

Ellesmere Port Catholic High School

End of Year Evaluation of the impact of PP funding 2019-2020

To enable the school to evaluate the impact of our PP funding and to inform our planning for 2020-2023 all staff named in the PP Strategy for 19-20 are asked to provide a brief evaluation summary which summarises the **impact** on our PP students.

| Strategy | Impact of this work. | Next actions/steps for 20-23 | | | | | | | | | | | | | | | | | | |
|-----------------------------|---|--|-------|---------|---|--------------------|--|---|--|--------------------|---|--------------------|--|----|--------------------|--|----|-------------------|-------------------|---|
| Achievement 4 All | <p>Students involved in this programme demonstrated,</p> <ul style="list-style-type: none"> • 54% improved attendance • 67% reduction in negative behaviour points • 50% reduction in callouts from lesson. <p>Students commented that</p> <p>“Their mentor helped them with further online courses to study.” “I could see my mentor anytime to discuss concerns and worries.” “My mentor supported with revision and my wellbeing.”</p> | <p>Maintain programme and introduce new students. Add a reintegration welcome back fortnight for students returning to school in September.</p> | | | | | | | | | | | | | | | | | | |
| Maths/ English intervention | <p>Some students made progress but progress was not rapid for all students involved. Students commented that they felt the small intervention groups were beneficial to them.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year group</th> <th>Maths</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>100% made progress</td> <td style="background-color: black;"></td> </tr> <tr> <td>8</td> <td style="background-color: black;"></td> <td>100% made progress</td> </tr> <tr> <td>9</td> <td>100% made progress</td> <td style="background-color: black;"></td> </tr> <tr> <td>10</td> <td>100% made progress</td> <td style="background-color: black;"></td> </tr> <tr> <td>11</td> <td>75% made progress</td> <td>66% made progress</td> </tr> </tbody> </table> | Year group | Maths | English | 7 | 100% made progress | | 8 | | 100% made progress | 9 | 100% made progress | | 10 | 100% made progress | | 11 | 75% made progress | 66% made progress | <p>This will be staffed internally next year with extra support in lessons which will then allow break off intervention groups as required.</p> |
| Year group | Maths | English | | | | | | | | | | | | | | | | | | |
| 7 | 100% made progress | | | | | | | | | | | | | | | | | | | |
| 8 | | 100% made progress | | | | | | | | | | | | | | | | | | |
| 9 | 100% made progress | | | | | | | | | | | | | | | | | | | |
| 10 | 100% made progress | | | | | | | | | | | | | | | | | | | |
| 11 | 75% made progress | 66% made progress | | | | | | | | | | | | | | | | | | |

| <p>Literacy & Numeracy Leads</p> | <p>This involved a number of students across all year groups in which a number of these students caught up to the level they should have been working at that year by being involved in these intervention groups. Literacy & Numeracy leads developed form time activities for all students to follow.</p> | <p>To resume programme when current restrictions are lifted.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|--|------------|------------|------------|-------------------------------|-----|------------|-----------|----|---|-----|--|-----|-----|-----------|----|---|-----|--|-----|-----|-----------|---|---|-----|------|------|----|-----------|--------------------------------------|---|-----|------|-------|-----|--------|--------|--------|--------|---------|---------|-------|----------------|-----|-----|-----|-----|----|-------------------------------|----------------|-----|-----|-----|-----|-----|-----------------------------|---|
| <p>Behaviour & attitudes lead</p> | <p>Following the implementation of the staged approach to behaviour the number of removals for students decreased. Students therefore spent more time in lessons rather than being taken out of a learning environment.</p> <p>FTE's remained in line with previous academic year.</p> <p>Behaviour</p> <table border="1" data-bbox="412 544 1431 943"> <thead> <tr> <th>Trend</th> <th>FTE</th> <th>PEX</th> <th>Isolations</th> <th>Detentions</th> <th>BSP</th> <th>LM support</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>24</td> <td>2</td> <td>260</td> <td></td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>2017-2018</td> <td>49</td> <td>2</td> <td>329</td> <td></td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>2018-2019</td> <td>72 (43 FTE in March) (32 students in March)</td> <td>4</td> <td>197</td> <td>2488</td> <td>3.1%</td> <td>43</td> </tr> <tr> <td>2019-2020</td> <td>48 FTE March 38 students in March</td> <td>6</td> <td>104</td> <td>3931</td> <td>2.85%</td> <td>108</td> </tr> </tbody> </table> <table border="1" data-bbox="412 975 1420 1126"> <thead> <tr> <th>Trends</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Removals 18/19</td> <td>223</td> <td>288</td> <td>335</td> <td>265</td> <td>69</td> <td>1188 removals 266 students</td> </tr> <tr> <td>Removals 19/20</td> <td>131</td> <td>186</td> <td>113</td> <td>183</td> <td>107</td> <td>724 removals 88 students</td> </tr> </tbody> </table> | Trend | FTE | PEX | Isolations | Detentions | BSP | LM support | 2016-2017 | 24 | 2 | 260 | | n/a | n/a | 2017-2018 | 49 | 2 | 329 | | n/a | n/a | 2018-2019 | 72 (43 FTE in March) (32 students in March) | 4 | 197 | 2488 | 3.1% | 43 | 2019-2020 | 48 FTE March 38 students in March | 6 | 104 | 3931 | 2.85% | 108 | Trends | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total | Removals 18/19 | 223 | 288 | 335 | 265 | 69 | 1188 removals 266 students | Removals 19/20 | 131 | 186 | 113 | 183 | 107 | 724 removals 88 students | <p>To implement a new pastoral structure in which each year group will have a non-teaching pastoral leader. Develop further the staged approach to behaviour and inclusion framework.</p> <p>Greater focus on restorative practice.</p> |
| Trend | FTE | PEX | Isolations | Detentions | BSP | LM support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016-2017 | 24 | 2 | 260 | | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017-2018 | 49 | 2 | 329 | | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-2019 | 72 (43 FTE in March) (32 students in March) | 4 | 197 | 2488 | 3.1% | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019-2020 | 48 FTE March 38 students in March | 6 | 104 | 3931 | 2.85% | 108 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trends | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Removals 18/19 | 223 | 288 | 335 | 265 | 69 | 1188 removals 266 students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Removals 19/20 | 131 | 186 | 113 | 183 | 107 | 724 removals 88 students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| EWO & Attendance | <p>Attendance dipped slightly from the 18/19 academic year and persistent absence also increased.</p> <table border="1" data-bbox="398 165 1189 405"> <thead> <tr> <th></th> <th>17/18</th> <th>18/19</th> <th>19/20</th> </tr> </thead> <tbody> <tr> <td>PP Attendance</td> <td>91.8</td> <td>92</td> <td>91.3</td> </tr> <tr> <td>Non PP Attendance</td> <td>92.9</td> <td>93</td> <td>94.9</td> </tr> <tr> <td>PP Persistent Absence</td> <td>30.1</td> <td>26.4</td> <td>30.6</td> </tr> <tr> <td>Non PP Persistent Absence</td> <td>26.3</td> <td>22.8</td> <td>12.1</td> </tr> </tbody> </table> | | 17/18 | 18/19 | 19/20 | PP Attendance | 91.8 | 92 | 91.3 | Non PP Attendance | 92.9 | 93 | 94.9 | PP Persistent Absence | 30.1 | 26.4 | 30.6 | Non PP Persistent Absence | 26.3 | 22.8 | 12.1 | Continue to action the attendance of those students whose attendance to school is not above 95% and those that fall in to the persistent absence category of below 90%. |
|---------------------------|--|---|-------|-------|-------|---------------|------|----|------|-------------------|------|----|------|-----------------------|------|------|------|---------------------------|------|------|------|---|
| | 17/18 | 18/19 | 19/20 | | | | | | | | | | | | | | | | | | | |
| PP Attendance | 91.8 | 92 | 91.3 | | | | | | | | | | | | | | | | | | | |
| Non PP Attendance | 92.9 | 93 | 94.9 | | | | | | | | | | | | | | | | | | | |
| PP Persistent Absence | 30.1 | 26.4 | 30.6 | | | | | | | | | | | | | | | | | | | |
| Non PP Persistent Absence | 26.3 | 22.8 | 12.1 | | | | | | | | | | | | | | | | | | | |
| Learning mentors | <p>Students that worked with learning mentors showed improvements in attendance and behaviour points over the course of the year.</p> <ul style="list-style-type: none"> 65% of students working with learning mentors improved their attendance. 40% of students working with learning mentors received no further negative behaviour points/ detentions. <p>Trauma informed projects were launched and showed promising signs but were incomplete due to restrictions brought in.</p> | <p>Change in triage system for utilising learning mentors. Continue to use Fagus assessment tool to identify student's needs.</p> <p>New programmes to be trialled with students.</p> <p>Try to replicate the trauma informed project internally.</p> | | | | | | | | | | | | | | | | | | | | |
| Accelerated reader | <p>Increased usage of library area and books being loaned out.</p> <ul style="list-style-type: none"> Yr7 59% of students showed an increase in their reading age. Yr8 59% of students showed an increase in their reading age. | <p>Launch online Myon reading resource with students.</p> <p>Maintain accelerated reader programme.</p> | | | | | | | | | | | | | | | | | | | | |
| Brilliant club | <p>Students working on the programme showed improved attendance and some showed improved outcomes within English and Maths. All students had the chance to experience University style lectures and completing an extended piece of independent written work which was graded by the University.</p> | <p>Offer the programme at a different time of the year to avoid clashes with student's internal PPE examinations.</p> <p>Choose a different focus area as student feedback was not positive for the STEM project chosen.</p> | | | | | | | | | | | | | | | | | | | | |

