**Ellesmere Port Catholic High School. Pupil premium strategy 2019-20 (Version 10th September)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | | |
| **School** | Ellesmere Port Catholic High School | | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £219,115 | **Date of most recent PP Review** | | Sep 19 |
| **Total number of pupils** | 823 | **Number of pupils eligible for PP** | | 216 | **Date for next internal review of this strategy** | Oct 19 |
| **How do we decide where the money is spent?**  Ellesmere Port Catholic High School 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. We will review this strategy each term and 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. | | | | | | |

PP Stats Key targets for PP 2019-20

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group (GCSE Year) | **Total** | **PP** | **%** |
| 7 (2024) | 174 | 31 | 18% |
| 8 (2023) | 176 | 50 | 28% |
| 9 (2022) | 176 | 51 | 29% |
| 10 (2021) | 166 | 46 | 28% |
| 11 (2020) | 131 | 38 | 29% |
|  |  |  |  |
| Total | 823 | 216 | 26% |

|  |  |  |  |
| --- | --- | --- | --- |
| Final 2020 | Overall | Maths | English |
| 46.5 | 4.72 | 4.51 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 September 2019).** | | | | | | |
| **Progress 8 PP Results** | | | | | | **2017** | **2018** | | | **2019** | **2020 (As of DC3 2019)** | |
| **-0.6** | **-0.74** | | | **-0.47** | **-0.28** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | |
| **A1** | PP students are not making expected levels of progress based on prior attainment and in relation to non PP students in the year group in Maths and English. | | | | | | | | | | | |
| **A2** | Literacy & Numeracy skills are lower for PP students than for non PP students. This affects progress at the end of year 11. | | | | | | | | | | | |
| **B** | 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. (Metacogniton, self regulated learning) | | | | | | | | | | | |
| **C** | To further improve the engagement of parents to develop a collabrative approach to supporting our PP pupils. | | | | | | | | | | | |
| **D** | Attendance for our PP pupils has improved but remains below the target of 95%. | | | | | | | | | | | |
| **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 | | | | | | | | |
| **A1M** | PP students make expected levels of progress within Maths and the gap to non PP students is closing. (Yr7-11) | | |  | | | | | | | | |
| **A1E** | PP students make expected levels of progress within English and the gap to non PP students is closing. (Yr7-11) | | |  | | | | | | | | |
| **A2** | To improve progress in Literacy & Numeracy for PP students with a particular focus on (Ability) boys. | | | * Positive student engagement in lessons evidence results in improved progress identified from lesson visits, pupil voice, work scrutinise & summative data. * Students’ work & assessments confirms good progress and learning over time in line with their targets (In front of exercise books/ folders/ all held in SMID) * Well organised students evidence includes well organised work, fewer equipment incidents logged. * GCSE results gap between PP and non PP to be reduced in Maths and English, (non PP targets) | | | | | | | | |
| **B** | 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. | | | * Students’ work & assessments confirms good progress in line with their targets. * Students responding well and making further progress as a result of good quality verbal and written feedback. (Evidence form lesson observations, scrutinies, student voice, learning walks) * Students are aware of how to improve their learning and spiral learning which should be evidenced through homework and classwork. * Books and student voice demonstrates evidence that students learning is being stretched and challenged. | | | | | | | | |
| **C** | 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, A4A project. DofE, Princes Trust. * Continued positive destinations of 100% for PP students. * To increase number of PP students entering EBACC. (2019 results show 2 out of the 6 PP children achieved this) | | | | | | | | |
| **D** | Attendance improves above 95% for PP students. | | | * Attendance gap between PP and non PP students is improving. * Less PP students are PA and overall PP student attendance is at 95%. | | | | | | | | |
| **E** | PP students are supported so that they are at least making expected progress across all subjects. | | | * Student progress data & work in books indicates that they are now making expected or better progress. * Positive feedback on the impact of the individualised strategies. | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | **Success Criteria & how will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation? RAG** | | | **Cost** | |
| Yr 11 PP students meet their intended outcomes in Maths due to additional staffing allowing class numbers to be reduced, Early intervention and 1-1 support put in place. | | A1M | Targeted intervention will best help students prepare for their final exams. | | Yr11 students will meet their expected outcomes. (Data)  Students RAG rated weekly and as a result action put in place following this by subject leader, class teacher. Half termly reviews with Maths departments with CJO & line manager  Observation of 1-1 support. | | | CJO & Maths dpts. | Half termly | | |  | |
| Yr 11 PP students meet their intended outcomes in Maths due to additional staffing allowing class numbers to be reduced, Early intervention and 1-1 support put in place. | | A1E | Targeted intervention will best help students prepare for their final exams. | | Yr11 students will meet their expected outcomes. (Data)  Students RAG rated weekly and as a result action put in place following this by subject leader, class teacher. Half termly reviews with Maths departments with CJO & line manager  Observation of 1-1 support | | | CJO & Eng dpts. | Half termly | | |  | |
| Students across school will improve their literacy & numeracy skills in order to access the new GCSE curriculum. | | A2: Improve Literacy & Numeracy | Without early intervention students will not be able achieve meet intended outcomes. | | Teaching learning reviews, learning walks, SMID data, pupil voice, DBM’s.  Include Data outcome | | | HSM, PDN  DEM | Half termly | | |  | |
| SLT link for T&L has developed new standards to be followed and a new monitoring system for book scrutinies. | | B: To improve quality of feedback. | Research based evidence from EEF toolkit. | | Teaching learning reviews, learning walks, book look, student voice.  Progress per subject.  Evidence of student responses to feedback and improving their learning as a result. | | | SLT | Half termly, When (QA calendar) | | |  | |
| Achievement 4 All programme, all UPS 3 staff to mentor a PP pupil in school to develop confidence and increase parental engagement through 3 structured conversations which are half termly. | | C: Develop engagement with parents. | 2nd year of running this programme with some success in the first year.  18-19: 85 % of students on this programme then attended parents evening. | | Students on this programme demonstrate improved attendance, behaviour, A2L and outcomes. Parental engagement improves.  Whole staff, Pupil, parent evaluations following each structured conversation.  Comparing last year parents evening & progress evening data to this year. | | | CJO | Following each structured conversation. | | |  | |
| Show my Homework, to improve parental engagement of student’s homework. Ensure quality and quantity and regularity of homework set.  Homework set is challenging and engaging for all pupil.s | | B: To improve quality of feedback.  C: Develop engagement with parents. | Homework provides consolidation as well stretch and challenge for students.  Spiral learning in preparation for examinations. | | Quality and regularity of homework will be monitored. Students who are not handed homework in will be identified and sent to homework club.  Weekly monitoring of students using SMH.  Half termly reviews of the quality of SMH. | | | CJO  SLT | Half termly | | |  | |
| Robust and clear policy to monitor PP attendance and intervene when it falls below 95%. Including clear plan of action for the EWO. | | D: To Improve attendance | Improved attendance has a direct link to students’ progress.  18-19: shows positive impact of the EWO work in years 7,9,10,13 | | Reduced number of PP children who are PA.  Fortnightly meetings with EWO and pastoral leads. | | | CRO | Daily checks. | | |  | |
| To further improve punctuality, attendance and cognitive ability for the day. Free breakfast to all PP students. | | D: To Improve attendance | Improve attendance. | | Increased number of students are in school having breakfast preparing them for the day which can result in improved attendance, punctuality, ready to learn.  Evaluations from students, parents. | | | CJN | Termly | | |  | |
| Learning mentors to help remove student’s barriers to learning through individualised support sessions, counselling, hummingbird program and golden time. | | E: Individual needs | Social, emotional wellbeing is essential for students to succeed academically. | | Students working with learning mentors have improved attendance, behaviour and attitude to learning in the classroom.  Fortnightly updates on the impact the learning mentors are having. | | | CDA, FPA | Weekly | | |  | |
| Reading champion, accelerated reader and reading intervention programmes. | | E: Individual needs | Reading champion data | | Half termly monitoring and pupil voice. | | | DEM | Half termly | | |  | |
| Literacy + Numeracy catch up | | E: Individual needs | Provides an opportunity for students to catch up to their expected age | | Students in year 7 will catch up within literacy & numeracy based on SMID data. Students reading age will increase to meet their expected age. | | | PDN, HSM | Half termly | | |  | |
| Princes Trust qualification | | E: Individual needs | Allow students to work towards an additional qualification to develop core skills. | | Students develop skills such as confidence and self esteem. outside of the curriculum ready for their next step in education.  New proforma created to monitor progress. Student feedback | | | SBU | Half termly | | |  | |
| PP first approach, which gives priority to PP students when marking books, pastoral support, EWO support, music lesson, homework support, CEIAG and the School councillor.  Monitor through scrutiny,  Calls home. | | E: Individual needs | PP students to be given first opportunity in most situations. | | The profile of PP is raised whole school and the gap is diminished from non PP students.  Observed through teaching learning reviews, learning walks, pupil voice.  Calendared QA for PP  CEIAG | | | All staff | Daily | | |  | |
| Subsidised educational visits.  Individual support for enrichment and equipment.  Removing barriers. (Quantifiable) | | E: Individual needs | Provide students with equipment so they can learn and experience which will improve motivation in the classroom. | | Students are prepared with the correct equipment and given the same opportunities as non PP students.  Staff to complete PP spend request form with evidence of impact on. | | | CJO | Daily | | |  | |
| Holiday school classes. Extra lessons offered to support students in Yr11 during October, February and Easter half terms. | | E: Individual needs | 44% of PP used this opportunity last year and 62% of those students improved their grade in the subject they attended for. | | PP students will attend half term schools and improve their outcomes.  Class teachers to communicate with key individuals who are to be targeted for intervention. | | | CJO | Termly | | |  | |
| Provide lockers for students. | | E: Individual needs | Allow students to be prepared and organised for each school day. | | Students are more organised and ready to learn as they have all their equipment stored at school. | | | CJN | Yearly | | |  | |
| The Scholars Programme – The Brilliant club | | E: Individual needs | Preparing students for further education. Impact from the first two phases shows an increase in students attending university | | CJO to monitor the 7 tutorials that are to be delivered. Pupil voice at the start and end of the programme. | | | CJO | Half termly | | | £1,920 | |
| Chester University outreach programme  Year 11: boys tailored revision support for 20 students in 2020.  Year10: 10 students to complete 6 sessions with Chester University. 4 sessions at the University doing lectures in a number of areas of study. | | E: Individual needs | To support year 11 students with revision and to raise aspirations of the year10 students. | | Pupil voice at the start and end of the programme. | | | CJO | Half termly | | | Free | |
| Transition through a trauma lens   * Fagus assessment tool * Rage Fitness (Yr7) * Police Twista (Yr8) | | E: Individual needs | Edsential funded project to develop the transition of vulnerable pupils. | | Learning mentors delivering the programme will report on the impact to CJO. Pupil voice at the start and end of the programme. | | | CJO, FPA, CDA | Half termly | | | £200 | |
|  | |  |  | |  | | |  | **Total expenditure** | | |  | |