be encouraged to access a range of online opportunities, until lockdown restrictions are reduced.	£5000
Quality first teaching for all	All staff	QA Teacher Review Appraisal Exam results	Teaching of the highest quality is most effective in raising attainment of DP pupils. This will remain a focus for all. All teaching will be judged at least good.	£110 000
			Estimated Total Expenditure	£170 000

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