

Pupil premium strategy statement:

1. Summary information					
School	Our Lady's Catholic High School				
Academic Year	2019-2020	Total PP budget (est)	£193,419	Date of most recent PP Review	Sept 2019
Total number of pupils	906	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (31)</i>	<i>Pupils not eligible for PP (144)</i>
% achieving 5 standard passes incl. EM (2018/19)	83.3	61.3
Progress 8 score average (from 2018/19)	-0.15	+0.43
Attainment 8 score average (from 2018/19)	42.49	57.27

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Commitment level to school life from some pupils (SIP 1a)
B.	Aspiration (SIP 2a)
C.	Aspiration of boys (SIP 2b)
D.	Commitment level to school life from some pupils (SIP 3e)
E.	Commitment level to school life from some pupils (SIP 4d)

4. Outcomes					
A.	To deepen further our commitment to our Catholic mission by implementing the Faith in Action award			Lead - RCH	
	Success Criteria	Evidence	Completion data	Current Position	
	<ul style="list-style-type: none"> ➤ Research on Faith and Action Award completed ➤ Faith and Action Award training attended ➤ Award launched to pupils ➤ Pupils participated with the award throughout the year ➤ Pupils completed the Award demonstrating their commitment to our Catholic Mission 	<ul style="list-style-type: none"> ➤ Notes ➤ Diary ➤ Poster ➤ Register ➤ Award ceremony 	<ul style="list-style-type: none"> ➤ Sept 2019 ➤ Sept 2019 ➤ Oct 2019 ➤ July 2020 ➤ July 2020 	<ul style="list-style-type: none"> ➤ Done ➤ Training Attended ➤ Launched and bronze group begun 	
B.	To further improve the quality of education by improving the core understanding of curriculum intent, implementation and impact and its implication for excellent learning			Lead – RCH	
	Success Criteria	Evidence	Completion data	Current Position	
	<ul style="list-style-type: none"> ➤ SLT have had opportunity to discuss curriculum design and philosophy behind our schools' curriculum ➤ Governors have discussed and are confident in understanding and explaining our schools' curriculum ➤ PTs have been given time to reflect and if appropriate, change their curriculum to ensure they have a clear understanding of the components and composites within their curriculum ➤ All teachers have been given opportunity to work with each 	<ul style="list-style-type: none"> ➤ SLT diary ➤ S&C minutes ➤ PT Minutes and Development Time schedule ➤ Development time schedule and SOWs ➤ 	<ul style="list-style-type: none"> ➤ Nov 2019 ➤ Feb 2020 ➤ Nov 2019 ➤ Feb 2020 	<ul style="list-style-type: none"> ➤ Done and Curriculum Statement reviewed and updated ➤ Done – 3 development time sessions offered 	

	<p>other on their curriculum and their understanding of its design.</p> <ul style="list-style-type: none"> ➤ Teachers and PTs have been challenged on their understanding of their curriculum and improved their ability to articulate their thoughts. 	<ul style="list-style-type: none"> ➤ Development Time schedule and PT minutes 	<ul style="list-style-type: none"> ➤ March 2020 	
--	---	--	--	--

C.	To further improve the quality of education by improving engagement and motivation of boys		Lead - RCH	
	Success Criteria	Evidence	Completion data	Current Position
	<ul style="list-style-type: none"> ➤ INSET delivered by external speaker on “Boys will be brilliant” ➤ Engagement and motivation of boys became a key objective in a number of teachers’ appraisals ➤ Working group met and shared ideas and strategies ➤ Review of appraisal objectives and strategies taken place ➤ Feedback from pupils and staff showed improvement in engagement and motivation of boys 	<ul style="list-style-type: none"> ➤ Development time schedule ➤ Appraisal objectives ➤ Notes ➤ Notes and development time schedule ➤ Pupil and staff feedback 	<ul style="list-style-type: none"> ➤ Oct 2019 ➤ Nov 2019 ➤ Nov 2019 ➤ March 2020 ➤ July 2020 	<ul style="list-style-type: none"> ➤ Done ➤ Key objective for number of staff ➤ Begun

D.	To further enhance behaviour and attitudes by enhancing extracurricular participation via our current reward system		Lead - JMC	
	Success Criteria	Evidence	Completion data	Current Position
	<ul style="list-style-type: none"> ➤ Current procedure to be evaluated ➤ System in place to track pupil participation in school life ➤ Incorporate the pledge system into our current reward system 	<ul style="list-style-type: none"> ➤ Staff inset ➤ Notes ➤ Displays in key areas 	<ul style="list-style-type: none"> ➤ Sept 2019 ➤ Nov 2019 ➤ Dec 2019 	<ul style="list-style-type: none"> ➤ Done

<ul style="list-style-type: none"> ➤ Pupils take ownership in the recording and monitoring of BOOO points and admin tasks in form class. ➤ Pupil engagement in school life improves 	<ul style="list-style-type: none"> ➤ Planner / pupil feedback ➤ PARS data 	<ul style="list-style-type: none"> ➤ Sept 2019 ➤ July 2019 	
---	---	--	--

E.	To further improve personal development by creating a 'pledge' system to develop pupil commitment to school life and enhance opportunity for pupils to hold responsibility		Lead – JMC	
	Success Criteria	Evidence	Completion data	Current Position
	<ul style="list-style-type: none"> ➤ Evaluate the role of the pupil in the tracking and monitoring of points and commitment to school life ➤ School council to devise the criteria which pupils will need to meet to achieve a pledge. ➤ Staff to contribute to the criteria which is devised by the student council ➤ Link the pledge criteria to our current reward system in the allocation of points values for criteria ➤ Pupils and staff are briefed through assemblies/inset ➤ Pupils are trained in the monitoring of the pledges ➤ Evaluate the implementation and tracking half termly with the aim of implementing changes sept 2020. 	<ul style="list-style-type: none"> ➤ Record of outcomes form JMC week as a form tutor ➤ School council minutes ➤ Inset for staff ➤ Document for pupils to monitor and collect the criteria for pledges ➤ Assembly and briefing for school community ➤ Tracking document, pupil and staff feedback. 	<ul style="list-style-type: none"> ➤ Sept 2019 ➤ Nov 2019 ➤ Nov 2019 ➤ Dec 2019 ➤ Dec 2019 ➤ Jan 2019 / On going 	<ul style="list-style-type: none"> ➤ Done ➤ Begun and ready for further discussion ➤ Done

The strategy is reviewed each term at the relevant Governor sub-committees.

September 2019

ESTIMATED PUPIL PREMIUM ALLOCATION SPENDING 2019-2020:

Estimated Pupil Premium Allocation September 2019 to August 2020 = £193,419

Barrier	Funding Allocation	Actual Cost £
A	<ul style="list-style-type: none"> • HLTA English (£14,840) • Accelerated Reader (£3,401) • One to one tuition / intervention (£2,500) 	
A	<ul style="list-style-type: none"> • HLTA Maths (£14,840) • One to one tuition / intervention (£2,500) 	
C	<ul style="list-style-type: none"> • Breakfast and Homework clubs (£2,000) • Buddy club (£1,500) 	
C	<ul style="list-style-type: none"> • Access to extra-curricular activities e.g. music lessons, sporting activities (£7,000) • Assistance with school trips (£5,000) • Purchase of uniform (£750) 	
C, F	<ul style="list-style-type: none"> • Contribution towards school transport costs (£700) • Attendance Officer (£19,600) • Attendance admin assistant (£10,350) 	
B, E	<ul style="list-style-type: none"> • Employment of teaching and support staff to facilitate the provision of an in house behaviour support unit (£25,950) • Independent Careers Advice (£1,500) • External assessments (£10,000) • Bought in alternative education provision (£7,000) 	
A	<ul style="list-style-type: none"> • Study skills day (£1,500) • Provision of revision guides and curriculum resources (£500) 	
B, F	<ul style="list-style-type: none"> • Provision of counselling by a trained professional (£14,000) • In house behaviour support unit and Pastoral Support Manager and Worker (£37,800) 	
TOTAL	£183,231	