



Cardinal Allen Catholic High School Pupil Premium Strategy 2019-20

1. Summary information					
School	Cardinal Allen Catholic High School				
Academic Year	2019/20	Total DA budget	£185,285	Date of most recent DA Review	09/19
Total number of pupils	806	Number of pupils eligible for DA	233	Date for next internal review of this strategy	01/20

2. Outcomes for 2019	All Pupils	Disadvantaged	Non-disadvantaged	National Non-DA	Gap: School DA – National Non-DA
Progress 8	-0.07	-0.16	-0.05		
Progress 8 English element	-0.08	-0.03	-0.10		
Progress 8 Maths element	-0.19	-0.15	-0.19		
Progress 8 EBacc element	-0.28	-0.40	-0.26		
Progress 8 Open element	+0.22	-0.02	+0.28		

Projections for 2020 (October 2019)	All Pupils	Disadvantaged	Non-disadvantaged	National Non-DA	Gap: School DA – National Non-DA
Progress 8	+0.02	-0.08	+0.05	Not available until Autumn 2020	
Progress 8 English element	-0.24	-0.32	-0.21		
Progress 8 Maths element	-0.04	-0.23	+0.03		
Progress 8 EBacc element	-0.06	-0.01	-0.07		
Progress 8 Open element	+0.30	+0.09	+0.37		

3. Barriers to future attainment for pupils eligible for DA

In-school barriers

A.

Levels of literacy on entry in Year 7 for PP students are lower than for other pupils, which is a barrier to them making good progress in KS3. Below expected level is defined as below level 4 in year 11, and as below a score of 95 in years 7, 8, 9 and 10. Year 11 is not directly comparable with other cohorts.

Year	% below expected level on entry DA	% below expected level on entry Non-DA
7	19%	11%
8	25%	6%
9	12%	1%
10	19%	6%
11	8%	3%
All	17%	5%

B.

Levels of numeracy on entry in Year 7 for PP students are lower than for other pupils, which is a barrier to them making good progress in KS3. Below expected level is defined as below level 4 in year 11, and as below a score of 95 in years 7, 8, 9 and 10. Year 11 is not directly comparable with other cohorts.

Year	% below expected level on entry DA	% below expected level on entry Non-DA
7	22%	5%
8	18%	6%
9	12%	6%
10	17%	9%
11	13%	3%
All	16%	6%

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

C.

Attendance in general for PP students is lower than for non-PP students, which has a significant effect on pupil progress.

Year	Average % Attendance 2018/19 (HT1-5)					Average % Persistent Absentees 2018/19 (HT1-5)				
	All	DA	Non-DA	FSM	Non-FSM	All	DA	Non-DA	FSM	Non-FSM
7 (57/120)	96.6	95.3	97.3	93.0 (27)	97.3	7.1	14.0	3.6	25.9	3.5
8 (50/120)	94.8	93.7	95.2	91.1 (31)	95.5	11.2	20.0	7.5	25.8	7.9
9 (47/122)	94.7	91.0	96.1	88.7 (21)	95.6	11.8	19.1	9.0	14.3	11.5
10 (44/119)	95.4	92.4	96.4	93.4 (19)	95.6	10.4	25.0	5.0	26.3	8.3
11 (37/120)	96.4	94.7	96.9	93.4 (17)	96.8	5.7	13.5	3.3	23.5	3.6
All	95.6	93.5	96.4	91.8	96.2	9.3	18.3	5.7	23.5	7.0
National										

2. Desired outcomes and how they will be measured		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP. This will be evidenced through written assessments in English and the final GCSE outcomes. FSW/NSN/DMA responsible. Section to be updated on a termly basis based on data analysis provided by MDA.	Years 7-10: All pupils eligible for PP achieving their progress targets in English. This will be evidenced using English written assessments (at least 3 per year). Year 11: The Progress 8 gap between disadvantaged students and others should be maintained in this academic year.
B.	High levels of progress in numeracy for all pupils eligible for PP. This will be evidenced through written assessments in Mathematics and the final GCSE outcomes. SHE/SSI responsible. Section to be updated on a termly basis based on data analysis by MDA.	Years 7-10: All pupils eligible for PP achieving their progress targets in Mathematics. This will be evidenced using Maths written assessments (at least 3 per year). Year 11: The Progress 8 gap between disadvantaged students and others should be maintained in this academic year.
C.	Increased attendance rates for pupils eligible for PP, and particularly for those pupils in receipt of Free School Meals. Attendance tracked on a fortnightly basis and discussed by DHT and HoS. Updated attendance will be shared at each of the half-termly DA Strategy meetings and at the Governors' Pupil Welfare and Community meetings.	Considerably narrow the gap between the attendance of PP and Non-PP pupils, and particularly between FSM and Non-FSM pupils. Reduce the rate of persistent absenteeism (PA) among pupils eligible for PP, and particularly FSM pupils.

3. Planned expenditure 2019/20					
a) Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,B	Work scrutiny and lesson drop ins to be regularly conducted for PP students. This is particularly important for students with predictions of poor outcomes.	Improved outcomes for disadvantaged students.	On Call system used to monitor all classes on a 2 week rolling programme with a focus on PP students.	DSU, ACA, SHE	January 2020
A,B	Curriculum Leaders' Meetings to be used to market PP strategies.	Improved outcomes for disadvantaged students. Curriculum Meetings will be used to share best practice. A reintroduction of pupils in focus meetings will form an important element of our DA strategy.	Timetabled line manager meetings to always include section on PP students and explicit actions CLs are taking to close gaps to be documented in each meeting.	SHE, ACA	From September 2019

A,B	Nominate Pupil Premium Champions.	Improved outcomes for disadvantaged students.	Each department is to nominate a PP champion who will represent PP students at each departmental meeting. PP champions will liaise with the PP team and share good practise amongst colleagues.	SHE AMB CBA and AHI AHO KMA ABA JPA ARO JBA JGL	From September 2019
A,B	To further develop the T&L programme initiated by external trainer, Andy Griffith, to ensure quality first teaching and improve subject leadership.	Improved teaching and learning across whole school which will have an impact on outcomes for disadvantaged pupils.	Pupils and staff will routinely feedback on outcomes of programme. Participants to also feedback to governors on completion of programme.	DSU JNO	Summer Term 2020 £10000 contribution

Total budgeted cost for a) Quality of teaching for all £10000

b) Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Extend provision of paired reading support through "Pick Up A Book" and strategic use of the Aquinas Centre.	IDL and Accelerated Reader software to be used to support the literacy of the disadvantaged students. Evidence from the EEF toolkit shows that use of digital technologies can have a moderate impact on learning.	FSW to ensure specific interventions are in place as soon as pupils enter school and throughout KS3. This strand is also designed to impact on catch up pupils.	FSW	End of HT2, 4 and 6. £4,000
B	Tutor appointed in Mathematics	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by Ken Phillips.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	SHE (CL Maths)	Each data cycle. £10,800
A, B	CLs Maths, Science and English AM registration support	Extra provision for targeted students improves GCSE outcomes.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	SHE (CL Maths) FSW (CL English) RHY (CL Science)	Summer 2020 £2,000
B	Purchase dedicated KS3 and KS4 numeracy software.	Maths Watch, Method Maths and My Maths all used to support the numeracy of the PP pupils. Evidence from the EEF toolkit shows that use of digital technologies can have a moderate impact on learning.	SHE and SSI to ensure specific interventions are in place as soon as pupils enter school and throughout KS3. This strand is designed to impact on catch up pupils.	SSI	End of HT2, 4 and 6. £3,500

A,B,C	All PP students in Year 11 to be assigned a mentor and given additional career guidance.	A pupil with a definite post 16 progression route will be more focussed and revise more thoroughly to achieve his/her goals.	Careers advice and experiences are carefully mapped and recorded for all PP pupils. We will look to provide additional advice to Y10, and Y9 PP students and TFA to check students are choosing appropriately aspirational progression routes. Students who do not have an aspirational route will receive an extra careers interview and be offered additional support.	JSU (Careers) and AMB (Mentoring) TFA (Options)	Mentors must meet mentees fortnightly. Jo Sumner to be employed for an additional day per week. £5,000
A,B	Easter and Spring Bank Revision sessions to be organised for PP students.	Evidence from previous years shows that pupil attendance at a study week has a marked impact on their engagement with revision and correlates well to positive GCSE outcomes.	Progress against target will be checked at the end of each revision week to ascertain progress made.	SHE, AMB	Easter and May of 2020 £2,500
A,B	Reduction in class sizes in Y11 in En, Ma, Sc and Re.	Evidence from the EEF toolkit shows that reduction in class sizes can have a significant impact on learning.	Performance of all students to be monitored throughout the academic year during LM meetings which will refer to latest data collections.	ACA, SHE	During LM meetings. £90,000 + £21485 on general staffing and retention.
	Music tuition for targeted pupils.	Instrumental performance is a critical aspect of the GCSE Music course and specialised, one to one tuition can transform outcomes.	ARO (CL for Music) will assess progress via continuous assessment and report as a part of LM process.	ARO, SHE	Summer 2020 £3,000
C	Provision of in school counselling and mentoring support.	To remove emotional barriers to success for targeted students.	The work of the counsellor will be overseen by the SWI (DHT). The mentoring programme will be overseen by AMB (HoUS)	SWI, AMB	Summer 2020 £6,000
C	Provision of additional Pastoral Support time.	To improve attendance and wellbeing of PP students which has an obvious strong positive correlation with outcomes.	SWI to hold weekly meeting with HoS to monitor attendance.	SWI, HoS	Summer 2020 £16,000
C	Aquinas Centre opened 3.15pm to 5.45pm for supervised revision on a Tuesday.	Pupils who attend will carry out revision which they would not engage with at home. Attendance will accrue PROM Points and hence rewards to support PROM attendance.	ACA and SHE to closely monitor attendance at Aquinas Twilight sessions and look at correlation between outcomes and attendance.	ACA	July 2020 30 weeks x 2.5hrs
C	Financial incentives to be offered to PP students in Years 9, 10 and 11	Pupils will be able to spend money on educational visits, the PROM, revision guides and any other items that will improve self-esteem and support student outcomes.	ACA to monitor PP attendance and awarding of incentives.	ACA, AMB, CBA	June 2020 £9000

Total budgeted cost of b) Targeted support					£151,800
c) Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,B,C	All PP students to be interviewed to discuss barriers to learning and to discuss outcomes.	Interviews to be arranged and an IEP for each FSM student to be organised in each subject area. This information will be shared with staff on a regular basis so that strategies can be considered to improve outcomes.	Questionnaire to be further developed by SHE CBA and AMB.	SHE, AMB, CBA	December 2019
A,B,C	Inputs on PP agenda on Inset1 and termly via T6 – sharing strategies to overcome barriers.	Improved outcomes for disadvantaged students. Raising awareness of PP issues amongst staff and to develop strategies to close gap between outcomes for PP students and NPP students.	SLT to oversee delivery and critique for future exposure	SHE	December 2019 £1,000
A,B,C	Categorise each PP student into the 4 subgroups of FSM,E6,Forces and CLA and ensure information is distributed via class charts.	Improved outcomes for PP students. Every member of staff in school needs to know who their PP students are and positively discriminate in their favour.	Case studies to be developed for pupils accessing provision beyond CACHS, and close links with external agencies such as the McKee to be maintained/improved.	SHE, CBA, AMB	Spring Term 2020 £1,000
Total budgeted cost of c) Other approaches					£2,000
Overall planned PP expenditure					£185,285

4. Monitoring and impact:	
Priority	Staff Lead
A. High levels of progress in literacy for pupils eligible for PP	FSW, NSN, DMA
<p>Update 1: January 2020 All KS3 pupils have access to AR and PUAB via fortnightly library lessons. Pupils are encouraged to read for pleasure as well as follow the broad range of texts on our curriculum. We extended our text choices and reading boxes, selecting some challenging yet engaging texts. These include: Stoker's 'Dracula'; Shelley's 'Frankenstein'; Dickens' 'Great Expectations'; Hill's 'The Woman In Black' and we have also purchased adapted versions of some of our texts to support our weaker pupils. Pupils who have low levels of Literacy have access to IDL and Bedrock. Our recent January Bedrock report states that the average percentage increase of our PP students is 20% improvement in vocabulary compared to non-PP which is 12% improvement.</p>	

DA and CU pupils receive extra support via small group guided reading sessions with our librarian.

Update 2: April 2020

Update 3: September 2020

B. High levels of progress in numeracy for pupils eligible for PP

SHE,SSI

Update 1: January 2020

Group	Non DA	DA	Gap
Year 10 Maths	0.00	-0.09	-0.09
Year 10 English	-0.38	-0.27	+0.11
Year 11 Maths	-0.57	-0.78	-0.21
Year 11 English	-0.37	-0.43	-0.06

It is evident from the above tables that gaps between DA students remain narrow for both English Language and Mathematics for years 10 and 11. There has been no whole school analysis of internal data for years 7, years 8 and year 9 at the present time.

Mathematics are concentrating on improvements in teaching and learning during this academic year. We are developing our schemes of work to include diagnostic questioning, SSDM style questions and the use of variation theory. Maths will move to a 3 year mastery SOW/ 2 year EDXCEL SOW from September 2020. We are very much focussed on the development of teaching understanding as opposed to the teaching of method. Every T6 session begins with a review of the pedagogy of delivering a difficult concept.

Update 1: January 2019

Year 11: All underachieving DA students are supported in AM registration, or through tuition. Disadvantaged students outperformed non-disadvantaged students in the December mock in VA terms by 0.16 grades. We project a VA score of -0.45 (non DA VA = -0.44), a significant improvement on last year (-1.23).

Years 7 to 10: We are focussing on improving performance by improving our curriculum and the quality of teaching and learning. An extensive programme of CPD is ongoing to support this. In-class interventions are logged for each catch-up student and their effectiveness is monitored.

Catch up VA:
Year 7: +0.32
Year 8: +0.61
Year 9: -0.20

Update 2: April 2020

Update 3: September 2020

C. Improved attendance rates for pupils eligible for PP

ACA, SWI, SHE

Update 1: January 2020

HT 1-2 2019/20	% Attendance				% PA			
	All	Dis-Adv	Non-DA	Gap	All	Dis-Adv	Non-DA	Gap
Y7 (166)	93.9	90.4	95.6	-5.2	16.3	29.1	9.9	-19.2
Y8 (169)	92.3	87.7	94.6	-6.9	18.9	35.7	10.6	-25.1
Y9 (159)	93.3	92.2	93.7	-1.5	18.2	21.7	16.8	-4.9
Y10 (166)	93.4	90.2	94.5	-4.3	17.5	26.1	14.2	-11.9
Y11 (153)	95.2	93.2	95.9	-2.7	12.4	25.6	7.9	-17.7
School (813)	93.6 (95.6)	90.5 (93.7)	94.9 (96.3)	-4.4 (-2.6)	16.7 (9.5)	28.1 (18.1)	11.9 (6.3)	-16.2 (-11.8)

These figures reflect the most significant bout of sickness that the school has suffered in several years, with whole school attendance on one day during HT2 falling to 84%. Other schools in the district, both primary and secondary, report similar, and in some cases worse levels of attendance. The sickness bug would appear to have impacted on disadvantaged pupils disproportionately, but this may also be a reflection of the relative struggle that this group of pupils has in terms of regularly attending school. Whilst such levels of attendance will have an impact on learning, they are not representative of levels of attendance over time which have been consistently better than national. The pastoral team, which has been strengthened this year, are working hard to catch-up on last year's very good figures.

Update: 2 April 2020

Update: 3 September 2020

5. Ongoing developments from PP Strategy 2018-2019: T&L and Literacy developments

Update 1: January 2020

New drop in schedule underway from the start of term 2- SLT visit all staff over a two week period. Information shared at SLT meetings and via oneDrive and noted issues are followed up again for the next drop in. Curriculum leader work scrutiny compliance check completed over term 1 which included sample of DA students. Results: Evidence of pupils not responding to feedback (21.9%) – English (3), Drama (1), MFL (1), Art (1) and Photography (1) Student tracker data not completed (32.3%) - Year 10 targets had not been available at the time. Peer/self-assessment (21.2%) – Drama (1), Music (1), PE (1), RE (1) and English (1) Literacy codes not used (29%)- English (2), RE (2), Music (1), Drama (1) and PE (2). Written feedback every six lessons not met (6.1%)- English (1) and BTEC Sport (1). Curriculum leader addresses these areas of development with members of their department.

Lesson observations show 94% of lesson judged to meeting the expected standard during term 1. Of those lessons judged 'requiring development', initially Curriculum Leaders and SLT Line Manager provide support for these staff. Three main areas identified of Behaviour (TS7) for RE (1); Lesson planning and delivery (TS4 & TS5) in PE (1); and subject and curriculum knowledge (TS3) in Science (1).

DMA (lead teacher for literacy) has completed a review of the work undertaken by departments on literacy so far. She has highlighted the following three key areas as being necessary to her work moving forward this year:

1. Produce resources to help staff on the etymology of words
2. Ensure reading ages to be shared across all departments
3. Refresh teachers understanding of effective ways of teaching academic words

Update: 2 April 2020

Update: 3 September 2020