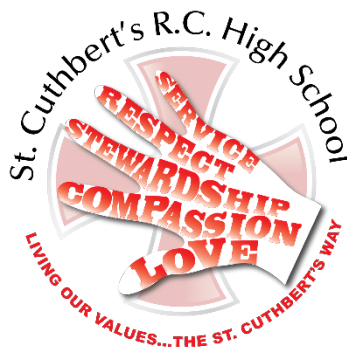




St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

PUPIL PREMIUM STRATEGY STATEMENT



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Pupil premium strategy statement		
Type: Guidance Statement	Website: Yes	Author: J Holt
Approved:		Next Review:
Frequency: Choose an item.	Delegated: Choose an item.	
Notes:		

Pupil premium strategy statement – St Cuthbert's RC High School 2019-20

1. Summary information					
School	St Cuthbert's RC High School				
Academic Year	2018/19	Total PP budget	£496,690	Date of most recent PP Review	01/17
Total number of pupils	1112	Number of learners eligible for PP	547	Date for next internal review of this strategy	Jan 2020
2. Current attainment					
			Learners eligible for PP (your school)	Learners not eligible for PP (national average)	
Progress 8 score average			-0.75 (unvalidated)		
Attainment 8 score average			35.66		
3. Barriers to future attainment (for learners eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Below average literacy and numeracy level on entry for lowest ability PP learners in all years.				
B.	Poor performance by high and middle ability PP learners (especially white British boys)				
C.	Poor behaviour of some PP learners who achieve more behaviour points and exclusions				
D.	Lower attendance and punctuality of PP learners and significantly more PA in PP learners				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Parental support and aspiration signified by lack of attendance at parents evenings etc				
F.	Low aspirations of some PP students combined with a lack of resilience and ability to think beyond school				
G.	Lack of space to work at home to complete homework/independent study				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria			

A.	Rapid increase of literacy and numeracy levels for lowest ability PP learners	All pupils to be removed from urgent need category in AR by the end of Year 7 All pupils to have made more than 11 months progress in AR from September to July Maths form time used to plug gaps highlighted in gap analysis and
B.	Increase in performance of high and middle ability PP students in August 2020	For Year 11 - A8 gap was 6.7 points on average between PP and non PP students. This must be reduced whilst increasing attainment for both groups of students. PP students must achieve a P8 score which is above flood standard. For other year groups - Deep dives into data drops to identify pupil premium students who are not keeping pace with their MEGs and make interventions at the earliest possible point. Across year, mentoring will aim to get pupils back on track. Success will be measured by an increase in the % of pupils meeting their MEG target at the end of the academic year.
C.	Reduction in number of behaviour points and exclusions issued to PP pupils	Reduction in behaviour points and exclusions issued to PP students during half terms terms 2 – 6.
D.	Improved attendance and punctuality for PP learners for academic year 2019-20	PP attendance to increase to above 95% Reduction in PAs for PP students
E.	Increased parental engagement at school events	Increased attendance at parents evenings Attendance at academic reviews Attendance at PP parental drop ins Positive parental voice
F.	Increased aspirations and as such an increase in engagement and attainment	Positive engagement in visits to colleges, universities, careers days etc Increased engagement in school activities such as interform etc.
G.	A space to work for all pupils after school from 2.50 – 3.50 with access to the internet	Increased engagement in study hall for all year groups. Increased engagement in period 6 interventions to boost attainment Increased attainment for Year 11 as witnessed through Data drops

Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all, targeted support and other initiatives:					
Desired outcome	Chosen action/approach	Evidence and rational for this choice	How will you ensure that it is implemented well?	Staff lead	Costing and review of implementation
A. Rapid increase of literacy and numeracy levels for lowest ability PP learners	<ul style="list-style-type: none">Form time peer to peer accelerated reader sessions for all pupils with a below chronological reading age of 9/4 or score below 100 in KS2 SATSCOGS class established in Years 7 and 8 to allow rapid catch up prior to starting GCSE course for students working at EYFS or KS1 in either Maths or English.Form time Maths sessions for all pupils with a score below 100 from KS2 SATSDS lessons for KS4 students	<ul style="list-style-type: none">Significant success of AR programme over last two years in allowing pupils to reach a reading age whereby they are able to access KS3 curriculum	<ul style="list-style-type: none">Increase in reading age which surpasses months completing courseGap filling of Maths knowledge signified by increased test scores on Maths star programme and increase in attainment in Maths lessons – DDs used to monitor thisAll DS pupils to achieve qualification in English and Maths to bolster confidence and build skills for GCSEs.	JHT AC SG SEN team	

<p>B. Increase in attainment for high and middle ability PP students</p>	<ul style="list-style-type: none"> • Parental meetings with under achieving PP students – Academic mentors • AHT to monitor progress and impact of interventions and ensure clear impact targets are in place for all PP staff • CPD for staff on increasing PP attainment • Implementation of whole school intervention strategies through form time and after school for PP learners who may have difficulty accessing appropriate facilities at home – to include subject specific p6 interventions and study hall • Review of all PP data at each data drop to identify students who are not in line with MEG. Pupils furthest from their MEG will be appointed a pushing potential or rising star mentor at earliest point 	<p>Impact of rising star programme at St Cuthbert's last year which saw this group make more progress than any other group</p> <p>EEF research on mentoring</p>	<ul style="list-style-type: none"> • Regular monitoring through mentee profile sheets • To be monitored as part of QA • Review of results at DD2 and DD3 from baseline • Monitoring of improvements of PP mentees compared to other groups 	<p>JHT MLT, DEE, LM, GH</p>	
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	<ul style="list-style-type: none"> • All PP Year 11 students to meet with Headteacher to discuss targets • All Year 11 PP students provided with revision materials for every subject • MUFC officer and Academic mentor to work in lessons to support vulnerable students 				
C. Reduction in number of behaviour points and exclusions issued to PP pupils	<ul style="list-style-type: none"> • Increased capacity of Inclusion staff to support PP learners with behaviour issues – Mentoring and monitoring of student behaviour • Relate counsellor to provide counselling for PP learners • Breakfast club for all PP learners to ensure all pupils are given chance to eat in the mornings to start the day well. • New behaviour and rewards policy 		<p>Reduction in behaviour points by</p> <p>Reduction in fixed term exclusions by</p> <p>Reduction in PP pupils classified as in need</p>	DAS TLN KE LH CH KP LK KF AA JW	

	<ul style="list-style-type: none"> • School nurse appointed 				
D. Improved attendance and punctuality for PP learners for academic year 2019-20	<ul style="list-style-type: none"> • Appointment of additional attendance officer to work with PP families to include home visits • HOYs to monitor attendance in their year groups to free up Attendance Officer for home visits • All pupils to record attendance in planners – all form tutors to record in their form tutor record and chase up at earliest point when attendance dips • Increase in inclusion provision to support PP with PA and low attendance to get back into school • Implementation of new lates policy and increase in staffing at lesson change overs to increase productive lesson time and reduce behaviour 		<ul style="list-style-type: none"> • Increase in attendance to 95% • Increase in punctuality 	JK HOYs FTs	

	incidents outside of lesson time				
E. Increased parental engagement at school events	<ul style="list-style-type: none"> Form tutors to contact parents 3 weeks prior to parents evenings to chase up parents who are not attending parents evening Inviting parents of PP pupils to non threatening drop in sessions to get them to engage SLT to meet with all PP pupils and their parents in Year 11 to give out revision packs and set targets for attainment Invitations sent to parents to celebration events. 		<p>Increased % PP parental attendance at parents evening</p> <p>Increase attendance of PP parents at informal events such as drop ins.</p>	<p>JHT</p> <p>HOYS</p> <p>FTs</p> <p>LM</p> <p>LMY</p>	
F. Increase in aspirations of PP learners and as such an increase in engagement and attainment	<ul style="list-style-type: none"> Careers interviews earliest point University/college visits Study skills events Careers Day Departmental careers focus Creation of PP parental forum 		<ul style="list-style-type: none"> All PP student to have at least one college application completed by October half term Pupil voice Parental forum established and thriving 	<p>JHT</p> <p>LM</p> <p>GH</p> <p>MLT</p> <p>DEE</p>	

	<ul style="list-style-type: none"> • PP pupil voice to ascertain where pupils need more support • Study Skills per half term all throughout school – Year 7 through to Year 11 • Work based projects with Salford Foundation • Aspiration/Motivational session with Commando Joes • Visits to Careers roadshows with MUFC • Resilience building activities with Army • Whole school interform activities to engage PP learners across school 		<ul style="list-style-type: none"> • Increased attainment and aspirations • Improved attendance and attitude to learning for pupils engaged in activities 		
G. A space to work for all PP learners after school from 2.50 to 3.50 with access to PCs	<ul style="list-style-type: none"> • P6 revision sessions for all Year 11 PP students where under achievement has been identified • Study Hall provided every night in Cuisine and 409 (access to PCs) for all Year groups for homework and revision – 		<ul style="list-style-type: none"> • Increased attainment 		

	Staffed by teachers/support staff <ul style="list-style-type: none"> • Provision of resources for independent study • Provision of revision packs for mentored students 				
Total spent					£508,000
<p>(Total amount spent includes £19,600 allocated to PP+ students who are formerly LAC/In care. These pupils have separate PEPs to show where this money has been allocated and is rig fenced for these students).</p> <p>Individual costings for all activities listed above are available on request.</p>					