

Christ the King Catholic High School Review of Pupil Premium spending 2018/19

Academic Year 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action / approach	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
<p>A High levels of progress of disadvantaged pupils by developing high quality teaching and learning strategies</p>	<p>1. INSET FOCUS- to support high quality teaching and learning- Feedback in lessons Collaborative learning and peer to peer learning strategies Meta cognition, problem solving and independent learning strategies Thinking Hard, Stretch and Challenge and Memory techniques Knowledge retrieval and knowledge organisers Use of Mastery learning</p> <p>2. Learn2 Learn guidance lessons</p> <p>3. Study skills seminars</p> <p>4. External agencies to develop best practice</p>	<p>Year 11 % of PP pupils achieving English and Maths grade 4+ has increased to 43% (41% 2018) On site PP learners 4+ 50%</p> <p>% of PP pupils achieving English and Maths grade 5+ has increased to 25% (22% 2018) On site PP learners 5+ 35%</p> <p>4+ in English has increased to 48.7% (44% 2018) 4+ in Maths has increased to 42.5% (40% 2018) 5+ in Maths has increased to 54.8% (40% 2018)</p> <p>The % of pupils entered for Ebacc 15% increased from 2018 (10%) and achieving standard pass 10% compared 2% in 2018</p> <p>Progress 8 is similar to 2018 -0.96, however on site learners P8 -0.72</p> <p>Year 7 progress % of PP pupils on/above target is high (above 70% on target) in most subjects (Art, Comp, DT, Geog, Music, PE, Science, Spanish) % of PP pupils on above/target is satisfactory (above 60%) in some subjects (English, Maths) % of PP pupils on or above target in French, History and RE is less than expected and requires further investigation</p> <p>Year 8 progress</p>	<p>1. Successful- will continue to develop research backed teaching and learning strategies, linked to our whole school priority Greater evidence during lesson observations of collaborative learning, metacognition, problem solving, knowledge retrieval and independent learning especially in Maths</p> <p>2. Less successful- Learn2 Learn lessons are difficult to measure impact and have less meaning as stand alone lessons</p> <p>3. Successful- study skills seminars- 100% positive feedback (Yr10 and 11)</p> <p>4. Successful- Support from Sefton LA consultant very effective in developing feedback, assessment and curriculum planning- clear action plans implemented effectively for every subject</p> <p>Further development - CPD focus on meta cognition and Thinking hard strategies- retrieval practice, spaced practice, elaboration, dual coding</p>	

		<p>% of PP pupils on/above target is high (above 70% on target) in most subjects (Art, Comp, DT, Fr, Music, PE, Science, Spanish)</p> <p>% of PP pupils on above/target is satisfactory (above 60%) in all other subjects (English 67%, Geog 63%, Hist 63%, Maths 62%, RE 69%)</p> <p><u>Year 9 progress</u></p> <p>% of PP pupils on/above target is high (above 70% on target) in most subjects (Chem, Comp, Dram, Econ, English, Film, Food, Geog, Hist, IT, Media, Mus, PE, RM, Span, Sport, Textiles, Travel)</p> <p>% of PP pupils on above/target is satisfactory (above 60%) in French</p> <p>% of PP pupils on or above target in Biology, Physics, Child dev, Maths, RE is less than expected and requires further investigation</p> <p><u>Year 10 progress</u></p> <p>Predictions-</p> <p>% of PP pupils achieving 4+ in English and Maths is 52.2 % and significantly higher than previous 2 years</p> <p>% of PP pupils achieving 4+/5+ in English is 72%/39% and significantly higher than previous 2 years</p> <p>% of PP pupils achieving 4+/5+ in Maths is 52%/37% is higher than previous 2 years</p> <p>Attainment 8 estimate 43.44 is significantly higher than previous year</p> <p>Progress 8 -0.63 predictions are higher than previous year (-0.41 on site), gap between PP and non PP is significantly lower than previous year 0.29 (1.04 2018)</p> <p>% of pupils on or above target in Science, History, PE, RE and Travel is less than expected and requires additional intervention</p> <p><u>EBacc measure % PP pupils</u></p>	<ul style="list-style-type: none"> - Development of Knowledge organisers to support knowledge recall - Use of Seneca and Corbett Maths - Use of external consultant to review curriculum INTENT and IMPLEMENTATION - Use of Pixl Build up- Maths Whizz, Tassomai and Renaissance Learning for targeted pupils 	
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		<p>Year 9 - 20%</p> <p>Year 10- 11%</p> <p>Year 11- 15%</p> <p><u>High ability pupils</u></p> <p>Progress 8 prediction -0.49 which is improving and the gap is reducing (non PP -0.21)</p>	
<p>A. Developing clear identification and monitoring strategies to ensure high levels of progress of disadvantaged pupils</p>	<ol style="list-style-type: none"> 1. Development of Pupil Profile in Pluto for all staff to use 2. Use of assessment cycle analysis to identify individual pupils and barriers to learning 3. Use of form tutors to support individual pupils 4. Use of seating plans to enhance learning 5. Focus of subject reviews 	<p><u>See above</u></p>	<p>1-4. Successful- all teachers are aware of DP pupils and analysis of assessment data is DP focused. Pupil profiles allow dialogue between Coaches and teaching staff and allow individual needs, aspirations and perceived barriers to identified</p> <p>5. Successful- subject data sheets clearly highlight the progress of DP pupils and identify interventions</p> <p><u>Further development</u></p> <p>- Forensic analysis and higher priority given to KS3 data after every assessment cycle, especially in Maths and of High ability pupils</p>

A. Improved Literacy progress in Key Stage 3	<ol style="list-style-type: none"> 1. CPD for all staff delivering Accelerated Reader 2. Change in curriculum plan to deliver Accelerated Reader in Year 7 and 8 3. Use of key skills classes to identify and address gaps 4. Development and implementation of a Summer school for disadvantaged pupils with focus on literacy and numeracy 	<p>Year 7 accelerated reader (64 pupils)- PP pupils average increase by 10.7 months (Year group av 11.2 months) with a projection of 8.9 month</p> <p>Year 8 accelerated reader (46 pupils)- PP pupils average increase by 9.4 months (year group av 6.3 months)</p> <p>Year 9 Rapid Plus (target group)- 13 months progress over 1 year (expected growth 8.9months)</p>	<p>1-3. Successful- use of accelerated reader system and Rapid Plus to enhance literacy skills. Key skills lessons further support accelerated reader programme and Symphony programme</p> <p>4. Not implemented</p> <p><u>Further development</u> Summer school to be organised for summer 2020. Best practice sought from local schools.</p>	
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ii. Targeted support

Desired outcome	Chosen action / approach	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
A. Improved literacy and numeracy levels of disadvantaged pupils	<ol style="list-style-type: none"> 1. Reading recovery programme, Symphony and Rapid Plus implemented for pupils in Key Stage 3 2. 1 to 1 Literacy support for targeted pupils 3. 1 to 1 EAL support for targeted pupils 4. Lexia (IDL) reading and spelling programme used for targeted pupils 5. Implementation of PiXL CODE Phonics and Reading programme for SEN pupils 6. Additional assessments completed by Sefton Inclusion consultant 7. Use of Twinkl resources for Maths intervention 8. Use of key skills lessons to address gaps 	<p>Year 7 accelerated reader (64 pupils)- PP pupils average increase by 10.7 months (Year group av 11.2 months) with a projection of 8.9 month</p> <p>Year 8 accelerated reader (46 pupils)- PP pupils average increase by 9.4 months (year group av 6.3 months)</p> <p>Year 9 Rapid Plus (target group)- 13 months progress over 1 year (expected growth 8.9months)</p> <p>Symphony/ numeracy programme- Year 7 67% of PP pupils met or exceeded target in Maths compared to 72.9% non PP</p> <p>Year 8</p>	<p>1-2 Successful- Accelerated reader programme for all PP pupils, flexible and fluid approach to targeted support following assessments Use of symphony in key skills lessons Year 8 reading intervention group established in response to data</p> <p>3-8 Successful- EAL support using small group work and some 1to1 Change of Lexia to IDL programme</p> <p><u>Further development</u> Consistent implementation of Symphony earlier in the year Greater parental interaction with pupils – reading logs require parental signature</p>	

	9. 1 to 1 tuition in English and Maths for KS4 pupils	63% of PP pupils met or exceeded target in Maths which is similar to all and non-PP (64%) Year 9 47.6% of PP on and above target- this requires further investigation and intervention Year 10 62.9% of PP on target broadly in line with non PP	Need for specialist EAL curriculum software to support targeted individual pupils in KS4 Use of Pixl Build up for targeted pupils (Renaissance Learning/ MathsPro) Targeted intervention for Year 9 in Maths, Booster lessons, retention of knowledge and more frequent use of Symphony	
A. Improved outcomes for disadvantaged pupils in English and Mathematics	1. Intervention classes timetabled for targeted pupils in Key Stage 4 in English and Mathematics 2. Curriculum modification for pupils who are underachieving SEN support and Core support option for KS4 pupils 3. Timetabled key skills classes for targeted pupils with specific focus on Numeracy and Literacy 4. Intervention classes timetabled in English and Mathematics for Year 9 pupils in summer term 5. Use of 6 th form mentors to support High ability pupils in Year 7 and 8	As above	Successful- 1. Successful- Curriculum modifications for targeted pupils 4. Did not use 5. Successful- 6 th form pupils used for Literacy 1 to 1 support based on AR data <u>Further development</u> Use of 6 th form mentors to support Year 7 and 8 pupils Monitoring of ACAs for impact and completion	

<p>B. Increased attendance rates and reduce persistent absences for PP pupils</p>	<ol style="list-style-type: none"> 1. Restructure pastoral support team to create a dedicated attendance officer 2. Employ EWO for 2 days a week 3. Home visits for targeted pupils 4. First day response provision 5. Support non teacher to specifically monitor and support disadvantaged pupils attendance and PA 6. Non teacher to develop stronger links with parents and aim to reduce barriers of those hard to reach 7. Monthly meetings with key staff (attendance officer, SLT, support lead, academic coaches) 8. Rewards used for motivation- text, postcards, celebration lunch 9. Curriculum modification to support some pupils to attend. 	<p>Reduce the number of PA among PP pupils Significant improvement 2016 31.2% 2017 27.1% 2018 29% 2019 20.2%</p> <p>Improve attendance rates for PP pupils to be in line with "other" pupils. Significant improvement 2017 91.5% 2018 92.3% 2019 93.7%</p>	<p>1-9 Successful- First day contact procedures- phone calls rather than text More rigorous graduated approach to attendance- high level of monitoring by AA/ RW and letters home Half termly meetings rather monthly meetings Use of attendance panels successful but parental support still an issue EWO significant detailed reports Rewards- 10 day challenge, 15 day challenge, free toast Friday, local business support for prizes Visit to CHS to seek good practice <u>Further development</u> Parental engagement with attendance panels Look for patterns and use challenge weeks to support this Explore further strategies to reduce PA</p>	
<p>C Disadvantaged Pupils are well organised and equipped and utilise extracurricular and enrichment activities to enhance their learning</p>	<ol style="list-style-type: none"> 1. Academic coaching for targeted pupils at KS4 2. Mentoring for targeted pupils at KS3 and KS4 3. SLT mentoring for targeted pupils 4. Use of teachers to mentor/ coach 5. Use of Sixth form pupils to support targeted pupils with reading and Maths 6. Support from form tutors and pastoral team to organise targeted pupils 7. HoY to attend subject reviews 	<p>See above for subject progress</p> <p>Average Independent Learning scores for PP pupils improved from 4.8 (2018) to 4.83 (2019) Average Attitude to Learning scores have improved for PP pupils from 5.06 (2018) to 5.12 (2019)</p>	<p>1,2,3,6 Successful- pupils are well equipped and well resourced due to daily meeting with form tutor or Hub team SLT mentoring effective with some pupils- some careful consideration is needed of pupils to be mentored 2019 Year 11 form tutors target 2/3 pupils in lead up to exam 4 Less successful due to capacity 5. Successful in Reading 1 to 1 support for Year 7 and 8, not used in Maths 7. Less successful due to capacity</p>	

			<p>Further development</p> <p>Use of 6th form pupils to support Maths intervention</p> <p>Tracking of enrichment activities using pupil participation surveys</p>	
iii. Other approaches				
Desired outcome	Chosen action / approach	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

<p>B Increase in pupil engagement and attitude to learning</p>	<ol style="list-style-type: none"> 1. Development of new behaviour code of conduct 2. Modification of new rewards and sanctions system 3. Launch of Pixl Edge Rewards for participation in revision 4. Use of Maximising Potential to raise aspirations in Year 11 5. Use of Maximising Potential master class for High ability PP pupils 6. Use of Skills4Life, Sefton Add action, Amy Winehouse Programme for targeted pupils 7. Use of Unlocking Potential programme to raise aspiration of targeted group 8. Use of alternative curriculum to raise aspiration of individual pupils 9. Use of Unifrog and external agencies to support careers provision 10. Careers advisor to prioritise disadvantaged pupils and support from an early age 11. social and emotional support groups scheduled including social skills, creative therapy and sports and play activities 12. Masterclasses and careers visits for most able disadvantaged pupils 13. Rewards used to recognise good progress and ATL 	<p>Significant decrease in behaviour incidents and SLT call outs (PP pupils) Internal exclusion 108 entries 2019 150 entries- 2018 SLT Call out 149 entries 2019 499 entries -2018</p> <p>Average Independent Learning scores for PP pupils improved from 4.8 (2018) to 4.83 (2019) Average Attitude to Learning scores have improved for PP pupils from 5.06 (2018) to 5.12 (2019)</p> <p>Improve attendance rates for PP pupils to be in line with "other" pupils. Significant improvement 2017 91.5% 2018 92.3% 2019 93.7% Priority Year group- year 9 (2019/20)</p> <table border="1" data-bbox="898 683 1496 1110"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>YEAR 7</td> <td></td> <td>94.3</td> </tr> <tr> <td>YEAR 8</td> <td>95.1</td> <td>93.5</td> </tr> <tr> <td>YEAR 9</td> <td>93.9</td> <td>93.4</td> </tr> <tr> <td>YEAR 10</td> <td>92.6</td> <td>93.5</td> </tr> <tr> <td>YEAR 11</td> <td>90.5</td> <td>93.8</td> </tr> </tbody> </table> <p>Edge data 75% of PP pupils have completed at least 2 Edge activities over 2 terms</p>		2017/18	2018/19	YEAR 7		94.3	YEAR 8	95.1	93.5	YEAR 9	93.9	93.4	YEAR 10	92.6	93.5	YEAR 11	90.5	93.8	<p>1-2, 13 Successful- use of SIMS module will further support sanction and reward policy 19/20 3 Pixl Edge Successful 4-7, 12 Successful 100% positive pupil feedback about Maximising potential, Dare to Aspire Masterclasses and college/ university days for more able pupils 8 Successful 100% attendance to exams for Year 11 pupils in Alternative provision 9-10 Successful Destinations data above Sefton and National</p> <p>Further development Launch of Pixl Edge earlier in Year 7, continue with Year 8 Use of SIMs for rewards and sanctions Messages home to reward good work/ progress Monitor Year 9 (19/20) and focus strategies where appropriate with this year group</p>	
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<p>C Disadvantaged Pupils are well organised and equipped and utilise</p>	<ol style="list-style-type: none"> 1. Homework club provided after school 2. Clear signposts to revision sessions and study clubs 	<p>Average Independent Learning scores for PP pupils improved from 4.8 (2018) to 4.83 (2019) Average Attitude to Learning scores have improved for PP pupils from 5.06 (2018) to 5.12 (2019)</p>	<p>1-5 Successful- all PP pupils well prepared and 100% attendance to exams Use of form tutors and hub to support organisation of individual pupils</p>																			

<p>extracurricular and enrichment activities to enhance their learning</p>	<p>3. Revision planners provided to support organisation 4. Revision pack given to all disadvantaged pupils 5. Revision guides given to all disadvantaged pupils 6. Financial support provided for subject enhancement visits 7. Financial support for equipment/ ingredients/ uniform/ resources 8. Masterclasses and careers visits for most able disadvantaged pupils 9. 6th form holiday access to study area</p>		<p>Revision packs and guides distributed to all pupils by academic coaches 6-9 Successful, however there is a need to monitor participation and uptake of specific groups to provide more accurate data</p> <p>Further development Character education to highlight importance of organisation, independence and commitment Audit of pupils taking part in extra curricular activities Rewards for leadership and organisation</p>	
<p>Review of Expenditure 2018-19</p>				
<p>Quality of Teaching for all</p>				

T&L Quality assurance strategies (A Grilli Sefton LA support paid for by Sefton, review of assessment and feedback)	£4,200
Teaching and Learning team	£11,174
CPD costs (Pixl, Maths, Research schools network, coaching, Amy Winehouse)	£4,981.99
Total	£20,355.99
Targeted support	
Intervention staffing (English and Maths/ SLE Maths/ Director of Maths)	£62,681.81
Reward costs	£681.55
Pastoral support/ EWO support/ Attendance officer	£28,168.02
Literacy support (HLTA) and intervention (incl AR, packs and resources)	£24,341
Numeracy support and intervention (incl Symphony, Ixl, Twinkl)	£3110.8
Staffing costs (Coaches, mentors, EAL support, Literacy)	£86,909.36
SEN/ Hub resources (Literacy and Numeracy)	£120
Sefton support/ SEN SLAs (Ed Psych/ SAIS)	£3,633
One to one tuition/ curriculum bought in services/ counselling/ Alternative provision	£11,436.30
Equipment/ resources/ revision materials/ catering	£5,189.01
Total	£226,270.85
Other approaches	
Raising aspirations strategies/ Careers SLA/ DofE/ Music Tuition	£3,791

Study support (homework club)	£1,458
Trips/ visits/ transport	£3,976
ICT Learning resources	£584
Total	£9809
Total Cost of Intervention	£256,435.84
Pupil Premium Funding	£214,230