

Pupil Premium Action Plan 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.

	Barriers	Key Actions	Expected Impact/Outcomes
1	Lack of emotional, organisational and motivational support	<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 	<p>Pupils gain improved self-esteem and self-confidence. To become more involved in school life and therefore improve attendance.</p> <p>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</p>
2	Low literacy and/or numeracy levels	<ul style="list-style-type: none"> • Continue to encourage pupils to utilise the library effectively to support progress. 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. • Continue the focus on whole school Literacy. Literacy Focus Group led by Literacy Coordinator. 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. • Continue the Accelerated Reader programme in Y7 and Y8. 	<p>Raise the profile of reading for pleasure. Increase the number of students, especially PP, accessing the library.</p> <p>Increase the number of students 'quizzing' and improvement in reading age</p> <p>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.</p> <p>Nurture groups in KS3 to improve Literacy and Numeracy skills. Build confidence and self-esteem therefore improving their overall skills base.</p> <p>The majority of students access the library. Students read books at the appropriate reading level and complete a series of literacy</p>

		<ul style="list-style-type: none"> • 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 • Additional materials sent home to all pupils who did not make expected standards. • Peer mentoring for pupils who did not make expected standards in KS2 Maths 	<p>based exercises to help strengthen skills.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Those pupils in Sets 4 and 5 who came to CNCHS having not met the expected standards in maths to receive additional support from. Improve standards of numeracy which will show in their 'normal' maths lessons 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> <p>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</p>
3	Lower attainment of PP cohort in relation to their non PP peers	<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 of students from low income families and CIC. • 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. 	<p>PP pupils are under continuous review and scrutiny to try to address any issues before they make an impact on a pupils learning and progress.</p> <p>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</p> <p>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.</p> <p>Not just the academic side but any other necessary information collated on each PP pupil allows a one-stop place for staff to go</p> <p>Benefits other pupils as well but provides opportunities for targeted work to meet the requirements of the pupils within a smaller class/intervention group.</p>

		<ul style="list-style-type: none"> • Intervention/smaller classes in English and Maths • Increased awareness across the school through sessions delivered in Focus staff meetings and to new staff/student teachers 	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
4	Confidence, aspiration and self-belief	<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 	<p>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.</p> <p>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</p> <p>Pupils strive to be a 'Growth Ambassador'</p> <p>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'</p> <p>Through Oarsome project, PP pupils develop confidence, skills, fitness levels, resilience and discipline</p>
5	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 	<p>Support parents of students in this cohort to access their secondary school of choice.</p> <p>Encourage attendance and punctuality and strive to reduce % of PA amongst the PP cohort.</p>
6	Attendance	<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 	<p>Improved attendance ensures progress, builds confidence and encourages and allows pupils to fully engage in school life.</p> <p>Promotes a culture of good attendance and punctuality and gibes pupils a target to strive towards</p> <p>Parents are aware of the importance of their children attending school regularly and are aware of the consequences if they don't</p> <p>Appropriate people are aware of pupils with attendance issues and can put measures in place to prevent them becoming PA</p> <p>Point of contact for those parents experiencing difficulty in getting their children/child to attend regularly</p>
7	Cultural Disadvantage	<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 	<p>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.</p> <p>Equality of access to after schools clubs and revision sessions so that those that may struggle with transport outside of normal</p>

		<p>revision classes</p> <ul style="list-style-type: none"> • Staff to provide homework/revision sessions after school. Resources to support learning, including software and hardware. • Resources for revision sessions linked directly to examinations. • Motivational speakers 	<p>school hours are not disadvantaged.</p> <p>All pupils have an opportunity to complete work or attend revision in a supportive environment</p> <p>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 have aspirations and high expectations.</p>
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 	<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>
9	Additional educational needs	<ul style="list-style-type: none"> • Provision at alternative educational establishments 	<p>To ensure engagement and achievement</p> <p>Programme to support emotional well-being and develop self-esteem</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>
10	Correct uniform, access the trips and resources	<ul style="list-style-type: none"> • Contributions towards trips/activities needed for a particular qualification • Uniform/revision guides/cooking ingredients paid for 	<p>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</p>