



# Cardinal Heenan Catholic High School

## Pupil premium strategy statement

### 2018-19 Impact Statement

In February 2019 Philip Mooney NLE carried out an external Pupil Premium Review and made the following comments.

- *'The school provided a great deal of evidence to illustrate developments in the provision for disadvantaged pupils. In some cases, these developments can be seen as best practice and provide very strong examples for other schools.'*

### June 2019 Outcomes

Data			
	2017 results (national other gap)	2018 results (national other gap)	2019 results (Provisional) (national other gap)
School P8	-0.54	-0.28	-0.23
School P8 (Pupil Premium)	-0.87 (-0.97)	-0.59 (-0.69)	-0.38 (National)
School A8	43.55	43.67	43.00
School A8 (Pupil Premium)	38.46 (-11.54)	39.34 (-10.66)	38.97 (National)
Maths P8	-0.41	-0.38	-0.22
Maths P8 (Pupil Premium)	-0.78	-0.80	-0.42
English P8	-0.54	-0.35	-0.32
English P8 (Pupil Premium)	-1.02	-0.68	-0.45
Combined English and Maths 4+	64.9%	61.7%	60%
Combined English and Maths 4+ (Pupil Premium)	53%	54%	48%
Combined English and Maths 5+	35%	32%	30%
Combined English and Maths 5+ (Pupil Premium)	24%	26%	21%
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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Expenditure		
Academic year	2019-2020	
Quality of Teaching for all; appropriateness of Curriculum for all		
Desired outcome	Chosen action / approach	How effective? Lessons learned and Next Steps
Every subject to deliver consistent, high quality first teaching	<p>KL to lead PP in close working cooperation with LF (T&amp;L lead)</p> <p><b>Implement a common approach to teaching and learning using the Common Lesson Format (CLF).</b></p> <p><b>This will include:</b></p> <ul style="list-style-type: none"> <li>Using the FIRST-CLASS strategy for PP</li> <li>Development of a QA T&amp;L calendar</li> <li>Book Scrutiny sessions with pupils and PP Lead</li> <li>Collaborative planning of lessons</li> <li>Use of ClassCharts to ensure sub-groups are targeted</li> <li>Tackling low level disruption using new BfL policy</li> <li>2018-2019 PMR to have more rigorous T&amp;L/PP targets</li> <li>Verify overall T&amp;L quality finding the weak areas</li> <li>Stealthy KS4 intervention (period 6, revision evenings/materials to support pupils</li> <li>Literacy (Literacy Quality Mark) &amp; numeracy (Liverpool Counts – Silver) to be embedded across the curriculum</li> <li>SISRA</li> <li>Broad, balanced and relevant curriculum</li> <li>Embedding of the new behaviour policy with a specific remit of addressing low level disruption</li> <li>Raising aspirations through the working related learning programme</li> </ul>	<p><b>FIRST CLASS strategy</b> <i>Phil Mooney (NLE)</i></p> <ul style="list-style-type: none"> <li><i>‘Innovative but very simple list of strategies to remind teachers to put disadvantaged and able pupils at the forefront of their planning... part of a whole school approach’</i></li> <li><i>‘the work scrutiny is undertaken with the pupil present and with benchmarked books available as a comparison for the pupil to see. The strategy is working at this individual level with very strong gains in presentation and overall effort measured when books are again checked in a few weeks.’</i></li> </ul> <p><u>Work Scrutiny</u> shows improvement in the quality of work. The quality of work shows that pupils know more, can do more and remember more over time.</p> <p><u>Lesson Visits</u> show the impact of the FIRST CLASS strategy in terms of targeted questioning of disadvantaged pupils to reinforce the knowledge and the effective use of seating plans.</p> <p><u>Liverpool Counts</u> – Gold Award achieved (July 2019)</p> <p><b>Next Steps for Curriculum Implementation</b></p> <ul style="list-style-type: none"> <li>Work scrutiny – this is an intensive process and will be built upon this year to ensure more pupils are seen. LF and KS to work with KL to ensure more pupils seen. Findings will be recorded using a spreadsheet and shared more regularly with SLT and pastoral team. Appointments will be made with the pupils through the form teacher and agreed next steps will be stuck in pupils books for subject teachers to refer to.</li> </ul>
		<p style="text-align: right;"><b>Total budgeted cost</b>      £190891.57</p>



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Attendance		
Desired outcome	Chosen action / approach	How effective? Lessons learned and Next Steps
Reduce absence and improve achievement	<ul style="list-style-type: none"> <li>• Progress leader and inclusion officer</li> <li>• Parent shopping vouchers</li> </ul>	<p>Rationale: 145 students identified in Year 10 or 11, as PP qualify for participation in trial as they were able to achieve 97% attendance by end of Autumn term 2018/19. Students must achieve 97% attendance at the end of Autumn term for parents to qualify for a £50 gift voucher (in time for Christmas). Vouchers to be issued on the last day of term to those that achieved 97% attendance for Autumn term to promote last day of term.</p> <p>Impact: The overall attendance of this cohort improved by 2.46% compared to the same period last year. 23 more of the boys targeted reached the school target of 97% this term than did during the same period last year. Of the 28 PA boys, 7 (25% of those in PA) went on to reach 97% at the end of term and only 12 (42% of those in PA) remained in PA. 99 of the total cohort (68.2%) improved on their attendance from last year.</p> <p>Reduction in absence and PA (9.2 abs to 8.6 abs and 27.5 to 23.9 PA) when looking at 2018/19 compared to 2017/18. Regularly updated cohorts focused on reducing %PA particularly</p> <p><b><u>Lessons learned/Next Steps</u></b></p> <ul style="list-style-type: none"> <li>• Tightly focused cohorts based on 'live' data</li> <li>• Rapid same day response to absence</li> <li>• Improved information to form tutors as an additional layer of intervention</li> <li>• Potentially roll out voucher incentive to 3 years for Autumn and Summer terms</li> </ul>
		<b>Total budgeted cost</b> £53054.62



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Targeted support



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<p>Improve the progress and aspirations of HPA/PP pupils through the ASPIRE programme</p>	<p><b>KS3 ASPIRE</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading</li> <li>• Heenan Promise - Trips and visits</li> <li>• Increased parental engagement</li> <li>• PP champion</li> </ul>	<p><b>KS3 ASPIRE</b></p> <p>Pupils have read the following books: ‘The Book Thief’ by Marcus Zusak, ‘All Quiet on the Western Front’ by Erich Maria Remarque, ‘The Girl with all the Gifts’ by M R Carey, ‘True Grit’ by Charles Portis and ‘Me Mam. Me Dad. Me’ by Michael Duffy.</p> <p><u>Pupil Voice</u></p> <ul style="list-style-type: none"> <li>✓ <i>“I have enjoyed that the Reading Group has given us the opportunity to read at length as normally there there is not much time in school for this. I also liked it that we got to read exciting books.”</i></li> <li>✓ <i>“I have enjoyed the Reading Group because it has improved my vocabulary and reading skills.”</i></li> <li>✓ <i>“I actually enjoyed having a reason to read at home. I don’t usually like reading but I have really enjoyed these books. I also find now that I am picking up books at home that I had turned aside from before.”</i></li> <li>✓ <i>“The use of vocabulary within the book (‘The Book Thief’) was very influential on my education and it bettered my own vocabulary in my writing across many subjects.”</i></li> <li>✓ <i>“I have enjoyed the challenges that have come with reading the books and the serious themes covered by them.”</i></li> <li>✓ <i>“In my opinion ‘The Book Thief’ was the book I enjoyed the most as it offers a view on our very humanity and what lengths we would go to save the ones we love.”</i></li> <li>✓ <i>“I found the book enjoyable and have shared it over the past weeks with family members.”</i></li> </ul> <p><u>Parent Voice</u></p> <ul style="list-style-type: none"> <li>✓ <i>Just to say a big thank you for letting him be part of the excellence in reading club. He has really enjoyed it and retold me the stories at home. I think it has really helped him love reading again.”</i></li> </ul> <p><u>Y7 – GL Assessment Data:</u></p> <ul style="list-style-type: none"> <li>• 83% of pupils have made expected/higher than expected in their reading standardised assessment score.</li> </ul> <p><u>Y8 - GL Assessment Data:</u></p> <p><u>Cultural Capital</u></p> <ul style="list-style-type: none"> <li>• Liverpool Central Library, Waterstones Book Shop, Watersports Activity Day</li> </ul>
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	<p><b>Y11 ASPIRE</b>          Creation of the ASPIRE group (34 pupils)</p> <ul style="list-style-type: none"> <li>• Weekly Big picture sessions for English, maths and science</li> <li>• Curriculum and cultural trips and visits</li> <li>• Increased parental engagement</li> <li>• Attendance support (PS)</li> </ul> <p>NB – A change was made in the middle of the program where the groups were divided into ASPIRE A ( ) and ASPIRE B ( ).</p>	<p><b>Y11 ASPIRE</b>  <u>Destination Data</u></p> <ul style="list-style-type: none"> <li>• Cardinal Heenan Sixth Form – 16</li> <li>• Apprenticeship (Construction and Quantity Surveying) – 2</li> <li>• Liverpool Music Academy – 1</li> <li>• College – 5</li> <li>• Burnley FC - 1</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Progress 8 score for the Aspire A: -0.07</li> <li>• Progress 8 score for Aspire B: -1.32</li> <li>• Progress 8 score for PP in year group: -0.37</li> </ul> <p><u>Pupil Voice</u></p> <ul style="list-style-type: none"> <li>✓ <i>“The opportunities to visit the theatre, particularly Blood Brothers, enabled me to have a better understanding of the plot and themes of the play. To see the characters come alive on stage brought it to life”</i></li> <li>✓ <i>“The weekly Thursday sessions were effective because it was more focused on exam skills and knowledge”</i></li> <li>✓ <i>“Colomendy</i></li> </ul> <p><u>Parental Voice</u></p> <ul style="list-style-type: none"> <li>✓ <i>“Thank you for including my son in this group. I noticed a real difference when he started attending the sessions. He became more focussed and it seems to be paying off”</i></li> <li>✓ <i>“He had a really hard time last year personally and the group helped him stay focussed</i></li> <li>✓ <i>“It was really beneficial. He is not always disciplined at home and the incentives for trips to the theatre and the small group tuition really helped”</i></li> </ul> <p><u>Colomendy</u>          This is a successful trip that has a proven track record on improving the results for selected pupils in maths.</p> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• All: 0.18</li> <li>• PP: -0.21</li> <li>• None PP: 0.47</li> </ul>
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		<p><b><u>Lessons learned/Next Steps</u></b></p> <ul style="list-style-type: none"><li>• During the programme it was realised that some pupils were not engaging. These were put into a separate group and received mentoring. This year steps have been taken to ensure the cohort are targeted more effectively through discussions with class teacher and pastoral team.</li><li>• Topics were chosen based on what had not been covered since the beginning of the GCSE course. However it has not been planned like this for this year as the CPL aspect of the Common Lesson Format routinely checks what pupils know, can do and remember and this is address in lesson. Therefore, it has been decided that these sessions will focus on the more difficult concepts from the GCSE specification and misconceptions highlighted in the June 2019 examiners reports to ensure pupils can access the higher grades.</li><li>• More targeted approach to selecting cohort with involvement from pastoral team rather than just selecting all HPA/PP.</li><li>• Teachers delivering sessions feel that the more successful sessions were the ones that took place in a classroom. It was more intimate and pupils felt more comfortable and relaxed and therefore worked harder. All sessions will take place in U5.</li><li>• KL to attend all sessions to call immediately the parents of any pupils who fail to attend.</li><li>• Each department to have two teachers involved to increase impact by working in smaller groups. This is particularly important for Maths as pupils on Aspire for maths did both higher and foundation and it was difficult to plan and teach topics which satisfied everyone's needs. This year another maths teacher will be involved to give the option of splitting the group.</li></ul>
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<p>Progress of HPA/PP pupils to improve in English and Maths</p>	<ul style="list-style-type: none"><li>• Creation of 11 set 1Wb and 1Eb in both English and Maths with the aim of pupils improving outcomes for HPA/PP</li><li>• Intervention with Mr Taylor (KS3 and KS4)</li><li>• Numeracy TA (KS3 and KS4)</li><li>• Mastery learning in maths (KS3 and KS4)</li></ul>	<p><u>PP Review</u> - <i>'In a bold and innovative way, a decision was taken to introduce two new teaching groups (one to each half of the curriculum cohort in Y11) for maths and English.'</i> <i>Philip Mooney (NLE)</i></p> <p>English Data</p> <ul style="list-style-type: none"><li>• 11Wb: -1.13</li><li>• 11Eb: -0.15</li></ul> <p>Maths Data</p> <ul style="list-style-type: none"><li>• 11Wb: -0.06</li><li>• 11Eb: -0.28</li></ul> <p>Pupil Voice</p> <ul style="list-style-type: none"><li>✓ "Maths this year has been a big milestone for me as I have managed to learn foundation things that I have not previously been able to do and this gave me the confidence to move onto higher topics"</li><li>✓ "I have most enjoyed being able to understand how to do questions I didn't know how to answer"</li><li>✓ "Moving sets gave me the confidence to achieve. The teacher pushed me to get a grade 7 and allowed me to express my thoughts and ideas about each of the literature texts. Lots of discussions took place."</li></ul> <p>Teacher comments regarding set moves</p> <ul style="list-style-type: none"><li>✓ "It allowed me to focus on specific pupils and their needs"</li><li>✓ "I was able to mark their formative assessments and give more timely and meaningful feedback"</li></ul> <p><b><u>Lessons Learned/next steps</u></b></p> <p>Learning conversations with each student led by subject specialists and pastoral team. Rational for staffing to be reviewed</p>
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<p>Improved progress for LPA/SEND disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Reduction in class size due to increased number of teaching staff across the Key Stages.</li> <li>• Use of Teaching Assistants</li> </ul>	<p>Data</p> <ul style="list-style-type: none"> <li>• All LPA: 0.92</li> <li>• LPA/PP: 0.70</li> <li>• LPA/None PP: 1.17</li> </ul> <ul style="list-style-type: none"> <li>• All SEN: 0.29</li> <li>• SEN/PP: -0.20</li> <li>• SEN/None PP: 0.90</li> </ul> <p><b><u>Lessons Learned/next steps</u></b></p> <p>Due to the positive impact this strategy will continue. Creation of Nurture Centre to further develop current practice.</p>
<p>Motivate/refresh Year 11 students in the lead up to their final external exams.</p>	<p>HumanUtopia (Workshop – Y11 The Final Push – 20th October 2018)</p>	<p>Humanutopia visited the school on 20<sup>th</sup> October and delivered ‘The Final Push’.</p> <p><b><u>Pupil feedback (Humanutopia)</u></b></p> <ul style="list-style-type: none"> <li>• ‘91% of students enjoyed their day with the humanutopia team’</li> <li>• ‘80% of students said the day inspired them to make the most of their education’</li> <li>• ‘79% of students said the day made them want to try harder in school to improve grades’</li> <li>• ‘80% of students now feel they have the right to have goals and dreams for the future’</li> <li>• ‘89% of students say they can now co-operate with other people better and work as part of a team’</li> <li>• ‘82% of students feel they could now become proud of who they are’</li> </ul> <p><b><u>Lessons learned/Next Steps</u></b></p> <p>Although the programme was beneficial in some areas, it did not have the impact as previous year and it is thought that the money could be spent more effectively with some of the content delivered in house.</p>
		<p><b>Total budgeted cost</b> £27533.00</p>



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Planned expenditure			
Other Approaches			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How effective? Lessons learned and Next Steps
Invest in pupils' cultural capital to increase social mobility and increase engagement and motivation with school through the arts and extracurricular activities	<ul style="list-style-type: none"> <li>• Pupil questionnaire</li> <li>• Peripatetic music lessons/choir</li> <li>• Trips and visits</li> <li>• Monitoring and tracking of pupil participation</li> </ul>	<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>	<p>Cultural Diversity Days</p> <p>Tracking of PP involved shows an increase in the number of disadvantaged pupils attending trips/visits and peripatetic music lessons</p> <p><b><u>Lessons learned/Next Steps</u></b></p> <p>This had a negative impact on attendance for Y7-9 and arrangements for the days will be reviewed.</p>
			<b>Total budgeted cost</b>
			<b>£16373.35</b>

Other approaches to support the strategy as a whole			
ESSENTIAL NEEDS  Right to an education, health and wellbeing, improve social and emotional learning	<ul style="list-style-type: none"> <li>• Free breakfast club</li> <li>• Uniform</li> <li>• Books and equipment</li> <li>• Transport</li> <li>• Hardship fund</li> </ul>	EEF – 8, 27	<p><b><u>Lessons learned/Next Steps</u></b></p> <p>Extend counselling to 3 days per week to try to meet demand</p> <p>Cohorts directed to homework club</p> <p>Students in need of additional support such as equipment and uniform are quickly identified</p>



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	<ul style="list-style-type: none"> <li>• School based councillor</li> <li>• Parental engagement</li> <li>• Transition</li> <li>• Operation Christmas</li> </ul>		
Alternative curricula provision	<ul style="list-style-type: none"> <li>• Everton Free School</li> <li>• JMH</li> <li>• ACE</li> <li>• New Horizons</li> <li>• CLC</li> </ul>	<p>EEF – 3 EEF – 30</p> <p>Aimed at pupils for whom the school environment is unlikely to lead to achieving success: non/poor attendance at school, pupils with low self-esteem, school refusers, medical issues</p>	<p>Reducing number of students attending AP. Very much bespoke to individual needs. School regularly check on progress and suitability of provisions.</p> <p><b><u>Lessons learned/Next Steps</u></b></p> <p>HT1 checks on students and progress</p>
			<b>Total budgeted cost</b>
			<b>£170183.00</b>