

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Cardinal Heenan Catholic High School				
Academic Year	2017-18	Total PP budget	391,298	Date of most recent PP Review	Oct 2017
Total number of pupils	1184	Number of pupils eligible for PP	446	Date for next internal review of this strategy	Jan 2018
2. Current attainment					
	Pupils eligible for PP at CH	All Pupils at CH	Pupils not eligible for PP (national average)	All pupils (national average)	
% achieving 5 A*-C inc English/Maths	49.3	61.5			
% achieving 4+ in English/Maths	65.2 / 59.4	76.9 / 71.6		74.8 / 68.9	
% achieving 5+ in English/Maths	42.0 / 30.4	56.3 / 40.4		59.9 / 48.3	
% achieving 5+ / 4+ in English and Maths combined	23.2 / 52.2	35.1 / 64.9		39.1 / 58.5	
Progress 8 score average	-0.84 (Provisional)	-0.51 (Provisional)		0	
Attainment 8 score average	37.93	43.56		44.2	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	High attaining disadvantaged pupils are making less progress compared to national 'other' pupils in some subject areas due to lack of high expectations and challenge.				
B.	High attaining disadvantages pupils are making less progress compared to 'other' pupils as they do not always have high expectations of themselves in terms of self esteem and future pathways.				

C.	Although significant progress is being made, literacy levels for some pupils eligible for PP are lower than for non-disadvantaged pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance – to further secure % attendance and reduce % PA of disadvantaged cohort	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improvement in progress for previously high attaining pupils and SEND at the end of KS4.	Results show an increased performance for high attaining and SEND disadvantaged pupils
B.	Outcomes for pupils – improvement in attainment in MFL, Geography and Drama.	Results show an increased performance in all these areas for disadvantaged pupils.
C.	Teaching & Learning – pupils will be able to take responsibility for their own revision and preparation for assessments and external exams.	Amount of independent revision will increase and pupils will be better prepared for assessments and external exams.
D.	Attendance – further increased % attendance and reduced % PA of disadvantaged cohort	Less persistent absenteeism, increased attendance percentage.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?
Increase amount of time for individual support and feedback	Reduction in class size due to increased number of teaching staff	EEF –Reduction in class sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Through a strategic targeting of classes/cohorts identified via data as needing increased time and support. Through a regular programme of lesson observations and learning walks and during subject and key stage reviews to ascertain quality of teaching and feedback. Through review of termly assessment data to assess evidence of impact on progress.	KS (Headteacher) Leadership team and subject leaders	Termly – after each assessment point and following each lesson observation cycle/Key Stage review.

<p>Improve reasoning and problem solving skills in maths</p>	<p>Mastery Learning</p>	<p>EEF – Mastery Learning (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Evidence from student voice re greater confidence in and understanding of key concepts due to mastery learning.</p>	<p>White Rose SOW and assessments, collaborative planning, shared lesson plans and resources, book monitoring, lesson observations and learning walks.</p>	<p>SW (KS3 Coordinator)</p>	<p>After each assessment and through student voice</p>
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<p>To improve numeracy provision across the school</p>	<p>Numeracy co-ordinators to raise the profile of numeracy and ensuring its addressing across the curriculum</p>	<p>Research shows that mathematical skills can be consolidated and enhanced when pupils have opportunities to apply and develop them across the curriculum.</p>	<p>Provide a numeracy booklet for each member of staff and parents detailing the four core areas of numeracy. Followed up with regular feedback from departments as to their implementation through meetings with the departmental Numeracy coordinators. Regular Liverpool Counts days and fundraising number day. Numeracy days are used to promote the love of mathematics and basic numeracy. Weekly contribution to T&L newsletter to share strategies and updates. Work towards achieving the Liverpool Counts numeracy kite mark by November 2017 to QA effectiveness of progress.</p>	<p>AMc & LT (Numeracy coordinators) Departmental Leadership Coordinators</p>	<p>Termly monitoring of provision by numeracy co-ordinators. Termly programme of learning walks, book scrutiny and pupil voice. External validation November 2017. [NB: 7th November the school achieved Silver in the Liverpool Counts Quality Mark]</p>
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<p>To improve literacy provision across the school</p>	<p>Literacy co-ordinator to raise the profile of literacy and ensuring its addressing across the curriculum</p>	<p>EEF research states that children benefit from being taught in a rich literacy environment, which should involve a range of strategies. Ofsted findings also state that 'improving standards of literacy... is instrumental in helping children in every subject (and raising achievement across them).'</p>	<p>Provide a literacy booklet for each member of staff and parents detailing the four core areas of numeracy. Followed up with regular feedback from departments as to their implementation through meetings with the departmental Literacy coordinators. Regular 'DEAR' days. Weekly contribution to T&L newsletter to share strategies and updates. The promotion of reading through displays and equipping of designated subject areas with suitable texts. Whole school focus on marking for literacy. Collaboration between English/Literacy leaders and SEN department in identifying cohorts from Y7 for intervention. QLA response strands. Work towards achieving the Gold. QA effectiveness of progress.</p>	<p>SG – Literacy coordinator and LF (Leadership Link) Departmental Leadership Coordinators</p>	<p>Termly monitoring of provision by numeracy co-ordinators. Termly programme of learning walks, book scrutiny and pupil voice. External validation</p>
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<p>Teacher will use seating plans to support differentiation and target underperforming PP students</p>	<p>Use of ClassCharts which is a software that enables effective seating planning and leads to easy to use behaviour management.</p>	<p>Sutton Trust Toolkit - Behaviour Interventions (+4), Research on effective seating plans - Evidence is that this leads to teachers having a raised awareness of pupils needs. There is also evidence that the use of this leads to greater parental involvement.</p>	<p>Regular monitoring to ensure that teachers use the seating plan tool to ensure that PP pupils are positioned appropriately; that they are using rewards and sanctions to track progress and behaviour as well as keeping up to date information regarding parental meeting and student issues.</p>	<p>JS – Deputy Headteacher (Pastoral) and Subject Leaders</p>	<p>ClassCharts data is reviewed half termly and supported by a programme of learning walks</p>
<p>More effective use of data when planning lessons. Teacher will analyse the progress of each student and identify gaps with PP.</p>	<p>Use of Sisra Analytics which provides teaching and administrative staff with real-time access to detailed performance data – data that will help to identify underperformance and generate school improvement.</p>	<p>Sutton Trust Toolkit – Individualised instruction (+3) Research shows that data analysis is crucial to effective planning in ensuring the needs of all pupils are met. This software allows teachers to be able to analyse trends and cohorts to ensure that all pupils that they teach make or exceed expected progress. Data will inform planning and whole school intervention more effectively.</p>	<p>Regular monitoring to ensure that teachers are using data to inform planning and differentiation which will inform lesson observations. Leadership team to analyse data to monitor progress of year groups and identified cohorts such as PP, HAPs, MAPs and LAPs. Headteacher will formally meet subject leaders and key staff in DPAM meetings in which data analysis is a central plank. Data will be used to underpin judgements and priorities for action in annual READY.</p>	<p>KS (Headteacher) AE – Deputy Headteacher (Curriculum and Data) Middle leaders (Subject Leaders and Heads of Year)</p>	<p>Data will be analysed after each assessment by teaching staff. READY and action plan are reviewed and updated regularly during departmental meetings and formally twice yearly with the Headteacher. DPAM meetings are held after each assessment</p>
Total budgeted cost					£80427

ii. 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?
Pupils to become more self-confident and motivated in class and to improve attitude towards numeracy	1-2-1/Small group Maths intervention	EEF – Small group tutorials (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review) To reduce the number of pupils requiring support	Regular monitoring and written reports from the intervention teacher. Analysis of assessment data to assess impact. Learning walks be used to evaluate the quality of teaching and learning.	RO – (Assistant Headteacher - Maths)	After each assessment and QA reviews
Pupils to become more self-confident and motivated in class and to improve attitude towards literacy	Literacy intervention	EEF – Small group tutorials (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review) To reduce the number of pupils requiring support	Regular monitoring and written reports from the intervention teacher. Analysis of assessment data to assess impact. Learning walks be used to evaluate the quality of teaching and learning.	LF (Assistant Headteacher - English) CE (Head of English) LY (SENCO) SG (Literacy Coordinator)	After each assessment and QA reviews

<p>To improve the revision techniques of PP pupils with specific reference to maths</p>	<p>Colomendy Revision weekend Boost self-esteem through team building activities whilst also developing pupils' revision techniques and subject knowledge by giving them a positive learning experience.</p>	<p>EEF – Outdoor Adventure Learning (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Meta Cognition and self-regulation (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>The target group are carefully chosen using internal assessment data, HOY and communication with parents. Each year questionnaires are completed and analysis of results to ensure it is fit for purpose.</p>	<p>RO – Assistant Headteacher (Maths)</p>	<p>At the end of the session and following exam analysis in the Autumn term.</p>
<p>To ensure the needs of all PP pupils with specific needs are being met</p>	<p>Teaching assistants - To provide extra support for students in need for varying reasons. To improve behaviour of identified students and in turn improve achievement. To improve basic literacy and numeracy levels</p>	<p>EEF – Teaching Assistants (rated as +1 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p>	<p>Feedback from student, parents and teachers. Improved assessment data at key points. Monitoring of Class Charts to ascertain effectiveness of provision re behaviour and attendance</p>	<p>LF (Assistant Headteacher) LY (SENCO)</p>	<p>Daily meetings with TA and SENCO. Class Charts tracking. Half termly evaluation with pastoral staff. Review of pupil progress post assessment. Formal learning walks with specific focus on effective employment of teaching assistant.</p>

<p>Increase the number of disadvantaged pupils applying to the United Kingdom's most selective Universities.</p>	<p>G&T (Brilliant Club)</p> <p>The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.</p>	<p>In the UK today, there is an entrenched link between pupils' background and their access to higher education. The UCAS Multiple Equality Measure shows that 1 in 4 of the most advantaged quintile of English 18 year olds enter highly-selective universities compared to only 1 in 50 pupils from the most disadvantaged quintile.</p>	<p>Effective targeting of pupils for the cohort. Parental contact re importance of attendance. Stringent monitoring of attendance so to ensure the completion of course. Formal graduation on completion of the course. Analysis of final outcomes on completion of course.</p>	<p>KL (Assistant Headteacher - T&L) Head of Y10 and progress leader</p>	<p>Following each cycle. Pupil Voice and evaluation. Data analysis of results and how many graduated. Long term monitoring of destinations post sixth form.</p>
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<p>Increase the number of pupils reading for pleasure</p>	<p>Excellence in reading group</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> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p>	<p>Reading challenge group led by 2 senior staff Pupils will be targeted based on KS2 (HAP) score in the first instance. Books will be chosen by CP along with AHT English and Literacy co-ordinator to ensure a text of suitable challenge is chosen. This will take place in the conference room, away from the classroom.</p>	<p>KL,CP and previous Head</p>	<p>This initiative will be quality assurance through learning walks, pupil voice and pupils self-evaluation.</p>
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<p>Refresh Year 11 students in the lead up to their final external exams.</p>	<p>Humanutopia (Workshop – Y11 The Final Push)</p>	<p>EEF – Social and Emotional Learning (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review). EEF – Meta Cognition and self-regulation(rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Ensure an appropriate date and cohort are chosen and advertise these well in advance of the fact. Clear communication with provider.</p>	<p>KL (Assistant Headteacher - T&L) Head of Y11 and progress leader</p>	<p>Following the event through pupil voice.</p>
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To ensure pupils are fully prepared for external maths exams (GCSE)	Maths revision evenings and weekends (Pizza Evening)	EEF – Meta Cognition and self-regulation (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Mastery Learning (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Extra revision days made available to ensure students are revising correctly.	The revision time is generously staffed with maths teachers and sessions are planned collaboratively. Particular targeting of PP pupils so as to ensure attendance.	RO (Assistant Headteacher-Maths) OL (KS4 Co-ordinator - maths)	At the end of the sessions and following exam analysis in the Autumn term.
To ensure pupils are fully prepared for all external exams (GCSE)	Revision evenings, half term, Easter and weekends	EEF – Meta Cognition and self-regulation(rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Extra revision days made available to ensure students are revising correctly.	The revision time is staffed appropriately and sessions are planned collaboratively. Particular targeting of PP pupils so as to ensure attendance.	Subject Leaders	At the end of the sessions and following exam analysis in the Autumn term.

<p>Pupils to become more focused on their future goals and believe that they are capable of achieving them. With goals insight and increased self-confidence pupils will develop the skills and knowledge needed to succeed and to set goals, and monitor and evaluate their own academic development.</p>	<p>PP Champion mentoring programme through which staff will mentor a PP pupil. <i>'Every child needs a champion' –Rita Pierson</i></p>	<p>EEF – Mentoring (rated as +1 in Sutton Trust/EEF Teaching and Learning Toolkit research review). Although +1 on the toolkit, there is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.</p> <p>EEF – Meta-Cognition and Self-Regulation (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review). Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.</p>	<p>Mentor training will be provided. The cohort will be carefully selected in collaboration with KS Coordinators and Heads of Year.</p>	<p>KL (Assistant Headteacher - T&L/PP)</p>	<p>Half termly during pastoral meeting and Heads of Year meetings and following each internal summative assessment.</p>
Total budgeted cost					116076
iii. 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?
Improved engagement and motivation with	Peripatetic music lessons	EEF – Arts Participation (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research	Early identification of talent or interest in PP cohort. Early communication with parents re	SL (Head of Music)	Half termly

school through the arts.		review). 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.	same. Formalised programme of peripatetic music support. Timetables and registers, reviews with staff, pupils go through external exams.		
Improved engagement and motivation with school through the arts.	Trips and visits to Art galleries and Theatres	EEF – Arts Participation (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review). 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.	Use of Evolve to plan trips with educational and cultural benefit.	Heads of subject	Half termly
Improved concentration, health and well being	Free breakfast club	EEF – Extending the School Day (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review). Students who have a healthy morning meal are twice as likely to achieve above-average test results than those who do not have breakfast (The Key - November 2015) Research shows that eating breakfast can improve cognitive performance, test scores and	Numbers accessing free breakfast is reviewed regularly. Pro-active parental contact with parents.	Catering Manager	Half termly

		<p>achievement scores in students, especially in younger children. According to a study published in the journal "Archives of Paediatrics and Adolescent Medicine," students who increased their participation in school breakfast programs had significantly higher math scores than students who skipped or rarely ate breakfast.</p>			
<p>Improve parental engagement</p>	<p>Increase the number of parents who attend both parents evening and review day.</p>	<p>EEF – Parental Involvement (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review). As a school we believe that parental engagement is paramount to improving outcomes and research would say that with parental support pupils will achieve. The school's objective is to engage the disengaged and make them feel welcome.</p>	<p>PMR target for admin team and reviewed by office manager and leadership links.</p>	<p>NK/SN/EH (Assistant Headteachers - Key Stage Coordinators)</p>	<p>Following each parents' evening and review day</p>

<p>Improve attendance and achievement</p>	<p>Progress leader and inclusion officer</p>	<p>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>	<p>Data tracking of specific cohorts to show improved progress or attendance. Student voice/Questionnaires. Develop parental links to improve parental engagement. Daily attendance calls for all absent in each year. Weekly briefing with HOYs and fortnightly meeting with Pastoral staff re progress of attendance.</p>	<p>JS (Deputy Headteacher – Pastoral)</p>	<p>Half termly for attendance. Assessment points for progress.</p>
<p>Educate the whole child and improve aspirations</p>	<p>Educational trips and visits</p>	<p>EEF – Outdoor Adventure Learning (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review). EEF – Art and Sports Participation (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review). Educational visits with a clear purpose are an essential part of a broad and balanced curriculum. Taking part in educational visits supports the education of the whole child. They are an opportunity to extend students' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved</p>	<p>Use of Evolve to plan trips. Expectation of staff to justify outing and expenditure to ensure educational value.</p>	<p>CK (Deputy Teacher teacher T&L) AMV (Progress Leader)</p>	<p>Ongoing</p>

		academic performance, a lifetime interest, talent or in some cases professional fulfilment.			
Alternative provision	-Everton Free School -JMH -ACE -New Horizons -CLC	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	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.	JS (Deputy Headteacher - Pastoral) CKM (Inclusion Officer)	Progress reviewed termly. -Placement reviewed at annual review meeting
Raise pupil aspirations	Work related learning/Careers	The EEF toolkit states that aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	Work related learning will be delivered in PSHE which will be monitored through learning walks and checking of folders.	PP (HOY) MO (Head of RE/PSHE) BKI (Work Related Learning Coordinator)	Reviewed termly

<p>Improve social and emotional learning</p>	<p>School based councillor</p>	<p>EEF – Social and Emotional Learning (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review). Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. To provide extra support for students in need for varying reasons with the intention:</p> <ul style="list-style-type: none"> • To improve behaviour of identified students and in turn improve achievement. • To improve mental health of identified students and in turn improve achievement • To build confidence and support transition • To improve attendance and resilience of identified students 	<p>Timely targeting and intervention for pupils in need of support. Feedback from counsellor re:</p> <ul style="list-style-type: none"> • Student progresses away from counselling • Improved behaviour seen via Class Charts • Improved monitoring – behaviour and achievement 	<p>JS (Deputy Headteacher-Pastoral)</p>	<p>Fortnightly meetings with Deputy/counsellor/Pastoral staff.</p>
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Improve ease of transition from primary from primary to secondary phase of education	Summer School (With a particular focus on PP Pupils)	EEF – Summer School (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review). The Department for Education (DfE) requires primary schools to aim at producing pupils who are “secondary ready” academically but also emotionally and in terms of resilience. We find the summer school is of significant benefit here for those who are not thus identified.	Planned by EH (Assistant Headteacher) KS3 coordinator and sessions are delivered by school staff. The day has a very similar structure to the school day.	EH (KS2-KS3 transition coordinator)	Autumn Term
Improve ease of transition from primary from primary to secondary phase of education	Summer Transition Activities	EEF – Summer School (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review).	Run by the Safer Schools Police Officer.	EH/PC Phil McKeown	Autumn Term
Uniform	Provide uniform, shoes, bags and PE kits to pupils so they are in full school uniform like their peers.	As an inclusive school it is important that everybody feels part of the community.	Inclusion office, pastoral team following the school process. Central record kept.	HOY CMK (Inclusion officer) CG (HOY)	On going
Transport	Provide appropriate transport for PP pupils on	If pupils are not in they can't learn which will have a negative impact on their outcomes.	Inclusion office, admin team and progress leaders following the school process.	JS (Deputy Headteacher – Pastoral) CG (HOY)	On going

	alternative provision or at risk on low attendance.		Central record kept.		
Books and equipment	Ensure pupils are fully equipped with laptops, revision material and stationary needed to succeed.	Pupil will be fully prepared for learning.	Form teacher, Heads of Year and teaching and learning team will monitor and track.	Leadership team CG (HOY)	Ongoing
Hardship Fund	To identify and support vulnerable families in times of need.	Families are supported and pupils are able to attend school.	Monitored by pastoral team	JS (Deputy Headteacher – Pastoral)	Ongoing
Total budgeted cost					£194795

6. Review of expenditure			
Previous Academic Year		2016-2017	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Increase amount of individual support and feedback	Reduction in class size due to increased number of staff.	Although there is evidence of some impact with regards to middle ability students making improvements in KS4, there is less evidence of impact in KS3.	SEN coordinator to further support learning at KS3 by teaching small groups and leading CPD across the school. KS3 coordinator to investigate lines of enquiring after each assessment.
Improvement in reasoning and problem solving skills in maths	Mastery Learning	Pupils are able to use pictorial strategies to solve problems. All pupils are stretched and there is consistency in teaching. Opportunities for discussion and problem solving increased.	SOW/lessons are continually being updated and improved. Formative assessments are being adapted to include more problem solving.
To improve numeracy across the school	Numeracy co-ordinator	Booklets provided for all staff on methods of teaching mathematics. Parents in the canteen were particularly keen to help their children. Negative attitude to mathematics is starting to change. All staff participated in testing their numeracy and received certificates.	Numeracy days will continue and finance is now included in PSHCE. The school will continue to go for a silver award in November 2017.
To ensure pupils are fully prepared for external maths examination (GCSE)	Maths revision evenings and weekends (Pizza Evening)	73% of pupils achieved 4+, above national average and the GAP between PP and NPP closed by 5.9%. Revision plan given to parents and pupils on parents' evening. Easter revision – 84% of 92 pupils who attended achieved a 4 or above.	Revision materials will be given in November at revision evening. In class revision will start in February. Easter revision and half term revision will continue next year. Additional staff returning from maternity will extract year 11 groups to enhance learning.

<p>To improve literacy across the school</p>	<p>Literacy co-ordinator.</p>	<p>Raised profile of literacy and reading across the school as a whole. Collaboration between English/Literacy leaders and SEN department in identifying cohorts from Y7 for intervention- joined up approach developed, along with the use of and sharing of data. Resources developed for use across whole school: Reading Across the Curriculum booklets; DEAR day resources.</p>	<p>Continued collaboration between English/Literacy leaders and SEN department in identifying cohorts from Y7 for intervention- joined up approach</p> <p>DEAR days are useful ways in which we can promote reading across school</p> <p>Development of Reading Across the Curriculum booklets for year 7 and 8.</p> <p>Work to continue to build further evidence for Reading Quality Mark development.</p>
<p>Teacher will use seating plans to support differentiation and target underperforming PP students</p>	<p>ClassCharts</p>	<p>Clear impact here: pupils are identified for rewards and sanctions. Consequences issues are reducing whilst at the same time we have seen an increase in rewards issued. Teachers are using seating plans effectively to place pupils appropriately.</p>	<p>Further staff training and learning walks to monitor good practice.</p>

More effective use of data when planning lessons. Teacher will analyse the progress of each student and identify gaps with PP	Sisra Analysis	Clear impact with regards to diminishing the gap for Y11 (see data report).	Further staff training with regards to data analysis using the software.
			Total Cost £103598
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupils to become more self-confident and motivated in class and to improve attitude towards numeracy	1-2-1/Small group Maths intervention	MT worked with year 7 and 11. Both groups gained in confidence and results improved in GCSE mathematics	MT will work with a set 3 and set 4 group this year with year 11 to improve selected pupils' attitudes to mathematics and confidence in the subject. MT teaching 6th form resit pupils. MT will extract year 7 pupils to assist with their mathematical ability.
To improve the revision techniques of PP	Colomendy Revision weekend	17 PP pupils were targeted and all made progress from Mock 2. 11 pupils (65%) achieved a grade 4 or above.	PP Pupils will be selected after the first assessment and encouraged to go. DX already booked places.

To ensure the needs of all pupils are being met	Teaching assistant	Teaching assistants specifically deployed to work with identified pupils.	Case study
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<p>Increase the number of disadvantaged pupils applying to the United Kingdom's most selective Universities.</p>	<p>G&T (Brilliant Club)</p> <p>The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.</p>	<p>All pupils are due to graduate in October 2017. Pupils were required to complete a 2000 word essay, all pupils were successful with one pupil achieving a 1st and majority of the rest scoring 2:1 and 2:2.</p> <p>Pupils not only achieved academically but have gained self-confidence and now have clear aspirations to their futures.</p>	<p>This course has been really successful in many ways. However, to develop further the tutor group sessions with the PhD student the next cohort will have in school tuition and support. The course will also start earlier to allow sufficient time in between tutorials to work on tasks set and access support.</p>
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Transport	Provide appropriate transport for PP pupils on alternative provision or at risk on low attendance.	See attendance reports	The focus will be on KS3 ensuring that pupil habits are embedded in earlier years.	
Books and equipment	Ensure pupils are fully equipped with laptops, revision material and stationary needed to succeed.	Pupil voice indicate that pupils appreciate the practical support they are given in this area. With regards to revision material, they feel that they are developing study skills and are more organised. Parent voice shows that they also appreciate the system and enjoy working with their sons to improve results. For KS4 pupils are fully prepared for their external exams.	Review SEN system in place for assessment weeks and exam preparation. Continue to provide practical help for those who need it. KL (Assistant Headteacher T&L/PP) to meet with students to assess their individual needs and identify any barriers to learning.	
			Total Cost	£109639
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve engagement and motivation with school.	Peripatetic music lessons	Attending weekly lessons, whole school performances, engaging in extracurricular events such as singing, band and rock groups. Increased number of pupils achieving grade 1 and grade 2 Royal School of Music.	Systems now in place for bringing students down to their lessons, peripatetic teachers now responsible for tracking and ensuring attendance. This has improved attendance to lessons and overall engagement.
Improve concentration, health and well being	Free breakfast club	Clear impact, attendance has improved in targeted cohort of Y7. Further impact can be seen in individual case studies.	The school feels that this is an important part of school life and will continue with this. Eating together creates a sense of table fellowship and community allowing pupils to begin their learning early.
Improve parental engagement	Increased the number of parents who attend both parents evening and review day.	There is clear impact evidenced by year-on-year improvement on attendance.	The school will continue with current practices but will particularly target current Year 11 where there is a significant gap in attendance between PP and non PP pupils.
Improved attendance and achievement	Progress leader and inclusion officer	Overall attendance is broadly in line with the national average. Our PA continues to reduce due to successful strategic planning and progress leader/Inclusion Officer intervention	Successful planning to target specific cohorts. Further work is continuing based upon last year's/current data. We hope to continue the success of last year's Y7 on to Y8 and use the same methods with new Y7.

Educate the whole child and improve aspirations	Educational trips and visits	Pupil premium pupils experienced a variety of trips and outings.	This process will continue with enhanced targeting of PP pupils.
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<p>Alternative provision / College placements</p>	<p>-Everton Free School -JMH – Alternative Provider -ACE (Hospital School) -New Horizons (Knowsley KS4 PRU) - City of Liverpool College</p>	<p>More appropriate provision for selected students who have continued to be successful in this area.</p> <p>Majority of students placed on various courses at CLC improved attendance</p> <p>Majority of students gained L1 qualifications and access on to post 16 course</p> <p>Continuing students achieved well and continues to study Level 1 qualifications and we expect him to access post 16 course</p> <p>Students are more likely to be successful</p> <p>Avoid possible PEx at school</p> <p>Improved self-esteem and engagement</p> <p>Students accessed provision not offered at school.</p> <p>Some provisions were sought to provide short term placements to cater for one student’s needs</p> <p>Further casestudy available</p>	<p>ACE was the most appropriate provision given several students specialised medical needs.</p> <p>Pupils may continue to access alternative providers on a needs basis as a bespoke option</p>
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Raise pupil aspirations	Work related learning/Careers	Pupils aware of their career goals and setting aspirational targets.	Work experience and industry days will continue. However, there will be more specific attention paid to PP engagement. During PSHE, monitoring of folders and teaching needs to be specifically focused on Work Related Learning.
Improved social and emotional	School based counsellor	See case studies	Continue targeted support.
Transition	Summer School/ Summer Transition Activities	Pupils are school ready in September to start Y7.	Continue to run the summer school and focus on further increasing attendance.
Improve ease of transition from primary from primary to secondary phase of education	Summer Transition Activities	EEF – Summer School (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review).	Run by the Safer Schools Police Officer.

Uniform	Provide uniform, shoes, bags and PE kits to pupils so they are in full school uniform like their peers.	Pupils are in full school uniform and ready to learn. Improved self-esteem and emotional wellbeing. Supports attendance.	Continue uniform to those in need.
Transport	Provide appropriate transport for pupils	Pupils are in school ready to learn. Supports attendance.	Continue to provide transport to those in need.
Books and equipment	Ensure pupils are fully equipped with laptops, revision material and stationary needed to succeed.	Vast majority of pupils, including PP pupils, attend school, equipped and ready for learning. Revision materials are available for all pupils for each assessment and before external exams. See data reports. Impact varied with regards to SEND, see lines of enquiry for 2017-2018	Review revision materials to ensure appropriate differentiation and accessibility. To continue to track said pupils.

Hardship Fund	To identify and support vulnerable families in times of need.	Provision made available for families genuinely in crisis such as food and clothing.	To continue to offer support when required.	
			Total Cost	£181060

PUPIL PREMIUM PLANNED EXPENDITURE 2017-18

i) Quality of Teaching for all

Increase amount of time for individuals support and feedback	Key Stage Co-ordinators	5000.00
	TLRs	
	Pastoral Lead	3644.00
Improve reasonably and problem solving skills in maths	White Rose Scheme of Work	
	Numeracy Co-ordinators	660.00
		660.00
	Maths Intervention	3700.00
	Head of Maths	3550.00
To improve Numeracy provision across the school	Maths TLR	1320.00
	Displays	500.00
	Reprographics	500.00
	Liverpool Counts Kite	1500.00
	Mark	
To improve Literacy provision across the school	Literacy TLR	4400.00
	Agency TA	12500.00
	SENCO	8631.00
Teachers will use seating plans to support differentiation and target underperforming PP students	Class Charts	2571.80
	Subject Leads	1500.00
	Pastoral	3644.00
More effective use of data when planning lessons. Teachers will analyse the progress of each student and identify gaps with PP.	SISRA	666.00
	Staffing costs	25479.55

ii) Targeted Support

Pupils to become more self-confident and motivated in class and to improve attitude towards numeracy	Staffing costs	3483.00
	SENCO	14385.00
	Maths Intervention	4625.00

Pupils to become more self-confident and motivated in class and to improve attitude towards literacy	SENCO	8631.00
	Staffing costs	15312.00
	Staffing costs	3425.00
	TLR	4440.00

To improve the revision techniques of PP pupils with specific reference to maths	Colomendy Revision weekend	750.00
	TLR	6515.00
		1010.00
	Admin	3000.00
	Parentmail	500.00

To ensure the needs of all PP pupils with specific needs are being met		3425.00
	SENCO	8631.15

Increase the number of disadvantaged pupils applying to the United Kingdoms most selective universities	Staffing costs	3340.00
	Progress Leader	1659.00
	Head of Year 10	9473.00
	Reading Challenge targetted at disadvantaged high prior attainers	1000.00
		1000.00
	Books	1000.00

Refresh Year 11 students in th lead up to their final external exams	Staffing costs	3340.00
	Progress leader	3317.00
	Humanutopia	3000.00

To ensure pupils are fully prepared for external maths exams (GCSE)	Staffing costs	3548.00
	Staffing costs	326.00
	Revision classes	600.00

To ensure pupils are fully prepared for all external exams (GCSE)	Revision classes	1500.00
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Pupils to become more focussed on their future goals and believe that they are capable of achieving them	Mentor training	1500.00
	Staffing costs	3341.00

iii) Other Approaches

Improved engagement with motivation with school through the arts	Head of Music	3644.00
	Peri teachers	7585.00

Improved engagement with motivation with school through the arts	Arts Mark	500.00
	Empire Theatre Scheme	1500.00
		3062.00
		3291.00

Improved Concentration, health and well being	Free breakfast club	1500.00
	Staffing breakfast club	1500.00
	Catering staff	2000.00

Improve parental engagement	Staffing costs	3644.00
	Staffing costs	3644.00
	Admin	3000.00

Improve attendance and achievement	Pastoral Lead	14576.00
	Progress Leader	9952.00
	Inclusion Officer	14923.00
	Graduation Mass	500.00
	Rewards Evening	500.00
	Celebration Assemblies	500.00

Educate whole child and improve aspirations	Trips and Visits	6681.00
	TLR	1638.00
	Colomendy	2500.00

Alternative Provision	Staffing costs	3644.00
	Staffing costs	14922.00
	Staffing costs	1358.00
	Transport	8963.00
Raise pupil aspirations	Work relating learning booklets	10000.00
	TLR	3126.00
	HOY	2400.00
	TLR	880.00
Improve social and emotional learning	Counsellor	5572.20
		7288.00
Improve ease of transition from primary to secondary phase of education	Summer School	
	Staffing costs	1688.00
	Staffing costs	4000.00
	Equipment	1500.00
Improve ease of transition from primary to secondary phase of education	Safer Schools Policy Officer activity week	
	MPS Cost	1500.00
		3291.00
Uniform	Clothing	1500.00
		5339.00
		4522.00
Transport	Staffing costs	3644.00
	Staffing costs	5339.00
	Admin	4522.00
Books and Equipment		2670.00
	Books/Equipment	5486.85
Hardship Fund	Fund	5000.00
		391297.55