



Cardinal Heenan Catholic High School

Pupil premium strategy statement 2019-2020

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	2019/20 Expected Funding		
Ever 6 Free School Meals (FSM) The pupil premium for 2019-2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2019.	404	@ £935	£377,740
Children adopted from care or who have left care The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant	9	@ £2,300	£20,700
Ever 6 service child For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.	3	@ £300	£900
Total			£399,340



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

Year	Cohort			High Prior Attainers				Mid Prior Attainers				Low Prior Attainers			
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	All No	All %	PP No	PP MPA %	All No	All %	PP No	PP LPA %
7	245	98	40%	179	73%	65	36%	31	13%	13	42%	17	7%	9	53%
8	241	94	39%	157	65%	52	33%	58	24%	26	45%	22	9%	13	59%
9	231	80	35%	135	58%	39	29%	60	26%	22	37%	33	14%	18	55%
10	239	91	38%	105	44%	30	29%	88	37%	41	47%	34	14%	15	44%
11	219	77	35%	112	51%	32	29%	88	40%	39	44%	17	8%	6	35%
1175	440	37%													

Our Pupil Premium Strategy

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

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

Our strategy involves:

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

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



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Allocation, Spend and Impact Expected Funding

1. Summary information					
Total number of pupils	1175	Number of pupils eligible for PP	290	Review Date	External Review: Phil Mooney NLE 4 th February 2019
1. Data					
	2017 results (national other gap)	2018 results (national other gap)	2019 results (national other gap)		
School P8	-0.54	-0.28	-0.24 (National)		
School P8 (Pupil Premium)	-0.87 (-0.97)	-0.59 (-0.69)	-0.38 (National)		
School A8	43.55	43.67	43.00 (National)		
School A8 (Pupil Premium)	38.46 (-11.54)	39.34 (-10.66)	38.97 (National)		
Maths P8	-0.41	-0.38	-0.22 (National)		
Maths P8 (Pupil Premium)	-0.78	-0.8	-0.42 (National)		
English P8	-0.54	-0.35	-0.32 (National)		
English P8 (Pupil Premium)	-1.02	-0.68	-0.45 (National)		
Combined English and Maths 4+	64.9%	61.7%	60% (National)		
Combined English and Maths 4+ (Pupil Premium)	53%	54%	48% (National)		
Combined English and Maths 5+	35%	32%	30% (National)		
Combined English and Maths 5+ (Pupil Premium)	24%	26%	21% (National)		
Summary	There has been a significant improvement in progress overall for disadvantaged pupils although attainment has dropped slightly. This is also reflected in the English and Maths progress with significant progress being made in Maths.				



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Attendance					
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?
Reduce absence and improve achievement	<ul style="list-style-type: none"> Progress leader and inclusion officer to monitor and evaluate pupil attendance and punctuality. Inclusion team to create opportunities for good attendance to be rewarded Parent shopping vouchers 	<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"> Data tracking of specific cohorts to show improved progress or reduced absence. 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. 	JH	<p>Weekly informal</p> <p>Half termly for attendance.</p> <p>Assessment points for progress.</p>
Total budgeted cost					£54,563.50



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Targeted support					
Improve the progress and aspirations of HPA/PP pupils through the ASPIRE programme	<p>KS3 ASPIRE</p> <ul style="list-style-type: none"> • Excellence in Reading Y7-9 • Trips and visits • Increased parental engagement <p>Y11 ASPIRE</p> <p>Further embedding of the ASPIRE group (pupils)</p> <ul style="list-style-type: none"> • Weekly Big picture sessions for English, maths and science • Curriculum and cultural trips and visits • Increased parental engagement • Attendance support 	EEF – 2, 20, 29 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"> • Monitoring of attendance • Regular parental contact • Monitoring of impact in English, maths and science lesson • Pupil and parent voice • Learning conversations • Round Robins • Work Scrutiny • Learning walks 	KL/CP	Half termly pupil
Progress of HPA/PP pupils to improve in English and Maths	<ul style="list-style-type: none"> • Additional sets 11Wb and Eb. To increase impact extra groups to be added in Y10 as well as Y11. • Intervention with Mr Taylor (KS3 and KS4) • Numeracy TA (KS3 and KS4) • Mastery learning in maths (KS3 and KS4) 	EEF – 9, 26	<ul style="list-style-type: none"> • Monitoring/tracking of data • DPAM • Learning Walks • Work Scrutiny • Pupil Voice 	RO/CW	Termly Following each assessment point
Improved progress for LPA/SEND disadvantaged students	<ul style="list-style-type: none"> • Increased number of teaching staff to reduce class sizes in both Key Stages. • Use of Teaching Assistants • Nurture Centre 	EEF – 9, 26, 33	<ul style="list-style-type: none"> • Through a strategic targeting of classes/cohorts identified via data as needing increased time and support. 	KS	Termly – after each assessment point and following each teaching and learning
Total budgeted cost					£147,882.77



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Planned expenditure					
Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Invest in pupils' cultural capital to increase social mobility and increase engagement and motivation with school through the arts and extracurricular activities	<ul style="list-style-type: none"> Pupil questionnaire Peripatetic music lessons/choir Trips and visits Monitoring and tracking of pupil participation 	<p>EEF – 1</p> <p>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.</p> <p>2016-2017 saw a rise in the number of disadvantaged pupils attending these clubs and further monitoring and tracking will improve this further.</p>	<ul style="list-style-type: none"> Early identification of talent or interest in PP cohort through leadership meeting with parents, during music lesson, profiling). Early communication with parents re same. Pupil Premium Bidding Form process Formalised programme of peripatetic music support. Monitoring/tracking of attendance. Pupils entered for external music exams. 	SN/EH	Half termly
			<ul style="list-style-type: none"> Use of Evolve to plan trips with educational and cultural benefit. Pupil Premium Bidding Form process 	HOD	Half termly
<p>ESSENTIAL NEEDS</p> <p>Right to an education, health and wellbeing, improve social and emotional learning</p>	<ul style="list-style-type: none"> Free breakfast club Uniform School Coat Books and equipment Transport Hardship fund School based councillor Parental engagement 	EEF – 8, 27	<ul style="list-style-type: none"> Numbers accessing free breakfast is reviewed regularly. Pro-active parental contact with parents. Tracking by HOY 	JS	Half termly



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	<ul style="list-style-type: none"> • Transition • Operation Christmas 				
Alternative curricula provision	<ul style="list-style-type: none"> • 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
Total budgeted cost					£115,058.51