

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Holy Cross Catholic High School				
<b>Academic Year</b>	2018-19	<b>Total Estimated PP budget</b>	£133 663	<b>Date of most recent PP Review</b>	Nov 2016
<b>Total number of pupils</b>	869	<b>Number of pupils eligible for PP</b>	158	<b>Date for next internal review of this strategy</b>	Oct 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 9-4 English</b>	<b>55.2%</b>	<b>TBC</b>
<b>% achieving 9-4 Maths</b>	<b>62.1%</b>	
<b>% achieving 9-4 English and Maths</b>	<b>41.4%</b>	
<b>Average English Progress 8 score</b>	<b>-0.466</b>	
<b>Average Maths Progress 8 score</b>	<b>-0.222</b>	
<b>Average Total Progress 8 score</b>	<b>-0.528</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Low level misbehaviour continues to be a barrier to DP pupils' attainment.
<b>B.</b>	Low aspiration, low resilience and lack of motivation and aspiration from some DP pupils, means they are not attaining high grades.
<b>C.</b>	In lower school, literacy and numeracy skills are weaker for DP pupils, and a focus on these skills is required to ensure they are well prepared for the rigour of GCSE courses.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Disadvantaged pupils' attendance fell in 2017-18, and therefore needs to improve again. Improving attendance of DP pupils is a priority.

<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improved exam performance for DP pupils in 2018-19.	Gaps will close between DP and non-DP pupils. Progress 8 score will improve.
<b>B.</b>	Attendance of DP pupils will improve.	Attendance of DP pupils will show an improvement and will be nearer to 95%.
<b>C.</b>	DP pupils will have improved behaviour and will be more positive in their approach to their studies.	Reduced amount of behaviour incidents logged on Sims. Increased attendance at revision classes. A more positive, aspirational approach to school, with a focus on high attainment.
<b>D.</b>	Literacy and numeracy skills will improve for DP pupils.	Fewer pupils with low reading ages. Use of IDL and numeracy workout in Learning Support. Increased confidence amongst pupils. Better preparation for GCSE courses.

5. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching for all	Strongest teachers teach the classes where there are most DP	DP pupils should be treated the same as other pupils and should be challenged to achieve.	Teacher reviews, appraisal, learning walks, QA process.	SLT links	Autumn term 2019
DP pupils to be spread across a range of classes and to be given excellent opportunities to learn and aspire.	Max of 32 pupils in A band Max of 25 in B band Curriculum broad and balanced	Ensures that the teachers can focus their support and guidance appropriately on challenge and attainment. All should be allowed to choose their most suitable options.	Review of timetable, curriculum and QA process.	PMc	Autumn term 2019
<b>Total estimated cost</b>					£106000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of DP pupils will improve	HOY and Attendance Officer to have a proactive approach. Home visits; attendance contracts; attendance panels; tackling persistent absence immediately; tutor group tracking of attendance. Relentless in challenging attendance issues. Positive reward for improvements in attendance.	By having the discussions with key pupils, parents, agencies, and tackling attendance in this personalised way, pupils will begin to take better ownership of their own attendance. If rewarded for improvements, then motivation will increase.	Weekly meetings with SLT link for attendance. Tutor groups fortnightly tracking of attendance with new attendance tracker- HOY to oversee. Chase up all attendance concerns. Implement formal attendance panels. Monitor attendance figures weekly. Rewards issued through assemblies.	HOYs PDO MHM	September 2019

Improved behaviour of DP pupils	Aspire Inspire group to motivate pupils and change their perceptions of school.  Concerted effort to include DP pupils in all school activities and events.	Improving aspiration, involvement, motivation and awareness of the importance of education and attainment.	Meetings with CCA and MHM to monitor Aspire Inspire. QA meetings and department meetings to have a clear focus on DP. PP strategy meetings with HOYs to track DP involvement in school life.	MHM GLI	Autumn Term 2019
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**Total estimated cost** £27000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All DP pupils have the same access to resources and experiences as non DP pupils.	Provision of revision guides, equipment, subject resources to be paid for from PP budget. Contribution to residential visits for DP wishing to take part. Departments can bid for other resources for DP pupils.	No pupils should be disadvantaged because they cannot pay to access experiences.	Termly monitoring of PP spend. Discussions at PP strategy meetings. Departments to continue to use the pro-forma to bid for extra funding.	MHM	September 2019

**Total estimated cost** £5000

## 6. Review of expenditure

Previous Academic Year	<b>Please see separate document, "Review of PP Strategy 2017-18" for this information</b>
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### 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

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

