

Pupil premium strategy statement (secondary)

1. Summary information					
School	Cardinal Newman CHS				
Academic Year	2018-2019	Total PP budget	£171,965	Date of most recent PP Review	N/A
Total number of pupils	809	Number of pupils eligible for PP	209	Date for next internal review of this strategy	TBC

2. Outcomes for students 2018		
	Pupils eligible for PP	Pupils not eligible for PP
Basic Measures 4+ (M&E)	53.6%	79.3%
Basic Measures 5+ (M&E)	35.7%	57.5%
% achieving Ebacc (Standard Pass)	21.4%	50.6%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lack of emotional, organisational and motivational support
B.	Lower attainment of PP cohort in relation to their non PP peers
C.	Low literacy and/or numeracy levels
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils gain improved self-esteem and self-confidence and to become more involved in school life	Number of PP pupils accessing in school and after school activities to increase Number of PP pupils involved in groups e.g. school council to be in line or above % of school who are PP
B.	Raise attainment of PP pupils so that it is more in line with the rest of the cohort	The gap in achievement of PP pupils and Non PP pupils to narrow in all subjects and all year groups with a particular focus on Y11
C.	Raise attainment of pupils with lower than average literacy and numeracy levels	Improvement in the attainment of this cohort of pupils so that they have made progress from their starting point
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP. Overall attendance among students eligible for PP to improve.

5. Planned expenditure

Academic year 2018-2019

Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Lack of emotional, organisational and motivational support and lower levels of confidence and self-belief	Progress Manager in place to offer additional support to PP pupils by: <ul style="list-style-type: none"> delivering 1:1 mentoring sessions providing a homework club 	Pupils gain improved self-esteem and self-confidence and become more involved in school life	Progress manager to keep a detailed record of mentoring sessions and record attendance at homework club	JDa	February 2019
	<ul style="list-style-type: none"> monitoring the organisation of some key PP pupils and liaising between school and home to build positive relationship 	Enabled targeted intervention across the year to improve organisational/motivational skills and provide necessary support materials to maximise attainment and progression	Keep a record of phone calls/letters home and information about completion of homework for these key pupils.	JDa	February 2019
	<ul style="list-style-type: none"> providing support for pupils accessing college courses/ apprenticeships 	All the PP cohort go onto an appropriate post-16 course	Database of pupils intentions/college applications/open evening attendance kept up-dated	JDa	February 2019
	<ul style="list-style-type: none"> managing the D of E scheme which several PP pupils take part in 	D of E improves team working skills and gives pupils unique experiences they may not readily have access to	% of pupils involved in the D of E compared to % of PP pupils in school	JDa	February 2019
	<ul style="list-style-type: none"> co-ordinating pupils to be mentored by a member of the Youth for Christ organisation. 	PP pupils, especially from the local community to receive regular mentoring f	% of pupils who take part in the mentoring who are PP v their non PP peers	JDa	February 2019

	<p>Social Inclusion coordinator who:</p> <ul style="list-style-type: none"> provides additional support for pupils with additional behavioural, emotional and social needs provides individual mentoring and group work sessions is a first point of contact for the parents/carers of these pupils 	<p>Equip pupil with strategies and support to assist them in having a successful school day. Provides a bespoke package of support for each pupil</p> <p>1-2-1 and group work aimed at improving social skills including emotional resilience, self-esteem and self-worth.</p> <p>Build positive relationships with parents and improve their self-esteem and confidence</p>	<p>Pastoral support plans Relevant information recorded Happier pupils prepared for learning</p> <p>Before and after questionnaires</p> <p>Early help documentation</p>	<p>JHu</p> <p>JHu</p> <p>JHu</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p>
	<p>Two Pastoral Managers who:</p> <ul style="list-style-type: none"> are the first line of support for the majority of pupils in their allocated year groups provide 1-2-1 support for pupils referred to them Instigate and lead pupil referrals and attend meetings relating to key pupils are a first point of contact for many parents who contact school 	<p>Deal quickly and efficiently with any incidents that arise in the school day so that it minimises disruptions for pupils</p> <p>Equips pupils with strategies which build confidence, self esteem and enable them to have a successful school day</p> <p>Outside agencies contacted quickly when needed and all relevant information collated by pastoral team</p> <p>Build positive relationships with parents and improve their self esteem and confidence</p>	<p>Key information recorded using systems such as CPoms</p> <p>Data capture of pupils utilising pastoral manager support at key points in the year</p> <p>Documentation Referrals Minutes of meetings</p> <p>Key information recorded</p>	<p>KDo/ACh</p> <p>KDo/ACh</p> <p>KDo/ACh</p> <p>KDo/ACh</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p>

	<p>School Chaplain who:</p> <ul style="list-style-type: none"> provides emotional support to some of our more vulnerable pupils who are referred by staff coordinates the chaplaincy team coordinates the Guardian Angel programme organises the new retreat programme coordinates the Faith in Action programme 	<p>Pupils self-esteem and confidence improves and they have a 'place to go' in school were they feel especially valued.</p> <p>Pupils involved in the Catholic Life of the School including assemblies, Mass, reflection time, Wednesday word and charity work</p> <p>Y9 pupils trained to act as buddies offering emotional support.</p> <p>All pupils to be given the opportunity for either a residential retreat or an in school retreat to emphasize the Catholic ethos within the school through planned activities.</p> <p>All pupils who take part to gain the associated qualification and badges through completion of the course</p>	<p>Log kept of meetings with pupils/referral forms</p> <p>% of pupils involved in the team compared to % of PP pupils in school</p> <p>% of pupils involved in the programme compared to % of PP pupils in school</p> <p>Attendance at course Evaluation forms completed by sample of students</p> <p>Number of pupils who achieve the qualification (% of PP pupils involved)</p>	<p>LJa</p> <p>LJa</p> <p>LJa</p> <p>LJa</p> <p>LJa</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p>
	<ul style="list-style-type: none"> Selection of group of 10 Year 8 PP pupils to take part in the Warrington Youth Rowing programme 	<p>Development of confidence, rowing skills, fitness levels, resilience and discipline.</p> <p>Knowing what it is to be part of a team</p>	<p>Attendance Results Verbal comments</p>	<p>LSh SCo</p>	<p>February 2019</p>
	<ul style="list-style-type: none"> Opportunities for PP students to take leadership roles within the school e.g. Head Student, Prefect 	<p>Improvement in self-esteem and opportunity to play an enhanced role within the school</p>	<p>Attendance % of PP/Non-PP students</p>	<p>MHa</p>	<p>September 2018</p>

	<ul style="list-style-type: none"> Mentoring programme with Priestly College for Y10 PP pupils who have the ability to access courses at an establishment like Priestly 	Pupils not sure of their intentions post 16 choose an academic path if this is the best option for them	Data relating to post-16 courses for this particular group of pupils	JDa	February 2019
Total budgeted cost					£102,500 -----

Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Low literacy and/or numeracy levels	Utilisation of the Library resources <ul style="list-style-type: none"> • Encourage pupils to utilise the library effectively to support progress and the Library to be open before and after the school day. • Purchase Micro Librarians System and Library SLA • Continue to recruit pupils to be Librarians 	<p>Increase the number of PP pupils accessing the library and withdrawing books</p> <p>Increase and improve the range of books available to pupils</p> <p>Pupils taking an active responsibility in promoting the Library facilities and managing its day to day running</p>	<p>Take snapshot data captures of the number of pupils accessing the library over fixed periods of time. Compare proportion of PP v Non PP and compare to school population dynamics.</p> <p>Data relating to number of books being withdrawn from library</p> <p>% of pupils who are Librarians compared to % of PP pupils in school</p>	<p>HPa JDa</p> <p>JDa</p> <p>JDa</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p>

	<p>Focus on whole school reading</p> <ul style="list-style-type: none"> • All staff to have a Performance Management objective linked to reading • Reading for pleasure book boxes in each form that they read twice a week • Continue the Accelerated Reader programme in Y7 and Y8. • Word of the Week • Introduction of Reading Buddies 	<p>An increased focus across the school to improve reading levels/ages for all pupils</p> <p>Pupils given an opportunity to experience reading for pleasure</p> <p>Reading ages of pupils in Y7 and Y8 to increase</p> <p>Increase pupils exposure to different words and how to use them in a sentence</p> <p>All Y7 pupils who did not make expected progress in KS2 English are paired with a specially trained Y10 reading buddy to increase reading ages of this cohort.</p>	<p>Analysis of the improvement of reading ages using the reading tests in Y7/Y8.</p> <p>Participation in form book quizzes</p> <p>Analysis of the improvement of reading ages using the reading tests in Y7/Y8.</p> <p>Staff opinions on how frequent pupils are using the words</p> <p>Increase in Reading Ages</p>	<p>Staff HOD CCM</p> <p>FT HPa</p> <p>JDa JCu Lit Teachers</p> <p>HPa Teachers</p> <p>JDa HPa JCu</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p>
	<p>Additional Numeracy Activities</p> <ul style="list-style-type: none"> • Numeracy across the curriculum days (Y7 and Y8) • Numeracy event for Year 7 Catch-Up cohort 	<p>Pupils given the opportunity to take part in numeracy activities in other curriculum areas and made aware of cross-curricular links</p> <p>Pupils given opportunity to work in a team with older pupils as helpers to problem solve and foster an enjoyment in the subject</p>	<p>Questionnaire sample of pupils to measure impact of the day</p> <p>Questionnaire sample of pupils to measure impact of the event</p>	<p>LSh</p> <p>LSh</p>	<p>February 2019</p> <p>February 2019</p>

	<p>Intervention in Maths & English</p> <ul style="list-style-type: none"> • Sessions delivered by specialist Maths and English teachers • Additional periods of literacy and numeracy in KS3 • Additional teaching periods of Maths & English in KS4 • Peer mentoring/extra maths for pupils who did not make expected standards in KS2 Maths • Additional English and Maths sessions for Y7 pupils who did not meet expected standards at KS2 • Additional support sessions for pupils in Y8 in Maths & English who did not make adequate progress in relation to their baseline test. • Additional support sessions for pupils in Maths & English in Y8 who are not currently on target 	<p>Pupils working in small groups to reinforce key skills in Maths and English to build confidence and improve progress</p> <p>Increased timetabled lessons for whole classes allows topics to be covered in a greater depth</p> <p>Increased timetabled lessons for whole classes allows topics to be covered in a greater depth and more time spent revising key areas</p> <p>Y10/11 pupils to provide maths support for Y7 pupils to help build on numeracy skills which will in turn have a positive impact on performance in maths lessons</p> <p>Delivered by specialist teacher to provide targeted intervention which meets the needs of the group</p> <p>Delivered by a specialist teacher to reinforce skills needed in order to progress in line with their peers</p> <p>Delivered by a specialist teacher to reinforce skills needed in order to make progress towards their target</p>	<p>Increase in attainment and progress</p> <p>Increase in attainment and progress</p> <p>Increase in attainment and progress</p> <p>Increase in attainment and progress</p> <p>Increase in attainment and progress</p> <p>Increase in attainment and progress</p> <p>Increase in attainment and progress</p>	<p>LSh JCu</p> <p>LSh JCu</p> <p>LSh JCu</p> <p>LSh</p> <p>JCu/LSh</p> <p>JCu/LSh</p> <p>JCu/LSh</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p>
Total budgeted cost					£80,000

Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
<p>Lower attainment of PP cohort in relation to their non PP peers</p>	<ul style="list-style-type: none"> • Associate Assistant Headteacher in place who is the lead teacher responsible for monitoring PP pupils in liaison with other key members of staff • Continual development of the school tracking systems and rigorous use of data relating to attainment of PP pupils • All staff to have a PM objective linked with narrowing the gap • 5 pupils premium champions directly responsible for mentoring a small cohort of key underperforming pupils in their assigned year group 	<p>AAH monitors and tracks PP pupils in collaboration with other key members of staff to help to narrow the gap in attainment between PP pupils and their peers</p> <p>A complete 'picture' of every PP pupil in school and their provision, which will in turn raise the profile even further across the school and with staff. Under performing pupils can quickly be identified and intervention put in place</p> <p>Staff have increased focus on the PP pupils in their class and are aware of those who are underperforming leading to intervention strategies being deployed.</p> <p>Pupils responds well to mentoring from a member of staff who focuses on removing barriers to learning to improve achievement</p>	<p>Details of spend Letter sent to parents of PP pupils Records of interviews with PP pupils across the school Contact made by parents of PP pupils in relation to help and support we can offer Evidence of staff training A detailed whole school tracking system for every pupil that feeds into the PP tracking data base allowing every member of staff to access relevant information about the PP pupils they teach Attendance registers School assessment data Gap analysis data</p> <p>Improvement in attainment and progress</p>	<p>LSh HOD HJa Champions MBu</p> <p>LSh SMc FMo ZLo CJn HMu</p>	<p>February 2019</p>
Total budgeted cost					£7200

Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
School Transport	<ul style="list-style-type: none"> School to purchase bus passes for Catholic PP pupils who live more than 3 miles from school 	Attendance of these pupils to improve	Attendance data. Analysis to show improvements and to make comparisons with school attendance data	JRo HJa	February 2019
Total budgeted cost					£6500
Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Attendance	<ul style="list-style-type: none"> Continue to closely monitor and track attendance and punctuality 	Improvement in attendance and punctuality of PP pupils with a poor school record so that it is line with school figures	Attendance and punctuality data	HJa	February 2019
	<ul style="list-style-type: none"> Recognise good attendance and punctuality through school rewards systems 	Promotes a culture of good attendance and punctuality and gives pupils a target to strive towards	Attendance and punctuality data	HJa	February 2019
	<ul style="list-style-type: none"> Increase parental awareness of punctuality and attendance issues and continue to fast track prosecutions 	Parents are aware of the importance of their children attending school regularly and are aware of the consequences if they don't	Data relating to prosecutions	HJa	February 2019
	<ul style="list-style-type: none"> Raise awareness of PP attendance with Pastoral Managers/HOY/PP Lead Teacher through provision of key attendance data 	Appropriate people are aware of pupils with attendance issues and can put measures in place to prevent them becoming PA	Attendance and punctuality data	HJa	February 2019
	<ul style="list-style-type: none"> Provide support for parents with children who show a resistance to coming into school and look at ways of overcoming these barriers 	A first point of contact for those parents experiencing difficulty in getting their children/child to attend regularly. Parents feel confident in	Data relating to parental contact over set periods of time Attendance and punctuality data of individual pupils	HJa	February 2019

		contacting school to discuss issues around attendance			
Total budgeted cost					£22500
Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Cultural Disadvantage	<ul style="list-style-type: none"> To extend and enhance learning beyond the classroom through revision/after school clubs/Easter & Half Term boosters 	Opportunities to 'carry on learning' after 3pm in a calm and conducive atmosphere which some pupils may not have at home which in turn helps to build confidence and self-esteem and increases positive relationships with members of staff.	Attendance at these sessions	LSh PJa	February 2019
	<ul style="list-style-type: none"> Additional buses put on 2 (sometimes 3) times a week after school to enable pupils to access after school clubs, additional qualification and revision classes 	Equality of access to after schools clubs and revision sessions so that those that may struggle with transport outside of normal school hours are not disadvantaged.	% of pupils using the late buses who are PP compared with non PP	LSh PJa	February 2019
	<ul style="list-style-type: none"> Staff to provide homework/revision sessions after school. 	All pupils have an opportunity to complete work or attend revision in a supportive environment	Attendance at these sessions	LSh PJa	February 2019
	<ul style="list-style-type: none"> Access to ShowMyHomework 	No pupil is disadvantaged by not having access to SMHW – papers copies given to those with little or no access.	Use of SMHW	LSh HHu	February 2019
	<ul style="list-style-type: none"> Motivational speakers 	Inspires, motivates and supports students to have aspirations and high expectations.	Pupil response	LSh	February 2019
Total budgeted cost					£11,000

Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Transition between Y6 and Y7	<ul style="list-style-type: none"> • Summer school (3 days) • Half Term school (2 days) • Other days including Foundation Days, Taster Days and New @ Newman 	<p>Develops relationships between pupils and pupils and pupils and staff</p> <p>Allows information to be passed directly to Head of Y7</p> <p>Reduces the stress that some pupils experience from moving from one school to another</p> <p>Increases the confidence pupils have with finding their way around the school</p> <p>Students experience excitement about coming to CNCHS</p>	<p>Fewer instances of anxiety with pupils when they start school</p> <p>Pupil questionnaire</p>	<p>LSh</p> <p>VWh</p> <p>RFi</p>	<p>February 2019</p>
Total budgeted cost					N/A
Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Additional educational needs	<ul style="list-style-type: none"> • Respect Programme/Bright Futures • Provision at alternative educational establishments 	<p>To improve engagement and achievement</p> <p>Programme to support emotional well-being and develop self-esteem</p> <p>Offers respite from learning in mainstream</p> <p>Students can follow alternative provision at New Horizons/VPU, which supports behaviour and learning and improves outcomes for students at risk of exclusion.</p>	<p>Reduction in behaviour incidents</p> <p>Data relating to those pupils at the VPU/New Horizons</p> <p>Minutes of review meets</p> <p>Reduction in behaviour incidents once back in school</p>	<p>HOY</p> <p>SLT</p>	<p>February 2019</p>
Total budgeted cost					£34,000

Barrier	Chosen action/approach	Intended Impact	How will this be evidenced?	Staff lead	When will you review implementation?
Correct uniform, access to trips and resources	<ul style="list-style-type: none"> • Contributions towards trips/activities needed for a particular qualification • Uniform/revision guides/cooking ingredients/music lessons 	To ensure that all PP pupils have the same access to experiences and resources as their non-PP peers.	Data relating to trips/music lessons/revision guides	LSh All staff	February 2019
Total budgeted cost					£5000