

Pupil Premium Action Plan 2016-2017: Final Review

Plan produced September 2016

Reviewed February 2017

Pupil premium funding £187,300

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	February review	September Review
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 	<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</p> <p>All the PP cohort go onto an appropriate post-16 course</p> <p>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.</p>	<p>All new tracking data has been entered and used for intervention and mentoring purposes. Pupils working with the Progress Manager show a greater level of self-confidence and self-esteem. The library continues to be a hive of activity supporting pupils in various different ways, emotionally, socially and academically. The library is open in the 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.</p> <p>All Y11 PP students at risk of NEET have applied for college placements and Y9 and Y11 students have had independent careers advice</p> <p>Revision materials are being provided to Y11 PP students</p>	<p>Data was continually updated and used by staff to track and monitor PP pupils and their progress. The Progress Manager utilised this during mentoring sessions or times when he met with members of the PP cohort. Pupils were very positive about their contact with the progress manager and found it a boost in helping with organisational skills and confidence. The Progress Manager was often first point of contact for many of the cohort. The library went from strength to strength and was used by a wide cross section of the school. Homework club continued to run and was accessed by a wide variety of pupils including some PP y11 students who had previously not attended.</p> <p>Revision materials were provided to all PP pupils and depts. recovered costs from school budget.</p>
2	Low literacy and/or	<ul style="list-style-type: none"> • Continue to encourage pupils to utilise the library effectively to 	Raise the profile of reading for pleasure. Increase the number of	Writing across the curriculum has been implemented as an initiative	Writing across the curriculum through extended writing

<p>numeracy levels</p>	<p>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.</p> <ul style="list-style-type: none"> 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. Extra teaching periods in maths used to make smaller classes in Y11. All pupils in lower band Y10 and some from upper band to have an extra lesson of Maths and English each week. Extra maths lessons in Y11 for all pupils who have a level 4b or below with a particular focus on the PP pupils in this group. Continue the Accelerated Reader programme in Y7 and Y8. 	<p>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 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.</p>	<p>across the school. Difficult to measure impact yet</p> <p>Maths catch-up cohort in Y7-Y9 – students are being withdrawn and working on key mathematical concepts with identified TAs. Additional literacy periods in English are being utilised to reinforce grammar, spelling and reading skills. In addition, identified students are working in small groups with specialist English teacher</p> <p>Smaller groups in Y11 are enabling better coverage of the curriculum and more effective support. In Y10 additional time for lower band students is working well and enabling more detailed coverage of key mathematical concepts. Key Y11 PP students with PA of L4b/c have been withdrawn from selected subjects over an 8 week period to focus on mathematical skills with specialist teachers. Difficult to measure impact yet because of changes to GCSE but levels of student confidence have increased</p> <p>Y11 PP students are being withdrawn from lower band Y11 by HOD to work on numeracy skills</p> <p>Additional homework has been set for all pupils</p> <p>Older pupils are being utilised for Y7 catch up on Wednesday mornings</p> <p>Accelerated Reader is running</p>	<p>pieces continued to emerge and develop but this will only truly have an impact once it has followed through a few cycles and pupils are used to producing extended pieces of writing in all subject areas.</p> <p>Certain pupils in Y8/9 continued to be withdrawn for additional maths with a TA and this will be looked into for the coming year. Y7 catch-up continued with 38 pupils involved throughout the year, an increase on 17 pupils in previous years.</p> <p>In Y10 additional time continued to be of benefit in maths and English and this will continue in Y11. This allowed teachers to spend longer where necessary on certain topics.</p> <p>In Maths key Y11 pupils inc PP pupils were withdrawn from PE to cover additional key topics at</p>
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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 	<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</p>	<p>PP registers have all been updated and data is provided to HODs after each reporting point, detailing gaps. HODs respond through intervention which is noted on register</p> <p>PP focus meeting held for all staff with strategies for promoting PP progress</p> <p>PP pupil trail has been held by</p>	<p>PP registers all up to date with other depts. adding key information to provide whole picture of intervention for PP students</p>

		<p>Headteacher and the Progress Manager</p> <ul style="list-style-type: none"> • 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 	<p>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>	<p>SLT. Although no teaching and learning concerns were raised, there are concerns about organisation of PP students and their lack of equipment. Timetables to be sent home to parents of students causing concern.</p> <p>PP students in Y11 who are underachieving against targets have all been given a mentor who meets with them each week to help focus revision and provide support</p>	<p>Mentoring programme continued and accelerated right up until Y11 left school with the frequency of meetings increasing. Mentors continually checked as to whether pupils were following revision timetables and using their revision guides.</p>
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. 	<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. 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</p>	<p>The implementation of these initiatives is ongoing although Growth Mindset needs to be reinforced. There has been a recent staff meeting to provide staff with practical examples of how this can be promoted and reinforced</p>	<p>Be the Best you can be assembly was delivered to Y9 and was found to be inspiring by most pupils</p>

			across all subjects are aware of those pupils displaying a 'Growth Mindset'		
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 	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.	These have been provided to students and the school has purchased bus passes for identified non-catholic PP students	
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 gives 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>	<p>This is rigorously tracked by Headteacher and Attendance officer and students and parents are invited to interview if attendance is causing concern. PP attendance in Y10/Y11 is a cause for concern although there is an improvement lower down the school</p> <p>AAHT has given an assembly showing Y11 pupils the link between attendance and outcomes from previous year</p> <p>Progress manager has contacted parents of PP students who did not attend parents' evenings to ensure that contact is maintained with home</p>	<p>Headteacher and Attendance officer met with key pupils in Y10 who were PP with poor attendance. Difficult to see if this has had a positive impact on attendance yet but by half-term attendance can be compared with same time last year so see if there has been an improvement.</p> <p>Progress Manager continued to intervene with those pupils whose parents did not attend parents evening and there is now being a whole school drive on raising the numbers of parents who attend key events e.g. focus evening/parents evening/choices evening</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 revision classes 	<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 school</p>	<p>Homework club is well attended by PP students in Y7-9.</p> <p>Some PP students are attending after school revision sessions but PP attendance after school remains a concern</p>	<p>Attendance remained high.</p> <p>More stringent tracking of those pupils attending revision sessions is needed, including those PP pupils in Y10 and Y11.</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>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.</p> <p>Inspires, motivates and supports students to have aspirations and high expectations.</p>	<p>All Y11 cohort are following a study skills programme (Elevate) which has helped students to organise revision schedule and develop and practise revision strategies</p>	<p>The impact of this was not as hoped and Elevate will not be continued with the new Y11 cohort. Instead the school will look more closely at how study skills are being delivered in-house</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>	<p>Transition days took place in early Spring term.</p>	
9	Additional educational needs	<ul style="list-style-type: none"> • Provision at alternative educational establishments • Support from relationships Centre 	<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>	<p>A number of PP students have accessed motivational courses such as the Respect course</p> <p>4 PP students accessed full-time provision at Horizons</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>	<p>This has been provided as required. Y11 PP students have been provided with revision guides as appropriate</p>	