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| **Review of PP expenditure/ PP impact statement 2018-19, Ellesmere Port Catholic High School** | | | | |
| **Previous Academic Year** | |  | | |
| **Quality of teaching for all** | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Staff CPD on effective teaching and learning strategies for PP students. With the primary focus being on developing Metacognition. (Based on EEF toolkit)  Staff CPD on good marking and feedback. | All PP students and particularly HA PP Boys are learning better as they are demonstrating the skills they need to learn well.  A8 milestones on attached document.  Improved progress as a result of oral & written feedback in all subjects in particularly English & Maths which makes sure that each PP student and particularly HA boys are clear about what they are doing well and what they need to do to improve and make further progress. | The class of 2019 indicates an annual improvement in the progress of PP students (from -0.86 in 2017 to -0.65 in 2019) but there is still significant work to do to close the gap (Particularly for the class of 2020).  Gaps for the GCSE classes of 2021 and beyond have closed significantly. *Please refer to the additional information below as to outcomes from 2018-19.*  Evidence from the school’s monitoring and evaluation of teaching & learning shows that staff are supporting the PP students within the classroom. (Supported by the PP review day, June 2019). Staff are effectively applying a PP first approach for example within book marking (English, History, Geography, and MFL), questioning and parental communication.  This has been supported through weekly staff briefings based on evidence from the EEF which has provided staff with up to date information effective strategies to support PP students.  Some good examples of verbal and written feedback that has been evidenced through learning walks and book scrutinises (Supported by the PP review day, June 2019). Some subjects (English, Geography, History, RE, MFL) have demonstrated good EBI’s for students and this helps them to make further progress. However improving the consistency and quality of feedback and students’ response to feedback is still an area of development. | * Regular (weekly) staff briefing of PP students and strategies has been successful in establishing a common PP focus across all staff, this will continue in 2019-20. * Specific monthly/ half termly PP action points will be trialed by departments and impact feedback to the PP champions. * Quality assurance (QA) of monitoring the impact of high quality feedback on PP students will be made more robust and frequent (Especially within English & Maths) and explicitly linked to the schools new QA framework. This will provide more quantitative evidence of the impact of this strategy. * Many students can vocalise the next steps they need to make in their learning, however some students need to develop this further. Further staff training (CPD) will be provided to improve the consistency and quality of staff feedback and students response to feedback. (This will include the development of “book looks”, initially starting in KS3). | £18,680  (Part of AHT salary)  £929 (SMID) |
| Students are fully equipped for lessons at the start of each day and produce well organised work. | Students will learn better in lessons due to being prepared | 100% of the 53 students who were provided with equipment received no further detentions as a result of being provided with the correct equipment.  Evidence from the book scrutinises & PP review day showed that PP students’ presentation and organisation of work was improving. | * Quality assurance of monitoring how PP students learn and are prepared for their learning will continue. Further student voice will be used to monitor if PP students are prepared for lessons. * Equipment will continue to be provided and monitored. | £200 |
| **Targeted support** | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Raising achievement programme (RAP), is a timetabled programme of support for year 11 students. | 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. | While progress 8 for RAP students improved from -0.86 to -0.66 there is still room for further improvement.  85% of the students who engaged with the programme made progress from the end of year 10 to the end of year 11. | The impact of RAP has been limited due to it being a 1 year intervention. From September 2019 early intervention using the Achievement 4 All will mentor key PP students across KS3 & KS4 following the structured conversation programme. |  |
| Structured Achievement 4 all (A4A programme which begins with a needs analysis followed by termly structured conversations. | 54% of families actively engaged in the programme attending the structured conversations. This resulted in maintaining and in 3 cases improving outcomes in English & Maths. | While the structured conversation programme has proved effective when delivered consistently. More robust monitoring will help ensure that more students are benefitting from the programme.  From September 2019 there will be a more structured programme and evaluation of impact. (Which will include longer conversation windows outlined in the whole school calendar and more time allocated to staff in order to complete each conversation). |  |
| Princes Trust | Student feedback confirms they have developed skills that are transferrable across the curriculum, employability skills in preparing for future interviews and developing their confidence. | From September 2019 there will be a more structured monitoring system in place which will consider attendance, behavior, A2L and also include student voice. |  |
| Employability Programme is when students are supported for 3 days to help improve their employability skills. | Students who were at risk of not entering further education or training at 16 are no longer considered at risk as a result of the programme. | Future involvement depends on provision from external company. |  |
| D of E | Students completed the Bronze Duke of Edinburgh Award which allowed them to develop skills outside of the classroom through the volunteering aspect of this award. | An increased number of year 9 PP students will be targeted to do this award. |  |
| EBACC Entry | To increase percentage of PP students entering EBACC. | The percentage of students has increased from less than 20% for the 2019 cohort to 52% (2020): 69% (2021) 65% (2022). | To build upon this increase in EBACC entries and support the students to achieve their full potential. |  |
| **ix. Other approaches (including links to personal, social and emotional wellbeing)** | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Wellbeing support through ELSA programme | To help the students to overcome social, emotional challenges. | Student/ teacher voice indicates that a significant number of students’ benefitted from this support. | From September 2019 a new monitoring document is to be used to evaluate the impact of the programme more securely but with sensitivity. Students’ attendance to lessons and school will be monitored as well as behaviour and attitude to learning within lessons. |  |
| To further improve school systems in monitoring, analysing and acting upon attendance data.  Employment of school attendance officer from Easter 2019. –Education welfare officer (EWO) | Improve PP students attendance to at least 95% | See additional data below on attendance figures.  This indicates a whole school PP attendance figure is still not at 95% however improvements have been seen in years 7, 9, 10, 13.  Since the appointment of the EWO attendance is improving across all year groups. | The new attendance working procedures led by the EWO are now embedded and will have an increased impact as they are applied consistently.  From September 2019 a new monitoring document is to be used to evaluate the impact of the EWO more effectively. |  |
| Pastoral Leaders to focus on behavior and Inclusion room. |  |  |  |  |
| Including introduction of new management information system (Arbor). | Early intervention will result from access to current PP data. | Arbor is providing clear access to live data for all staff. | To continue to build capacity in staff to evaluate information provided by arbor to inform effective next steps. |  |
| PP Individualised support strategies. | Individualised strategies allows students to make progress in the area of support required. | For each of these strategies the school has got an evaluation which summarises the impact of each on PP students. | From September 2019 the staff involve will be asked to complete regular (At least half termly) evaluations of impact. |  |

Additional information:

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The school has based this impact summary from the analysis of a number in school evaluations and outcome data.

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| **Measure** | **Disadvantaged Students** | **EPCHS Non PP Students** | **Gap** |
| **PROGRESS 8** |  |  |  |
| 2019 Progress 8 | -0.61 | -0.08 | -0.53 |
| 2019 P8 Targets: | -0.2 | -0.01 | -0.19 |
| 2019 Progress 8 score English Lit | -0.56 | -0.5 | -0.06 |
| 2019 Progress 8 score English Lang | -0.50 | -0.17 | -0.33 |
| 2019 Progress 8 score Maths | -1.22 | -0.52 | -0.7 |
| **ATTAINMENT 8** |  |  |  |
| 2019 English Attainment 8 | 7.78 | 9.57 | -1.79 |
| 2019 Maths Attainment 8 | 5.72 | 8.35 | -2.63 |
| **Progress 8** |  |  |  |
| 2018 Progress 8 | -0.74 | -0.15 | -0.59 |
| 2018 Progress 8 score English | -0.38 | -0.14 | -0.24 |
| 2018 Progress score Maths | -1.38 | -0.98 | -0.4 |
| **ATTAINMENT 8** |  |  |  |
| 2018 English Attainment 8 | 7.95 | 9.69 | -1.74 |
| 2018 Maths Attainment 8 | 5.62 | 7.29 | -1.67 |
| **PROGRESS 8** |  |  |  |
| 2017 Progress 8 | -0.6 | -0.56 | -0.04 |
| 2017 Progress 8 score English | -0.22 | -0.44 | 0.22 |
| 2017 Progress score Maths | -1.1 | -0.83 | -0.27 |
| **ATTAINMENT 8** |  |  |  |
| 2017 English Attainment 8 | 8.07 | 9.27 | -1.2 |
| 2017 Maths Attainment 8 | 5.63 | 7.88 | -2.25 |
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Our 3 year trend of GCSE results:

* Progress 8 has improved year on year for PP students but requires further improvement reduce gap to non PP students.
* Final Progress 8 figures show that students were half a grade away from their target grade.
* Maths outcomes for PP students has shown a slight improvement in 2019 however this is a key area for improvement.
* The improvement made within English in 2018 has not been sustained.
* The improvement in the P8 score for disadvantaged has been less than that for those non PP students causing the gap to widen. Closing this remains a key priority for the school.
* The progress 8 score for 33 students who completed year 11 is -0.32 which would demonstrate a gap -0.30.

Internal progress Data

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|  | **Progress 8 Gap PP-Non PP**  **End of 18-19** |
| **Yr10 (2020)** | **-0.18** |
| **Yr9 (2021)** | **+0.19** |
| **Yr8 (2022)** | **-0.08** |
| **Yr7 (2023)** | **0.0** |

* GCSE classes from 2020 onwards shows a significant reduction in the gap between PP and non PP students.
* More work needs to be done to narrow the gap for the class of 2020.

Attendance:

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| --- | --- |
| **End of Year** | **PP attendance (%)** |
| **2018-19** | **89.3** |
| **2017-18** | **90.3** |