

# Pupil Premium Strategy and Spending Plan 2018-19



Saint Edmund Arrowsmith  
CATHOLIC HIGH SCHOOL



## Saint Edmund Arrowsmith Catholic High School – Pupil Premium Strategy and Expenditure

1. Summary information					
<b>School</b>	Saint Edmund Arrowsmith Catholic High School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£361, 845	<b>Date of most recent PP Review</b>	6 <sup>th</sup> November 2018
<b>Total number of pupils</b>	873	<b>Number of pupils eligible for PP</b>	387 (44.33%)	<b>Date for next internal review of this strategy</b>	March 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-1.12</b>	
<b>Attainment 8 score average</b>	<b>33.52</b>	

### 3. Barriers to future attainment (for pupils eligible for PP)

**Academic barriers** *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Difficulty in accessing all areas of the curriculum due to reading ages and numerical ages below chronological age and poor vocabulary (Average reading age of 10.7 for disadvantaged pupils across the school. Of those pupils identified as working at a numeracy age below their chronological age, 56.9% are disadvantaged pupils. Hart and Risley (2005) suggest that there is a difference of 32 million words between the vocabulary experienced by the child of a professional family and a disadvantaged family).
<b>B.</b>	A significant number of disadvantaged pupils in Years 7, 8 and 9 enter with low prior attainment (33% in Year 7, 38% in Year 8 and 51% in Year 9).
<b>C.</b>	High exclusion rates among disadvantaged pupils (In 2017/18, the percentage of Fixed Term Exclusions which were issued to disadvantaged pupils was 52.99% of all FTE. 55% of all pupils placed into the internal remove room were disadvantaged pupils).
<b>D.</b>	Difficulty in preparing for terminal and cumulative assessments, due to a lack of understanding about how to revise and complete independent study effectively.

**Additional barriers** (including issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Lack of access to enriching experiences that both bolster their cultural capital and their knowledge of how to expand their horizons
<b>E.</b>	Low attendance and high levels of persistent absence (Gap of 6.77% between the attendance of disadvantaged pupils and their peers. Overall attendance for pupils eligible for PP in 2017/18 was 87.64%, significantly below national average).
<b>F.</b>	Low parental engagement with education

<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		Success criteria
<b>1.</b>	To ensure that disadvantaged pupils attend school regularly, are punctual, and are effectively supported and motivated to do so.	Increase in the attendance of all disadvantaged pupils to be in line with national average (95%). Reduction in the number of persistent absentees among pupils eligible for PP to national average (12%).
<b>2.</b>	To significantly reduce the number of fixed term exclusions and internal behaviour sanctions for disadvantaged pupils.	Significant reduction in the number of fixed term exclusions for disadvantaged pupils so that they are in line with other pupils. Reduction in the number of internal behaviour points and internal behaviour sanctions for disadvantaged pupils. DQA systems and AtL data drops strongly indicate that attitude to learning for disadvantaged pupils in all year groups is improving.
<b>3.</b>	To accelerate the progress of disadvantaged pupils so that the achievement gap between disadvantaged pupils and their peers is diminished.	Disadvantaged pupils make improved progress across the curriculum and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished. P8 Target for DPs -0.1(P8 for 2018 DP leavers -1.09). DQA systems and formal appraisals of performance strongly indicate that high quality homework, feedback and differentiation for PP pupils is embedded in T&L practice.

<p><b>4.</b></p>	<p>To raise pupil and parent aspirations and ensure access to enriching experiences that both bolster their cultural capital and their motivation to expand their horizons.</p>	<p>Initial snapshot and sustained destinations figures show that the number of pupils who are NEET is in line with national average. Progression routes for disadvantaged pupils are in line with prior attainment expectations and are aspirational. Disadvantaged pupils regularly and consistently engage with a range of extra-curricular and enrichment opportunities and as such have access to learning experiences which they might not otherwise. Tracking of DP engagement and in school progress data shows an improvement in the progress of these pupils and pupil voice indicates that they value the opportunities and find them meaningful. Tracking of DP parental engagement and attendance at Parents Evenings and other events shows an improvement in average attendance (Target – 80%).</p>
<p><b>5.</b></p>	<p>To ensure that disadvantaged pupils are sufficiently literate and numerate to enable them to access and achieve in all curriculum areas.</p>	<p>The average reading and numerical age for disadvantaged pupils increases, in line with chronological age.</p>

**Key Objective** – To accelerate the progress of disadvantaged pupils so that the achievement gap between disadvantaged pupils and their peers is diminished.

**Strategies –**

- Ensure that the progress of disadvantaged pupils is high profile at all levels and in all aspects of school life.
- Ensure that the data produced for departments following data entry is fully understood by all, so that it is being effectively used to plan next steps for disadvantaged pupils.
- Maintain and embed a sharp whole school focus on effective feedback and meaningful pupil engagement with this feedback to drive progress, making use of digital technology to enhance and support the learning of disadvantaged pupils.
- Ensure that disadvantaged pupils are effectively prepared for terminal and cumulative assessments and understand and make effective use of a range of independent revision strategies/study skills.
- Develop the setting of homework, ensuring that disadvantaged pupils are adequately supported and have access to learning resources.
- Undertake a full curriculum review, looking at how well the curriculum meets the needs of disadvantaged pupils
- Sharpen up the evidence base in order to evaluate the impact of provision. Ensure that leaders at all levels are able to articulate across their responsibility areas exactly what impact their actions are having on provision.

**Key Objective** – To ensure that disadvantaged pupils attend school regularly, are punctual, and are effectively supported and motivated to do so.

**Strategies –**

- Ensure that the attendance and punctuality of disadvantaged pupils is high profile at all levels and in all aspects of school life.
- Systematically monitor and follow up on the attendance and punctuality of disadvantaged pupils.
- Utilise and work in conjunction with the Knowsley LA Attendance Service Team.
- Engage parents, ensuring that they understand the impact and importance of regular attendance and punctuality.
- Put in place structures for team members to engage with and talk directly with governors about the attendance of disadvantaged pupils.

**Key Objective** – To significantly reduce the number of fixed term exclusions and internal behaviour sanctions for disadvantaged pupils.

**Strategies –**

- Provide training and classroom behaviour management strategies for staff, to eradicate low level disruption.
- Ensure that disadvantaged pupils have access to the necessary equipment and resources needed to access learning.
- Continue to develop behaviour strategies and interventions through specific responsibilities allocated to Pastoral Managers and Progress Leaders.
- Develop in-school support services to work with vulnerable pupils' behavioural, social and emotional needs.

**Key Objective** – To raise pupil and parent aspirations and ensure access to enriching experiences that both bolster their cultural capital and their motivation to expand their horizons.

**Strategies –**

- Increase the engagement of disadvantaged pupils with pupil voice and extend pupil responsibilities to a wider number, ensuring that a greater proportion of disadvantaged pupils take on roles.
- Review CEIAG provision, looking at good practice in other schools.
- Raise aspirations and knowledge of how to access opportunities through a programme of employer engagement and higher/further education interaction.
- Develop the school's extra-curricular provision and opportunities, with a particular focus on sports and the arts.
- Focus on the development of disadvantaged pupils' confidence, articulacy, social skills and teamwork
- Engage the parents of disadvantaged pupils, ensuring that they have a knowledge and understanding of how to support their child to access aspirational and enriching opportunities.

**Key Objective** – Ensure that disadvantaged pupils are sufficiently literate and numerate to access and achieve in all curriculum areas.

**Strategies –**

- Utilise specific literacy and numeracy interventions, such as IDL, to improve the reading and numerical ages of identified disadvantaged pupils.
- Develop and extend the academic vocabulary of disadvantaged pupils
- Refine and embed the numeracy across the curriculum action plan, so that it effectively supports disadvantaged pupils
- Refine and embed the literacy across the curriculum action plan, so that it effectively supports disadvantaged pupils

Pupil Premium Funding	Staff responsible	Intended Impact	Approximate amount (7/12ths)
Purchase of visualisers and related staff training	HCH, SJA, All teaching staff	Teachers are using digital technology to enhance and support the learning of disadvantaged pupils, tackling misconceptions as they arise, demonstrating to pupils WAGOLL and to better help pupils understand the thought process in producing extended answers. Lesson observations, learning walks and pupil voice indicates that there is a focus on live marking and live modelling to provide immediate and meaningful feedback. As a consequence, disadvantaged pupils make improved progress across the curriculum and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished.	£6000
Attendance Team Salary	GHA, NMO, SSA	The attendance team focus on and take specific actions to track and improve the attendance and punctuality of disadvantaged pupils. This includes ensuring that the attendance and punctuality of disadvantaged pupils is high profile at all levels and in all aspects of school life, systematically monitoring and following up on the attendance and punctuality of disadvantaged pupils and engaging parents, ensuring that they understand the impact and importance of regular attendance and punctuality. There is an increase in the attendance of all disadvantaged pupils (Target = National Average 95%) and a reduction in the number of persistent absentees among pupils eligible for PP (Target = National Average 12%).	£14, 310
CEIAG coordinator salary	HCH, ACL	The CEIAG coordinator has put in place a comprehensive CEIAG programme which supports the progression and aspirations of disadvantaged pupils and disadvantaged pupils receive targeted careers advice and guidance. No disadvantaged pupils are NEET in the initial snapshot and sustained destinations are in line with national average. Disadvantaged pupils follow an appropriate destination pathway which is challenging and aspirational.	£2800
Money to facilitate employer engagement/higher education interaction and opportunities	HCH, ACL	Disadvantaged pupils access a range of employer engagement opportunities and higher education interaction. As a consequence, they are well informed about their next steps and follow an appropriate destination pathway which is challenging and aspirational. No disadvantaged pupils are NEET in the initial snapshot and sustained destinations are in line with national average.	£19, 350
GCSE Pod	SJA, All teaching staff	GCSEPod is built into schemes of learning, homework, assessment and revision across the curriculum, supporting disadvantaged pupils with knowledge retrieval and application of knowledge. As a consequence, disadvantaged pupils make improved progress across the curriculum and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished.	£4000
PET-Xi Programmes	HCH, SJA, PHE, RLE, AGI	Sharply focused PET-Xi programmes are completed by identified cohorts of disadvantaged pupils to accelerate their progress in key areas of the curriculum, with a focus on Maths and English. As a consequence, disadvantaged pupils make improved progress and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished.	£50,000
More Able TLR	SJA, MVE	The More Able TLR holder focuses on and takes specific actions which accelerate the progress of More Able Pupil Premium pupils. This includes signposting and embedding strategies which can be used by all staff to support and accelerate the progress of More Able Pupil Premium pupils, developing and delivering a programme tailored to meet the needs of MAPP pupils	£1359



		across the school, with a particular focus on independent study, revision skills and extra-curricular provision to engage MAPP pupils in order to develop their knowledge, skills and aspirations, engaging the parents of MAPP pupils and communicating with them in a range of ways so that they understand how they can support their child and robustly tracking the progress of MAPP pupils across the curriculum, supporting teachers and departments with subsequent interventions. As a consequence, More Able Pupil Premium pupils make improved progress across the curriculum.	
Miscellaneous, such as uniform, PE kit, Food Technology ingredients, bus passes, subsidised music lessons, extra-curricular trips.	All staff	Where financial deprivation is a barrier to a specific aspect of learning, pupils are supported and access to learning opportunities is facilitated. Case studies indicate that the engagement, attendance, punctuality and achievement of specific disadvantaged pupils is improved.	£19,350
Progress Leader TLRs	GHA, KGO, RFR, ACH	Progress Leaders focus on and take specific actions which improve the attendance of and accelerate the progress of disadvantaged pupils in their year groups. As a consequence, disadvantaged pupils make improved progress across the curriculum and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished.	£7068
LA SLA Attendance	GHA, NMO, SSA	The LA attendance team effectively support school, working with an identified caseload of disadvantaged pupils, families and other key agencies. Effective systems, procedures and interventions are in place and as a consequence there is an increase in the attendance of disadvantaged pupils (Target = National Average 95%) and a reduction in the number of persistent absentees among pupils eligible for PP (Target = National Average 12%).	£2846
Inclusion Learning Mentor salary	JWO, LCA	The Inclusion Learning Mentor liaises with the pastoral team to identify disadvantaged pupils who require specific support in a behavioural, social or emotional sense and develops and leads on individual action plans to overcome these specific barriers to learning, forming a one to one mentoring relationship with these disadvantaged pupils. Case studies will indicate that the behaviour, attitude to learning and resilience of these pupils is improved, in turn leading to accelerated progress.	£7239
STAR turnaround programme (Meadow Park)	GHA, Pastoral Team	Specific disadvantaged pupils who are demonstrating poor attitudes to learning and who are at continued risk of a high proportion of Fixed Term Exclusions, despite in school intervention and turn around programmes, will have attended the 10 week STAR turnaround programme at Meadow Park. As a consequence, their behaviour and attitude to learning will be significantly improved, resulting in no further Fixed Term Exclusions.	£8250
Pupil Premium Review	HPI, HCH	An independent Pupil Premium Review will have taken place and the considerations and recommendations will be embedded across both the School Improvement Plan and the Pupil Premium Strategy and Spending Plan.	£762
Bedrock Vocabulary	SJA, HCH, Lit Coordinator	The Bedrock Vocabulary Programme has been completed by identified cohorts of disadvantaged pupils, to accelerate their literacy skills and increase their reading age. Regular and meaningful homework is being set across the curriculum using Tier 2 subject specific vocabulary and Bedrock Strategies are being used to help disadvantaged pupils to understand	£4000

		and embed these words.	
Pastoral Managers Salary	GHA, NMA, SSA, SBA	Pastoral Managers focus on and take specific actions which improve the attendance, attitude to learning and behaviour of disadvantaged pupils in their year groups. As a consequence, disadvantaged pupils make improved progress across the curriculum and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished.	£21,717
IDL	HCH, Lit coordinator	The Indirect Dyslexia Programme has been completed by identified cohorts of disadvantaged pupils, to accelerate their literacy skills and significantly increase their reading age.	£100
Ormside Education Centre/Outdoor Learning Opportunities	HCH, Pastoral Team	Disadvantaged pupils have had access to enriching and extracurricular opportunities, to provide a framework in which to fit new knowledge and to broaden their horizons. Tracking of disadvantaged pupils' engagement and in school tracking data shows an improvement in the progress of these pupils and pupil voice indicates that they value the opportunities and find them meaningful. Pupils' mental health and well-being is improved.	£5000
Revision guides and associated workbooks	HCH	Disadvantaged pupils are equipped with accredited revision guides and associated workbooks for each of their core and options subjects. This supports and aids their revision, independent study and preparation for terminal and cumulative examinations, resulting in improved progress among disadvantaged pupils.	£8400
Total PP budget = £361,845 7/12ths of which (Sept 2018-April 2019) = £214, 576.25			Total = £182, 551

