



HAGLEY CATHOLIC HIGH SCHOOL



Pupil Premium Strategy Statement: Hagley Catholic High School 2020-21

1. Summary Information					
School	Hagley Catholic High School				
Academic Year	2020-21	Total PP Budget	£ 118,560 (approx.)	Date of Most Recent PP Review	September 2020
Total Number of Pupils	1131 (@21.09.20)	Number of Students eligible for the PP	111 (9.8%)	Date of Next PP Review	September 2021

2. Attainment and Attendance: Historic and Targets								
	2018		2019		2020		2021 Targets	
	Students Eligible for the PP (24)	All Pupils (167)	Students Eligible for the PP (18)	All Pupils (170)	Students Eligible for the PP (19)	All Pupils (163)	Students Eligible for the PP (18)	All Pupils (186)
Progress 8	-0.93	-0.08	0.28	0.34	-0.27	0.64	0.52	0.64
% Grades 9 to 4 in English	60%	80%	84.2%	92.4%	68.4%	92.6%	100.00%	96.8%
% Grades 9 to 4 in Mathematics	46%	75%	89.5%	88.2%	57.9%	82.8%	100.00%	95.7%
% Grades 9 to 4 in English and Mathematics	46%	64%	84.2%	85.9%	57.9%	82.2%	100.00%	95.7%
Attendance (Y7-11) (National average in brackets)	93.2% (91.9%)	95.5% (94.5%)	91.1% (91.8%)	94.8% (94.5%)	90.1%	94%	93%	96%
Persistent Absence (Y7-11) (National average in brackets)	22.8% (24.6%)	8.8% (13.9%)	28.0% (24.7%)	11.8% (13.7%)	32.4%	14.9%	20%	10%

Nb: Attendance data in 2020 is to 23rd March 2020 due to School being closed due to COVID 19

3. Identified Barriers to Future Attainment (For Students Eligible for the PP)

This table is based on a thorough evaluation of last year's strategy and consideration of local and national initiatives. In addition to challenging ourselves with some new thinking about underachievement amongst disadvantaged groups, alongside powerful new research and Government funded research.

No.	Identified Barrier	Strategy Reference (see Section 4 below)
1.	Literacy and reading skills at Key Stage 3	C
2.	Uneven culture of high expectations of all pupils in every regard: attainment, attendance, behaviour and engagement	A B C D
3.	KS3 curriculum and banding structure	C
4.	Engagement of all students eligible for the PP in an early, comprehensive and closely monitored Recovery and Intervention Programme.	B C
5.	Lower than average classroom engagement.	A C
6.	Lower attendance amongst students eligible for the Pupil Premium.	D
7.	Comparatively higher incidence of challenging behaviours, leading to higher than average rates of sanctions	A
8.	Comparatively higher incidents of mental health and anxiety	B D
9.	Lower levels of emotional resilience and social intelligence that impacts negatively on their learning, self-esteem and academic progress	A B D
10.	Access to online learning platforms	C

4. Strategies Agreed to Improve Outcomes for Students Eligible for the PP *(These do not summarise all interventions currently undertaken at HCHS)*

	Desired Outcome	Success Criteria	Barriers Addressed
A.	<p>Universal high expectation culture across HCHS. This will involve:</p> <ul style="list-style-type: none"> Fine-tuning quality assurance at departmental and team level to explicitly compare students eligible for the PP and all others. (SDP LM6) Lead: JHO/ATR A review of the existing behaviour and praise/rewards policies and protocols. Leading to the reinforcement of very high and non-negotiable classroom and corridor expectations of all pupils at all times. (SDP B&A1 and 2) Lead: GBA Introduce the HCHS Attitude to Learning model to ensure good and regular habits for learning and engagement exist in all classrooms for all students. (SDP QofE2) Lead: KMO The application of the new HCHS Teaching and Learning model, and the use of Rosenshine’s Principles of Instruction to ensure a high-quality teaching and learning experience for all (SDP LM3/QofE1) Lead: KMO 	<ul style="list-style-type: none"> Quality assurance used to monitor rapid reduction and then the eradication of discernible differences in achievement, attendance, behaviour and engagement, between students eligible for the PP and all others. Pupils eligible for PP are rewarded and praised in line with whole school cohort and incidents of negative behaviour for the disadvantaged is increasingly more inline with the whole school cohort. Outcomes of students eligible for the PP rise and remain constant. 	<p>2 5 7 9</p>
B.	<p>Recovery and Intervention Programme in place for KS4 and 5 students from October 2020 with a focus of provision for the most disadvantaged. This will involve:</p> <ul style="list-style-type: none"> Weekly intervention sessions in core subjects from Core Heads Lead ATR & ELT Afterschool provision in targeted areas of need Lead: NHA Support and interventions for PP students not making progress or having gaps in the knowledge and skills by Core Leaders and LSA’s. Lead: ATR & NHA 	<ul style="list-style-type: none"> Overwhelming evidence of engagement amongst the vast majority of pupils and evidence exists to demonstrate all avenues are explored to ensure engagement. Outcomes amongst students eligible for the PP evidently higher and gaps with non-eligible pupils closing. 	<p>2 4 8 9</p>
C.	<p>A broad and well sequenced curriculum, balanced banding at KS3 and 4 and access to online learning platforms, that is inclusive for all learners. This will involve:</p> <ul style="list-style-type: none"> Banding in all years being realigned to ensure equality of opportunity for all learners and inclusivity for the disproportionately effected disadvantaged and SEND cohorts, to include a better balance to the arts curriculum Lead: ATR Developing overviews of sequencing curriculum models to ensure cross-curricular learning opportunities are not wasted and are linked (SDP QofE4) Lead: ATR Ensuring equality of access for all to packages in place to develop learning, engagement and opportunity to include TEAMs and GCSE Pod (SDP QofE5) Lead: ATR Developing a literacy and reading programme at KS3 that reignites a love for reading and develops enhanced reading techniques (SDP QofE3) Lead: KMO 	<ul style="list-style-type: none"> All pupils, including students eligible for the PP, receive their curriculum entitlement to a curriculum that is knowledge-rich, that enables written and spoken communication and complex thinking. All teachers increase understanding, confidence and success in supporting students eligible for the PP to overcome identified weaknesses and make more rapid progress. Outcomes of students eligible for the PP rise and remain constant. All students have equal access to online learning packages and levels of use and engagement of students entitled to PP are in line with whole cohort. 	<p>1 3 4 5 10</p>
D.	<p>Improved attendance, engagement and welfare for all students but especially the most disadvantaged who are disproportionately affected by issues of mental and emotional health, low self-esteem and anxiety. This will involve:</p> <ul style="list-style-type: none"> A more comprehensive package of in-house and external support to include increased hours of EP and counselling provision (SDP PD4) Lead: NHA Increased guidance and CPD for all staff on awareness and managing issues of emotional and mental health (SDP PD6) Lead: NHA 	<ul style="list-style-type: none"> Falling number of issues reported of mental health concerns and levels of repeat referral decreases Outcomes of students eligible for the PP rise and remain constant. Numbers of students who access new services increases and impacts positively on school attendance and classroom attendance. 	<p>2 6 8 9</p>

5a. Planned Expenditure for the 2020-21 Academic Year (£120,000)				
Proportion	Expenditure	Budget Code	Notes	Lead
80%	Subsidise the salaries of Asst Principal: Inclusion, SEND & Safeguarding, Attendance Officer, Inclusion & Safeguarding Officer, Core Heads increased formal non-contact time and the SLA for EP and Counselling Service	Staff costs and Educational SLAs		JHO
1.5%	Curriculum and IT developments	4010/4155	Part fund KS3 reading scheme and new online learning platforms	KMO/ATR
8%	Support Fund		To support students eligible for the PP with trips, music lessons, revision guides, uniform: Funding up to the value of £40 will be available for on application for uniform for FSM Revision guides in Y11 in all core subjects to the value of £20 per FSM student Curriculum specific trips funded in full at KS4 for FSM Applications for support for enrichment trips are possible Purchase of laptops	NHA
7.5%	Alternate Provision	4135	Alternate provision for KS4 students.	GBA
3%	SEN Subsidy	4006	To part subsidise the SEN budget for students eligible for the PP who also have special educational needs.	SENDCO

5b. Planned Strategy and Actions				
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 Education				
Desired Outcomes	Actions/approach	Evidence and Rationale	Monitoring and Evaluation	Staff Lead
a) Universal high expectation culture across HCHS	<ul style="list-style-type: none"> Implement departmental QA practices for lessons, books, assessments and interventions Introduce the HCHS attitude to learning model Develop teaching and learning through application of Rosenshine's Principles of Instruction 	<ul style="list-style-type: none"> Developing strength and competence in MLs quality review, challenge and accountability ensures greater impact EEF +4 months High quality first teaching for all, continuity of approach from Primary to Secondary 	<ul style="list-style-type: none"> Line Management meetings QA calendar Dept and whole school work scrutiny Lesson observations and Learning Walks 	JHO/KMO

b) Recovery and Intervention Programme in place for KS4 and 5 students from October 2020 with a focus of provision for the most disadvantaged	<ul style="list-style-type: none"> • Two x 35-min intervention sessions every Tuesday morning for Y11 • P5 sessions till 16:15 two nights per weeks from Autumn 2 • Regular use of GCSE Pod for homework and recovery learning tasks • One to one in the intervention zone of the Hub with an LSA, instead of PE or free option 	<ul style="list-style-type: none"> • EEF +5 months • EEF +2 months • EEF +4 months • EEF +5 months 	<ul style="list-style-type: none"> • SLT drop ins • Weekly CLT meetings • Data drop analysis • Core dept trackers 	ATR/NHA
c) A broad and well sequenced curriculum, balanced banding at KS3 and 4 and access to online learning platforms, that is inclusive for all learners	<ul style="list-style-type: none"> • Balanced banding at KS3 to remove stigma of lower sets and allow greater flexibility in setting that is inclusive • Blended learning approach for all students to access remote teaching and learning through online platforms, to include Teams and GCSE Pod • Reading comprehension and literacy strategy launched at KS3 to include regular reading in from time and at the start of every English lesson 	<ul style="list-style-type: none"> • Remove stigma of lower sets, weaker halves of year groups. • All students have equal access to online resources, improves access to education and reduces stigma • EEF +6 months 	<ul style="list-style-type: none"> • Curriculum review • IT Accessibility Audit • QA 	ATR

ii. Behaviour and Attitudes

Desired Outcomes	Actions/approach	Evidence and Rationale	Monitoring and Evaluation	Staff Lead
Universal high expectation culture across HCHS	<ul style="list-style-type: none"> • Launch praise and rewards strategy • Review and implement amended BfL Policy • Create a system of non-negotiables in and out of classroom 	<ul style="list-style-type: none"> • Huge impact on intrinsic motivation that builds positive learning behaviours • EEF +3 months • EEF +3months 	<ul style="list-style-type: none"> • Quality Assurance • ClassCharts data • Student Voice 	GBA

iii. Personal Development

Desired Outcomes	Actions/approach	Evidence and Rationale	Monitoring and Evaluation	Staff Lead
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Improved attendance, engagement and welfare for all students but especially the most disadvantaged who are disproportionately affected by issues of mental and emotional health, low self-esteem and anxiety	<ul style="list-style-type: none"> • Priority reviews of PP attendance • Ensure students with low attendance are prioritised in intervention • Access to external and internal support services with EP4E, Counsellor and others is more universal to include one day per week of counselling 	<ul style="list-style-type: none"> • Impact of low attendance on outcomes is historically clear • Important to identify and address individual barriers to attendance and support students in improving attendance. • Previous success in ensuring students have access to services which support their well-being and address pastoral concerns 	<ul style="list-style-type: none"> • Comparative reports on attainment and progress against attendance • Audit and reviews of EP4E and counsellor provision and impact on attendance, outcomes and wellbeing • Student voice 	NHA
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5c. In Year additional and amended strategies and actions

Identified barrier

A distinct lack of access to IT at home for the most disadvantaged

Expenditure

Support Fund - £9000

Desired Outcomes	Chosen actions/approach	Evidence and Rationale	Monitoring and Evaluation	Staff Lead
All FSM students to have access to IT to be able to access all home learning	<ul style="list-style-type: none"> • Purchase 30 laptops in additional to DfE laptops provided • Provide option for all FSM students to loan a laptop • 	<ul style="list-style-type: none"> • Increased engagement in all home learning • Significant barrier removed to accessing remote education • Remove physical disadvantage of provision 	<ul style="list-style-type: none"> • Volume of loan take up report • Engagement in home learning increases – ClassCharts report • Student Voice • Parent Voice • Teacher Voice 	JHO/NHA

Updated 22.02.2021

6. Review of Expenditure for the 2020-21 Academic Year (for the 2019-20 review see separate report on Website)

During 2020-21, there were four parts of the Pupil Premium Strategy, beneath the headings of (i) universal high expectation culture across HCHS, (ii) recovery and intervention programmes, (iii) broad, balanced and blended curriculums to include access to online resources and (iv) attendance, engagement and welfare.

Desired Outcomes	Chosen actions / approaches	Evaluation of Impact	Lessons Learned
5bi a) Universal high expectation culture across HCHS	<ul style="list-style-type: none"> Implement departmental QA practices for lessons, books, assessments and interventions Develop teaching and learning through application of Rosenshine's Principles of Instruction 	<ul style="list-style-type: none"> Dept QA not broad or impactful enough and rolled over as key SDP priority 21-22 Principles 1 to 4 have had high focus cpd, staff voice demonstrates high competence in understanding these principles and all Lesson Observations recorded evidence of principles in action being seen 	<ul style="list-style-type: none"> CLT need greater direction on this action in 21-22 with tighter Liner Management Impact of action hard to measure outside of data outcomes and needs refining
5bi b) Recovery and Intervention Programme in place for KS4 and 5 students from October 2020 with a focus of provision for the most disadvantaged	<ul style="list-style-type: none"> Period 5 lessons for Year 10, 11, 12 and 13 Easter school programme Tuesday P1 core intervention GCSE Pod directed GAP tasks throughout year and for summer 2021 	<ul style="list-style-type: none"> Attendance: 463 attended sessions (75% in Y12) Science SPI increase of 0.69 from Autumn to TAG for the disadvantaged Maths SPI increase of 0.15 from Autumn to TAG for the disadvantaged English Lang SPI increase of 0.50 from Autumn to TAG for the disadvantaged RE SPI increase of 0.02 from Autumn to TAG for the disadvantaged Overall disadvantaged P8 -0.09 TAG compared to -0.19 Autumn PPG 	<ul style="list-style-type: none"> Closer more routine tracking of PP data outcomes required and fed to SLT and Governors for triangulation and tracking
5bi c) A broad and well sequenced curriculum, balanced banding at KS3 and 4 and access to online learning platforms, that is inclusive for all learners	<ul style="list-style-type: none"> Blended learning approach for all students to access remote teaching and learning through online platforms, to include Teams and GCSE Pod Reading comprehension and literacy strategy launched at KS3 to include regular reading in from time and at the start of every English lesson 	<ul style="list-style-type: none"> All vulnerable learners provided with IT access for home learning, parents and student voice overwhelmingly positive. Engagement in GCSE Pod is very high (18000 pods viewed) and ranked 12th nationally (Spring 2) All KS3 students completed reading of two selected texts during form time. Reading ages taken of all KS3 students to map intervention moving forward. 	<ul style="list-style-type: none"> Reading strategy to include supported reading workshops in Year 7 from 21-22 to raise reading ages of Year 7
5bii) Universal high expectation culture across HCHS	<ul style="list-style-type: none"> Launch praise and rewards strategy 	<ul style="list-style-type: none"> Conduct points awarded at ratio of 14:1 High tariff behaviours reduced Student voice is positive about pupil behaviour especially dealing with high tariff 	<ul style="list-style-type: none"> Wider and more focused and aspirational vision required, greater drive needed from leadership Staff CPD later in the year has had

	<ul style="list-style-type: none"> • Create a system of non-negotiables in and out of classroom 	<p>behaviours.</p> <ul style="list-style-type: none"> • Launched too late in year for measurable impact due to C19 – relaunched June 21 	<p>huge impact but could not be done sooner due to Covid, further CPD booked for next year.</p>
5biii) Improved attendance, engagement and welfare for all students but especially the most disadvantaged who are disproportionately affected by issues of mental and emotional health, low self-esteem and anxiety	<ul style="list-style-type: none"> • Priority reviews of PP attendance • Ensure students with low attendance are prioritised in intervention • Access to external and internal support services with E4E, Counsellor and others is more universal to include one day per week of counselling 	<ul style="list-style-type: none"> • PP attendance operating in year at 90.6% to Whitsun sig+ against NA for WSA of 88.6% • PP Persistent absence is 90.6% (2.5% above NA) • In school and online tuition for PP students with poor attendance. • 42% of all counselling appointments are with PP students. These students have above NA attendance and are making age expected progress 	<ul style="list-style-type: none"> • Still greater need for counselling provision • Malachi Trust offered huge additional benefit and need procuring for 21-22 • C19 had huge impact on lack of EWO hours in school and home visits and these need better directing in 21-22
5c) All FSM students to have access to IT to be able to access all home learning	<ul style="list-style-type: none"> • Purchase 30 laptops in additional to DfE laptops provided • Provide option for all FSM students to loan a laptop 	<ul style="list-style-type: none"> • All students entitled to laptops received one. 100% engagement in online learning during lockdown 2 by students with school laptops • 	<ul style="list-style-type: none"> • Provision for all FSM students to have access to laptops at home annually needed from 21-22