



Pupil Premium Strategy

2018/19

The purpose of this document is to outline the spending plan for the Pupil Premium budget to Diminish the Difference between Disadvantaged pupils and their peers

Specifically outlining
how the Pupil
Premium Fund will
support
Disadvantaged pupils

Pupil Premium Strategy Statement 2018-2019

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2018 – 2019 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM £935

Looked-after children £1900

Children who have ceased to be looked after by a local authority £1900

Pupils recorded as 'Ever 5 Service Child' £300

For the 2016-2017 academic year Harrytown Catholic High School are estimating the following Pupil Premium funding:

Year Group	Number of Eligible pupils	
7	48	
8	25	No previously looked after pupils
9	39	Including 2 previously looked after pupils
10	50	Including 2 previously looked after pupils
11	35	Including 3 previously looked after pupils
	Total PP: 193	Estimated spend PP: £ 193,080
	Total Virtual Schools: 4	Estimated spend Virtual schools: £

1. Summary Information			
School	Harrytown Catholic High School		
Academic Year	2018/19	Total PP Budget (inc LAC)	£
Total Number of Pupils	729	Number of pupils eligible for PP	197
% of Cohort eligible for PP	27% (Yr7 – Yr 11)		

Barriers to future attainment (for pupils eligible for Pupil Premium)

Harrytown Catholic High School has a very diverse intake. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas and some of the most affluent areas in the Stockport area. As a school the number of pupils who are eligible for the additional pupil premium funding, live in the 25% most deprived areas and or are send has increased significantly, placing Harrytown in the top 3 in the Authority. We analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort.

At Harrytown we want all our students to be happy and successful. We have high expectations of all our students in terms of attainment, progress, attendance and behaviour irrespective of socio-economic background. However, we note that those students from families with low incomes do have substantially greater challenges to overcome to meet our expectations and hence they need a greater level of support than other students.

Barriers in school for some groups of disadvantaged pupils

- Literacy skills for some disadvantaged pupils are lower than for other pupils which can prevent them from making progress in Year 7
- Poor Attendance – A significant number of pupils with %attendance below 90% (Persistent Absence)
- Gaps in learning, possibly as a result of poor attendance
- Aspirations for these disadvantaged pupils tend to be lower than other pupils
- Issues of low self-esteem, is higher for those pupils eligible for the Pupil Premium funding
- Eligible pupils who have SEND do not make as much progress as those SEND pupils who are not eligible for Pupil Premium funding
- Learning Skills: Independent Learning, Resilience ,Organisation and Motivation are often lower in Pupils eligible for Pupil Premium funding
- Lack of support for Homework
- Emotional and Mental Health issues
- History of poor attainment and progress from KS1 – KS2 and on into KS3 and KS4 may mean that pupils are set in groupings below their actual ability level, leading to lack of challenge for pupils and reduced expectation by staff
- Fixed term exclusion rates for disadvantaged pupils is too high and are substantially higher than their non- disadvantaged peers

External barriers

- Attendance for pupils who are eligible for Pupil Premium is still not level with the attendance of other pupils. Persistent Absence being the major concern? Why is this for each child?
- Family history of reduced engagement with school life such as attendance at parent consultation evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- Lack of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
- Social issues in the locality of home

Outcomes

Desired Outcome	Success Criteria
Diminish the difference between the progress/attainment at KS3 and KS4 of pupils eligible for the pupil premium funding when compared to other pupils with particular attention to SEND and More Able pupils	Evidence of GCSE results showing a diminished difference. Data checkpoints throughout the Year in all Year groups showing a diminished gap compared to previous years. Insufficient progress identified quickly and strategies put in place through quality first teaching Wave 1 intervention to support individual pupils and prevent further lack of progress. GCSE exam results and Progress 8 figures in line with non PP pupils.
Attendance of Pupil Premium pupils improves	Pupil Premium attendance improves and is at least 95% and in line with other pupils in the school. Persistent Absence of pupils eligible for PP funding is significantly reduced.
Improve Literacy and numeracy skills for Year 7 Pupil Premium Pupils.	Eligible pupils make at least the expected progress with some exceeding the expected progress
Pupil Premium Pupils have high aspirations for the future and are determined to achieve them	Pupil Premium pupils have clear ideas of the opportunities available to them and what they need to do to achieve them. Pupils are focused and achieving at least their expected target and in some cases exceeding this.
Pupil Premium pupils to be able to identify ways forward through the support of a mentor	Pupils will be more engaged and hitting target grades at checkpoints. They will be taking responsibility for their own learning through attendance at Revision sessions and subject clubs.

Additional Staffing

2 x Learning Mentors

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review
Attendance in line with their peers. Persistent absence reduced	1 to 1 meetings with pupils Contact with home Parental meetings Pupil /parent/ school contracts Remove any barriers to attendance (SEND/ LAC and More Able attendance to be monitored by others. See below) Attendance challenges and competitions	If pupils are to make progress in line with their peers they need to be in school to access the curriculum. If they are not in school their progress and attainment will drop. It is well documented that poor attendance usually leads to poor education, social and emotion outcomes for pupils. Pupils' attendance improves in line with their peers and punctuality is improved. All at least in line with National figures.	Pupil Premium for 20018-2019 Attendance is at least 94.6% (National average for 2016-2017, will be adjusted when 2017-2018 figures are released), with a reduction of PA. School figures 2016-2017 16.5% (will be adjusted when 2017-2018 figures are released and national average added),	2 x Learning Mentor salary £52,547	Monthly
Progress in line with expected and at least in line with their peers. In class support English and maths	In class support English and maths. Supporting pupils eligible for PP funding in English and maths lessons.	Feedback from the class teachers of pupils eligible for PP funding who received in class support identified an increase in engagement, understanding and a willingness to actively involve themselves in class discussions.	Disadvantaged pupils achieve in line with their shadow data pupil which is identified at each Progress monitoring report. Individual subjects to track against		Progress monitoring checkpoints

	<p>Providing additional support before school, at lunch or during Period 6 after school.</p> <p>Homework club for Key Stage 3 pupils</p>	<p>For some pupils the home is quite chaotic and being provided with a quiet space to work with academic support.</p> <p>To assist pupils in organising themselves, completing work and homework so that they are up to date with their studies Pupils attending these sessions voluntarily or in agreement with home.</p>	<p>shadow data after any assessed pieces of work. Evidence of this tracking available.</p> <p>Register of pupils using the Learning support offered in the Lilbrary at these times is</p> <p>Register of pupils using the Learning support offered in the Lilbrary at these times is. Evidence of contact with home to encourage attendance.</p>		<p>Half termly</p> <p>Half termly</p>
<p>Pupils are motivated, know what they have to do and are able to structure revision effectively</p>	<p>Mentoring 1 to 1 and group for Year 11 pupils. Use of Pupil questionnaire to identify barriers to learning. Guidance towards Period 6 revision sessions and structure of independent revision schedule.</p>	<p>Those pupils eligible for Pupil Premium funding do not always have the academic support at home. This support is aimed at ensuring pupils are focused, thoroughly prepared for assessments.</p>	<p>Subject assessments, Mock exams and Progress Report check points compared to target and shadow data</p>		<p>Mock exams</p> <p>Progress Report check points</p> <p>GCSE results</p>

Pupils have a reading and comprehension age that allows them to access the curriculum at KS3	Active Learn Rapid reader programme at Key stage 3	Evidence shows that pupils taking part in the Rapid Reader programme make progress that diminishes the gap between them and their peers.	All PP Pupils will have reading ages that are at least in line with their Chronological age access the curriculum at Key stage 3		Starting point and end point for each pupil.
Parental engagement in school is good and a there are well established relationships developed between parents and key staff.	Meeting with learning mentors, phonecalls to encourage attendance at parents evening/information evenings, support at these evenings.	Evidence shows that parental engagement can make a big difference in the engagement of a pupil (EEF document), their academic attainment and aspirations.	To increase parental attendance at parents evenings by 10%.		After each parents evening or information event

2 x Pastoral Managers

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review
Attendance and progress of LAC pupils	LAC reviews PEP Meetings One to one tutoring Additional In class tutoring- virtual school Assessment	Pupils who are LAC are disadvantaged socially emotionally and educationally as a result of previous life situations, negative experiences, and the lack of opportunities, guidance and good role models.	Attendance is at least equal to the National average and in line with their peers. Attendance should be above 96% (School target)	2 x 50% Pastoral Managers £28,701.20	PEP review Reports from Additional academic tutors

	Financial support for trips, equipment for courses, revision guides etc.		Meeting targets/ exceeding targets in comparison to shadow data and targets in each subject. Settled in friendships and peer relationships. Improved self – esteem and improved conflict resolution skills		Progress monitoring checkpoints
External agency referrals for those eligible for PP	Referral to the appropriate agency for support: School nurse Mosaic SAP YOT SALT Child Missing in Education Social Care Involvement Beechwood Cancer Care Beacon Counselling Self Harm (Stockport Pathway) Secondary Jigsaw	Agencies/interventions are needed to offer specialist support that we do not have the facility/experience to provide in school. This support is necessary to ensure that a child is able to live and learn happily and safely. A pupil that is happy and feels safe is more likely to make good progress.	Pupils receive the appropriate intervention support and evidence via pupil voice identifies removal of this barrier		Start and end date of intervention to be recorded.

	Emotional Resilience (RELATE) Stockport Without Abuse SPI				
To ensure pupils eligible for PP feel safe and comfortable in school	Parent Contracts – EWO Restorative meetings 1 to 1 mentoring	Removal of barriers to learning in terms of emotional upset and fall outs. Pupil is able to continue with their lessons with focus.	Pupil's attendance is at least national average. (95%)		
To ensure PP pupils have attendance that is at least in line with the non PP pupils and above national average	Contact with home for all pupils who are absent from school after morning registration each day.	Pupil premium attendance and PA is significantly lower than that of their peers and the National average attendance	Disadvantaged pupil attendance is at least above the national average for all pupils		Monthly

Learning Support TA

Desired Outcome	Action	Rationale		Cost	Review
Pupils with SEND who are eligible for PP funding make progress at least in line with their peers	Pupils able to attend learning support before school and at registration.	Pupils who have SEND often find it difficult to organise themselves and their work. They may not ask if they do not understand something and might lack the confidence to make decisions and plans for themselves. Pupils often need	Pupils do not get standards marks and standards detentions as a result of poor organisation	£15,664 for 1 LTA time (Hours split over a number of different LTA's)	At each Progress monitoring report checkpoint

	Homework support for PP SEND pupils during form time in the library	<p>the reassurance of an adult to guide them.</p> <p>Pupils may struggle to understand the homework and need support to complete it.</p>	<p>Pupils do not receive detentions for non completion of homework. Homework is completed more thoroughly and pupil understands the work.</p> <p>Pupil makes progress in line with shadow data and in line with targets</p>		At each Progress monitoring report checkpoint
The pupils eligible for PP who also have SEND have an attendance that is at least the same as their peers and above 95%	Strategies to reduce the stresses that these pupils may experience. Collaboration with the class teachers to ensure that the learning environment for the pupil does not produce additional stresses. Opportunity to have a modified timetable to incorporate a period of	<p>If a child is feeling isolated from their peers or is struggling with their learning in lessons they are more likely to have poor attendance to avoid stressful situations</p> <p>Attendance is above 95%</p>	Attendance is above 95%		Monitoring in line with the plan set out for each individual pupil

	time or particular lessons in learning support to remove stressful situations				
Pupils with SEND who are eligible for PP funding are able to understand situations and give appropriate response. They will be able to communicate effectively with their peers	Talkabout Intervention Weekly small group work support developing pupil's ability to understand situations and give appropriate responses.	Some pupils with specific SEND find it difficult to read situations, make appropriate comments and respond in the expected manner. This can isolate pupils and prevent them from contributing from group work, making firm friendships can be difficult and the pupil can feel isolated. Pupils will be able to communicate effectively with pupils and teacher and express themselves in an appropriate manner.			Start and end of the intervention period
Pupils are able to access the work in lessons and progress at the same rate as their peers	In class support, lesson steps sheets, differentiated tasks and worksheets	Pupils with SEND often lack the confidence to ask if they need help and may need support in organising their work or reassurance on what they are doing. Having the support means that an individual or group of individuals are able to begin work promptly, knowing what they must do and how to go about doing it.	Pupils achieve in line with targets and their shadow data pupil.		

Counsellor

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review
Disadvantaged pupils who are eligible for the PP funding can access support to ensure that they have good mental and social health	Additional hours with the Beacon counsellor for pupils to be able to work through issues in a safe environment.	Mental and social health issues are some of the biggest issues that affect young adults today. This can affect friendships, home life, school work and progress.	Pupil is able to function effectively and has strategies to reduce anxieties etc. Pupil attendance improves from the point of intervention and an increase in progress from the point of intervention	Beacon Counsellor £10,000	After each programme of intervention

Other Interventions

Desired Outcome	Action	Rationale	Success Criteria	Cost	Review
Strategies to support disadvantaged pupils are co-ordinated, timely and effective	Disadvantaged pupil strategy group including PP Lead, SENCO and learning and teaching lead to meet fortnightly to co-ordinate and develop strategy	SEND, PP and learning and teaching leads need to ensure each is aware of strategies that are in place and have a co-ordinated approach to ensure strategies are implemented swiftly and to good effect	All staff are aware of the expectations and strategies that they are to use. Measured through staff voice and improvement in Disadvantaged outcomes through progress monitoring		Impact statements for strategies and after each progress monitoring report

			reports and shadow data		
All disadvantaged pupils receive teaching that makes their learning challenging and challenges them to learn and shows at least the expected progress through the year	Positive setting of all Disadvantaged pupils, based on their KS2 data from September 2018 to ensure that the pupil is challenged at a level that their ability reflects	Analysis of pupil sets throughout each year shows a pattern of disadvantaged pupils disengaging with learning as they move through the school resulting in pupils working in a lower set. This does not necessarily offer the pupil any challenge and as a result the pupil is de-skilled and makes little or no progress, effort and behaviour may become an issue. Expectations of that pupil are lowered and the initial starting point and what they are capable of is forgotten.	Pupils are in the appropriate set for their ability level. To begin in Year 7,8 and 9.(some in Year 10) Quality of provision meeting minutes – learning and teaching, data, tracking and intervention, Subject leader and Intervention meetings. Pupils achieve at least in line with or exceed the level of their shadow data pupil Lower ability pupils, SEND pupils and More able		Quality of provision meetings – learning and teaching, data, tracking and intervention, Subject leader and Intervention meetings Progress monitoring check points
	Differentiated work offers challenge to pupils of all abilities to	Expectations of lower ability pupils are not high enough. Work needs to challenge them			

<p>Pupils are resilient, hard working, enthusiastic learners who can transfer skills between subjects and are determined to achieve and are independent learners</p>	<p>ensure maximum progress</p> <p>Whole teacher and support staff INSET's Assemblies for pupils Form time activities to promote this</p>	<p>different teaching styles/methods need to be used to engage the learners</p> <p>Pupils and teachers trained in metacognition and growth mindset so that teachers encourage pupils to be independent learners and persevere through their teaching strategies and lesson planning and pupils understand that failure is part of the learning process</p>	<p>disadvantaged pupils achieve or exceed their target or the level achieved by their shadow pupil</p> <p>Lesson observations, assessment data, Progress monitoring reports</p>	<p>£4000</p>	
<p>Disadvantaged Pupils have aspirations for their future once they leave Harrytown and know which pathways to take.</p>	<p>Careers Interviews Mock interviews, Department of Work place and pensions, Greater Manchester higher activities and STEM activities</p>	<p>Many pupils who are eligible for PP may not have had a role model who can encourage them to have aspirations or who have had access to further and higher education and show them what they can do. Pupils who have access to these opportunities are able to realise what is available to</p>	<p>Pupils will have a clear idea of what they would like to do post 16 and possible career choices, knowing what they need to do to achieve this. Pupil voice activities.</p>	<p>£10,000</p>	<p>Pupil voice x 2 yearly</p>

		<p>them beyond school and their local community. They may be put off by the perceived costs of university and the lack of financial support being available from home. This gives pupils the opportunity to find out about different funding routes and opportunities and the kind of courses they could study and professions/jobs they could go into. It will also identify what they need to achieve to get there.</p> <p>Pupil Premium pupils will challenge themselves and set high expectations of what they want to achieve. Pupils will not become NEETS post 16</p>	Pupils will not become NEETS post 16		
Reduction in fixed term exclusions	Disadvantaged Pupils with fixed term exclusions, high number of internal isolations and persistent Senior Leadership team detentions from 2017-2018 to have a senior/middle leader	Pupils are repeatedly making the same mistakes and as a result are receiving the same sanctions. These are punitive and do not change behaviours. Instead working with a child, regular interaction and modelling good behaviours, devising strategies to prevent	Fixed term exclusions for Disadvantaged pupil Fixed term exclusions are reduced by at least 10%		Half termly to see impact of mentoring

	teacher mentor for 2018-2019	issues arising and use of in school behaviour support to change pupil responses to situations.			
Pupils involvement in extra- curricular activities and roles of responsibility at events or in school is equivalent to that of non disadvantaged pupils	Pro-active encouragement and nomination of pupils to be given responsibilities and removal of barriers such as transport issues to ensure pupils are able to participate. School tours, ambassadors etc			£5000	
Pupils have revision support at KS4	Continuation of subscription with GCSE Pod Encourage more departments to actively encourage pupils to use these to support their learning Departments to explore additional support and usage provided by GCSEpod	Pupils in an 16 month period in Dec 16/April18 streamed or downloaded over 37,000 Podcasts Some departments are actively encouraging pupils to use GCSE Pod to support their learning and revision because they rate the quality of the resources on offer, particularly English, Geography, Science and GCSE PE A number of pupils have commented on how GCSE Pod has helped them so far.	Record of pupil usage(yr 10 and 11) Pupils achieve in line with their shadow data pupil at each progress monitoring checkpoint	£1900	August 2019

Rewards and Incentives	Attendance awards, payment of rewards trips, Prom, ensuring that any Pupil Premium pupil does not miss out on taking part in a particular enrichment activity because of financial issues. This also includes the provision of Uniform, school shoes, revision guides, calculator or other stationary products	Pupils feel isolated if they are not able to take part in the same activities as their peers reducing their self confidence In some cases incentives/external motivations are key in engaging and encouraging a pupil	Pupils have the same opportunities as other pupils in school lessons, curriculum enrichment activities and extra- curricular activities	£6,000	Review after each individual action
Individual departmental intervention strategies for raising progress of pupils eligible for PP	Departments to bid for financial support for strategies that will have an impact on progress, subject specific enrichment activities etc. or additional sessions with external leaders.	The opportunities outside the classroom can have a massive impact on a pupil's motivation, aspirations and interest in a subject. Having the opportunity to use the skills for a subject in a real life environments can bring a subject alive. Continued practice and application of skills helps pupils remember how to solve given problems, use the correct exam techniques and	Pupil progress is in line or exceeds their target and that of their shadow data pupil	£40,000	After each individual intervention Analysis of Progress Monitoring reports

		understand what a question is asking for.			
Pupils who are LAC have the same opportunities as all other pupils and make at least the expected progress in their subjects	Funding held with virtual schools. To be used for strategies determined in the LAC reviews and PEP meetings. Tuition, one off payments for rewards trips and educational trips, equipment, enrichment activities	Pupils who are LAC do not have the same opportunities as their peers and historically do not make the same progress as their peers	Participation in at least 1 extra curricular activity, enrichment activity or rewards trip Pupils who are LAC make or exceed expected progress across their subjects and in line with their shadow data	(£20,900 Held by Virtual schools)	Reviewed at LAC meetings each term. Academic Progress Checkpoints