

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Cardinal Heenan Catholic High School				
Academic Year	2016/17	Total PP budget	£394,297	Date of most recent PP Review	Sep 2016
Total number of pupils	1149	Number of pupils eligible for PP	443	Date for next internal review of this strategy	Sep 2017
2. Current attainment 2015/16					
	Pupils eligible for PP at CH	All Pupils at CH	Pupils not eligible for PP (national average)	All pupils (national average)	
% achieving 5A* - C incl. EM (2015-16 only)	45.3	61.9	64.7%	62%	
% achieving expected progress in English / Maths (2015-16 only)	77.3 / 42.7	84.4 / 59.2	75.8% / 73.4%	73.3 / 68.4	
% achieving A*-C in English and Maths	48	65	70	62	
Progress 8 score average	-0.4	-0.2	0.12	0	
Attainment 8 score average	46.00	50.61	52.72	49.50	
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.	Outcomes for pupils – Disadvantaged pupils’ progress is mixed and varies across subjects, year groups and specific cohort groups.				
B.	Outcomes for pupils – Disadvantaged pupils’ progress is not improving swiftly enough, particularly in mathematics and science.				
C.	Teaching & Learning – Disadvantaged pupils are not routinely given the opportunity to develop independent learning and reasoning skills.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	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 in English across all key stages.	Results show an increased performance in English for high attaining disadvantaged pupils
B.	Outcomes for pupils – improvement in attainment in science, DT and Food Technology. Increase the proportion of pupils studying additional science at KS4.	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 learning and develop independent learning strategies	Amount of independent learning will increase and pupils will understand the way they learn, leading to better results across assessments.
D.	Attendance – further increased % attendance and reduced % PA of disadvantaged cohort	Less persistent absenteeism, increased attendance percentage.

5. Planned expenditure					
Academic year		2016/17			
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 time of individual support and feedback	Reduction in class size due to increased number of 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 scheduled programme of formal lesson observations during subject and key stage reviews to ascertain quality of teaching and feedback. Through review of termly assessment data to assess evidence of feedback.	KS and curriculum team	Termly – after each assessment point and following each lesson observation cycle/Key Stage review.
Improvement reasoning and problem solving skills	Mastery Learning	EEF – Mastery Learning (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	White Rose SOW and assessments, collaborative planning, shared lesson plans and resources, book monitoring, lesson observations and learning walks.	SW – KS3 Coordinator	After each assessment and QA reviews

To improve numeracy provision across the school	Numeracy co-ordinator	To promote numeracy and ensure a consistently positive approach to numeracy across the curriculum.	Provide a numeracy booklet for each member of staff. Regular numeracy days. Departmental Numeracy coordinators. To achieve the Liverpool Counts numeracy kite mark by November 2017.	AMc & LT Numeracy coordinators	Through teaching and learning reviews and pupil voice.
To improve literacy provision across the school	Literacy co-ordinator.	To promote literacy across the school. Whole school focus on marking for literacy. Whole school focus on reading. Collaboration between English/Literacy leaders and SEN department in identifying cohorts from Y7 for intervention- joined up approach, use and sharing of data	Regular meetings with relevant staff. Book checks and observations. Learning walks. Regular 'DEAR' days. Whole school displays (environment -promotion of reading).	SG – Literacy coordinator	Next book check/PMR observations

Teacher will use seating plans to support differentiation and target underperforming PP students	ClassCharts	Teachers will be able to use the seating plan tool to ensure that PP pupils are positioned appropriately. Teachers will log rewards and sanctions to track progress and behaviour as well as keeping up to date information regarding parental meeting and student issues. This will also raise staff awareness of pupils needs. To raise the extent of parental engagement.	Learning walks Class charts data is regularly reviewed by pastoral staff and subject leaders.	JS – Deputy Headteacher (Pastoral)	Half termly
More effective use of data when planning lessons. Teacher will analyse the progress of each student and identify gaps with PP.	Sisra Analysis	Teachers will be able to analyse trends and cohorts to ensure that all pupils that they teach make or exceed expected progress. Data will inform planning more effectively.	Teaching and Learning Reviews DPAM meetings	AE – Deputy Headteacher (Curriculum and Data)	Data will be analysed after each assessment and used to inform all observations
Total budgeted cost					£103,598
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.	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.	LF – Assistant Headteacher (English) CE – Head of English LY – SENCO	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</p>	<p>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>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 assistant</p>	<p>EEF – Teaching Assistants (rated as +1 in Sutton Trust/EEF Teaching and Learning Toolkit research review). 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 through 1-1/small group support</p>	<p>Feedback from student and teachers. Improved assessment data at key points. Class Charts shows a positive picture</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 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) 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</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.</p>	<p>KL - Assistant Headteacher (T&L)</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>
<p>To ensure pupils are fully prepared for external maths exams (GCSE)</p>	<p>Maths revision evenings and weekends (Pizza Evening)</p>	<p>Extra revision days made available to ensure students are revising correctly.</p>	<p>The revision time is generously staffed with maths teachers and sessions are planned collaboratively. Particular targeting of PP pupils so as to ensure attendance.</p>	<p>RO – Assistant Headteacher (Maths) OL – KS4 Co-ordinator (maths)</p>	<p>At the end of the sessions and following exam analysis in the Autumn term.</p>
<p>Total budgeted cost</p>					<p>£109,639</p>

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 school through the arts.	Peripatetic music lessons	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.	Early identification of talent or interest in PP cohort. Early communication with parents re same. Formalised programme of peripatetic music support. Timetables and registers, reviews with staff, pupils go through external exams.	SL	Half termly
Improved concentration, health and well being	Free breakfast club	Research shows that eating breakfast can improve cognitive performance, test scores and 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	Numbers accessing free breakfast is reviewed regularly.	JS	Half termly

		than students who skipped or rarely ate breakfast.			
Improve parental engagement	Increase the number of parents who attend both parents evening and review day.	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.	PMR target for admin team and reviewed by office manager and leadership links.	NK/SN/EH – Assistant Headteacher - Key Stage Coordinators	Following each parents' evening and review day
Improve attendance and achievement	Progress leader and inclusion officer	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	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.	JS	Half termly for attendance. Assessment points for progress.

Educate the whole child and improve aspirations	Educational trips and visits	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 academic performance, a lifetime interest, talent or in some cases professional fulfilment.	Use of Evolve to plan trips.	CK/AMV	Termly
Alternative provision	-Everton Free School -JMH -ACE -New Horizons -CLC	Targeting for those 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 BK - coordinator	Reviewed termly
Improve social and emotional learning	School based councillor	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: <ul style="list-style-type: none"> To improve behaviour of identified students and in 	Timely targeting and intervention for pupils in need of support. Feedback from counsellor re: <ul style="list-style-type: none"> Student progresses away from counselling Improved behaviour seen via Class Charts Improved monitoring – behaviour and achievement 	JS – Deputy Headteacher (Pastoral)	Fortnightly meetings with Deputy/counsellor/Pastoral staff.

		<p>turn improve achievement.</p> <ul style="list-style-type: none"> • 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 			
Transition	Summer School	EEF – Summer School (rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review).	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-KS2 transition coordinator	Autumn Term
Transition	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	As an inclusive school it is important that everybody feels part of the community.	Monitored by pastoral team	HOY CMK – Inclusion officer	On going

	uniform like their peers.				
Transport	Provide appropriate transport for PP pupils on alternative provision or at risk on low attendance.	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)	Weekly
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	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					£181060

DETAILED PUPIL PREMIUM EXPENDITURE 2016-17

i) Quality of Teaching for all

Increase amount of time for individuals support and feedback	Key Stage Co-ordinators	7500.00
	TLRs	
	Pastoral Lead	3644.00
Improvement in reasoning and problem solving skills in maths	Numeracy Co-ordinators	660.00
		660.00
	Maths Intervention	4625.00
	Head of Maths	7097.00
To improve Numeracy across the school	Maths TLR	1320.00
	Displays	1000.00
	Reprographics	250.00
To ensure pupils are fully prepared for external maths exams (GCSE)		7096.00
		651.00
	Revision classes	400.00
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
		3644.00
		3644.00
		10737.00
		12472.00
		4285.00

ii) Targeted Support

Pupils to become more self-confident and motivated in class and to improve attitude towards numeracy		7097.00
	SENCO	14385.00
	Maths Intervention	6475.00

To improve the revision techniques of PP pupils with specific reference to maths	Colomendy Revision weekend	750.00
	TLR	6515.00
		2021.00
	Admin	4500.00
	Parentmail	500.00

To ensure the needs of pupils are being met		6751.00
	SENCO	14385.00

Increase the number of disadvantaged pupils applying to the United Kingdoms most selective universities		6681.00
	Progress Leader	3317.00
	Head of Year 10	940.00

Transport		9000.00
		3644.00
		5339.00
		2000.00

Books and Equipment		5339.00
	Books/Equipment	10000.00

iii) Other Approaches

Improved engagement with motivation with school through the arts	Head of Music	7288.00
	Peri teachers	7585.00

Improved Concentration, health and well being	Free breakfast club	1500.00
	Staffing breakfast club	1250.00
		1800.00

Improve parental engagement		3644.00
		3644.00
		3000.00

Improve attendance and achievement		10932.00
	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
		3110.00
Alternative Provision		38727.00
		3644.00
		14922.00
		1358.00
Raise pupil aspirations	TLR	3126.00
		2400.00
	TLR	880.00
Improve social and emotional learning	Counsellor	5572.20
		3644.00
Improve ease of transition from primary to secondary phase of education	Summer School	
		1688.00
		4000.00
	Equipment	1000.00
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	2000.00
		5339.00
		4522.00
Hardship Fund	Fund	5000.00
		394297.00