

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Christ the King Catholic High School				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	09/19
Total number of pupils	337	Number of pupils eligible for PP	146 (43%)	Date for next internal review of this strategy	09/20

2. Current attainment		
	Pupils eligible for PP	All Pupils
Progress 8 score average	-0.83	-0.29
Attainment 8 score average	29.25	35.26

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low levels of prior attainment on entry to the school. Literacy and numeracy are a particular barrier to progress for Pupil Premium students and impact across both key stages.
B.	Mental Health issues are particularly prevalent for Pupil Premium students. This impacts progress, particularly at Key Stage 4 during periods of preparation for and the sitting of examinations.
C.	The progress of Pupil Premium students is not consistent across all subjects. Their progress is significantly improved where they experience outstanding teaching.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupil Premium students are less likely to engage in homework and revision. This can result in them making less progress than their peers.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	The progress of Pupil Premium students is increasingly closer to that of their peers.	The Monitoring and Intervention programme clearly demonstrates a closing of the gap between Pupil

		Premium students and their peers across the academic year. Evidence: M&I analysis.
B.	<p>Support and appropriate advice and guidance is offered to all students about mental health. Mental Health Week is calendared and helps to raise the profile of well-being and mental health.</p> <p>Through mentoring and staff guidance, students are given support for revision planning and how to prepare for examinations.</p> <p>Parents are engaged through the “How you can help your child” event for both key stages.</p>	<p>Students are better prepared for coping during times of potential stress.</p> <p>Students have a member of staff that they can speak to as required.</p> <p>Strategies are successfully implemented to build examination resilience.</p> <p>Evidence: Student Voice, parental support and feedback.</p>
C.	<p>Through high quality teaching, Pupil Premium students progress at the same rate as their peers. This will be done through:</p> <ul style="list-style-type: none"> ❖ CPD programme ❖ Teach Meets ❖ Sharing Good Practice groups. ❖ Specific intervention as appropriate. 	<p>The quality of teaching and learning across the school is further developed and improved. This impacts on all students and brings that of Pupil Premium students closer to that of their peers.</p> <p>Evidence: Lesson observations, M&I analysis.</p>
D.	<p>Increased engagement for Pupil Premium students will be sought through:</p> <ul style="list-style-type: none"> ❖ Daily Study Support sessions ❖ Homework Clubs ❖ Attendance issues for Pupil Premium students are pursued and strategies implemented as appropriate ❖ Parents are engaged through the “How you can help your child” event for both key stages. ❖ Further development of Firefly for revision and homework. ❖ School rewards system ❖ Student Council ❖ Year 11 Prefects 	<p>Attendance at Study Support and Homework Clubs supports students in making progress.</p> <p>Students access Firefly to support them with homework and revision.</p> <p>Pupil Premium students access the rewards system in line with their peers.</p> <p>Attendance for Pupil Premium students continues to be in line with their peers.</p> <p>Pupil Premium are proportionately represented on the Student Council and as Prefects.</p>

5. Planned expenditure

Academic year 2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Address low levels of literacy and numeracy on entry to the school: Re-structuring of Functional Skills to ensure a proactive approach to addressing the academic and personal development of students. (Barrier A)	Head of Learning and Life Skills Department provides a clear vision to address the specific academic and personal development needs of students. Close links developed with the Learning Support Department lead to the identification of specific student needs. The Personal Development needs of students are addressed through LLS and across the wider curriculum. PHSE and Citizenship are delivered effectively through the LLS and wider curriculum, including Extended Learning Days.	Low levels of literacy and numeracy on entry to the school mean that this additional support is essential. We are aware that intervention at this stage can improve academic performance and reduce mental health issues at a later date.	Evidence: Departmental Reviews, Lesson Observations, Curriculum Maps.	RD, DC, JT, CC	Review will be on-going through drop-in, teacher feedback and Monitoring and intervention schedule.

The provision of specific intervention strategies to support students with low levels of literacy and numeracy. (Barrier A)	Specific strategies such as Reading Buddies, Homework Clubs and Intervention@registration support students in improving their skills, accessing the curriculum and making accelerated progress.	Low levels of literacy and numeracy on entry to the school mean that this additional support is essential. We are aware that intervention at this stage can improve academic performance and reduce mental health issues at a later date.	Evidence: Departmental Reviews, Lesson Observations, Curriculum Maps, LSC SEF, SEN Report to Governors.	JT, CC, DC	Review will be on-going through drop-in, teacher feedback and Monitoring and intervention schedule.
---	---	---	---	------------	---

ii. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Structure the lesson observation schedule to be more developmental whilst maintaining an oversight of the quality of Teaching and Learning.	Staff develop greater confidence in discussing and implementing a range of pedagogical approaches. Feedback from staff provides evidence of a strong collaborative approach to the further	Pupil Premium students make better progress when they experience the highest quality of teaching.	Feedback from lesson observations, Sharing Good Practice groups, Departmental Reviews, Results Analysis, SIP Evaluation.	AM	Review will be on-going through drop-in, teacher feedback and Monitoring and intervention schedule.

<p>Further development of the quality of questioning as a Teaching and Learning focus.</p> <p>(Barrier C)</p>	<p>development of Teaching and Learning.</p> <p>High Standards of Teaching and Learning across the school are maintained and improved.</p> <p>Evidence: Termly report to Governors' Standards and Effectiveness Committee.</p>				
---	--	--	--	--	--

<p>Further development of literacy across the curriculum. (Barrier A)</p>	<p>Building a 'word rich' vocabulary will allow students to access academic texts, both at GCSE and beyond.</p> <p>Training staff will allow them to support students with vocabulary deficits; promote academic talk and writing within the classroom and teach students independent word learning strategies through sharing etymology and morphology of words.</p> <p>The promotion of public speaking and oracy will help to build confidence, critical thinking skills and increase cultural capital.</p> <p>Evidence: Termly SIP Monitoring Report to Governors.</p>	<p>Low levels of literacy and numeracy on entry to the school mean that this additional strategy is required to develop a richer, broader vocabulary.</p>	<p>Feedback from lesson observations, Sharing Good Practice groups, Departmental Reviews, Results Analysis, SIP Evaluation.</p>	<p>JT JW</p>	<p>Review will be on-going through drop-in, teacher feedback and Monitoring and intervention schedule.</p>
---	--	---	---	--------------	--

Further enhancement of the focus on student well-being and positive mental health. (Barrier B)	Further support to help students revise and prepare for examinations. “How you can help your child?” event extended to KS3 as well as KS4. Mental Health Awareness Week to raise profile of well-being and positive mental health.	There is an increasing need to implement strategies that support well-being and positive mental health. Experience suggests that PP students are more likely to suffer from anxiety, particularly at times of examinations.	All strategies to be reviewed on an on-going basis. Feedback sought from students and parents.	JOC AM	Review will be on-going.
---	--	---	---	--------	--------------------------

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further development of the staff CPD programme to best meet individual needs and to support professional development. (Barrier A, C, D)	Individual, departmental and whole school priorities are met through the CPD programme. Staff develop a strong understanding of the national picture of education and key areas of change. Specific standardisation across the curriculum enables a greater level of planning for progression, therefore better meeting the needs of all students.	Pupil Premium students make better progress when they experience the highest quality of teaching.	Feedback from lesson observations, Sharing Good Practice groups, Departmental Reviews, Results Analysis, SIP Evaluation.	AM	Review will be on-going through drop-in, teacher feedback and Monitoring and intervention schedule

	<p>Evidence: Termly SIP Monitoring Report to Governors Termly report to Governors' Standards and Effectiveness Committee.</p>				
<p>Introduction of a merit system to reward contribution to school life and to recognise positive behaviour for learning. (Barriers A,C,D)</p>	<p>Rewards Policy encourages positive student engagement in classes and around the school as a whole.</p> <p>Reduction in sanctions such as referrals and homework detention should also follow (see targets above).</p> <p>Evidence: Termly SIP Monitoring Report to Governors.</p>	<p>There is a need to secure further engagement in school life for a small percentage of students, who are disproportionately Pupil Premium students.</p>	<p>Analysis of Rewards system Feedback from lesson observations, Sharing Good Practice groups, Departmental Reviews, Results Analysis, SIP Evaluation.</p>	<p>DC RO</p>	<p>Review will be on-going through drop-in, teacher feedback and monitoring and intervention schedule.</p>
<p>Mentoring of underachievers by Senior and Middle Leaders. (Barriers A, B, D)</p>	<p>Mentoring supports students to close the gap between current progress and target grades.</p> <p>Students are better supported in preparing for examinations</p> <p>Issues such as anxiety and mental health are more easily identified and action taken.</p>	<p>Underachievers are disproportionately PP students. Mentoring helps students to develop strategies to plan and prepare better and to cope at times of potential anxiety.</p>	<p>School Monitoring and Intervention data.</p>	<p>DC, JT</p>	<p>Review will be on-going through drop-in, teacher feedback and monitoring and intervention schedule.</p>

Estimated Pupil Premium Spending 2019/20

Estimated Pupil Premium allocation 2019/20 £113,959

Barrier	Funding Allocation	Estimated Cost
A	• Additional staffing in English to enable small groups and one-to-one intervention	£6000
	• Introduction of Learning and Life skills Department to address literacy and numeracy needs	£7500
	• HLTA Mathematics	£29000
	• HLTA Science	£29000
A,D	• Monday to Friday Study Support for KS4 students	£1000
	• Curriculum and revision resources for KS3 and 4 students	
A,D	• Homework Club provision throughout the week	£2000
	• Learning Support Centre provision throughout the week	£5000
A,B,C,D	• Attendance/Pastoral Welfare Officer	£29000
	• Attendance administrative support	£3000
	• Achievement Coordinator provision for all students	£20000
B	• Extra-curricular provision	£5000
	• Music tuition	
	• Work Experience provision for Year 10 students	
B,D	• HLTA for CEIAG and raising aspirations throughout the school	£29000
B,C,D	• In-house provision for internal exclusions	£5000
		TOTAL £173000

6. Review of expenditure

Previous Academic Year 2018/19

i. Quality of teaching for all

Action	Intended outcome	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)	Cost
Further developing the quality of marking and feedback to help students to improve their work.	Students able to respond to verbal and written feedback in order to improve their work.	Whole school CPD and sharing good practice. Work scrutiny and lesson observations indicate further progress achieved.		
CPD programme largely focused on improving the quality of teaching and learning.	Continued improvement in teaching and learning. Good practice shared effectively.	Quality of teaching and learning further improved. Verified by lesson observation schedule and external quality assurance.	High quality teaching and learning has the biggest impact on student performance. PP students benefit from consistently good teaching	£10000

ii. Targeted support

Action	Intended outcome	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)	Cost
--------	------------------	--	--	------

Extensive support for students: Achievement Coordinators, HLTA support, Pastoral Mentor, Attendance and Welfare Officer, CEIAG Leader, Study Support, Intervention@reg programme, School Chaplain.	Students are supported academically, personally and spiritually.	Students receive outstanding support in all areas of the school lives.	Need to raise the awareness further of positive mental health for all.	£157000

iii. Other approaches

Action	Intended outcome	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)	Cost
Introduction of "We are Reading" alongside existing Reading Challenge and Reading Buddies programmes.	Closing the gap between reading and chronological ages where needed.	Reading tests indicate strong improvements in this area.	Need to develop extended vocabulary use through use of Academic Word List.	£5000

Development of revision strategies and resources to help students prepare well for examinations.	Students are supported to prepare well for examinations.	Revision becoming embedded in KS3 which will support students as the progress through school.	Further focus is needed in this area. Good preparation reduces anxiety at key examination periods.	£5000
--	--	---	---	-------

7. Additional detail

Other aspects of whole school improvement which support the progress made by PP students include:

- Improved curriculum offer to include BTEC Technical Awards at KS4.
- Introduction of a 4th set in Year 7 to ensure smaller class sizes, especially where students require additional support.
- Whole school focus on improving the quality and consistency of homework.
- Whole school rewards system to recognise good progress, attendance and punctuality and behaviour.
- Extensive Career guidance programme.
- Development of the school Firefly intranet to support learning and revision.
- A focus on personal development, particularly through the Student Council and Prefect systems and the programme of Extended Learning Days.
- Extensive engagement with parents to support students in their progress and well-being.