

Pupil premium strategy statement, The McAuley Catholic High School

1. Summary information

School	The McAuley Catholic High School				
Academic Year	2017/18	Total PP budget	£282 836	Date of most recent PP Review	01/17
Total number of pupils	1607	Number of pupils eligible for PP	343	Date for next internal review of this strategy	01/18

2. Current attainment

Year Group	9-4 (A*-C) inc En & Ma		9-4 (A*-C) English		9-4 (A*-C) Maths		EBACC (Standard)	
	Overall	Disadvantaged	Overall	Disadvantaged	Overall	Disadvantaged	Overall	Disadvantaged
Y11 PP (without 6 outliers) (45/51)		53.3		73.3		57.8		24.4
Y11 (269/51) ALL/Disadvantaged	64.7	47.2	80.3	64.7	67.7	52.9	39.4	21.6
Y11 (Sig+) 2016	57	35	75.5	55	61	35	37	22
Year Group	Overall P8		English P8		Maths P8		A8	
	Overall	Disadvantaged	Overall	Disadvantaged	Overall	Disadvantaged	Overall	Disadvantaged
Y11 PP (without 6 outliers) (45/51)		-0.06		0.16		0.12		40
Y11 (269/51) ALL/Disadvantaged	-0.07	-0.34	0.02	-0.12	-0.03	-0.12	46.3	36.6
Y11 (Sig+) 2016	-0.07	-0.64		-0.38	-0.45	-0.79		

Year Group	9-4 (A*-C) inc En & Ma		9-4 (A*-C) English		9-4 (A*-C) Maths	
	Overall	Disadvantaged	Overall	Disadvantaged	Overall	Disadvantaged
Y9	80.9	75.9	94.9	88.9	81.3	75.9
Y10	83.8	66.7	91.4	78.9	86.1	71.9

Year Group	% on track or above		Number of subjects =>75% on track or above	
	Overall	Disadvantaged	Overall	Disadvantaged
Y7	88.8	87.9	13 / 14	12 / 14
Y8	77.6	73.2	9 / 14	5 / 14

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

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A. Attendance rates for students eligible for PP are lower than other students. This reduces their school hours and causes them to fall behind (see below for 2016/17)

2016/17	Year 7	Year 8	Year 9	Year 10	Year 11	All Y7-Y11	Year 12	Year 13	All
% Attendance	97.7	96.2	96.6	96.2	95.7	96.4	97.5	96.6	96.6
% Attendance PP	96.5	92.8	94.5	94	92.5	94.3	97.2	92.2	94.4
% Attendance non PP	98.2	97.3	96.7	96.7	96.5	97.1	97.6	97.3	97.2

B. The majority of removals from lessons to our isolation area are Pupil Premium pupils The majority of Fixed Term Exclusions are PP pupils This is having a negative impact on their academic progress. Average effort grades are lower for PP pupils across all year groups.

2016/17 % of all Inclusions PP		PP as % of Year	2016/17 % of all FTE PP		PP as % of Year
Y7	51.9	29.6	Y7	60	24.0
Y8	39.3	23.3	Y8	50	21.9
Y9	26.9	26.9	Y9	47.6	41.5
Y10	39.6	39.6	Y10	54.2	36.4
Y11	21.6	19.1	Y11	16.7	15.9
All	34.2	22.8	All	43.9	20.5

C. Higher and Lower ability Disadvantaged pupils are making significantly less progress than others.

D. Some pupil premium students are conscious of their less affluent backgrounds when compared to many of the other students in the school, which can have a negative impact on their perception of themselves both as learners and as members of our school community. Of our 343 PP pupils 17% are also SEND.

E. Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils. Y7 Scaled Scores - Literacy PP = 99.45 Non PP = 103.0

F. Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils. Numeracy figures are as follows: PP = 101.48 Non PP = 104.38

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

A. Pupil premium students are less able to engage with the opportunities provided in school. It is partly due to the inability of some parents to pay for educational trips and extra-curricular activities. It is also partly due to the reluctance of some pupil premium students to engage with school support.

B. A number of Disadvantaged pupils have a fixed mind-set which creates a barrier to belief in themselves, skills and their learning.

C. Poor parental engagement, Aspiration and material poverty in terms of resources for learning ie work space at home, web access etc

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Behaviour for key PP pupils is significantly improved to help maximise their learning. Use new Behaviour policy and Emmaus Centre to ensure PP pupils in school and learning	% of PP pupils included or excluded reduces
B.	Improved attainment for Yr11 PP students, including those who are classed as higher attaining and Improved attainment in English and maths for KS3 PP students. Passports produced for HA PP 10/11 pupils and the most vulnerable PP in each subject area as identified by the curriculum leader.	SARs and stepped assessment results
C.	Staff awareness of disadvantaged students as key priority across school is raised. Disadvantaged strategy forms an integral part of Departmental Development Plan. All PP pupils have intervention strategies identified on Data Sheets.	Drop ins, observations, work scrutiny
D.	GCSE results 2018 indicate that we have built on the success of the 2017 results through improved Progress 8 & Attainment 8 scores for disadvantaged students	2018 Results
E.	The number of PP pupils who fall into the Persistently Absent category is reduced in line with their non-PP peers using Enzina's role to engage parents.	Attendance reports on SARs
F.	Build on the CPD focus of last year to ensure greater consistency in experience of teaching which is good or better, across subject areas, including use of differentiation for the more able PP pupils and greater consistency in the quality of marking and feedback by prioritising the marking of the work of PP pupils.	Drop ins, observations, work scrutiny
G.	To provide an enhanced programme of engagement opportunities for PP pupils, including those who are higher attaining.	Participation in activities; improved levels of engagement in enrichment opportunities; positive pupil voice

5. Planned expenditure					
Academic year		2017/18			
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment and Progress for Yr11 PP students (following trend of improvement in P8 score for PP in 2017)	Appraisal target for pupil progress focusing on attainment of PP pupils in all teaching groups.	PP pupils don't always communicate a lack of IT at home or other issues with access to materials and a safe space in which to study, provision of all resources to remove barriers to success.	Use of PP champion – appointed Sept 2017 MRO – to work with individual cases to assess and overcome barriers to learning	GLO/PCL/MRO	Jan2018
Total budgeted cost					£73610

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for Yr10/11 HA PP pupils	Small group tuition MRO to produce passports for all HA PP	EEF/ Sutton Trust evidence re. small group teaching having impact on achievement; pupils can be given specific intervention according to need	Use PP champion to meet with individuals on an ongoing basis. Subject staff to deliver sessions Analysis at each SAR	MRO	Jan 2018
Literacy levels of PP pupils are in line with their NPP peers A higher % of PP pupil have a Reading Age of 11+ age which is closer to that of their NPP peers thus improving progress, attainment and enjoyment in all lessons.	CPD in Literacy for all and growth Mind-set for all teaching staff to improve knowledge base and so extend beyond English lessons with the emphasis on developing skills across the Disadvantaged pupil ability range.	Sutton Trust Research shows that schools who have become 'growth mind-set' schools have pupils and teachers who are more resilient and are confident learners with high aspirations.	Give time for teachers to share good practice and develop new materials to support Disadvantaged pupils and delivery time in lessons identified. Time for teachers to share resources and ideas QA data tracking of pupils who are being taught in this way to see if impact has been made Staff and pupil voice to gain qualitative	FMA GLO	Apr 2018
Improved classroom strategy building on the CPD programme last year.	Further whole staff CPD (Oct)	Build on the excellent practice begun last year and evidenced in observations, drop-ins, work scrutiny etc but with some inconsistency across the school	Need to revisit themes around improving questioning, prioritised marking and feedback with a continuing focus for drop-ins and observations.	Jan	Dec 2018
PP pupils make rapid and sustained progress in maths, particularly LA and HA Disadvantaged pupils	TLR holder to take responsibility of co-ordinating strategy that was so successful with MA pupils last year.	We have added further capacity to the maths department which will allow teachers to organise small group/one to one intervention for targeted pupils which will then enable to them to make progress in line with their NPP peers.	Line Manager to work with the leader of the maths department to review data and implement effective interventions.	MDA JAL	Jan 2018
Total budgeted cost					£92894

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Behaviour for key PP pupils is significantly improved to help maximise their learning Reduction in numbers of Fixed Term Exclusions and behaviour incidents for PP students.	Restructure of behaviour support team, to include new Year Managers. The use of the Emmaus Centre to offer Quality First Teaching in place of a Fixed Term Exclusion The parent liaison office ERO. Enhanced role for Form Tutors, addition of Link Form Tutors. Expansion of School Comms to improve parental communication Further development of rewards system across school	We know that positive behaviour is linked to rapid progress. We know that the majority of planner concerns, link referrals, removal to offsite provisions and FTEs are mainly PP pupils. By strengthening the behaviour support team, we are adding capacity to personalise support for PP pupils who are vulnerable and prone to lose lesson time due to poor behaviour. We understand that a strong relationship between school and parents is key in ensuring successful academic progress.	Clear roles and responsibilities are identified and time is given to new staff to familiarise themselves with the school's policies and procedures. Time is given for the Deputy Head in charge of Behaviour to meet with the behaviour team and review progress of PP pupils Clear appraisal objectives are agreed linked to PP pupils and evidence that these objectives are being actioned is checked regularly throughout the year. Behaviour system is being applied consistently. Behaviour Panel meets fortnightly to monitor students with multiple vulnerabilities	PCL Emmaus – FNE Rewards - MAL	Half – Termly throughout 2017/18
The majority of PP pupils improve their overall attendance	New Form Tutor focus on attendance of PP pupils to monitor pupils and follow up quickly on truancies, lengthy periods of absence or regular absence and put appropriate support into place. HOY each have student attendance as a PM objective for 2017/18 to ensure sharp focus on attendance in each year group Attendance Panel meeting monthly (DHT / Family liaison / EWO / Pastoral)	NFER identifies improving attendance to be the biggest factor in improving progress and attainment. Research shows that insuring frequent absentees are visited at home and poor attendance is challenged and moving to enforcement where necessary, via EWO has a positive effect on attendance	Making sure attendance officer prioritises PP PA pupils Form tutors and attendance officer are clear on the procedure for reporting absence and develop a strong relationship with PP pupils and their parents. Same day calls for target students are made. Where required personalised support is given to PP PA pupils by a learning mentor. Communication with parents/guardians is used effectively to identify barriers to attendance and possible solutions. HOY meet fortnightly with DHT Attendance Panel meetings Attendance data shared at SLT weekly	PCL	Data examined weekly Attendance Panel monthly meetings to examine impact on key students Assess progress half termly
Total budgeted cost				£116332	

6. Review of expenditure 2017-18

Context

This year group were the last year group to take a GCSE in year 9. At the time of the government announcement, we had already gone through the options process, and made the decision that it was in the children's best interest to let them continue with their planned curriculum, even though we were aware this would have a significant negative impact on our published results when they reached year 11. Within the PP cohort, there were 55 students. Seven of which were in the unusual situation, that they had followed an alternative curriculum pathway for the vast majority of their GCSE course. Five students of those seven were in serious danger of permanent exclusion. One of the students spent the large majority of their GCSE course in hospital with a diagnosed illness. Therefore, the data that we will use to illustrate the outcomes for the year 11 cohort, will be based upon the qualification they actually attained and the students that were taught within school. The seven students not included in the PP cohort all progressed to the next stage of their educational journeys apart from the student with the ongoing illness who is currently in rehabilitation.

Student A – sports course at college

Student B – apprenticeship in food industry

Student C – sit GCSE at college

Student D – apprenticeship in child care

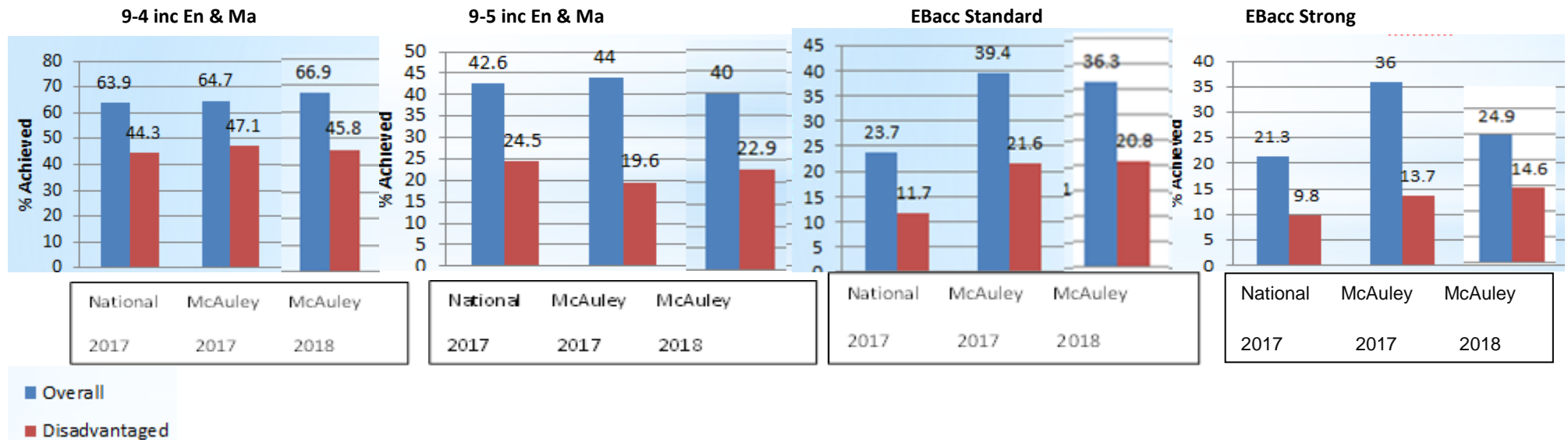
Student E – apprenticeship in accountancy firm

Student F – hair and beauty course at college

Student G – in rehabilitation

GCSE Results

Year 11 Headline Results



Attainment:

The headlines results for grades 9-4 including English and maths, the PP cohort performed slightly less well than the 2017 cohort but overall were slightly less able. They still performed better than PP national in 2017 and therefore closed the gap on the national cohort of all students. 9-5 including English and maths, the PP cohort improved on 2017 outcomes and closed the gap from 25% to 17% with all students. For EBacc, both standard and strong, the PP cohort did extremely well, well in excess of PP nationally and almost at the same level as the national all at standard, and improved on the good results of last year at EBacc strong.

Progress values will be added when the national estimates are released.

Predicted headlines measures for year 10

	Y10 SAR 1			Y10 SAR 4		
	PP	Non PP	% Difference	PP	Non PP	% Difference
EBacc Strong Pass	20.41%	34.39%	-13.98%	29.17%	37.27%	-8.10%
EBacc Standard Pass	44.90%	60.18%	-15.28%	41.67%	56.36%	-14.69%
English & Maths Strong Pass	40.82%	55.66%	-14.84%	45.83%	54.55%	-8.72%
*English & Maths Strong Pass National figures 2017				24.50%	49.40%	-24.90
English & Maths Standard Pass	65.31%	79.19%	-13.88%	64.58%	77.27%	-12.69%
*English & Maths Standard Pass National figures 2017				44.30%	71.20%	-26.90%

*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/676596/SFR01_2018.pdf

The percentage of students predicted to achieve a strong or standard pass in English and maths is well above national values from 2017. End of year predictions also show an overall increase in the percentage of PP students to achieve strong and standard passes and a narrowing of the gap compared to non PP students in most cases.

Attendance

2017/18	Year 11
Pupil Premium	87.51%
Not Pupil Premium	94.48%

Attendance of PP students remains a school priority. Efforts next year will focus on FSM students who account for a large proportion of the disadvantaged student's low attendance.

Inclusion data

Inclusion	2016/17	2017/18	% Change
PP Days	227	218	-4
Number of PP Students	75	67	-10.7

The number of days and the total number of PP students in inclusion were reduced from the previous year. Continue with current strategies and monitor over the next year.

Actions as a result of the PP review in January 2018

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve quality first teaching & learning for all students, including PP and SEND	Whole staff CPD session	Departmental CPD time allowed the development of skills and resources to improve T & L of disadvantaged students in year 7 and 12. The impacts were: In year 12, subjects such as Biology and Health and Social care showed an increase in PP student attainment from SAR 1 to SAR 4 In year 7, 60% of subjects showed an increase in attainment for PP students from SAR 1 to SAR 3 as the strategies became used and embedded.	Further bespoke CPD will be delivered under the new AHT practitioners in 2018-19.
Increased Challenge, particularly boys	Whole staff CPD	Some evidence that students are increasingly challenged in lessons but inconsistency remains	Increasing level of challenge must continue. Bespoke CPD will be delivered under the new AHT practitioners in 2018-19.
Use of data to inform planning	Staff CPD	Bespoke CPD will be delivered under the new AHT practitioners in 2018-19.	
Tracking and monitoring	Staff CPD and line management meetings	Bespoke CPD will be delivered under the new AHT practitioners in 2018-19. AHT's will line manage and support CL's in 2018-19.	

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved numeracy and literacy	Additional lessons and support	Additional numeracy and literacy lessons added to the timetable. Springboard and reading partners for catch up sessions	Ongoing during 2018-19
Improved KS3 disadvantaged students outcomes		Introduction of new targets in year 7 and a SOLO approach to teaching, learning and assessment.	This will begin in 2018-19
iv. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Enhance whole school strategies: integration	Emmaus team	A new team working in the Emmaus centre will support disadvantaged students and help with the reintegration when necessary.	Staff have been recruited and have a wide range of different experiences and expertise. The new Emmaus centre will be running from Sept 2018.
Enhance whole school strategies: improve capacity AHT	Appointment of AHT practitioners	New AHT practitioners have been appointed to lead on T&L. One of the new AHT's will have an overall responsibility for PP achievement.	AHT's to begin their roles in 2018-19
The role of achievement leaders	Change of role	The achievement leader will be responsible for the progress made by all students in his/her year group including PP students. Weekly meetings will identify, discuss and put appropriate measures in place to support underachievement.	Achievement leaders to begin their roles in 2018-19

Student and staff voice	Student and staff surveys	Students and staff views were collected to enhance the use of the student's passports. Teachers were able to use the information from the student's voice survey to further develop their teaching strategies for specific PP students. Over half of the subjects improved from SAR 1 to SAR 4 predictions after the passports were issued.	Further recommendation from staff and students will be actioned in 2018-19.	
CEIAG interviews	Prioritise disadvantaged students for interviews	All PP students in Y8 had a one to one meeting with a member of SLT to ensure the curriculum they followed was diverse and correct for them. PP students in Y11 were also given priority to attend career guidance meetings. These meetings were used to raise student aspirations and support them with their transition after year 11.	CEIAG and meeting with SLT for option guidance will continue in 2018-19.	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

