



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

### 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	2017/18 Expected Funding		
<b>Pupils in year 7 to 11 recorded as Ever 6 FSM</b> The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2017.	417	@ £935	£389895
<b>Looked-after children (LAC)</b> The pupil premium from 2017 to 2018 will include pupils recorded in the January 2017 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.	3	@ £1,900	£5700
<b>Service Children</b> For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2017 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 2017 school census.	4	@ £300	£1200
<b>Total</b>			£397,263



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

### How many disadvantaged pupils do we have at Cardinal Heenan Catholic High in 2017-18?

Year	Cohort			HPA					MPA				LPA			
	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	239	96	40.16	39	16.31	9	3.76	171	71.54	71	29.7	28	11.71	15	6.27	
8	244	91	37.29	22	9.01	7	2.86	185	75.81	70	28.68	32	13.11	12	4.91	
9	237	97	40.92	117	49.36	42	17.72	97	40.92	45	18.98	20	8.43	9	3.79	
10	233	87	37.33	85	36.48	29	12.44	121	51.93	44	18.88	22	9.44	11	4.72	
11	216	80	37.03	83	38.42	27	12.5	110	50.92	44	20.37	21	9.72	8	3.7	

### Our Pupil Premium Strategy

Here at Cardinal Heenan, all pupils are believed to be gifts from God, who come with their own unique gifts, 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 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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## Pupil premium strategy statement 2017-2018

### How do we ensure that we are using the pupil premium funding effectively?

As Cardinal Heenan Catholic high school we use a variety of evidentiary strategies known to impact the attainment and progress of disadvantaged pupils. The Education Endowment Foundation (EEF) has produced a teaching and learning toolkit (Appendix 1) to help teachers and schools use the pupil premium effectively to support disadvantaged pupils. Along with this we use the EEF's families of schools database which helps teachers learn about effective practice from similar schools and the Pupil Premium Awards Website which shares the achievements, strengths and experience of schools who have been recognized for their successful use of this funding. This year, in addition to using internal processes for data analysis, regular book scrutiny, learning walks and learning conversation with pupils to evaluate impact, we will also use the EEF evaluation tool which helps to further measure the impact of the approaches we are using.

### Allocation, Spend and Impact Expected Funding

1. Summary information					
Total number of pupils	1175	Number of pupils eligible for PP	424	Date for next internal review of this strategy	Summer Term
2. Current attainment 2016-2017					
	Pupils eligible for PP at CH	All Pupils at CH	All pupils (national average)	Non PP (national average)	
% achieving 4+ in English/Maths	66.2 / 60.3	76.9 / 71.9	74.8 / 68.9		
% achieving 5+ in English/Maths	42.6 / 30.9	56.3 / 40.4	59.9 / 48.3		
% achieving 5+ / 4+ in English and Maths combined	23.5 / 52.9	35.1 / 64.9	39.1 / 58.5	49.4 / 71.2	
Progress 8 score average	-0.87 (Provisional)	-0.51 (Provisional)	0	0.11	
Attainment 8 score average	38.46	43.55	44.2	49.8	
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> )					



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

<b>A.</b>	High ability and SEND disadvantaged pupils (identified from KS2 scores) are historically making less progress at KS4 compared to other non-disadvantaged high ability learners. This needs to be addressed to ensure that high attainment and positive progress 8 scores are achieved by all students.
<b>B.</b>	Pupils eligible for Pupil Premium funding, especially higher ability and SEND pupils, join our school community lacking aspiration and educational ambition.
<b>C.</b>	Disadvantaged pupils have restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum.

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

<b>D.</b>	Attendance rates for students eligible for Pupil Premium funding, although higher than disadvantaged rates nationally, are historically lower than attendance rates for non-disadvantaged students.
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4. 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.	Analysis of data following each assessment and through the QA T&L process
<b>B.</b>	Destination data further increase the percentage of pupils not NEET.	Monitoring and tracking of career aspirations, through industry day options, one to one meetings and destinations data.
<b>C.</b>	Increased participation in the engagement of disadvantaged pupils in learning opportunities beyond the classroom	Monitoring and tracking of participation in after school clubs, extra-curricular activities, trips and visits and learning opportunities (e.g. lesson 6)
<b>D.</b>	Attendance – further increase in percentage attendance and reduced percentage of PA in disadvantaged cohort so that it is broadly in line with the national average	Termly tracking of absence % rates looking at year groups. Termly predictions using PA threshold of 10% absence.



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

5. Planned expenditure					
Academic year		2017/18			
Quality of teaching for all					
[A] Desired Outcome: Disadvantaged students to achieve in line with other students of the same starting point (particular focus on HPA and SEND)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Links to EEF Teacher Toolkit (Appendix 1)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for HPA disadvantaged students	Focus of quality first teaching for all using Magenta Principles training.	EEF - 1, 6, 11 Focus on quality T&L for all. Progress of higher ability learners is below national and other students in School. The need to focus on metacognition to develop higher order thinking skills in order to access more challenging questions.	<ul style="list-style-type: none"> <li>• <b>T&amp;L QA process</b></li> <li>• <b>Monitoring and tracking of pupil data</b> pre and post whole school launch.</li> </ul>	CK/ KL	CK/KL training Launch to staff summer term.
Pupils are able to fully prepared for internal assessments and external examinations	Revision evenings, PSHE and material	EEF - 1, 6, 11 Successful students have a range of revision strategies they can select from. They can match revision strategies to the type of test they are revising for. Beyond this, they know how to approach revision (e.g. when to revise, how long to spend on revision, how to break up revision, where to conduct revision).	Revision Evenings - <b>Planned using evaluations and data analysis from previous year</b> <ul style="list-style-type: none"> <li>• Y7 – 23<sup>rd</sup> Nov 2017</li> <li>• Y10 – 30<sup>th</sup> Jan 2018</li> <li>• Y11 – 31<sup>st</sup> Jan 2018</li> </ul> PSHE – ( <b>Collaboratively planned – KL (AHT T&amp;L) CW (HOD English)</b> ) <ul style="list-style-type: none"> <li>• 15<sup>th</sup> November 2017</li> <li>• 8<sup>th</sup> February 2018</li> <li>• 18<sup>th</sup> June 2018</li> </ul> KS3 Revision material will be distributed during these sessions.	KL	Termly – after each assessment point



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Effective use of seating plans to support differentiation and target underperforming PP students	ClassCharts	EEF – 3 Use of ClassCharts which is a software that enables effective seating planning and leads to easy to use behaviour management.	<ul style="list-style-type: none"> <li>• <b>Learning walks</b> - ensure that teachers use the seating plan tool to ensure that PP pupils are positioned appropriately.</li> <li>• <b>ClassCharts</b> Data analysis monitor use of rewards and sanctions and parental contact</li> </ul>	KL /JS	ClassCharts data is reviewed half termly and supported by a programme of learning walks
Pupils' numeracy skills will improve.	Numeracy co-ordinators	EEF - 24 Research shows that mathematical skills can be consolidated and enhanced when pupils have opportunities to apply and develop them across the curriculum. Although progress is being made, numeracy and literacy levels, including engagement in reading for some pupils eligible for Pupil Premium funding are lower than for non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Provide a <b>numeracy booklet</b> for each member of staff and parents (four core areas of numeracy).</li> <li>• <b>Review departmental implementation</b> through meetings with the departmental Numeracy coordinators, learning walks, book scrutiny and pupil voice.</li> <li>• Regular <b>Liverpool Counts days</b> and <b>fundraising number day</b></li> <li>• Weekly contribution to <b>T&amp;L newsletter</b> to share strategies and updates.</li> <li>• Work towards achieving the <b>Liverpool Counts numeracy kite mark</b> by November 2017 to QA effectiveness of progress.</li> </ul>	AMc /LT	Termly monitoring by numeracy co-ordinators  External validation November 2017. [NB: 7 <sup>th</sup> November the school achieved Silver in the Liverpool Counts Quality Mark]
Pupils' literacy skills will improve.	Literacy co-ordinator	EEF 24 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).'	<ul style="list-style-type: none"> <li>• Literacy booklet for staff and parents.</li> <li>• <b>Review departmental implementation</b> through meetings with the departmental Numeracy coordinators, learning walks, book scrutiny and pupil voice.</li> <li>• Regular <b>'DEAR' days</b></li> <li>• Weekly contribution to <b>T&amp;L newsletter</b> to share strategies and updates.</li> <li>• The <b>promotion of reading</b> through <b>displays</b> and equipping of <b>designated subject reading</b> areas with suitable texts.</li> <li>• Whole school focus on <b>marking for literacy</b>.</li> </ul>	SG	Termly monitoring of provision by literacy co-ordinators.  External validation



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

			<ul style="list-style-type: none"><li>• <b>Collaboration between English/Literacy leaders and SEND</b> department in identifying cohorts from Y7 for intervention.</li><li>• QLA response strands used in departments</li><li>• Work towards achieving the <b>Gold Literacy Quality mark.</b></li></ul>		
<b>Total budgeted cost</b>					<b>£38567</b>



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

<b>Targeted support</b>					
<b>[A] Desired Outcome:</b> Disadvantaged students to achieve in line with other students of the same starting point (particular focus on HPA and SEND)					
Improved progress for LPA/SEND disadvantaged students	Reduction in class size due to increased number of teaching staff	EEF – 9, 26 Increase amount of time for individual support and feedback.	<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> <li><b>T&amp;L QA process</b></li> <li>Through <b>review of termly assessment data</b> to assess</li> </ul>	KS	Termly – after each assessment point and following each teaching and
Improve reasoning and problem solving in	Mastery Learning	EEF – 14 Evidence from student voice 2016/17 re greater confidence in and understanding of key concepts due to mastery learning.	<ul style="list-style-type: none"> <li><b>White Rose SOW and assessments</b> - Collaborative planning</li> <li><b>T&amp;L QA process</b></li> </ul>	SW	After each assessment and through student voice
Improved progress is maths	1-2-1/Small group Maths intervention with M Taylor	EEF – 30	<ul style="list-style-type: none"> <li><b>Data analysis</b> to assess impact.</li> <li><b>Learning walks</b> be used to evaluate the quality of teaching and learning and written <b>impact reports</b> from the intervention teacher.</li> </ul>	RO	After each assessment and QA reviews
To improve the revision techniques of PP pupils with specific reference to maths	Colomendy Revision weekend	EEF – 16, 19 Research shows that outdoor experience can boost self-esteem through team building activities whilst also developing pupils' revision techniques and subject knowledge by giving them a positive learning experience.	<ul style="list-style-type: none"> <li><b>Data analysis</b> to target cohort.</li> <li>HoY <b>communication with parents.</b></li> <li>Each year <b>questionnaires</b> are completed and <b>analysis of results</b> to ensure it is fit for purpose.</li> </ul>	RO	At the end of the session and following exam analysis in the Autumn term.
To ensure pupils are fully prepared for external maths exams	Maths revision evenings and weekends (Pizza Evening)	EEF – 14, 16 Extra revision days made available to ensure students are revising correctly.	<ul style="list-style-type: none"> <li>The revision time is generously <b>staffed with maths teachers</b></li> <li><b>Collaborative planning</b> of sessions</li> <li>Particular <b>targeting of PP pupils</b> so as to ensure attendance.</li> </ul>	RO	At the end of the sessions and following exam analysis in the Autumn term.



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

To ensure pupils are fully prepared for all external exams (GCSE)	Revision evenings, half term, Easter and weekends	EEF – 16 Extra revision days made available to ensure students are revising correctly.	<ul style="list-style-type: none"> <li>• Timetabled by KS coordinator</li> <li>• Appropriately <b>staffed</b></li> <li>• <b>Collaborative planning</b> of sessions within subject areas</li> <li>• Particular <b>targeting of PP pupils</b> so as to ensure attendance.</li> </ul>	HOD	At the end of the sessions and following exam analysis in the Autumn term.
To ensure the needs of all PP pupils with specific needs are being met	Teaching Assistants	EEF – 33 To provide extra support for students in need for varying reasons. To improve behaviour of identified students and in turn improve achievement.	<ul style="list-style-type: none"> <li>• <b>Daily meetings</b> with TA and SENCO.</li> <li>• <b>Feedback</b> from student, parents and teachers.</li> <li>• <b>Data analysis</b> to assess impact.</li> <li>• <b>Monitoring of Class Charts</b> to ascertain effectiveness of provision re behaviour and attendance</li> <li>• <b>T&amp;L QA process</b> will monitor use of data to inform planning.</li> </ul>	LF	Daily meetings Half termly evaluation with pastoral staff. Termly review of pupil progress post assessment.
Motivate/refresh Year 11 students in the lead up to their final external exams.	HumanUtopia (Workshop – Y11 The Final Push – 20th March 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> with provider KS Co-ordinators, HoY, form teachers and teaching staff.</li> <li>• <b>Pupils self-assessment</b> and <b>evaluation</b></li> <li>• <b>Data analysis</b> of external results.</li> </ul>	KL	Following the event through pupil voice and following results day.
Increase the number of pupils reading for pleasure	Excellence in reading group	EEF – 24 Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002). 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)	<ul style="list-style-type: none"> <li>• Reading challenge group led CP, proven track record in relation to inspiration and exam results</li> <li>• Pupils will be <b>targeted based on KS2 (HAP)</b> score in the first instance.</li> <li>• <b>Carefully chosen text</b> to ensure suitable level of <b>challenge</b> in collaboration with CP, AHT English and Literacy co-ordinator.</li> <li>• This will take place in the conference room, away from the classroom.</li> </ul>	KL/ CP	This initiative will be quality assurance through learning walks, pupil voice and pupils self-evaluation.
<b>Total budgeted cost</b>					<b>£36949</b>



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Planned expenditure					
[B] Pupils eligible for Pupil Premium funding, especially higher ability and SEND pupils, join our school community lacking aspiration and educational ambition.					
Desired Outcome: CIAG statement when done					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Links to EEF Teacher Toolkit (Appendix 1)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the number of disadvantaged pupils applying to the United Kingdom's most selective Universities.	Brilliant Club	EEF – 2 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.	<ul style="list-style-type: none"> <li>• <b>Data analysis</b> to target cohort.</li> <li>• <b>Parental contact</b> re importance of attendance.</li> <li>• <b>Stringent monitoring of attendance</b> so to ensure the completion of course.</li> <li>• <b>Formal graduation</b> on completion of the course.</li> <li>• <b>Analysis of final outcomes</b> on completion of course.</li> <li>• <b>Pupil self-assessment.</b></li> </ul>	KL/ JP	Following each cycle. Pupil Voice and evaluation. Data analysis of results and how many graduated. Long term monitoring of destinations post sixth form.
Pupils to become more focused on their future goals and believe that they are capable of achieving them.	PP Champion mentoring programme through which staff will mentor a PP pupil.	EEF – 15, 16 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. <i>'Every child needs a champion' –Rita Pierson</i>	<ul style="list-style-type: none"> <li>• <b>CPD</b> - Mentor training.</li> <li>• <b>Staffing</b> - Careful consideration when assigning Mentors/mentees</li> <li>• <b>Data analysis</b> to target cohort in collaboration with KL, KS Coordinators and Heads of Year (coasting HPA/PP).</li> </ul>	KL	Half termly - during pastoral meeting Termly – after each assessment point
Raise pupil aspirations	PSHE Work related learning/Careers/Industry Days	EEF - 1 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.	<ul style="list-style-type: none"> <li>• Work related learning will be delivered in PSHE which will be monitored through <b>learning walks</b> and <b>checking of folders.</b></li> <li>• Industry day planning and evaluation</li> <li>• Analysis of destinations data.</li> </ul>	PP	Reviewed termly
<b>Total budgeted cost</b>					<b>94240.00</b>



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Planned expenditure					
[C] Educational and cultural enrichment beyond the formal curriculum.					
Desired Outcome: Increased participation in the engagement of disadvantaged pupils in learning opportunities beyond the classroom					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Links to EEF Teacher Toolkit (Appendix 1)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved engagement and motivation with school through the arts.	Peripatetic music lessons	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.	<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>• Pupil <b>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	Half termly
	Trips and visits to Art galleries and Theatres		<ul style="list-style-type: none"> <li>• Use of Evolve to plan trips with educational and cultural benefit.</li> <li>• Pupil <b>Premium Bidding Form</b> process</li> </ul>	HOD	Half termly
Further increase the attendance of disadvantaged pupils in after school and extra-curricular activities	Monitoring and tracking of pupil participation	2016-2017 saw a rise in the number of disadvantaged pupils attending these clubs and continued focus on this through 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 and profiling).</li> <li>• <b>Targeting of pupils</b> who would benefit from particular clubs.</li> <li>• <b>Formalised programme</b> of activities</li> <li>• <b>Monitoring/tracking of attendance.</b></li> <li>• Pupils entered for <b>external music exams.</b></li> </ul>	EH	Half termly
<b>Total budgeted cost</b>					<b>16373</b>



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Planned expenditure					
<p><b>[D] Attendance rates for students eligible for Pupil Premium funding, although higher than disadvantaged rates nationally, are historically lower than attendance rates for non-disadvantaged students.</b></p> <p><b>Desired Outcome:</b> Attendance – further increase in percentage attendance and reduced percentage of PA in disadvantaged cohort so that it is in line with the national average. ?</p>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Links to EEF Teacher Toolkit (Appendix 1)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance and achievement	Progress leader and inclusion officer	<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 attendance.</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>	JS	Half termly for attendance. Assessment points for progress.
<b>Total budgeted cost</b>					<b>£40951</b>



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Other approaches to support the strategy as a whole					
Raised standards and provision for disadvantaged pupils	Pupil Premium Champion at the school	This ensure significant leadership time is dedicated to all aspects of provision. This includes: <ul style="list-style-type: none"> <li>Liaison with other schools (including those with proven track record of narrowing gaps.)</li> <li>Accessing and utilising materials and practices which have been shown to be effective at raising levels of progress</li> </ul>	Regular staff briefings to ensure disadvantaged and their needs are at the forefront of the schools actions and considerations PP matters are high on the agenda of meetings across the school. Ideas and strategies are shared and in use across the school. T&L QA process including pupil voice monitor that this is happening and the effectiveness of the strategies	KL	Sept 2018
More effective use of data to monitor and track progress of pupils and impact of interventions strategies.	4Matrix	Quick and easy access to current and predicted gaps in P8 and KS5 VA performance of PP and non-PP students for students in years 9 to 13	<ul style="list-style-type: none"> <li>Staff guide and training for staff in its use, bespoke to SLT, Subject Leaders, Pastoral Leaders and Teaching Staff</li> <li>Data turn around between monitoring deadline for staff and upload to 4Matrix to be 1-2 working days, far quicker than turn around for previous systems (SISRA and school-own matrices)</li> </ul>	AE VG NK	June 2018
ESSENTIAL NEEDS  Right to an education, health and wellbeing, improve social and emotional learning	Free breakfast club	EEF – 8 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)	<ul style="list-style-type: none"> <li>Numbers accessing free breakfast is reviewed regularly.</li> <li>Pro-active parental contact with parents.</li> </ul>		Half termly
	Uniform	EEF – 27 As an inclusive school it is important that everybody feels part of the community. Provide uniform, shoes, bags and PE kits to pupils so they are in full school uniform like their peers.	Inclusion office, pastoral team following the school process. Central record kept.	HOY CMK	On going



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

	Books and equipment	Ensure pupils are fully prepared for learning equipped with laptops, revision material and stationary needed to succeed.	Form teacher, Heads of Year and teaching and learning team will monitor and track.	CG	Ongoing
	Transport	If pupils are not in they can't learn which will have a negative impact on their outcomes.  Provide appropriate transport for PP pupils on alternative provision or at risk on low attendance.	Inclusion office, admin team and progress leaders following the school process.  Central record kept.	JS	On going
	Hardship Fund	Vulnerable families are identified and supported and pupils are able to attend school.	Monitored by pastoral team	JS	Ongoing
	School based councillor	EEF – 30 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.	Timely targeting and intervention for pupils in need of support. Feedback from counsellor re: <ul style="list-style-type: none"> <li>• Student progresses away from counselling</li> <li>• Improved behaviour seen via Class Charts</li> <li>• Improved monitoring – behaviour and achievement</li> </ul>	JS	Fortnightly meetings with Deputy/counsellor/ Pastoral staff.
PARENTAL ENGAGEMENT  Improve parental engagement	Increase the number of parents who attend both parents evening and review day.	EEF – 20 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.	<ul style="list-style-type: none"> <li>• <b>PMR target for admin team</b> and reviewed by office manager and leadership links.</li> <li>• <b>Booking system</b> used by parents to make appointments and also to target calls by admin for parents who have not.</li> </ul>	NK	Following each parents' evening and review day
TRANSITION	Summer School (With a particular	EEF – 32 The Department for Education (DfE) requires primary schools to aim at producing pupils who are "secondary ready" academically but	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	Autumn Term



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Improve ease of transition from primary to secondary phase of education	focus on PP Pupils)	also emotionally and in terms of resilience. We find the summer school is of significant benefit here for those who are not thus identified.			
	Summer Transition Activities	EEF - 32	Run by the Safer Schools Police Officer.	EH	Autumn Term
Alternative provision	-Everton Free School -JMH -ACE -New Horizons -CLC	EEF – 3 EEF – 30 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	Progress reviewed termly. -Placement reviewed at annual review meeting
<b>Total budgeted cost</b>					<b>£170183</b>



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

### Pupil Premium Planned Expenditure 2017-2018

i) Quality of Teaching for all		
Improved progress for HPA disadvantaged students	Use of Magenta	1000
Pupils are able to fully prepare to internal assessments and external examinations	Revision Evenings, PSHE and material	500
Effective use of seating plans to support differentiation and target underperforming PP students	Class Charts	2572
	Subject Leads	1500
	Pastoral	3644
To improve Numeracy provision across the school	Maths TLR	1320
	Displays	500
	Reprographics	500
	Liverpool Counts Kite Mark	1500
To improve Literacy provision across the school	Literacy TLR	4400
	Agency TA	12500
	SENCO	8631
ii) Targeted Support		
Improve progress for HPA disadvantaged students	Key Stage Co-ordinators/Progress Leaders	8362
Improve reasoning and problem solving skills in maths	White Rose Scheme of Work	660
	Numeracy Co-ordinators	660
	Maths Intervention	3700
	Head of Maths	2000
Improved progress in Maths	Data Analysis/ Learning Walks	1500
	Staffing costs/SENCO/Maths Intervention	3328
To improve the revision techniques of PP pupils with specific reference to maths	Colomendy Revision weekend	750
	TLR	6515
	Admin	3000
	Parentmail	500
To ensure pupils are fully prepared for external maths exams (GCSE)	Staffing costs	3548
	Staffing costs	326
	Revision classes	600
To ensure pupils are fully prepared for all external exams (GCSE)	Revision classes	1500
To ensure the needs of all PP pupils with specific needs are being met	SENCO	3425
	Teaching Assistants	8631
Motivate/refresh Year 11 students in the lead up to their final external exams	Staffing costs	3340
	Progress leader	3317
	Humanutopia	3000
Pupils to become more self-confident and motivated in class and to improve attitude towards literacy	SENCO	8631
	Staffing costs	15312
	Staffing costs	3425
	TLR	4440
Increase number of pupils reading for pleasure	Literacy co-ordinator	2000
Increase the number of disadvantaged pupils applying to the United Kingdoms most selective universities	Staffing costs	3340
	Progress Leader	1659
	Head of Year 10	9473
	Reading Challenge targetted at disadvantaged HPA	1000
	Books	1000
		1000
Pupils to become more focussed on their future goals and believe that they are capable of achieving them	Mentor training	1500
	Staffing costs	3341



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

Raise pupil aspirations	Work relating learning booklets	10000
	TLR	3126
	HOY	2400
	TLR	880
Improved engagement with motivation with school through the arts	Head of Music	3644
	Peri teachers	7585
	Arts Mark	3644
	Empire Theatre Scheme	1500
Improve attendance and achievement	Pastoral Lead	14576
	Progress Leader	9952
	Inclusion Officer	14923
	Graduation Mass	500
	Rewards Evening	500
	Celebration Assemblies	500
iii) Other Approaches		
Raise standards and provision for disadvantaged pupils	PP Champion	5000
More effective use of data to monitor and track progress of pupils and impact of intervention strategies and lesson planning	4Matrix	2000
	SISRA	666
	Staffing costs	25480
Improved Concentration, health and well being	Free breakfast club	1500
	Staffing breakfast club	1500
	Catering staff	2000
Uniform	Clothing	1500
		5339
		4522
Books and Equipment	Books/Equipment	2670
		5486
Transport	Staffing costs	3644
	Staffing costs	5339
	Admin	4522
Hardship Fund	Fund	5000
Improve social and emotional learning	Counsellor	5572
		7288
Improve parental engagement	Staffing costs	3644
	Staffing costs	3644
	Admin	3000
Improve ease of transition from primary to secondary phase of education	Summer School	
	Staffing costs	1688
	Staffing costs	4000
	equipment	1500
Improve ease of transition from primary to secondary phase of education	Safer Schools Policy Officer activity week	1500
	MPS Cost	3291
Alternative Provision	Staffing costs	3644
	Staffing costs	14922
	Staffing costs	1358
	Transport	38964
		397,263



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

### Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 35 topics, each summarised in terms of their average impact on attainment, the strength of evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1. Arts participation	££	★★★	+2 months	Low impact for low cost, based on moderate evidence.
2. Aspiration interventions	£££	★	0 months	Very low impact or no impact for moderate cost, based on very limited impact.
3. Behaviour interventions	£££	★★★★★	+4 months	Moderate impact for moderate cost, based on extensive evidence.
4. Block scheduling	£	★★	0 months	Very low or negative impact very low cost, based on limited evidence.
5. Collaborative learning	££	★★★★★	+5 months	High impact for very low cost, based on extensive evidence.
6. Digital technology	£££	★★★★★	+4 months	Moderate impact for moderate cost, based on extensive evidence.
7. Early years intervention	£££££	★★★★★	+5 months	High impact for very high cost, based on extensive evidence.
8. Extended school time	£££	★★★	+2 months	Low impact for moderate cost, based on moderate evidence.
9. Feedback	£	★★★	+8 months	Very high impact for very low cost, based on moderate evidence.
10. Homework (Primary)	£	★★	+1 month	Low impact for very low cost, based on moderate evidence.



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

11. Homework (Secondary)	£	★★	+5 months	High impact for very low cost, based on moderate evidence.
12. Individualised instruction	£	★★★	+2 months	High impact for very low cost, based on moderate evidence.
13. Learning styles	£	★★	+2 months	Low impact for very low cost, based on moderate evidence.
14. Mastery learning	£	★★★	+5 months	High impact for very low cost, based on moderate evidence.
15. Mentoring	£££	★★★	+1 month	Low impact for moderate cost, based on moderate evidence.
16. Meta-cognition and self-regulation	£	★★★	+8 months	High impact for very low cost, based on moderate evidence.
17. One to one tuition	££££	★★★★	+5 months	High impact for high cost, based on moderate evidence.
18. Oral language interventions	£	★★★★	+5 months	High impact for very low cost, based on extensive evidence.
19. Outdoor adventure learning	£££	★★	+3 months	Moderate impact for moderate cost, based on limited evidence.
20. Parental involvement	£££	★★★	+3 months	Moderate impact for moderate cost, based on moderate evidence.
21. Peer tutoring	£	★★★★	+5 months	High impact for very low cost, based on extensive evidence.
22. Performance pay	££	★	0 months	Low or no impact for moderate cost, based on very extensive evidence.
23. Phonics	£	★★★★★	+4 months	Moderate impact for very low cost, based on very extensive evidence.



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

24. Reading comprehension	£	★★★★★	+5 months	Moderate impact for very low cost, based on extensive evidence.
25. Reducing class size	£££££	★★★	+3 months	Moderate for high cost, based on moderate evidence.
26. Repeating a year	£££££	★★★★★	-4 months	Negative impact for very high cost, based on moderate evidence.
27. School uniform	£	★	0 months	Very low or impact for low cost, based on very limited evidence.
28. Setting or streaming	£	★★★	-1 months	Negative impact for very low cost, based on moderate evidence.
29. Small group tuition	£££	★★	+4 months	Moderate impact for moderate cost, based on limited evidence.
30. Social and emotional learning (SEL)	£££	★★★★★	+4 months	Moderate impact for moderate cost, based on extensive evidence.
31. Sports participation	£££	★★	+2 months	Low impact for moderate cost, based on limited evidence.
32. Summer schools	£££	★★★★★	+2 months	Low impact for moderate cost, based on extensive evidence.
33. Teaching Assistants	££££	★★	+1 month	Low impact for high cost, based on limited evidence.



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement 2017-2018

### Appendix 2: Pupil Premium Bidding Form



### Cardinal Heenan Catholic High School Pupil Premium Bidding Form

**Staff Name:**  
**Department**

**Date:**

**Department:**

**Reason for bid:**

**Students Details:**

(Names of students and year group/ form)

**Amount Required:**

(This can be approximate at this stage)

**Link to whole school Pupil Premium Strategy (please select):**

- Quality First Teaching
- Literacy/Numeracy
- Raising aspiration and educational ambition
- Access to opportunities for educational and cultural enrichment beyond the formal curriculum
- Attendance
- Hardship Fund

**Intended Impact:**

(An explanation of how you will provide evidence of impact the spending has had. For example improved attendance.)

**Signed:** \_\_\_\_\_

Your bid was successful/unsuccessful

**Leadership:** \_\_\_\_\_

**Comments:**

Please Note: An evaluation of impact needs to be completed for every intervention that has been the result of a successful Pupil Premium bid. This could include: data, observation, student voice, confidence engagement, photos, work in books, completed coursework) etc.) Please attach any evidence.

