

Pupil Premium Review

2017-2018

Plan produced October 2017

Pupil premium funding £170,470

Aim: To identify the potential barriers faced by Pupil Premium pupils at Cardinal Newman and the key actions to be taken to diminish them.

1. Lack of emotional, organisational and motivational support		Spend: £97,647
Key Actions	Expected Impact/Outcomes	Review of impact
<p>Progress Manager in place to offer additional support to PP pupils:</p> <ul style="list-style-type: none"> Delivering 1:1 sessions Providing a homework club Monitors the organisation of some key PP pupils Liaise between school and home to build positive relationships Update the school tracking systems with details of sessions with PP pupils Provide support for pupils accessing college courses/apprenticeships Pastoral Managers and Social Inclusion Officer in place Manage the D of E scheme which PP pupils take part in Chaplain to address emotional needs 	<ul style="list-style-type: none"> Pupils gain improved self-esteem and self-confidence. To become more involved in school life and therefore improve attendance. Enabled targeted intervention across the year to improve organisational/motivational skills and provide necessary support materials to maximise attainment and progression All the PP cohort go onto an appropriate post-16 course Additional support for pupils. PP pupils often access social inclusion for mentoring and group sessions. Pastoral Managers are often first point of contact for parents. D of E improves team working skills 	<ul style="list-style-type: none"> New tracking system used in SIMMs. These comments collated and used by various members of staff e.g. progress manager during mentor sessions. Progress Manager delivered 1:1 sessions with every PP student. Attendance at homework club approximately 50-60% PP students, encouraged to attend by Progress Manager. 100% of Y11 PP students provided with support to access college courses and all applied. 40% of the Student Council are PP which is higher than school % of PP pupils. 4/19 students enrolled on the DofE are PP – in line with school PP/non-PP ratio JDa contacted all parents of PP pupils who did not attend parents evening. Impact of these calls will be seen in future parents evenings. 100% Y11 PP students at risk of NEET applied for college placements and Y9 and Y11 students had independent careers advice Revision materials were provided to Y11 PP students. Greater input into Y9 options particularly for PP pupils to make sure the correct choices are made. Certain Y9 pupils given option of Engineering at Warrington Vale college. 72% of pupils currently working with JHu in Social Inclusion are PP
2. Low literacy and/or numeracy levels		Spend: £70,671
<ul style="list-style-type: none"> Continue to encourage pupils to utilise the library effectively to support progress. 	<ul style="list-style-type: none"> Raise the profile of reading for pleasure. Increase the number of students, especially 	<ul style="list-style-type: none"> The library is supporting pupils in various different ways, emotionally, socially and academically. It is open in the

<p>Progress Manager to continue to provide focused sessions during social times. Library to be open before and after the school day. Purchase Micro Librarians System and Library SLA, together with Accelerated Reader and books for use in form time during Ring & Read.</p> <ul style="list-style-type: none"> Continue the focus on whole school Literacy. Whole school training on Literacy and more focused training where needs are identified. Departments to promote literacy through SOW, book covers and half-termly piece of extended writing. Student friendly literacy strategies on posters displayed round school and updated regularly. Intervention sessions to be delivered by specialist teachers in Maths and English and additional literacy lessons in Year 7, 8 and 9, with additional numeracy periods in all years. All pupils in lower band KS4 and some from upper band have additional timetabled lessons in English and Maths. Peer mentoring for pupils who did not make expected standards in KS2 Maths Continue the Accelerated Reader programme in Y7 and Y8. Reading for pleasure book boxes in each form. Each year group to read a different book. Form tutors read aloud with their tutor group twice a week – Ring and Read Numeracy across the curriculum days (Y7 and Y8) Head of KS4 maths to liaise with HOD to investigate aspects of maths that are taught in other subjects. Numeracy event for Year 7 Catch-Up cohort 	<p>PP, accessing the library.</p> <ul style="list-style-type: none"> Increase the number of students 'quizzing' and improvement in reading age Literacy skills developed across the school, not just in English and have a direct impact at both key stages. Students can see the relevance of the transferable skills they learn in English. Nurture groups in KS3 to improve Literacy and Numeracy skills. Build confidence and self-esteem therefore improving their overall skills base. The majority of students access the library. Students read books at the appropriate reading level and complete a series of literacy based exercises to help strengthen skills. Raise the profile of reading for pleasure. Increased number of students volunteering to read in form time and accessing the library to create confident readers. Improved numeracy skills all round, especially for lower attainers. Provides a whole school focus in most subjects. Departments to deliver sessions incorporating numeracy skills and show the relevance of maths in other subjects. Several PP students are in the catch-up cohort and benefit from working with confident older pupils to further improve their basic numeracy skills through fun and relevant activities. Using older pupils to act as maths mentors builds up a pupil's confidence both in their mathematical ability and in them-selves. Build relationships across the Key Stages Increase the involvement with parents in raising standards of numeracy with some pupils. Answers to be sent home and worked examples when necessary for parents to use. 	<p>morning from 8:00am, break time, lunch and after school. Homework club is running successfully, supporting pupils with mentors on hand to help with homework and parents contacted if concerns about homework are raised. 8 members of the Library Team are PP students</p> <ul style="list-style-type: none"> Writing across the curriculum is a continued focus across the school. Maths catch-up cohort in Y7 had paired Maths mentoring on a Wed morning. 12/31 of this cohort are PP and their attendance at the sessions was 72% Retesting took place in the Summer Term. 71% of pupils had made progress from their Y6 baseline test in Maths. The 9 pupils who did not make adequate progress will be part of a first wave Y8 intervention focusing on key numeracy skills. Additional numeracy periods for lower band in Y7-9 and for most students in KS4. Additional literacy periods in English are being utilised to reinforce grammar, spelling and reading skills. Identified students are working in small groups with a TA during PSHE time. There are 13 PP students in this cohort – 27% of catch up cohort. 7 PP students were selected for first wave intervention (40% of the first wave intervention group) Students will be retested in Summer Term. 79% of pupils had made progress from their Y6 baseline test in English. HOD worked on 1:1 basis with 2 Y11 PP students who are also underachieving boys. HOD intervened with 11(3) where approx. 50% of class are PP. Accelerated Reader continues to run successfully with 79% of PP students in Y7 improving in reading and 68% of PP students in Y8. Many pupils use the library for reading for pleasure and completing AR tests on books. Numeracy days have taken place for Y7 & Y8. Feedback from staff and pupils was very positive. Numeracy event for Catch-up cohort took place in the Summer Term over 2 sessions (approx 15 pupils in each session). The impact of this will be seen in Y8.
<p>3. Lower attainment of PP cohort in relation to their non PP peers</p>	<p>Spend: £3995</p>	
<ul style="list-style-type: none"> Raise attainment of PP pupils so that it is more in line with the rest of the cohort by narrowing the gap and raising attainment 	<ul style="list-style-type: none"> PP pupils are under continuous review and scrutiny to try to address any issues before they make an impact on a pupils learning and 	<ul style="list-style-type: none"> All depts. have been provided with gap analysis for each reporting point to date. HODs respond through intervention which is noted on

<p>of students from low income families and CIC.</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 the Deputy Headteacher and the Progress Manager • Pupil Premium regularly updated and staff made aware of any changes. • Department tracking systems to include information regarding PP pupil. Use SISRA to support this. • Continual development of the school tracking system which all staff are responsible for updating with intervention strategies for PP pupils who are not on target. Other key staff e.g. SEND, JDa and HOY/Pastoral to add any necessary information to school system to build up a comprehensive picture of each PP pupil. • Intervention/smaller classes in English and Maths for key groups • Increased awareness across the school through sessions delivered in Focus staff meetings and to new staff/student teachers 	<p>progress.</p> <ul style="list-style-type: none"> • Staff are fully aware of the PP pupils in their class and can put any necessary interventions in place • Under-performance of PP pupils can quickly be identified • A comprehensive system allows all members of staff to be fully aware of any suitable strategies that are being put in place for pupils in their class. Collection of evidence of strategies that have been tried/tested. • Not just the academic side but any other necessary information collated on each PP pupil allows a one-stop place for staff to go • Benefits other pupils as well but provides opportunities for targeted work to meet the requirements of the pupils within a smaller class/intervention group. • All staff who teach across all years/abilities to be fully aware of the make-up of the PP cohort in school and have strategies to support them through primarily first-wave teaching 	<p>SIMMs.</p> <ul style="list-style-type: none"> • Case studies in all year groups have been drawn up using shadow data to provide comparisons between PP and non-PP students with similar KS2 starting points. Documentation of this will continue into next year. • New staff have had induction training on PP focus and Lsh has continued to update staff on key PP progress indicators. • PP pupil trail was held by SLT and has been refined to focus in on key PP students who are underachieving. Quality teaching and marking was observed. • 62% of the PP cohort who are underachieving against targets have an internal (15 students) or external (5) mentor who meets with them each week to help focus revision and provide support. • All Y11 PP students had a 1:1 session with progress manger and key underperforming PP students had letters home about progress. • Additional booster workshops were held for some underachieving PP students in Y11 in all subjects to support and accelerate progress.
<p>4. Confidence, aspiration and self-belief</p>		<p>Spend: £2581</p>
<ul style="list-style-type: none"> • Deliver 'Be The Best You Can Be' programme to Year 9 • Form tutors to continue to implement the Growth Mindset programme as part of PSHE provision. • Embed the language and philosophy of growth Mindset in all of our core practices. • Selection of group of 10 Y9 PP students for inclusion in LA wide 'Oarsome' project and continued development of Y10 PP rowers 	<ul style="list-style-type: none"> • Students provided with opportunities to discover their unique potential through a programme which inspires, engages and empowers them to pursue and fulfil their dreams. The programme is the translation of inspiration into action, creating a legacy for the 21st Century. • Students have a good understanding of what a Growth Mindset is. They realise that through constant effort, progress is made and through failure learning happens • Pupils strive to be a 'Growth Ambassador' • A register of those pupils with a Growth Mindset is kept and regularly updated so that all staff across all subjects are aware of those pupils displaying a 'Growth Mindset' • Through Oarsome project, PP pupils develop 	<ul style="list-style-type: none"> • 15 members of staff have had Myriad training in school and 5 attended a 4 day residential course and it is expected that this will impact positively on mental health issues in students • Rowing groups in Y9 and Y10 and they have been very successful locally, with some representing the region nationally. • Financially supporting 2 Y10 pupils who have joined Warrington Rowing Club

	confidence, skills, fitness levels, resilience and discipline	
5. School transport		Spend: £6495
<ul style="list-style-type: none"> School to purchase bus passes for Catholic PP pupils who live more than 3 miles from school 	<ul style="list-style-type: none"> Support parents of students in this cohort to access their secondary school of choice. Encourage attendance and punctuality and strive to reduce % of PA amongst the PP cohort. 	<ul style="list-style-type: none"> 8 PP students have been provided with bus passes Attendance figures have slight fluctuations but were mostly above 90% and in some cases above 95% at various points in the year.
6. Attendance		Spend: £21816
<ul style="list-style-type: none"> Continue to monitor and improve attendance and punctuality through appointment of a full time attendance and welfare officer. Recognise good attendance and punctuality through school rewards systems Continue to fast track prosecutions for PA Increase parental awareness of punctuality and attendance issues Report to Pastoral Managers/HOY/PP Lead Teacher with relevant data on a weekly basis. Provide support for parents with children who show a resistance to coming into school and look at ways of overcoming these barriers 	<ul style="list-style-type: none"> Improved attendance ensures progress, builds confidence and encourages and allows pupils to fully engage in school life. Promotes a culture of good attendance and punctuality and gives pupils a target to strive towards Parents are aware of the importance of their children attending school regularly and are aware of the consequences if they don't Appropriate people are aware of pupils with attendance issues and can put measures in place to prevent them becoming PA Point of contact for those parents experiencing difficulty in getting their children/child to attend regularly 	<ul style="list-style-type: none"> PP attendance to 25th May was 92.71% (Non PP attendance 94.45%). PP attendance to 20th July was 92.24% (Non PP attendance was 94.11%). Attendance Officer met with 13 parents on Review Day (4 PP pupils – 30% in line with school PP cohort) Progress manager contacted parents of PP students who did not attend parents' evenings to ensure that contact is maintained with home
7. Cultural Disadvantage		Spend: £10,225
<ul style="list-style-type: none"> To extend and enhance learning beyond the classroom through additional qualifications, revision/after school clubs/Easter & Half Term boosters 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 Staff to provide homework/revision sessions after school. Resources to support learning, including software and hardware. Resources for revision sessions linked directly to examinations. Access to ShowMyHomework Motivational speakers 	<ul style="list-style-type: none"> Opportunities to 'carry on learning' after 3pm in a calm and conducive atmosphere which some pupils may not have at home. Helps to build confidence and self-esteem and increases positive relationships with members of staff. 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. All pupils have an opportunity to complete work or attend revision in a supportive environment Offers support and encouragement for all pupils regardless of what they have at home and encourages students to develop good study skills. Inspires, motivates and supports students to 	<ul style="list-style-type: none"> Additional bus available after school on Thursdays to address key groups in all subjects, including specific PP group. Identified most able Y11 PP students attended a talk about higher education and going to university. Certain Y11 and Y9 from the Higher Horizon cohort (based on post-code disadvantage) attended workshops at Chester University – 7 Y11 and 6 Y9 PP students included. 5 Y11 PP students are part of the Be Inspired programme and have an external mentor 1 Y11 pupil has done a day a week at the Orford Youth Base to support him in post-16 transition Made Education have delivered a workshop to all Y11 students, focusing on revision strategies and preparing for exams. PP students automatically considered first for any extra-curricular trips which run during the school day

	have aspirations and high expectations.	<ul style="list-style-type: none"> 12 pupils attended a day trip to Cambridge University aimed at more able pupils and raising aspirations. Of these 2 were PP (17%)
8. Transition between Y6 and Y7		
<ul style="list-style-type: none"> Summer school (3 days) Half Term school (2 days) Other days including Foundry Days, Taster Days and New @ Newman 	<ul style="list-style-type: none"> Develops relationships between pupils and pupils and staff Allows information to be passed directly to Head of Y7 Reduces the stress that some pupils experience from moving from one school to another Increases the confidence pupils have with finding their way around the school Students experience excitement about coming to CNCHS 	<ul style="list-style-type: none"> Transition days took place in early spring term and half term and summer school.
9. Additional educational needs		Spend: £33,338
<ul style="list-style-type: none"> Respect Programme Provision at alternative educational establishments 	<ul style="list-style-type: none"> To ensure engagement and achievement Programme to support emotional well-being and develop self-esteem Students can follow alternative provision at New Horizons/VPU which supports behaviour and learning and improves outcomes for students at risk of exclusion. 	<ul style="list-style-type: none"> A number of PP students have accessed motivational courses such as the Respect programme. Funding for PP pupils who are educated off site due to their individual needs.
10. Correct uniform, access to trips and resources		Spend: £495
<ul style="list-style-type: none"> Contributions towards trips/activities needed for a particular qualification Uniform/revision guides/cooking ingredients/music lessons 	<ul style="list-style-type: none"> To ensure that material possessions/lack of money for trips/activities do not prevent a PP pupils from being involved in all aspects of school life. Pupils to be appropriately dressed for school so as not to 'stand out' from everyone else 	<ul style="list-style-type: none"> Support for 2 students with music tuition Y11 PP students have been provided with revision guides as appropriate Funding for trips

Plan reviewed 25th September 2018

Total Spend: £247,263