



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2018-2019

### What is Pupil Premium?

The pupil premium 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.

### Why is this Important?

The educational performance of pupils from disadvantaged backgrounds is much lower than their peers. Pupils of all abilities are affected. A report published by the Sutton Trust estimates that around 7,000 pupils each year who were in the top ten per cent at age 11 fail to achieve in the top 25 per cent at GCSE: boys and pupils eligible for the pupil premium are most likely to be in this 'missing talent' group.

### Who is entitled to pupil premium funding?

Allocation	2018/19 Expected Funding		
<b>Ever 6 Free School Meals (FSM)</b> The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.	372	@ £935	£347820
<b>Children adopted from care or who have left care</b> The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local 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	12	@ £1,900	£22800
<b>Ever 6 service child</b> For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 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 2018 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.	3	@ £300	£900
<b>Total</b>			£371,520



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### How many disadvantaged pupils do we have at Cardinal Heenan Catholic High in 2018-19?

Year	Cohort			High Prior Attainers				Mid Prior Attainers				Low Prior Attainers			
	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	243	99	40.74	53	21.81	13	24.53	170	69.96	73	42.94	18	7.41	11	61.11
8	238	93	39.07	38	15.97	8	21.05	168	70.59	66	39.29	29	12.18	16	55.17
9	241	91	37.76	23	9.54	5	21.74	183	75.93	72	39.34	31	12.86	11	35.48
10	218	79	36.24	111	50.92	34	30.63	88	40.37	38	43.18	17	7.80	7	41.18
11	234	89	38.03	85	36.32	29	35.12	122	52.14	45	36.89	23	9.83	12	52.17

### Our Pupil Premium Strategy

Here at Cardinal Heenan, all pupils are believed to be gifts from God, who come with their own unique, talents and needs. Pupils are valued, respected and entitled to develop to their full potential, irrespective of background. All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their academic, aspirational and essential needs.

Teaching and learning is very much at the core of our strategy, with the intention of ensuring that disadvantaged students receive quality teaching and that these pupils are at the forefront of teachers' minds.

Our strategy involves:

- Use of data, transition information and learning conversations with parents and pupils to identify learning barriers early on
- Use of data to target underperforming pupils and intervening in a variety of ways
- Evaluating the impact of strategies to inform annual strategic planning

This strategy is underpinned by a positive, motivational relationship driven approach. We value each child and want to encourage them to engage fully in school life. This is particularly important for vulnerable students, but has benefits for all students



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### Allocation, Spend and Impact Expected Funding

1. Summary information					
Total number of pupils	1174	Number of pupils eligible for PP	451	Review Date	December 2018
2. Data					
	2017 results (in school gap/national other gap)		2018 results (in school gap/national other gap)		
School P8	-0.54		-0.28		
School P8 (Pupil Premium)	-0.87 (-0.51 / -0.97)		-0.59 (-0.49 / -0.69)		
School A8	43.55		43.67		
School A8 (Pupil Premium)	38.46 (-7.56 / -11.54)		39.34 (-6.87 / -10.66)		
Maths 4+	71.6		65.9		
Maths 4+ (Pupil Premium)	60.3 (-16.8 / -15.7)		57.0 (-14.1 / -19 )		
English 4+	76.9		75.7		
English 4+ (Pupil Premium)	66.2 (-15.9 / )		69.6 (-9.7 / )		
Maths 5+	40.4		37.9		
Maths 5+ (Pupil Premium)	30.9 (-14.1 / -25.1)		27.8 (-15.9 / 28.2)		
English 5+	56.3		53.7		
English 5+ (Pupil Premium)	42.6 (-20.3 / )		45.6 (-12.9 / )		
Combined English and Maths 4+	64.9		61.7		
Combined English and Maths 4+ (Pupil Premium)	52.9 (-17.8 / -18.1)		53.2 (-13.5 / -17.8)		



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### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

**A.** There is variability in the quality of teaching and learning between subjects and within subjects. As a result high ability disadvantaged pupils (identified from KS2 scores) are historically making less progress at KS4 compared to other non-disadvantaged high ability learners.

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

**B.** 1. Reduce overall school absence (Annual 2017/18 6.4%) to an aspirational 3% with a specific focus on disadvantaged students (Annual 2017/18 9%).  
 2. Further reduce the percentage of disadvantaged students who are persistently absent and bring closer in line with the national average (Annual 2017/18 All - 16.2% / PP 27.9%).  
 \*(2017/18 annual - All 93.6%, PP 91%, NPP 95.3% (NAv 2016/17 All 94.6%, NAv PP 91.5%) and PA: 2017/18 annual – All 16.2%, PP 27.6%, NPP 8.7% (NAv 2016/17 All 13.5%, NAv PP 26.2%).

Desired outcomes	How will this be measured?	Success criteria
<b>A.</b> Disadvantaged students to achieve in line with other students of the same starting point in English and Maths.	Analysis of data following each assessment and through the QA T&L process	Diminish the difference between PP and non-PP (in school current gap is -0.33 (0.36 previous year), national all gap 0.61 (0.87 previous year). Learning walks and book scrutinies will show appropriate challenge in lessons. Pupil work will show resilience, pride etc.
<b>B.</b> Reduce % absence rates and reduce % PA for disadvantaged students so that both are broadly in line with the national average.	Termly tracking of % absence rates looking at whole school / year groups. Termly predictions using PA threshold of 10% absence.	Reduce % absence, reduce % PA for disadvantaged, close the gap between ALL and disadvantaged for % absence and % PA. Half termly reviews will show an improvement in statistical data for whole school / each year group.





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<b>Attendance</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice? Links to EEF Teacher Toolkit (Appendix 1)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduce absence and improve achievement	<ul style="list-style-type: none"> <li>• Progress leader and inclusion officer</li> <li>• Parent shopping vouchers</li> </ul>	<p>EEF – 30 DfE Report (February 2015), Charlie Taylor report for the DfE (2010)</p> <p>Some students need 1-1 support for various issues to support key transition points. To provide daily support for students in need. To focus on a targeted group identified by progress/attendance data</p>	<ul style="list-style-type: none"> <li>• Data tracking of specific cohorts to show improved progress or reduced absence.</li> <li>• Student voice/questionnaires.</li> <li>• Develop parental links to improve parental engagement.</li> <li>• Daily attendance calls for all absent in each year.</li> <li>• Weekly briefing with HOYs and fortnightly meeting with Pastoral staff re progress of attendance.</li> </ul>	JH	<p>Weekly informal</p> <p>Half termly for attendance.</p> <p>Assessment points for progress.</p>
<b>Total budgeted cost</b>					



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Targeted support					
<p>Improve the progress and aspirations of HPA/PP pupils through the ASPIRE programme</p>	<p><b>KS3 ASPIRE</b></p> <ul style="list-style-type: none"> <li>• Excellence in reading</li> <li>• Heenan Promise - Trips and visits</li> <li>• Increased parental engagement</li> <li>• PP champion</li> </ul> <p><b>Y11 ASPIRE</b></p> <p>Creation of the ASPIRE group (34 pupils)</p> <ul style="list-style-type: none"> <li>• Weekly Big picture sessions for English, maths and science</li> <li>• Curriculum and cultural trips and visits</li> <li>• Increased parental engagement</li> <li>• PP Champion</li> <li>• Attendance support (PS)</li> </ul>	<p>EEF – 2, 20, 29</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006)</p>	<ul style="list-style-type: none"> <li>• Monitoring of attendance</li> <li>• Regular parental contact</li> <li>• Monitoring of impact in English, maths and science lesson</li> <li>• Pupil voice</li> <li>• Learning conversations</li> <li>• Round Robins</li> <li>• Book Scrutiny</li> <li>• Learning walks</li> </ul>	<p>KL/CP</p>	<p>After each assessment</p>
<p>Progress of HPA/PP pupils to improve in English and Maths</p>	<ul style="list-style-type: none"> <li>• Creation of 11 set 1Wb and 1Eb in both English and Maths with the aim of pupils improving outcomes for HPA/PP</li> <li>• Intervention with Mr Taylor (KS3 and KS4)</li> <li>• Numeracy TA (KS3 and KS4)</li> <li>• Mastery learning in maths (KS3 and KS4)</li> </ul>	<p>EEF – 9, 26</p>	<ul style="list-style-type: none"> <li>• Monitoring/tracking of data</li> <li>• DPAM</li> <li>• Learning Walks</li> <li>• Book Scrutiny</li> <li>• Pupil Voice</li> </ul>	<p>RO/CW</p>	<p>Termly</p>
<p>Improved progress for LPA/SEND disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Reduction in class size due to increased number of teaching staff (KS3 and KS4)</li> <li>• Use of Teaching Assistants</li> </ul>	<p>EEF – 9, 26, 33</p>	<ul style="list-style-type: none"> <li>• Through a <b>strategic targeting of classes/cohorts</b> identified via data as needing increased time and support.</li> </ul>	<p>KS</p>	<p>Termly – after each assessment point and following each teaching and learning</p>



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Motivate/refresh Year 11 students in the lead up to their final external exams.	HumanUtopia (Workshop – Y11 The Final Push – 20th October 2018)	EEF – 16, 30 Many Year 11 students when the finish line is in sight, just need a new, fresh impetus of encouragement.	<ul style="list-style-type: none"> <li>Ensure an <b>appropriate date</b> and advertise these well in advance of the fact.</li> <li><b>Clear communication</b></li> <li><b>Pupils self-assessment and evaluation</b></li> <li><b>Data analysis</b></li> </ul>	KL	30 <sup>th</sup> October 2018 Following the event through pupil voice and following results day.
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### Planned expenditure

### 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?
Invest in pupils' cultural capital to increase social mobility and increase engagement and motivation with school through the arts and extracurricular activities	<ul style="list-style-type: none"> <li>Pupil questionnaire</li> <li>Peripatetic music lessons/choir</li> <li>Trips and visits</li> <li>Monitoring and tracking of pupil participation</li> </ul>	EEF – 1 Overall, the impact of arts participation on academic learning appears to be positive. Research shows that improved outcomes have been identified in English, mathematics and science learning.  2016-2017 saw a rise in the number of disadvantaged pupils attending these clubs and further monitoring and tracking will improve this further.	<ul style="list-style-type: none"> <li><b>Early identification</b> of talent or interest in PP cohort through leadership meeting with parents, during music lesson, profiling).</li> <li>Early <b>communication with parents</b> re same.</li> <li><b>Pupil Premium Bidding Form</b> process</li> <li><b>Formalised programme</b> of peripatetic music support.</li> <li><b>Monitoring/tracking of attendance.</b></li> <li>Pupils entered for <b>external music exams.</b></li> </ul>	SN/EH	Half termly
			<ul style="list-style-type: none"> <li>Use of <b>Evolve</b> to plan trips with educational and cultural benefit.</li> <li><b>Pupil Premium Bidding Form</b> process</li> </ul>	HOD	Half termly
<b>Total budgeted cost</b>					<b>16373</b>





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Other approaches to support the strategy as a whole					
<p>ESSENTIAL NEEDS</p> <p>Right to an education, health and wellbeing, improve social and emotional learning</p>	<ul style="list-style-type: none"> <li>Free breakfast club</li> <li>Uniform</li> <li>Books and equipment</li> <li>Transport</li> <li>Hardship fund</li> <li>School based councillor</li> <li>Parental engagement</li> <li>Transition</li> <li>Operation Christmas</li> </ul>	<p>EEF – 8, 27</p>	<ul style="list-style-type: none"> <li>Numbers accessing free breakfast is reviewed regularly.</li> <li>Pro-active parental contact with parents.</li> <li>Tracking by HOY</li> </ul>	<p>JS</p>	<p>Half termly</p>
<p>Alternative curricula provision</p>	<ul style="list-style-type: none"> <li>Everton Free School</li> <li>JMH</li> <li>ACE</li> <li>New Horizons</li> <li>CLC</li> </ul>	<p>EEF – 3</p> <p>EEF – 30</p> <p>Aimed at pupils for whom the school environment is unlikely to lead to achieving success: non/poor attendance at school, pupils with low self-esteem, school refusers, medical issues</p>	<p>This to be a mixture of short and long term provision. Initial meeting establishing expectations and to clarify procedures. Regular contact with link person at source of provision. Daily contact re attendance. Progress updates termly reviewed. Attendance at AP review meeting. Contact remains between school and parents e.g. Home visits. Regular visits at AP. Ongoing input into EHAT's/safeguarding meetings.</p>	<p>JS</p>	<p>Progress reviewed termly.</p> <p>Placement reviewed at annual review meeting</p>
<b>Total budgeted cost</b>					<b>£170183</b>