

# Pupil premium strategy statement, The McAuley Catholic High School

## 1. Summary information

<b>School</b>	The McAuley Catholic High School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£298,629	<b>Date of most recent PP Review</b>	01/18
<b>Total number of pupils</b>	1592	<b>Number of pupils eligible for PP</b>	382	<b>Date for next internal review of this strategy</b>	07/19

## 2. Current attainment

Year 11 results 2017/18

	Pupils not eligible for PP (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (national)	Pupils eligible for PP (national)
% Achieving 9-4 E & M	69.61	38.60		
% Achieving the EBacc	10.78	12.28		
Progress 8 score average	0.03	-0.85		
Attainment 8 score average	49.28	34.60		

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

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

<b>A.</b>	Students eligible for disadvantaged funding progress less rapidly and attain less highly than their peers
<b>B.</b>	Literacy levels are lower for pupils eligible for PP than for other non PP pupils. Average reading scaled score for PP = 102 and non PP = 105
<b>C.</b>	Aspiration and resilience

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

<b>D.</b>	Attendance rates for students eligible for PP are lower than other students.
<b>E.</b>	Poor parental engagement and home learning environment. Aspiration and material poverty in terms of resources for learning ie work space at home, web access etc

## 4. Desired outcomes (*desired outcomes and how they will be measured*)

Success criteria

<b>A.</b>	Students eligible for disadvantaged funding will make and sustain rapid progress in order to close the gaps and achieve in line with their peers.	SARs and stepped assessment results monitored internally. Progress for PP students to be in line or better than national PP. GCSE outcomes, in school data and national data.
<b>B.</b>	Improved literacy outcomes	SARs and stepped assessment results monitored internally. Learning walks and work scrutiny. SENCO testing of literacy. Catch up students on track to achieve targets.

<b>C.</b>	Improved self-esteem and attainment for vulnerable PP students	Attendance reports, SARs and stepped assessment results monitored internally.
<b>D.</b>	To improve disadvantaged students attendance	Attendance reports on SARs. To reduce the attendance gap between pupil premium and national all students. To reduce the percentage of persistent absenteeism for disadvantaged students.
<b>E.</b>	Improved behaviour for learning and attainment	Early intervention for pupil premium students at risk of disengagement from school and at risk of exclusion.

### 5. Planned expenditure

Academic year

2018/19

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?
Improve targeted and focused support for pp students in the class room through quality first teaching	T&L focus on feedback, challenge, metacognition, collaborative learning delivered through a new T&L AHTP team.	Quality first teaching approach removes barriers at source rather than leaving for later interventions. <b>Sir Kevan Collins, chief executive of the Education Endowment Foundation</b> 'we must strengthen the link between the pupil premium and teaching' and 'encourage schools to share successful strategies' (3/10/18) <b>EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months, metacognition and self regulation +7 and collaborative learning +5 months.</b> <b>DfE Pockets of poverty also state the benefits of using success criteria.</b>	CPD sessions and sharing good practice. Monitoring and evaluation by the senior team, learning audits, learning walks, work scrutiny  Provide time for teachers to share good practice and develop new materials/resources to support students	AHTP/CL	Jan 2019

Improved attainment and progress for PP students, particularly HA	Use of SOLO to replace levels at KS3.	Structured use of lesson objectives using SOLO to provide stretch and challenge at KS3. <b>PP review in Jan 2018 and Ofsted Oct 2017 outlines the need for challenge</b>	Monitoring and evaluation by the senior team, learning audits, learning walks, work scrutiny, CL/SLT meetings.	CL/AHTP/SLT	Jan 2019
Improved attainment and progress for PP students, particularly HA, SEN and closing the gap between girls and boys	Raising the profile of PP students	Ensuring all staff are aware of our pp students and can use data to plan, challenge and differentiate. <b>Ofsted 'The pupil premium How schools are spending the funding successfully to maximise success' states that in successful schools, all staff are aware of who the pp students are</b>	Monitoring and evaluation by the senior team. Seating plans and data checks, meetings at all levels, shared good practice between staff. Learning walks.  Forum for TLR holders and SENCO to share strategies	AHTP/AL/CL/SENCO	Jan 2019
Improved literacy	Literacy to be delivered across all subjects with additional support provided in year 7	Additional literacy and numeracy support. <b>EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months and students using strategies which support reading and comprehension lead to +5 months impact</b>	Reading partners, sharing of good practice across school in CPD sessions. Use of whole school literacy marking monitored through learning walks and work scrutiny. Use of SOLO vocabulary by staff and students.	MKE/LSAs/HLTAs/FMA	Jan 2019
Improved behaviour for learning and attainment	Intervention groups for targeted disadvantaged students.	<b>EEF toolkit suggests</b> effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for pupil premium students. <b>The Education Endowment Foundation suggests</b> 'Small group tuition has a +4 month impact on attainment of disadvantaged students'.	All achievement leaders to identify target groups of PP students for intervention and monitor impacts  All CL to identify target groups of PP students for intervention and monitor impacts Explore the use of Y11 Pupil Premium Progress Mentors	AL/CL	Jan 2019
<b>Total budgeted cost</b>					£132,227
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Attendance for PP pupils is significantly improved	Target key individuals for support. Promote Dis v Non-Dis attendance and the effect of lost learning to staff/students/parents – letters home. Rewards attendance. Staff accountability for catch-up work for lost learning time.	<b>DfE Pockets of poverty state</b> - effective schools provide a supportive culture. <b>EEF toolkit suggests</b> that PP students are more likely than other pupils to miss at least one in five days in secondary school' We understand that a strong relationship between school and parents is key in ensuring successful academic progress.	Early morning calls for top 15 on attendance for each year group referral list, with home visits if phone contact not made.  Development of learning plans to support reintegration	Attendance - TNE/ERO/PCL/MAL/JAL  AL/BAMs	Half termly
<b>Total budgeted cost</b>					£26,000
Behaviour for learning of PP pupils is significantly improved	Improved behaviour for learning	<b>The National College identifies</b> an effectively embedded rewards system as being a contributory fact in improving attainment and engagement. <b>EEF toolkit suggests</b> effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for pupil premium students.	New Pastoral structures in place September 2018 in conjunction with the layered Continuum of Support mechanisms, including CoS meetings weekly. Continued emphasis on enhanced role of Form Tutors Alternative Provision arrangements B4L Audit by AHTPs	AHT/AL/Form tutors	
Improve resilience and mental health of vulnerable disadvantaged students	The use of the Emmaus centre and BAMs  Scott's Hero's	<b>DfE Pockets of poverty state</b> - effective schools provide a supportive culture	Emmaus team to provide support and ensure students are school ready.  Students selected to participation to improve attitudes to learning through building self esteem.	Emmaus/AL/Chaplain/form tutors	
Pen Picture of pupil premium students.	Developing skills, personal qualities and building a positive home/school relationship.	<b>DfE Pockets of poverty state</b> - effective schools provide a supportive culture	Pupil Premium voice – the use of interviews or surveys to discuss the challenges and areas of development within school to guide pupil premium grant spending.	AL/MHO	
Year 6 pen picture for all pupil premium students with parents/guardians, in order to support transition and reduce barriers to learning.	Improve transition and improve engagement of families.	<b>EEF toolkit suggests</b> that increasing parental engagement in secondary schools had on average two to three months' positive impact <b>DfE Pockets of poverty state</b> - effective schools provide a supportive culture	Develop a mind-set transition programme tailored to their individual needs.	AL/Transition team	
<b>Total budgeted cost</b>					£81,000

Improved engagement by students, parents and carers. They access school events more frequently.	School opportunities for leadership and engagement e.g. Duke of Edinburgh, student council, CIEAG and Buddies  Review of curriculum and post 16 opportunities to ensure that students have suitable courses.	<b>EEF toolkit suggests</b> that increasing parental engagement in secondary schools had on average two to three months' positive impact Opportunities for increased engagement in the wider curriculum.	Priority CIEAG meetings, opportunities shared with PP students, parents and carers. Enterprise days and assemblies for all year groups Monitoring participation levels and impacts Frequent contact with parents and carers prior to school events	MHE  BAMs	Termly
<b>Total budgeted cost</b>					£9,394
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Strategic overview of pp strategies	Appointment of AHT to bring together a range of information on PP and have a holistic view	One person who has a strategic overview of the schools strategies	Via evaluation of each component of the school strategies	MHO	Termly
<b>Total budgeted cost</b>					£10,008
Improved attainment and Progress for PP students, particularly HA, SEN and closing the gap between girls and boys	To ensure that PP students have equal access to to extra-curricular and enrichment activities. E.g. trips, retreats, productions, music lessons and supply of ingredients for food technology.	The use of extracurricular and enrichment activities aimed at the most able was highlighted as a positive strategy in <b>Ofsted 'The most able students 2014'</b> Effective schools use funding for trips effectively. <b>DfE Pockets of poverty</b>	Funding for students to attend trips, visits, music lessons and participation in all lessons.	MSH/CLs/trip leaders	Each term
<b>Total budgeted cost</b>					£40,000

## 6. Review of expenditure –

Previous Academic Year 2016/17

See 2017-18 document

## 7. Additional detail

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

