



# Cardinal Allen Catholic High School Pupil Premium Strategy 2018-19

1. Summary information					
School	Cardinal Allen Catholic High School				
Academic Year	2018/19	Total PP budget	£191870	Date of most recent PP Review (External)	07/18
Total number of pupils	806	Number of pupils eligible for PP	212	Date for next internal review of this strategy	10/19

2. Outcomes for 2018		
Figures are 2018 outcomes	Pupils eligible for PP (Cardinal Allen)	Pupils not eligible for PP (National)
Progress 8	-1.20	+0.13
Progress 8 English element	-1.17	+0.11
Progress 8 Maths element	-0.69	+0.12
Progress 8 EBacc element	-1.56	+0.15
Progress 8 Open element	-1.23	+0.12

Outcomes for 2019 (from DfE data checking)	All Pupils	Disadvantaged	Non-disadvantaged	In School Gap
Progress 8	-0.07	-0.16	-0.05	-0.11
Progress 8 English element	-0.08	-0.03	-0.10	+0.07
Progress 8 Maths element	-0.19	-0.15	-0.19	+0.04
Progress 8 EBacc element	-0.28	-0.40	-0.26	-0.14
Progress 8 Open element	+0.22	-0.02	+0.28	-0.30

### 3. Barriers to future attainment for pupils eligible for PP

#### In-school barriers

**A.** Levels of literacy on entry in Year 7 for PP students are lower than for other pupils, which is a barrier to them making good progress in KS3. Below expected level is defined as below level 4 in years 10 and 11, and as below a score of 95 in years 7, 8 and 9. Years 7, 8 and 9 are not directly comparable with other cohorts.

Year	% below expected level on entry PP	% below expected level on entry Non PP
7	25%	6%
8	12%	1%
9	19%	6%
10	8%	3%
11	18%	5%
<b>All</b>	<b>17%</b>	<b>4%</b>

**B.** Levels of numeracy on entry in Year 7 for PP students are lower than for other pupils, which is a barrier to them making good progress in KS3. Below expected level is defined as below level 4 in years 10 to 11, and as below a score of 95 in years 7,8 and 9. Years 7,8 and 9 are not directly comparable with other cohorts.

Year	% below expected level on entry PP	% below expected level on entry Non PP
7	18%	6%
8	12%	6%
9	17%	9%
10	13%	3%
11	5%	4%
<b>All</b>	<b>14%</b>	<b>6%</b>

#### External barriers (issues which also require action outside school, such as low attendance rates)

**C.** Attendance in general for PP students is lower than for non-PP students, which has a significant effect on pupil progress.

Year	Average % Attendance 2017/18 (HT1-5)			Average % Persistent Absentees 2017/18 (HT1-5)		
	All	PP	Non PP	All	PP	Non PP
7	95.2	93.0	96.0	7.2	16.7	3.4
8	95.5	93.9	96.2	11.8	18.9	8.6
9	94.5	93.0	95.2	13.4	20.0	10.3
10	95.7	93.6	96.4	9.8	22.7	5.0
11	93.6	90.5	94.5	15.7	21.6	13.8
<b>All</b>	<b>94.9</b>	<b>92.9</b>	<b>95.7</b>	<b>11.5</b>	<b>19.8</b>	<b>8.2</b>
<b>National</b>	<b>94.8</b>	<b>91.5</b>	<b>96.4</b>	<b>12.8</b>	<b>26.2</b>	<b>10.3</b>

4. Desired outcomes and how they will be measured		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP. This will be evidenced through written assessments in English and the final GCSE outcomes. FSW/NSN responsible. Section to be updated on a termly basis based on data analysis provided by MDA.	Years 7-10: All pupils eligible for PP achieving their progress targets in English. This will be evidenced using English written assessments (at least 3 per year). Year 11: The Progress 8 gap between disadvantaged students and others should decrease considerably in this academic year.
B.	High levels of progress in numeracy for all pupils eligible for PP. This will be evidenced through written assessments in Mathematics and the final GCSE outcomes. TFA/SSI responsible. Section to be updated on a termly basis based on data analysis by MDA.	Years 7-10: All pupils eligible for PP achieving their progress targets in Mathematics. This will be evidenced using Maths written assessments (at least 3 per year). Year 11: The Progress 8 gap between disadvantaged students and others should decrease considerably in this academic year.
C.	Increased attendance rates for pupils eligible for PP. Attendance tracked on a weekly basis and discussed by DHT and PL. Updated attendance will be shared at each of the half-termly DA governors' meetings.	Considerably narrow the gap between the attendance of PP and Non-PP pupils. Reduce the rate of persistent absenteeism (PA) among pupils eligible for PP.

5. Planned expenditure 2018/19					
a) 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?
A,B	Work scrutiny and lesson drop ins to be regularly conducted for PP students. This is particularly important for students with predictions of poor outcomes.	Improved outcomes for disadvantaged students.	New on Call system used to monitor all classes on a 2 week rolling programme with a focus on PP students.	DSU, ACA, SHE	January 2019
A,B	Curriculum Leaders' Meetings to be used to market PP strategies.	Improved outcomes for disadvantaged students. Newly reintroduced Curriculum Meetings to replace briefings. Meetings will be used to share best practice.	QAF forms always to include section on PP students and explicit actions CLs are taking to close gaps to be listed in each cycle.	SHE, ACA	From September 2018

A,B	Nominate Pupil Premium Champions.	Improved outcomes for disadvantaged students.	Each department is to nominate a PP champion who will represent PP students at each departmental meeting. PP champions will liaise with the PP team and share good practise amongst colleagues.	SHE AMB CBA and AHI AHO KMA ABA JPA ARO SMC JGL	From September 2018
A,B	A bespoke professional development programme delivered by an external trainer, Andy Griffith, will continue to ensure quality first teaching and improve subject leadership.	Andy has a proven track record of improving teaching and learning across whole school which will have an impact on outcomes for disadvantaged pupils.	Pupils and staff will routinely feedback on outcomes of programme. Participants to also feedback to governors on completion of programme.	DSU	Summer Term 2019 £10000 contribution

**Total budgeted cost for a) Quality of teaching for all    £12000**

### b) 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?
A	Extend provision of paired reading support through "Pick Up A Book" and strategic use of the Aquinas Centre.	IDL and Accelerated Reader software to be used to support the literacy of the disadvantaged students. Evidence from the EEF toolkit shows that use of digital technologies can have a moderate impact on learning.	NSN to ensure specific interventions are in place as soon as pupils enter school and throughout KS3. This strand is also designed to impact on catch up pupils.	NSN	End of HT2,4 and 6. £4,000
B	Tutors appointed in Mathematics	Evidence from the EEF toolkit shows that one to one interventions can be highly effective. These sessions will be provided by three retired Maths teachers.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	TFA (CL Maths)	Each data cycle. £10,800
B	CL Maths AM registration support	Extra provision for targeted students improves GCSE outcomes.	Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	TFA (CL Maths)	Summer 2019 £2,000
B	Purchase dedicated KS3 and KS4 numeracy software.	Maths Watch, Method Maths and My Maths all used to support the numeracy of the PP pupils. Evidence from the EEF toolkit shows that use of digital technologies can have a moderate impact on learning.	TFA and SSI to ensure specific interventions are in place as soon as pupils enter school and throughout KS3. This strand is designed to impact on catch up pupils.	SSI	End of HT2,4 and 6. £3,500

A,B,C	All PP students in Year 11 to be assigned a mentor and given additional career guidance.	A pupil with a definite post 16 progression route will be more focussed and revise more thoroughly to achieve his/her goals.	Careers advice and experiences are carefully mapped and recorded for all PP pupils. We will look to provide additional advice to Y10, and Y9 PP student will be interviewed by SHE to check option choices. Students are to be checked for an appropriately aspirational progression route. Students who do not have an aspirational route will receive an extra careers interview and be offered additional support.	JSU (Careers) and ARA (Mentoring)	Mentors must meet mentees on a weekly basis. Jo Summer to be employed for an additional day per week. £5,000
A,B	Easter and Spring Bank Revision sessions to be organised for PP students with a reward trip at the end of each week.	Evidence from previous years shows that pupil attendance at a study week has a marked impact on their engagement with revision and correlates well to positive GCSE outcomes.	Progress against target will be checked at the end of each revision week to ascertain progress made.	SHE, ARA	Easter and May of 2019 £2,500
A,B	Formation of 7L teaching group.	A small group of students to be created to be known as 7L who have particularly low academic starting points. Curriculum for 7L to be adjusted and pupils to receive additional literacy and numeracy time.	Monitor outcomes for this group of pupils. Progress against target will be checked at each data collection cycle to ensure appropriate progress is being made.	SHE and class teachers	Summer 2019 £28,000
A,B	Reduction in class sizes in En, Ma, Sc and Re.	Evidence from the EEF toolkit shows that reduction in class sizes can have a significant impact on learning.	Performance of all students to be monitored throughout the academic year during QAF cycles which will refer to latest data collections.	ACA, SHE	During QAF meetings. £90,000
	Music tuition for targeted pupils.	Instrumental performance is a critical aspect of the GCSE Music course and specialised, one to one tuition can transform outcomes.	ARO (CL for Music) will assess progress via continuous assessment and report as a part of QAF process.	ARO, SHE	Summer 2019 £3,000
C	Provision of in school counselling and mentoring support.	To remove emotional barriers to success for targeted students.	The work of the counsellor will be overseen by the SWI (DHT). The mentoring programme will be overseen by ARA (PL Y11)	SWI, ARA	Summer 2019 £6,000
C	Provision of additional Pastoral Support time.	To improve attendance of PP students which has an obvious strong positive correlation with outcomes.	SWI to hold weekly meeting with PLs to monitor attendance.	SWI, PLs	Summer 2019 £16,000
C	Aquinas Centre opened 3.15pm to 5.45pm for revision on a Tuesday	Pupils who attend will carry out revision which they would not engage with at home. Attendance will accrue PROM	ACA and SHE to closely monitor attendance at Aquinas Twilight sessions and look at correlation between outcomes and attendance.	ACA	July 2019

	supervised by Head teacher.	Points and hence rewards to support PROM attendance.			
C	Financial incentives to be offered to PP students in Years 9, 10 and 11	Pupils will be able to spend money on educational visits, the PROM, revision guides and any other items that will improve self-esteem and support student outcomes.	ACA to monitor PP attendance and awarding of incentives.	ACA, AMB, CBA	June 2019 £9000
<b>Total budgeted cost of b) Targeted support</b>					<b>£170,800</b>
<b>c) Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A,B,C	All PP students to be interviewed to discuss barriers to learning and to discuss outcomes.	Interviews to be arranged and an IEP for each PP student to be organised. This information will be shared with staff on a regular basis so that strategies can be considered to improve outcomes.	New questionnaire to be developed by SHE CBA and AMB. PP team to also consider using PASS survey.	SHE, AMB, CBA	September 2019
A,B,C	Input on PP agenda at November 2018 Whole Staff Meeting – sharing strategies to overcome barriers.	Improved outcomes for disadvantaged students.  Raising awareness of PP issues amongst staff and to develop strategies to close gap between outcomes for PP students and NPP students.	SLT to oversee delivery and critique for future exposure	SHE	December 2018 £1,000
A,B,C	Improved marketing strategy of the PP students to be implemented.	Improved outcomes for PP students.  Every member of staff in school needs to know who their PP students are and positively discriminate in their favour.	PowerPoint and documentation to be developed on all PP students and detailed handout issued to all staff every September. Case studies to be developed for pupils accessing provision beyond CACHS, and close links with external agencies such as the McKee to be maintained/improved.	SHE, CBA, AMB	Spring Term 2018 £1,000
<b>Total budgeted cost of c) Other approaches</b>					<b>£9,000</b>
<b>Overall planned PP expenditure</b>					<b>£191,800</b>

<b>6. Monitoring and impact:</b>	
<b>Priority</b>	<b>Staff Lead</b>
<b>A. High levels of progress in literacy for all pupils eligible for PP</b>	FSW, NSN, JCL

### Update 1: January 2019

All pupils have completed their initial Star test and are due to complete their second Star test so we can ascertain progress made so far this year. We have intervention in place for all CU pupils either with a Y9 reading mentor (Y7) during PUAB or with ESH during English lessons. We prioritised an early re-testing for Y7 CU pupils and 50% have already increased their reading age. All CU and PP pupils were involved in the Talk the Talk transition session and this resulted in developing pupils' confidence and oracy skills. For IDL, 100% of Y7 pupils, who have been re-tested, have increased their reading age so far. Bedrock Vocabulary access has been purchased for all Year 7 pupils and English teachers are in the process of setting this up with their classes. Teachers will monitor usage and progress made by PP pupils throughout the term using data supplied by Bedrock Learning. Impact will be measured by next review point.

### Update 2: April 2019

Star testing highlights improvements in reading ages. In year 7, 75% of pupils have shown an increase in their Reading Age, in Year 8 it is also 75% and in Year 9 62% have increased. These increases also continue to be supported by our mentoring during PUAB and guided reading sessions during English lessons. We are also using PLPs to support progress made and monitor areas for development.

Bedrock Vocabulary shows that PP pupils have made an average attainment growth of 18% (non PP pupils have made an average growth of 24%). Bedrock engagement with PP pupils has been high: since using the new site (from February 2019) the whole cohort have spent 14 hours 47 minutes using the programme, and of this, 11 hours 03 minutes have been generated by our PP pupils.

All year 7, 8 and 9 pupils participate in AR. All year 7 pupils engage with Bedrock vocabulary. A selected group of KS3 students are supported by IDL and all CU students receive additional guided reading support from ESH. There is clear evidence as demonstrated in the table below that CU pupils in Years 7, 8 and 9 are starting to make better progress than their non CU peers when considering working at or towards target percentages in English.

#### **Performance of English “Catch-up” pupils**

VA is the difference between a Working At Grade and predicted point on the flight path.

Year Group	Cohort	English Average VA	Average VA across ALL Academic subjects	% of cohort working AT or TOWARDS target in English
9	Non-Catch up	-0.36	-0.23	68.8
	Catch up	-0.20	0.01	84.6
8	Non-Catch up	-0.27	0.05	72.3
	Catch up	-0.30	0.08	83.3
7	Non-Catch up	-0.12	0.06	93.3
	Catch up	-0.20	0.11	100

In KS4 PP pupils in Year 11 currently have a projected VA of  $-0.39$  for English Language GCSE. This compares to a projected VA of  $-0.60$  for non PP pupils so PP pupils in the current Year 11 are outperforming their non PP counterparts by a fifth of a grade. This is a significant improvement in DA performance and suggests our relatively new strategy is starting to have a major impact.

There is a similarly positive projection across all other year groups – please refer to data presented at the most recent SEC meeting presented by MDA on the 20<sup>th</sup> March 2019.

### Update 3: September 2019

In KS3 we have the following intervention in place: IDL, AR, NESSY, Bedrock vocabulary and STAR testing. We also use HLTA JHA and librarian ESH for intervention with our pupils. ESH delivers guided reading sessions to our CU and UA pupils and JHA delivers intervention focussed at UA and DA boys. All year 7, 8 and 9 pupils participate in AR. All lower ability pupils engage with Bedrock vocabulary. A selected group of KS3 students are supported by IDL and all CU students receive additional guided reading support from ESH.

	Non DA	DA	CU
Y7	-0.10	-0.18	-0.20
Y8	-0.27	-0.31	-0.40
Y9	-0.40	-0.54	-0.33

In KS4 there was a very large improvement in outcomes for DA students in terms of GCSE results. DA students improved from a progress 8 score of -1.17 to -0.08, an improvement of +1.09. DA students actually performed better than non- DA students -0.08 compared to -0.12. The spectacular progress is testimony to the effort and skill of the English team and their tenacity in overturning this significant gap in outcomes. The performance suggests that the pupil premium strategy has had a significant impact and as a result we will continue to focus on the elements of literacy, numeracy and attendance in the new academic year.

### B. High levels of progress in numeracy for all pupils eligible for PP

TFA, SSI, SHE

### Update 1: January 2019

Year 11: All underachieving DA students are supported in AM registration, or through tuition. Disadvantaged students outperformed non-disadvantaged students in the December mock in VA terms by 0.16 grades. We project a VA score of -0.45 (non DA VA = -0.44), a significant improvement on last year (-1.23).

Years 7 to 10: We are focussing on improving performance by improving our curriculum and the quality of teaching and learning. An extensive programme of CPD is ongoing to support this. In-class interventions are logged for each catch-up student and their effectiveness is monitored.

Catch up VA:  
Year 7: +0.32  
Year 8: +0.61  
Year 9: -0.20

### Update 2: April 2019

Year 11: Tuition continues for underachieving disadvantaged students. The projected VA for disadvantaged students has decreased slightly to – 0.58, but this is still a significant improvement on last year. Disadvantaged students are now projected to achieve a higher VA score than non-disadvantaged students (-0.65). There is a similarly positive projection across all other year groups – please refer to data presented by MDA at the most recent SEC meeting on the 20<sup>th</sup> March 2019.

Years 7 to 10: Our approach of improving curriculum and T&L continues.

	Non DA	DA	Catch up
Y7	+0.24	+0.13	+0.21
Y8	+0.09	+0.19	+0.51
Y9	-0.14	-0.29	-0.47

There has been a slight regression in the progress of catch up students, most significantly in year 9. We will address this through in class intervention and decisions on setting as they move into year 10.

### Update 3: September 2019

Year11: There was a significant improvement in outcomes for DA students in terms of GCSE results. DA students improved from a progress 8 score of -0.69 to -0.16 in mathematics, an improvement of +0.53. DA students actually performed better than non-DA students -0.16 compared to -0.23. The significant positive progress is testimony to the effort and skill of the Maths team and their tenacity in overturning this significant gap in outcomes. The performance suggests that the pupil premium strategy has had a significant impact and as a result we will continue to focus on the elements of literacy, numeracy and attendance in the new academic year. The work of the tutors and the morning intervention sessions were also significant.

Years 7 to 10: Our approach of improving curriculum and T&L will continue.

	Non DA	DA	Catch up
Y7	+0.24	+0.13	+0.21
Y8	+0.09	+0.19	+0.51
Y9	-0.42	-0.63	-0.35

In Mathematics the performance of catch up students is addressed by in class support. The situation in Years 7 and 8 looks positive but in Year 9 the data suggests some performance issues for Non DA, DA and CU. SHE to carefully analyse the assessment provision in 2019/2020 in Year 9 and improve/ modify schemes of work. .

### C. Improved attendance rates for pupils eligible for PP

ACA, SWI, SHE

### Update 1: January 2019

Autumn Term percentages (figures in brackets are for same period during 2017-18):

### Percentage Attendance

2018/19 HT1-2	All Pupils ever on roll in year			
	All	Dis-Adv	Non-DA	Gap
Y7 (167)	96.9	95.5	97.5	-2.0
Y8 (168)	94.8	93.2	95.3	-2.1
Y9 (163)	95.1	91.9	96.2	-4.3
Y10 (162)	95.3	92.5	96.3	-3.8
Y11 (157)	95.9	94.7	96.2	-1.5
School (817)	95.6 (95.3)	93.7 (93.3)	96.3 (96.1)	-2.6 (-2.8)
National 17/18	95.0			

### Percentage Persistent Absentees

2018/19 HT1-2	All Pupils ever on roll in year			
	All	Dis-Adv	Non-DA	Gap
Y7 (167)	6.6	10.9	4.5	-6.4
Y8 (168)	8.3	17.4	4.9	-12.5
Y9 (163)	12.3	26.7	6.8	-19.9
Y10 (162)	13.6	25.0	9.3	-15.7
Y11 (157)	7.0	11.1	5.8	-4.3
School (817)	9.5 (11.2)	18.1 (19.7)	6.3 (7.9)	-11.8 (-11.8)
National 17/18	13.3			

The gap has narrowed slightly (0.2%) for overall attendance but actual attendance has improved by for DA pupils has improved by 0.4%. The gap for persistent absentees has remained the same but there has been a 1.6% improvement in the PA rate for DA pupils.

The Pastoral Team are working with identified disadvantaged pupils that have poor attendance in each year group. This involves identifying needs of the pupils within the 90-95% bracket to see where progress can be made in attendance. This involves pupil interviews, support and calls home prior to official attendance route procedures. A flow chart of strategies has been created for the team to follow. We are now making targeted interventions with pupils identified at risk of being persistent absentees. Attendance letter 2A has been amended to a telephone appointment and, if no response, an immediate follow-up meeting in school. This meeting will consider further interventions e.g. Attendance 3 letter, PSP or an attendance contract. Form Tutors and Progress Leaders have a number of mentees to closely monitor on a weekly basis and provide support and rewards. Reward scheme extended to include Years 9, 10 and 11 and pupils have had one to one meetings with senior staff to discuss barriers and rewards.

### Update: 2 April 2019

Autumn and Spring Term percentages (figures in brackets are for same period during 2017-18):

### Percentage Attendance

2018/19 HT1-4	All Pupils ever on roll in year			
	All	Dis-Adv	Non-DA	Gap
Y7 (167)	96.7	95.4	97.3	-1.9
Y8 (170)	94.7	93.3	95.3	-2.0
Y9 (167)	94.8	91.1	96.2	-5.1
Y10 (162)	95.1	91.6	96.4	-4.8
Y11 (157)	96.0	94.2	96.6	-2.4
School (823)	95.5 (94.9)	93.2 (92.9)	96.4 (95.6)	-3.2 (-2.7)
National 17/18	94.6			

### Percentage Persistent Absentees

2018/19 HT1-4	All Pupils ever on roll in year			
	All	Dis-Adv	Non-DA	Gap
Y7 (167)	7.2	14.3	3.6	-10.7
Y8 (170)	10.6	20.4	6.6	-13.8
Y9 (167)	12.0	19.1	9.2	-9.9
Y10 (162)	12.3	27.3	6.8	-20.5
Y11 (157)	5.7	13.5	3.3	-10.2
School (823)	9.6 (12.2)	18.9 (22.4)	5.9 (8.0)	-13.0 (-14.4)
National 17/18	13.6			

Although attendance has improved for disadvantaged pupils, the gap has also increased as a result of a significant improvement in non-disadvantaged pupil attendance. The gap in terms of persistent absentees has narrowed slightly (1.4%) whilst the percentage of persistent absentees has fallen for both disadvantaged and non-disadvantaged pupils.

**Update: 3 September 2019**

Percentages for half-terms 1 to 5 i.e. up until May half-term break and Year 11 finishing (figures in brackets are for same period during 2017-18):

**Percentage Attendance**

2018/19 HT1-5	All Pupils ever on roll in year			
	All	Dis-Adv	Non-DA	Gap
Y7 (169)	96.6	95.3	97.3	-2.0
Y8 (170)	94.8	93.7	95.2	-1.5
Y9 (169)	94.7	91.0	96.1	-5.1
Y10 (163)	95.4	92.4	96.4	-4.0
Y11 (157)	96.4	94.7	96.9	-2.2
School (828)	95.6 (94.9)	93.5 (92.9)	96.4 (95.7)	-2.9 (-2.8)

**Percentage Persistent Absentees**

2018/19 HT1-5	All Pupils ever on roll in year			
	All	Dis-Adv	Non-DA	Gap
Y7 (167)	7.1	14.0	3.6	-10.4
Y8 (170)	11.2	20.0	7.5	-12.5
Y9 (169)	11.8	19.1	9.0	-10.1
Y10 (163)	10.4	25.0	5.0	-20.0
Y11 (157)	5.7	13.5	3.3	-10.2
School (828)	9.3 (11.5)	18.3 (19.8)	5.7 (8.2)	-12.6 (-11.6)

Whilst attendance and the rate of persistent absenteeism have both improved for disadvantaged pupils, the gap with non-disadvantaged pupils has actually increased slightly for both by 0.1% and 1.0% respectively.

Remodelling of the pastoral team, with the appointment of a dedicated Pastoral Assistant for each year group, alongside a more effective use of SIMs in order to analyse and make appropriate interventions will make an impact on attendance in 2019-20. The Pastoral Team along with the DA Strategy Group must continue to find ways of improving attendance for disadvantaged pupils.

**7. Actions from PP Review II ~ July 2018:**

- **Focus on whole school T&L**
- 20 classroom teachers have taken part in the 'great teaching programme' with a focus on developing challenge, engagement and feedback using video analysis with Andy Griffith. 12 senior and middle leaders have completed the 'Leading For Excellence' programme. Whole school CPD is focussed on improving feedback, challenge and 'closing the vocabulary gap', T6 time in departments is used to develop these themes and used to share best practice in these areas. Compliance with feedback policy is routinely checked by SLT and CLs – there is a PP focus by the SLT and CLs each half term. Timetabled 'drop ins' are conducted by the SLT each week which focus on planning in line with the schools 'great lesson expectations'. KPO (Head teacher NLE and part of local MIT team) started supporting school from January 2019 to exclusively support T&L agenda for half a day a week. SLT lesson observations indicate that 88% of lessons last term were at least good with 90% of teachers involved in 'great teaching programme' judged to be at least good. Staff who have not met this standard have been subject to follow

up observations and two staff have been on monitoring and support plans. SLT work scrutiny shows an improvement from 70% to 76% compliance with the whole-school feedback policy from term 1 to term 2. In total, 94.9% of lessons during 2018-2019 were at least good with less than good observations being confined to History and PE. These departments and teachers remain the subject of monitoring and support plans going forward into 2019-2020. The work scrutiny criteria and proforma was revised in term 3 with records from SLT and CL during this period indicating that 90.3% of books sampled were marked every six lessons in accordance with the policy. Of all books sampled, 93.5% received detailed written feedback with 87.1% appropriately responding to this feedback.

- **Focus on numeracy and literacy (UA boys and boys in general an issue in 2018 outcomes)**

Extensive work currently being carried out in English department regarding literacy catch up and tackling underperformance of UA boys. NSN presented “a coherent catch up strategy” at Governors’ DA committee on 12<sup>th</sup> December 2018. TFA focussed on development of curriculum and SOW’s as a result of action points from Maths audit conducted by Maths SLE in October 2018.

JCL was appointed in January 2019 to develop the work of Alex Quigley detailed in the book closing the vocabulary gap. There is a whole school focus on closing the vocabulary gap which is delivered during PUAB. Bedrock vocabulary has been purchased and is being trialled with the current Year 7 cohort. Deborah Mayhew was appointed in July to develop the work on closing the vocabulary gap.

- **Consider purchasing PASS software.**

AMB to investigate – visited St Mary’s Blackpool to ascertain if software would prove useful. AMB to report back on her findings at Governors on 13<sup>rd</sup> February 2019. A new questionnaire for pupils to be available and implemented by February half term. Senior Staff to conduct interviews. It was decided in March 2019 that we would develop our own internal questionnaire which we will action online. Pupils will start this process in April/May 2019. Any significant issues raised will be documented in this form during our September 2019 update. An internally developed student questionnaire was conducted by CBA in the summer term 2019.

A summary of the results of the findings of the internal questionnaire are listed below:-

74% of DA students are aware of their targets. 71% would use a breakfast club, however, when this provision was available it was not accessed. 59% wanted quiet areas to work in school at lunch and after school.

76% knew about the monetary incentive and 75% wanted help to be able to afford educational visits, only 41% of DA students take part in an extra- curricular activity. This could be a focus and sports seemed to be what they would want. Could a link with Fleetwood town FC be explored next year.

44% felt they would go to the Head of Year for help, with 20% saying a teacher and 14% saying pastoral. Hopefully the new system will allow pupils easier access to the pastoral provision.

The DA students feel they do not need support with their behaviour but 57% said they had their learning disrupted by others. Majority had no issue with transport or ICT/WIFI facilities. They spend approximately 1hr on homework per week which hopefully class charts will address.

- **Consider the length of time a student has been FSM/E6**

SHE to investigate in January 2019. Long term FSM pupils to be given priority interviews in February 2019. Standard SIMS routines to be developed to automate generation of FSM, E6, Service and CLA lists in February 2019. A meeting with JAB, MDA and SHE was convened in

February 2019 to ascertain an accurate methodology to determine which pupils fell into each category. JAB to share information at governors meeting in May 2019. SHE to deliver information to staff in May 2019. It is a strategic priority for us as a whole school to focus all aspects of our PP strategy on mainly our underperforming FSM pupils. The development of this particular element of the strategy will continue in the academic year 2019 2020. It is anticipated that class charts will be influential in disseminating this information.

- **Involve governors in writing of PP strategy**

New strategy presented to governors prior to DA meeting in December 2018 – Governors contributed to new DA plan and updated on contents routinely at half termly DA meetings.

- **Improve student collaboration**

Develop the use of IWBs, visualisers and mini white boards. Agenda item on curriculum leaders meeting January 2019 – should we equip every classroom with visualisers and mini- whiteboards using DA money? SHE to organise visit to PGHS with JNO to investigate development of IWB training with their IWB ambassadors. SHE visited PWGHS in March 2019 with JPA and KDU. Sue Bennett (IWB Ambassador) gave an inspirational demonstration on Smart 18.0 software and it's interactive features. SHE and JPA demonstrated some of the findings at the curriculum leaders' meeting on the 3<sup>rd</sup> April 2019. The school is in possession of 12 licenses for Smart Board Interactive which will be distributed amongst interested parties. Participants will assimilate and develop the use of IWB's in the Summer term 2019. Licences for the SMART features of the IWB's have been issued to all members of the Maths and English team

KPO noted that collaboration in Maths was not evident in some of her lesson drop ins and as a result all maths staff have been issued with class sets of mini white boards and instructed to use them routinely. Further development of the IWB's will continue in the academic year 2019 2020.

- **Document impact of careers interventions**

All year 11 DA pupils received their careers interview at the start of year 11. These pupils are the first to be invited to any extra careers related sessions from guest speakers from FE or apprenticeship providers. 20 DA pupils are being career mentored and seen once a fortnight, they are given help to access college interviews. They also receive guidance with revision timetables and stress management. There is a focus on raising aspirations, discussing future goals, developing employability skills and career planning, including HE options. All pupils are offered help with transportation to college open days and interviews. Building these relationships and creating a consistent support network are proving to have a positive outcomes.

Every PP students in Year 11 has a detailed pathway into FE or an apprenticeship. Further details are available with JSU.

- **Consider using SISRA observe and implementing seating plan software**

SISRA observe purchased December 2018, templates for lesson observation feedback have been created January 2019. Lesson observations using SISRA to begin after February half term 2019. Training for all staff to take place during T6 after February half term 2019. SISRA observe is now operational and is used to document all lesson observations. Ultimately this will be a much more manageable system to measure the

impact and development of T&L across the whole school. Departments are now much more aware of the strengths and weaknesses of teaching within their departments through the use of this software.

- **Homework software such as “Show my Homework” and “Class Charts” might improve parental/student engagement.**

Issue to be discussed with CL's at meeting on January 30<sup>th</sup> 2019. A representative from Show my homework demonstrated SMH on 29<sup>th</sup> April 2019 to the SLT. ACA to invite into school a representative from Class Charts in June 2019. Demonstration to be delivered to all interested stakeholders and behaviour management and seating software to also be considered. A decision is to be made on which package we will purchase will be made in the Summer term. Class charts was introduced in September 2019 and is initially being used to monitor the completion and setting of homework. Class charts is also being used to automate seating plans and will allow staff to more carefully monitor FSM,E6,Forces,CLA and Catch up pupils.