

1. Summary information					
School	Ellesmere Port Catholic High School				
Academic Year	2020-21	Total PP budget	£232,475	Date of most recent PP Review	Feb 20
Total number of pupils	921	Number of pupils eligible for PP	231	Date for next internal review of this strategy	March 2021
<p><b>How do we decide where the money is spent?</b></p> <p>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.</p>					

PP Stats

Year Group (GCSE Year)	Total	PP	%
7 (2025)	174	69	40%
8 (2024)	172	44	26%
9 (2023)	175	52	30%
10 (2022)	164	50	30%
11 (2021)	159	42	26%
Total	844	216	26%

Year Group Sixth form	Total	PP	%
Year 12 (2022)	44	12	27%
Year 13 (2021)	37	3	8%
Total	81	15	19%

Key targets for PP 2020-21

Final 2020	Overall	Maths	English
	35.21	3.21	4.39

2. 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 2020).			
Progress 8 PP Results		2018	2019	2020	2021 (As of DC3 2020)
		-0.74	-0.47	-0.08	-0.82
3. Barriers to future attainment (for pupils eligible for PP)					
*	Reintegration of PP students following school closures.				
A	PP students are not making expected levels of progress based on prior attainment and in relation to non-pupil premium students in the year group in Maths and English.				
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	The proportion of students who receive fixed-term exclusions is higher amongst pupil premium students.				
D	To further improve the engagement of parents to develop a collabrative approach to supporting our pupil premium pupils.				
E	Attendance for our pupil premium pupils has improved but remains below the target of 95%.				
F	Strategies to support students individual needs to ensure that they make at least expected progress.				
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria			
*	Students return to school and feel safe in their school environment and are learning well within the classroom.	<ul style="list-style-type: none"> <li>• Student voice.</li> <li>• Reintegration surveys from staff detailing how students have settled back into the classroom.</li> <li>• Improved attendance shows that students are happy coming to school.</li> <li>• Evaluation of departmental recovery plans.</li> </ul>			
A	PP students make expected levels of progress within Maths & English and the gap to non PP students is closing. (Yr7-11)	<ul style="list-style-type: none"> <li>• Students' work &amp; assessments within intervention sessions confirms good progress in line with their targets.</li> </ul>			
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.	<ul style="list-style-type: none"> <li>• Students' work &amp; assessments confirms good progress in line with their targets.</li> <li>• 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)</li> <li>• Students are aware of how to improve their learning and spiral learning which should be evidenced through homework and classwork.</li> <li>• Books and student voice demonstrates evidence that students learning is being stretched and challenged.</li> </ul>			

<b>C</b>	Students that receive a fixed term exclusion reduces from 19-20. (25 FTE in 2019/20)	<ul style="list-style-type: none"> <li>Students can moderate their behaviour and receive less fixed term exclusions meaning they are in school learning.</li> <li>The staged approach to behaviour and restorative conversations allows students to reflect on their behaviour and establish ways of moving forward.</li> </ul>
<b>D</b>	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.	<ul style="list-style-type: none"> <li>Student/ Parent feedback is positive and there is greater student &amp; parental engagement, in activities such as: Parents evenings, progress evenings, A4A project. DofE, Princes Trust.</li> <li>Continued positive destinations of 100% for PP students.</li> <li>To increase number of PP students entering EBACC. (2020 results shows 8 out of 19 PP students achieved this, 42%)</li> </ul>
<b>E</b>	Attendance improves above 95% for PP students.	<ul style="list-style-type: none"> <li>Attendance gap between PP and non PP students is improving.</li> <li>Less PP students are PA and overall PP student attendance is at 95%.</li> </ul>
<b>F</b>	PP students are supported so that they are at least making expected progress across all subjects.	<ul style="list-style-type: none"> <li>Student progress data &amp; work in books indicates that they are now making expected or better progress.</li> <li>Positive feedback on the impact of the individualised strategies.</li> </ul>

#### 5. 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
Details for PP the recovery plan can be found on the school website.	* Successful reintegration of PP students.	Recovery strategy created to reconnect with pupils. Based on EEF Covid 19 Support guide.	Weekly QA of the recovery document collecting evidence from teachers & students to indicate students have settled back in to school well and that attendance for PP students is improving.	CJO	Weekly	
KS4 PP students meet their intended outcomes in Maths & English due to additional staffing to provide intervention groups. This is targeting KS4 pupils.	A: Meet expected outcomes in English & Maths	EEF Toolkit: Targeted intervention will best help students prepare for their final exams.	Students RAG rated and as a result action put in place following this by subject leader, class teacher. Half termly reviews with Maths & English departments with CJO & line manager to see how students are progressing in class.	CJO, KPE, EWO	Half termly	<b>Funded through Catch up premium money</b>

<p>Students across school will improve their literacy &amp; numeracy skills in order to access the new GCSE curriculum.</p> <p>* Impacted due to Covid 19 Start date to be confirmed.</p>	<p>A: Meet expected outcomes in English &amp; Maths</p>	<p>Without early intervention students will not be able to achieve intended outcomes.</p>	<p>Students are more confident within literacy &amp; numeracy and are better equipped to access GCSE material. Teaching learning reviews &amp; learning walks demonstrate Literacy &amp; Numeracy is embedded in all subject areas.</p>	<p>HSM, PDN</p> <p>DEM</p>	<p>Half termly</p>	<p>£35,702</p>
<p>Further develop the work from 2019/20 as the quality of feedback being given by staff to students.</p>	<p>B: To improve quality of feedback.</p>	<p>EEF Toolkit: Metacognition and self-regulated learning guidance report.</p>	<p>Teaching learning reviews, learning walks, book look, will show that staff have implemented marking policy and students are being given time to amend their work. Student voice will show that students are given time to be reflective of their work and know how to improve.</p>	<p>SLT</p>	<p>Half termly, When (QA calendar)</p>	<p>£32,485</p>
<p>The new staged approach to behaviour and new pastoral structure will support students.</p>	<p>C: To reduce FTE for PP students.</p>	<p>EEF improving behaviour guidance report and evaluations from the pastoral team from the last three years.</p>	<p>FTE students will decrease for PP students. Weekly pastoral meetings to update on student concerns and appropriate action put in place which could be a learning mentor referral, pastoral leader support and personalised staff briefings on students.</p>	<p>SLT/ Pastoral team</p>	<p>Weekly.</p>	<p>£36,267</p>
<p>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.</p>	<p>D: Develop engagement with parents.</p>	<p>3<sup>rd</sup> year of running this programme.</p> <p>2019/20 evidence of impact can be found on 2019/20 impact statement.</p>	<p>Students on this programme demonstrate improved attendance, behaviour, A2L and outcomes. Parental engagement improves.</p> <p>Whole staff, Pupil, parent evaluations following each structured conversation.</p> <p>Comparing last year parents evening &amp; progress evening data to this year.</p>	<p>CJO</p>	<p>Following each structured conversation.</p>	<p>Part of SLT (above)</p>

<p>Microsoft Teams &amp; Show my Homework, to improve parental engagement of student's homework. Ensure quality and quantity and regularity of homework set.</p> <p>Homework set is challenging and engaging for all pupils.</p>	<p>D: Develop engagement with parents.</p>	<p>Homework provides consolidation as well stretch and challenge for students.</p> <p>Spiral learning in preparation for examinations.</p>	<p>Quality and regularity of homework will be monitored. Students who are not handed homework in will be identified and sent to homework club.</p> <p>Weekly monitoring of students using SMH.</p> <p>Half termly reviews of the quality of SMH.</p>	<p>CJO SLT</p>	<p>Half termly</p>	<p>£9,065</p>
<p>Robust and clear policy to monitor PP attendance and intervene when it falls below 95%. Including clear plan of action for the EWO.</p>	<p>E: To Improve attendance</p>	<p>Improved attendance has a direct link to students' progress.</p> <p>2019/20 evidence of impact can be found on 2019/20 impact statement.</p>	<p>Reduced number of PP children who are PA.</p> <p>Fortnightly meetings with EWO and pastoral leads.</p>	<p>CRO</p>	<p>Daily checks.</p>	<p>£16,668</p>
<p>To further improve punctuality, attendance and cognitive ability for the day. Free breakfast to all PP students.</p>	<p>E: To Improve attendance</p>	<p>Improve attendance.</p>	<p>Increased number of students are in school having breakfast preparing them for the day which can result in improved attendance, punctuality, ready to learn.</p> <p>Evaluations from students, parents.</p>	<p>CJN</p>	<p>Termly</p>	<p>Magic Breakfasts</p>
<p>Learning mentors to help remove student's barriers to learning through individualised support sessions, counselling, Lego therapy, Everton in the community, hummingbird program, Dove body image, Yoga and circuit training, My happy minds, BSL, Horticultural therapy and golden time.</p>	<p>F: Individual needs</p>	<p>Social, emotional wellbeing is essential for students to succeed academically.</p>	<p>Students working with learning mentors have improved attendance, behaviour and attitude to learning in the classroom.</p> <p>Fortnightly updates on the impact the learning mentors are having.</p>	<p>CDA, FPA</p>	<p>Weekly</p>	<p>£15,941</p>

<p>Oasis Room: Due to the increased number of funded student who have chosen to come to our school and the ever increasing students who are work at year 2/3 level, it became clear that we had to adapt our provision to support those students with cognitive difficulties and high SEN needs by making the most of resources. The pupils receive a KS3 curriculum taught using KS2 strategies to support, engage and make it more accessible.</p>	<p>F: Individual needs</p>	<p>EEF Toolkit: Small group tuition:  Meeting the needs of the students who are not KS3 ready.</p>	<p>Students working within the Oasis classroom improve their attendance and outcomes based on this provision.  Smid data monitored and pupil voice will be collected through pastoral QA.</p>	<p>JLO &amp; Senco</p>	<p>Half termly</p>	<p>£39,217</p>
<p>Reading champion, accelerated reader and reading intervention programmes.  Introduction of Myon online reading resource.</p>	<p>F: Individual needs</p>	<p>Reading champion data</p>	<p>Half termly monitoring will show that students are accessing reading resources and improving their reading age.</p>	<p>DEM</p>	<p>Half termly</p>	<p>£5,962</p>
<p>Princes Trust qualification is now timetabled for 11 pupil premium students in year 9. Timetabled sessions will allow students sufficient time to complete.</p>	<p>F: Individual needs</p>	<p>Allow students to work towards an additional qualification to develop core skills.</p>	<p>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</p>	<p>MCH</p>	<p>Half termly</p>	<p>£600</p>
<p>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.</p>	<p>F: Individual needs</p>	<p>PP students to be given first opportunity in most situations.</p>	<p>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</p>	<p>All staff</p>	<p>Daily</p>	<p>£0</p>

Subsidised educational visits.  Individual support for enrichment and equipment.	F: 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	£0 (due to pandemic)
Holiday school classes. Extra lessons offered to support students in Yr11 during October, February and Easter half terms.	F: Individual needs	Students that attend these sessions improve their outcomes.	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	£3,800
Provide lockers for students.	F: 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	£300
The Scholars Programme – The Brilliant club is scheduled for Term 3.	F: 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	£3,119
Chester University outreach programme  Year 11: boys tailored revision support for 20 students in 2021. Year10: 10 students to complete 6 sessions with Chester University. 4 sessions at the University doing lectures in a number of areas of study.	F: Individual needs	To support year 11 students with revision and to raise aspirations of the year10 students.	Students involved in the revision sessions will be better prepared for their final examinations. Students working on the outreach programme will progress into 6 <sup>th</sup> form and have a University option as their long term goal. Pupil voice at the start and end of the programme will monitor students' progress and attitudes towards further education.	CJO	Half termly	Free

Alternative Provision is provided for those students who are at risk of permanent exclusion.	F: Individual needs	This provides an alternative provision as a different option to permanent exclusion.	Case studies on the students attending alternative provision throughout the year will show good attendance to alternative provision and that they are working well on their course.	CJO	Termly	£33,156
SAM Learning	F: Individual needs	EEF documentation for supporting students who have been affected by school closure.. FFT study suggest 10 task hours of SAM learning has an impact on GCSE students.	SAM usage to be launched to parents and students February 2021. Staff CPD to be provided.  Usage reports can be generated to show how PP students are using this platform. Students that use the platform to improve outcomes.	MCA	Half termly	£193
					<b>Total expenditure</b>	<b>£232,475</b>