**Ellesmere Port Catholic High School. Pupil premium strategy / self- evaluation (Version 13 Feb 2019)**

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| 1. **Summary information** | | | | | | |
| **School** | Ellesmere Port Catholic High School | | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £219,115 | **Date of most recent PP Review** | |  |
| **Total number of pupils** | 886 | **Number of pupils eligible for PP** | | 275 | **Date for next internal review of this strategy** |  |
| **How do we decide where the money is spent?**  EPCHS is committed to spending the Pupil Premium Funding in a way that will have the greatest impact on raising the attainment and achievement of disadvantaged pupils. We focus on what the barriers to learning for disadvantaged pupils may be and take action to remove these barriers. Funding has been allocated based on tracking of pupil progress and on research by the Education Endowment Foundation (EEF), case studies by the National College for Teaching and Leadership (NCTL) and by using conclusions from Ofsted surveys. Targeted interventions and support are based on needs analysis which has helped identify priority classes, groups or individuals. Teachers are also able to request funds to help pupils both in and outside of lessons. At the end of each academic year an evaluation of interventions and support is made in terms of the cost effectiveness of the programme in terms of impact and progress made by the pupils. | | | | | | |

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| 1. **Current attainment** | | | | | | |
| **(Dates in brackets is the year they will sit their GCSE examinations)** | | | | | **Progress gap between PP and non PP students (As of Autumn 2018).** | |
| **Progress 8 score average** | | | | **Year 11 (2018)** | -0.59 | |
| **Year 11 (2019)** | -0.45 | |
| **Year 10 (2020)** | -0.21 | |
| **Year 9 (2021)** | +0.22 | |
| **Year 8 (2022)** | -0.11 | |
| **Year 7 (2023)** | -0.03 | |
| **Attainment 8 score average** | |  | | | **PP** | **Non PP** |
| **Year 11 (2018) GCSE Results** | | | 34.45 | 44.34 |
| **Year 11 (2019) Autumn 2018** | | | 32.91 | 42.86 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
|  | Provide staff with teaching & learning strategies/ ideas so that the students are well organised and know how to learn. (Metacognition) | | | | | |
|  | To improve quality and consistency of feedback (in line with EEF toolkit) so that students are clear how use marking and feedback to make good progress. | | | | | |
|  | To raise self esteem and aspiration of students. Further improve the engagement with parents. | | | | | |
| **D.** | To further improve the attendance of PP students. | | | | | |
| **E.** | Strategies to support students individual needs to ensure that they make at least expected progress. | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | Success criteria | | | |
|  | Students are learning better as they are demonstrating the skills they need to learn well. | | * Positive student engagement in lessons. * Students work & assessments confirms good progress. * Well organised students. (Equipment) | | | |
|  | Oral & written feedback makes sure that each student is clear about what they are doing well and what they need to do to improve and make further progress. | | * Increased consistency in the quality of written feedback and student’s responses seen in books. * Good quality verbal feedback is observed in lessons. * Students use feedback from exams to identify how they can improve. | | | |
|  | An increased number of students demonstrating a confidence in their own learning and an aspiration to succeed.  More parents actively supporting higher aspirations for students. | | Student/ Parent feedback is positive and there is greater student & parental engagement, in activities such as: Parents evenings, progress evenings, RAP programme, A4A project. DofE, Princes Trust, Employability programme,  Continued positive destinations for students | | | |
|  | Attendance improves above 95% for PP students. | | * Attendance gap between non D and D students is improving. * More D students at 95% plus attendance. | | | |
|  | PP students are supported so that they are at least making expected progress. | | * Student progress data indicates that they are now making expected or better progress. | | | |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | |  | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation? RAG** | **Cost** |
| A: Staff CPD on effective teaching and learning strategies for PP students. With the primary focus being on developing Metacognition. (Based on EEF toolkit)  Students are fully equipped for lessons at the start of each day. | Students are learning better as they are demonstrating the skills they need to learn well.  Students will learn better in lessons due to being prepared. | | | Resource based evidence from the EEF toolkit indicates that Metacognition has a high impact on pupil progress for a low cost. | * Teaching learning reviews including focused learning walks, work scrutinies, student voice, shadowing of students. * Reviews of student progress data, including: * Line manager meetings, * Data breakfast meetings, * Exam analysis meetings. * Early intervention as a result of SMID data management system to show clear concise student data. * Staff record students without equipment in lessons. * Form time checks confirms students have equipment for the day. * Reduced number of PP students without equipment. | SLT, Subject Leaders (SL)  Form tutors, Subject teacher | Half termly  Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2  Daily, every lesson.  ( | £18,680  (Part of AHT salary)  £929 (SMID)  £200 |
| B: Staff CPD on good marking and feedback. | Oral & written feedback makes sure that each student is clear about what they are doing well and what they need to do to improve and make further progress. | | | Resource based evidence from the EEF toolkit. | Teaching learning reviews including focused learning walks, work scrutinies, student voice, shadowing of students | SLT, Subject Leaders (SL) | Half termly  Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2 | Part of AHT salary (as above). |
| C: School intervention programmes including | An increased number of students demonstrating a confidence in their own learning and an aspiration to succeed.  More parents actively supporting higher aspirations for students.  More students exhibiting positive behaviour for learning. | | | A4A is an externally funded proven programme of external facilitators supporting and working with students and their families.  Other programmes are proven to develop self-esteem and aspirations of students. |  |  |  |  |
| Raising achievement programme (RAP), is a timetabled programme of fortnightly mentoring with staff. | RAP: Analysis of impact on individual factors such as students’ progress, attendance & behaviour and aspirations. | Whole school | Half termly  Autumn 1  Autumn 2 | £6,000 |
| Structured Achievement 4 all (A4A programme which begins with a needs analysis followed by termly structured conversations. | A4A: evaluations are completed following each round of structured conversations followed by consultation with the A4A coach. | A4A school team | Autumn 18 (69% attendance, 100% positive feedback)  February 19 | A4A SSIF funded. |
| Princes Trust | Princes Trust is an award of the certificate on completion. Due for completion in July 2020. | Careers Connect & CJO | Termly update from SBU | £1,000 |
| Employability Programme is when students are supported for 3 days to help improve their employability skills. | Employability programme is award of the certificate on completion. | SBU & CJO | 9 out of 9 achieve this qualification. February 2019 | £600 |
| DofE | Bronze, Silver awards for students who complete the programme | CJO, VFO, TBA | Number of PP children include. | £565 (30% of TLR Cost) |
| Behaviour Support | Behaviour support mentor working with individual students. | AHU (Pastoral or SENCO) | Half termly  Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2  (Speak to Pastoral) | £8,713 |
| D: To further improve school systems in monitoring, analysing and acting upon attendance data.  Pastoral Leaders to focus on behaviour, attendance and Inclusion room.  Including introduction of new management information system (Arbor).  Employment of school attendance officer. –Education welfare officer (EWO) | Improve PP students attendance to at least 95% | | | Improved attendance has a direct link on students’ progress. | Pastoral leaders (SHO) & SLT ensure the school attendance procedures are followed and individual students and families are supported and challenged to improve overall attendance. | Pastoral, SLT, Attendance officer. | Daily checks and weekly analysis. | £36,220  (Part of Pastoral leaders time)  £2,767  (Arbor)  £3,720  (EWO) |
| E: PP Individualised support strategies.   1. Additional staffing in core subjects providing intervention lessons during the school day. 2. Maths and English Catch Up Classes 3. One to one and small group tutor support for pupils to improve outcomes in Maths and English. Bespoke Interventions to meet student’s needs – social skills, memory skills, life skills, study skills 4. Teaching Assistants to support Literacy and Numeracy at KS3 and KS4. 5. Support with the development of literacy skills (Reading Champion) through interventions targeting reading, handwriting, spelling, grammar etc. 6. Accelerated reader, reading intervention programmes, reading groups and paired reading 7. Numeracy Lead and Literacy Lead to drive improvements across the school. 8. Higher Ability Leads – support for HA PP students. 9. Specialist staff in Irlen’s, Dyslexia, ADHD, EAL, Emotional and Literacy, Speech and Language 10. Breakfast provision and after school homework club. 11. Show My Homework to encourage home learning and parental engagement 12. School Counsellor, advise and guidance. 13. Careers advice and guidance from an independent Careers advisor 14. Support for individual students including text books, educational materials, ingredients, uniform, music lessons etc. 15. Subsidised extended activities and educational visits 16. After school lessons and holiday schools for all subjects 17. Alternative provision programmes for specific KS4 students. | | | PP students are supported so that they are at least making expected progress. | PP first individualised intervention has a positive impact on students when it is targeted to their specific needs. | 1-8: Monitor students’ performance data through data analysis, focused learning walks, work scrutinies, student voice, shadowing of students.  9-16: Qualitative evaluations indicate positive impacts on student’s attitudes, behaviours, aspirations and progress.  17: Alternative provision students complete the programme and a positive progression from KS4. | 1-3: English, Maths subject leaders (JWM, KPE), SLT.  4: SENCO  5 & 6: DMC, SLT  7: HSM, PDN, SLT  8: LCA, MDU, EJO, CJO  9: SENCO  10: KBL, SMN, CJO  11: JWI  12: SLT  13: SWD, JWI  14: Pastoral, CJO  15: CJO  16: CJO  17: CHU | 1,2,3,7,8, 11:  Half termly (Data collect)  Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2  4,5,6,9,10,12,13  ,14,15,16,17: Ongoing | 1 & 2: £72,300  (107 periods of core subjects)  3 &4: 11,753    5: 4,441  6: 3,768  7: £6,928  8: 5,542  9: 4,984  10: £3,800  (Homework club)  11: 1,962  12: £5,850  13: £2,808  14 & 15: 5,300  16: 3,000  17: 9,000 |
| **l budgeted cost** | | | | | | |  | **£227,398** |