

Pupil Premium and catch up funding statement 2018 - 2019

Background:

The Government believes that Pupil Premium, (funding in addition to main school funding) is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers. The funding helps to tackle those inequalities of the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to Cardinal Hume School to work with pupils who have either been registered for free school meals at any point within the last six years, children who have been on Gateshead Local Authority's looked after children register (and have been registered continuously for more than six months), and children of service personnel. As an example, Cardinal Hume School consistently has over 170 pupils in receipt of Free School Meals at any one time. The 'Ever 6' figure is currently 28%.

Rationale:

Pupil Premium funding at Cardinal Hume Catholic School is focused upon helping students to make progress academically and socially.

Funding is used to improve curriculum opportunities for Pupil Premium Students this includes more targeted teaching and bespoke intervention and delivering high quality teaching and learning.

Funds are used to ensure that needs of pupil premium students are of strategic importance at SLT level. Raising the profile of Pupil Premium students in staff meetings and by spotlighting students ensures their needs are at the forefront of staff planning in all subject areas.

Cardinal Hume Catholic School employs a Pupil Premium Coordinator to ensure that there is continuous support for students through the key stages. This also allows more sustained and open dialogue to support pupil progress with parents and carers.

All students eligible for Pupil Premium receive bespoke support to demonstrate the value the school places on all pupils achieving their full potential in all aspects of their academic career.

Funding is used to encourage pupil participation and give opportunities to achieve outside of the classroom environment as well as in the taught curriculum. Pupil premium funds have allowed the school to subsidise a range of opportunities for outward bound, residential and overseas visits. Specific examples of those opportunities are the Year 8 Diocesan residential enrichment event, opportunities to attend the school sports trip to Germany, Humanities visit to Italy and Duke of Edinburgh outward bound programme to be specific. The aim of these visits has been to provide enriching experiences for students and broadening their aspirations for the future.

Barriers to Learning:

Cardinal Hume Catholic School aims to help all students maximise their potential and as such overcome barriers to learning. We provide academic and social opportunities to help students become active, engaged citizens who can make a direct contribution to their community. Barriers to learning may include lack of appropriate space to work, lack of access to technology, lack of aspiration and lack of motivation. We seek to remove these barriers by a variety of methods.

Use of Pupil Premium in 2018-19:

The Pupil Premium funding for Cardinal Hume School in the academic year 2018-19 is £289,000.

Whilst continuing with all of the above, we have also now also been able to provide the following:

Provision 2018-19	Approximate cost	Support for learners
Maths, English and Science Tutors	£28,000	Department tutors provide one to one support to pupils who are struggling, either in school or out in pupils homes.
Subsidised Music Lessons	£12,000	Ensures pupils are not prevented from receiving instrumental instruction because of cost.
Teaching Assistants	£44,200	Deployed in many different ways to support our children who may need one to one support to achieve their potential.
Assistant Head of House and Academic Mentors	£10,400	4 Assistant Heads of House and other mentors Offering a direct link to students with pastoral and education support.
Intervention Manager	6450	Designated member to staff to ensure students are working to their potential. Provides support and intervention to students who need extra help.
Family Learning	£3,000	Evening sessions working in partnership with students, parents and carers.
Closing the Gap Co-Ordinator	£6,450	Pupil Premium Co-ordinator Post.
Academic Mentoring by SLT	£16,000	Detailed Monitoring and Links with identified pupils to Increase achievement.
Holiday Study Sessions	£4,000	Additional teaching to support attainment especially pre exam lessons.
Literacy Reading Package	£4,200	Accelerated Reader Package.
Pastoral Assistant	£24,000	Provides support for our Heads of House, a complex role supporting students with problems at home or in school to achieve success.
SEN Co-ordinator	£54,200	Provides support to pupils and their families. Some of the most vulnerable and disadvantaged pupils fit into this category.
Education Welfare Officer	£46,300	Our school has employed a dedicated EWO to assist vulnerable pupils and those with particular attendance issues to raise attainment and encourage participation across the school. EWO works closely with the Attendance Officer to investigate trends and issues arising.
School Counsellor	£24,700	Invaluable support provided to those pupils in need and their families.
School Visits, Uniform and Equipment	£12,000	Financial support to pupils to fulfil curriculum needs by attending school courses and visits. We also buy uniform and equipment to support disadvantaged pupils.
NEW INITIATIVES Girls Network	£4500	Students participate in scheme with local organisation with role models from employment acting a mentors.

TOTAL	£296300	
--------------	----------------	--

The above list of spending is not exhaustive. As a school we strive to ensure the wellbeing of all our pupils, therefore we have funded the hardship cases and enrichment opportunities mentioned earlier, in addition to the provision listed in the above table. This outweighs the Pupil Premium funding received.

Achievements and Performance 2017 - 2018:

To review the impact of our pupil premium funding the school will bench mark the progress of students throughout the key stages. During each assessment cycle progress of Pupil Premium students is reviewed and discussed at SLT level. Intervention plans are put in place for those students who are not making the expected level of progress. The main mechanism for benchmarking the progress of Pupil Premium students is to compare results achieved in GCSE examinations with all pupils within Cardinal Hume Catholic School. This is shown in the table below.

GCSE	All School Pupils 2018	Disadvantaged 2018
Grade 4+ in Maths	83.6%	63.9%
Grade 4+ in an English	90.2%	77.8%
Grade 4+ in Maths and English	80.4%	61%
Grade 5+ in Maths	67.2%	44.4%
Grade 5+ in an English	76.3%	63.9%
Grade 5+ in Maths and English	60.3%	44.4%
Progress	0.381	0.25
Average Attainment 8 Score	5.42	4.86
Average EBacc Score	5.15	4.19

Pupils receiving pupil premium achieve extremely well at Cardinal Hume. In 2017-2018 the cohort of disadvantaged students far exceeded national averages in English and Mathematics, even when compared to all pupils. The Progress 8 score also demonstrates that FSM pupils are making very positive progress when compared to all pupils nationally.

Pastoral Impacts:

2017 - 2018

Area	Disadvantaged in School	Non Disadvantaged in School	Disadvantaged Nationally	Non Disadvantaged Nationally
Overall Absence	6%	4%	10%	5%
Persistent Absentee	23%	4%	28%	10%

Although attendance is lower than the national average the in school gaps are smaller and closing from the previous year trends shown below. Pupil case studies are kept to explain any issues relating to absence.

Review:

The Next Strategic Review of Pupil Premium which will include a review of how effectively funding is spent will take place in December 2018 and June 2019

December Review Update

Pupil Premium progress has been investigated for module 1 in all year groups and the cohort has been discussed in detail in Intervention meetings and at SLT level. Case Studies, Scrutiny of work and pupil interviews to assess the effectiveness of provision have been carried out and will be reviewed again by June 2019

A Boys Network has also been developed to target PP students and will be a focus of the next academic year.

June Review Update

Pupil Premium progress has been investigated for module 2 and module 3 in all year groups and the have been discussed in detail in Intervention meetings and at SLT level. Scrutiny of work and pupil interviews have been used to assess effectiveness of provision. Girls and Boys network is now established and further focus on PP students is taking place via lunch time study.

Review of use of Pupil Premium in 2017-18:

The Pupil Premium funding for Cardinal Hume School in the academic year 2017-18 was £289,000.

Provision 2017-18	Approximate cost	Support for learners	Effectiveness
Maths, English and Science Tutors	£28,000	Department tutors provide one to one support to pupils who are struggling, either in school or out in pupils homes.	High Cost and High Impact –Tutored students show improved progress and attainment relative to earlier assessments. Maths and English cover the bulk of this.
Subsidised Music Lessons	£11,000	Ensures pupils are not prevented from receiving instrumental instruction because of cost.	Offers a cultural and developmental opportunity for the development of whole student. Medium Cost, Medium Impact
Teaching Assistants	£54,000	Deployed in many different ways to support our children who may need one to one support to achieve their potential.	High cost, high impact – support provided to students who need additional support. Shows improved grades in all internal assessments and at GCSE.
Assistant Head of House and	£10,400	4 Assistant Heads of House and other mentors	Medium Cost High Impact – students are tracked closely to ensure they are supported

Academic Mentors		Offering a direct link to students with pastoral and education support.	within school. Regular opportunities to champion the cause of disadvantaged pupils within meetings and 1 to 1 work. Disadvantaged students have excellent outcomes at GCSE level.
Intervention Manager	£6450	Designated member to staff to ensure students are working to their potential. Provides support and intervention to students who need extra help.	Medium Cost High Impact – students are tracked closely to ensure they are supported within school. Regular opportunities to champion the cause of disadvantaged pupils within meetings and 1 to 1 work. Disadvantaged students have excellent outcomes at GCSE level.
Family Learning	£3,000	Evening sessions working in partnership with students, parents and carers.	Medium Cost – High Impact – large scale take up from families keen to support students. Disadvantaged students have excellent outcomes at GCSE level.
Closing the Gap Co-Ordinator	£6,450	Pupil Premium Co-ordinator Post.	Medium Cost High Impact – students are tracked closely to ensure they are supported within school. Regular opportunities to champion the cause of disadvantaged pupils within meetings and 1 to 1 work. Disadvantaged students have excellent outcomes at GCSE level.
Academic Mentoring by SLT	£16,000	Detailed Monitoring and Links with identified pupils to Increase achievement.	Medium Cost – High Impact – increases staff awareness of disadvantaged students – shows value placed on these students. Improved outcomes evident in Y11
Holiday Study Sessions	£4,000	Additional teaching to support attainment especially pre exam lessons.	Medium Cost High Impact – GCSE students attending these sessions demonstrate higher progress and attainment scores. Disadvantaged students have excellent outcomes at GCSE level.
Literacy Reading Package	£5,500	Accelerated Reader Package.	Medium Cost – High Impact – allows continued targeted support for literacy. Disadvantaged students have excellent outcomes at GCSE level.
Pastoral Assistant	£24,000	Provides support for our Heads of House, a complex role supporting students with problems at home or in school to achieve success.	High Cost – High Impact – makes interventions and communication with parents efficient. Helps to have regular point of contact for parents. Disadvantaged students have excellent outcomes at GCSE level.
SEN Co-ordinator	£50,500	Provides support to pupils and their families. Some of the most vulnerable and disadvantaged pupils fit into this category.	High Cost – High Impact – makes interventions and communication with parents efficient. Helps to have regular point of contact for parents. Disadvantaged students have excellent outcomes at GCSE level.
Education Welfare Officer	£41,500	Our school has employed a dedicated EWO to assist vulnerable pupils and those with particular attendance issues to raise attainment and encourage participation across the school. EWO works closely with the Attendance Officer to investigate trends and issues arising.	High Cost – High Impact – makes interventions and communication with parents efficient. Helps to have regular point of contact for parents. Reduction in absenteeism from Disadvantaged cohort evident. Disadvantaged students have excellent outcomes at GCSE level.
School Counsellor	£23,500	Invaluable support provided to those pupils in need and their families.	High Cost – High Impact – makes interventions and communication with students efficient. Helps to have regular point of contact for students. Disadvantaged students have excellent outcomes at GCSE level.
School Visits, Uniform and Equipment	£12,000	Financial support to pupils to fulfil curriculum needs by attending school courses and visits. We also buy uniform and equipment to support disadvantaged pupils.	Medium Cost – High Impact Students afforded the same opportunities as peers. Disadvantaged students have excellent outcomes at GCSE level.
TOTAL	£296300		

The above list of spending is not exhaustive. As a school we strive to ensure the wellbeing of all our pupils, therefore we have funded the hardship cases and enrichment opportunities mentioned earlier, in addition to the provision listed in the above table. This outweighs the Pupil Premium funding received.

Catch Up Funding Statement 2018 - 2019

Background:

Cardinal Hume Catholic School places a great emphasis on the importance of literacy and numeracy as the cornerstones for both academic achievement, progress and as vital life skills. Within Year 7 there is a targeted Literacy and Numeracy Policy for both year groups. Within this policy government catch up funding for those students not deemed secondary ready is deployed.

Achievement:

In the year 2017 - 2018 catch-up funding was used to further develop provision for students arriving at school who are not at standard in English and / or mathematics based on KS2 SAT scores.

The school allows these students time to settle into school life over the first half term of year 7 while monitoring their progress. These students are then targeted as a focus group for intervention over the remainder of Year 7 and tracked into Year 8.

In 2017 – 2018 of the 59 Students Not Secondary Ready on entry to the school by the end of year students matched the progress of secondary ready peers according to robust internal assessments.

Benchmarking of progress:

Progress towards aspirational targets is used to benchmark the progress of all students so trends in relation to peers are easily identified. The assessment aims from modular testing across the year in English and Maths are shown below. Student success is benchmarked against these aims following assessments.

Planned Expenditure:

In 2018 – 2019 the Catch Up Premium awarded to the school was £14,913.

Overall Strategies

Cardinal Hume Catholic School has appointed a designated Year 7 Mentor to help ease the transition into secondary school for Non Secondary ready students. Students are mentored during the year in a small group. Additionally the school runs intervention assemblies targeted at students who are not secondary ready during the academic year.

Area	Intervention	Strategy	Notes	Measured	Review of Effectiveness
Non secondary ready students	Year 7 Mentor	Identification of Non Secondary ready students and close monitoring mentoring support.	Students will receive support from the Y7 mentor.	Impact reviewed based on progress in modular assessments and progress while on Blue Report	Targeted support for students has shown a rapid reduction of Non Secondary ready students by the end of module 1.

Year Seven- Literacy:

There remains a focus on literacy for year 7 students (with particular attention on students who do not meet the national average grade at KS2) The intended outcome of which is for *all* year seven students to meet this grade by the end of their first academic year at secondary school. This will help all students enormously in preparation for their English Literature and Language GCSE examinations which has focus on SPAG, reading and writing skills.

Area	Intervention	Strategy	Notes	Measured	Review of Effectiveness
Curriculum and teaching	Intervention focus group in year 7	Identification of a small group of Not Secondary Ready students.	Students will receive support from the Literacy Leader programme. (Coaching)	Impact reviewed based on progress in modular assessments	Rapid reduction in Non SR students by module 1.
	Accelerated reader programme	All students should have access to the library (at a minimum once a fortnight) during their English Literacy lesson.	Students will have the opportunity to quiz on any books they have read (at a minimum fortnightly)	Star Reader Tests four times throughout the course of the year.	Star reader tests show improved performance for Non Secondary Ready students on entry.
	Guided Reading programme	Literacy Leaders programme.	Sixth form students will read with Not Secondary ready year seven students on a weekly basis.	Sixth form feedback	Updates ongoing. Spot checks indicate progression
	Weekly Literacy Tip	Poster displayed in Classrooms	Used as a starter/plenary		Profile of importance of literacy raised.
	Comprehension reading group	Accelerated Reader Data	An intervention group of students who are taking lots of quizzes but are not passing quizzes. They will be given short stories to read and quiz on with a dedicated	Staff records	Updates ongoing. Spot checks indicate progression

			member of staff.		
	Tutor reading race/Millionaire Word Challenge	Competition	Students will be challenged to learn one million words over the course of the year and they will be awarded accordingly. There are lots of incentives available including a tutor reading race.	Tutor reading race league table	Updates ongoing. Spot checks indicate progression
	Literacy Tracker	Literacy pages in student planner	On a weekly basis students will complete the literacy page in their planner to record cross-curricular opportunities to practise Reading, Writing and Oracy skills.	Tutor records	Updates ongoing. Spot checks indicate progression

This year will also focus on developing a range of skills by students in preparation for their GCSE examinations. The skills developed will focus on Reading, Writing and SPAG. The SOWS have been adapted accordingly so that all students will have the opportunity to access a range literary sources from a broad range of literature from various eras in the literary canon. The SOW, whilst supporting the LA students, has been adapted to S&C the most able students. This has been done by introducing new texts and a differentiated S&C booklet homework booklet. The skills listed below should be 'securely' developed by students by the end of the academic year.

	Reading	Writing	SPAG
Skills	<ul style="list-style-type: none"> • Identify literary devices. • Analyse literary devices. • Comment on writers choices of language, form and structure in literature. • Understand and apply context to poems. • Summarise key themes and idea within poems. • Understand how to analyse by using a PEED structure. • Infer and deduce alternative meanings from poetry. • Comment on the effects on the reader/audience. • Understand type, audience and purpose of texts. • Identify a variety of fictional genres. • Identify a variety of non-fictional texts 	<ul style="list-style-type: none"> • Identify a range of language devices. • Apply them to writing. • Write creatively with flair and innovation. • Understand/Identify a full range of sentence structures. • Understand how to use a full range of sentence starters. 	<ul style="list-style-type: none"> • Understand how to spell a range of commonly misspelt Homophones, plurals, prefixes and suffixes. • Use a full range of punctuation.

Year 7 Maths

Maths Intervention

Intervention	Strategy	Notes	Measured	Review of effectiveness
Numeracy Awards	Profile of numeracy raised through lunch time intervention sessions. Resources differentiated to allow non secondary ready students to access content.	All Y7 students involved. Marked and supported by Y12 students. Cover basic numeracy skills	Tracked throughout the year. Bronze, silver and gold levels of achievement.	Updates ongoing. Spot checks indicate progression
Mentoring	Any student 'not secondary ready' involved in bespoke mentoring scheme. This runs throughout module 2 and where needed module 3.	Y13 students are trained as tutors and work with their mentee once a week.	Against modular data throughout the year.	Updates ongoing. Spot checks indicate progression
Numeracy Tracker	Numeracy pages in student planner.	On a weekly basis students will complete the numeracy page in their planner to record cross-curricular opportunities to practise maths skills	Weekly tutor monitoring	Updates ongoing. Spot checks indicate progression

Numeracy Year 7 Support Curriculum

To ensure that students are secondary ready and able to maximise their potential students completing Year 7 should be secure in their knowledge and application of the content listed below:

Module 1

Number Theory

- Recognise and use number types
- Use place value
- Multiply and divide by powers of 10
- Round to nearest integer, 10, 100 and 1000, round to decimal places
- Recognise and apply negative numbers
- Elementary properties of numbers
- Order integers, negatives and decimals

Basic Operations

- Multiplication facts
- Efficient non calculator methods
- Formal methods of the 4 operations
- Calculations with negative numbers
- Use and apply the order of operations

Angles

- Measure and draw angles
- Define an angle
- Estimate angles
- Use and apply angle facts of around a point, straight line, triangle, quadrilateral and vertically opposite

Averages

- Define averages
- Calculate averages
- Look at the impact of certain pieces of data on each average
- Calculate measure of spread
- Use frequency tables

Module 2

Fractions

- Fraction representations
- Recognise and find equivalent fractions
- Convert between mixed numbers and improper fractions
- Comparing fractions
- Finding a basic fraction of an amount

Algebra

- Using symbols/letters to represent unknowns
- Use and recognise algebraic notation
- Form basic expressions from words
- Simplify algebra by collecting like terms
- Substituting positive and negative integers into an expression

Area, perimeter and volume

- Recognise and use units of measure for perimeter and area
- Calculate area and perimeter from a grid
- Find area of triangles, parallelograms and trapezia
- Solve problems involving area and perimeter
- Calculate volume of cuboids

Probability

- Place events on a probability scale using words
- Apply that probabilities sum to 1
- Find expectation of events
- Find basic sample spaces from 2 events

Module 3

Symmetry

- Recognise properties of shapes from rotation and reflection properties
- Perform & describe rotations
- Perform & describe reflections
- Recognise parallel and perpendicular lines
- Recall properties of 2D shapes

Fractions, decimals and percentages

- Define percentages
- Convert between fractions, decimals and percentages
- Compare and order mixed lists of fractions, decimals and percentages
- Express one number as a percentage of another
- Express one number as a fraction of another

Equations

- Form equations to solve through function machines
- Solving 1 step equations
- Solving 2 step equations

Graphs

- Work with coordinates in 4 quadrants
- Plot horizontal and vertical lines

Review of success and methodology:

Following Module 3 of the academic year pupil progress towards targets is reviewed for the Non Secondary Ready students before they move into Year 8. Module by Module reviews of progress are also undertaken by the English and Mathematics departments and students allocated intervention accordingly.

An end of year meeting reviews the effectiveness of the provision to help plan intervention provision for the next academic year.

Previous Years Spending:

Catch up funding in previous academic years was also spent and reviewed in the same way as outlined above. These strategies are not exhaustive and intervention spending often outweighs the money provided by the catch up premium.

Review:

The Next Strategic Review of Catch up funding which will include a review of how effectively funding is spent will take place in December 2018 and June 2019.

December Update

Progress for Catch Up students has been examined in Modular 1 results analysis. Results indicate positive progress for the cohort. Records are maintained by the English and Maths departments. Students will continue to be tracked over the remainder of the year.

Evidence is collated from Case Study Activities and Scrutiny of Work

June Update

Progress for Catch Up students has been examined in Module 2 and Module 3 results analysis. Results indicate positive progress for the cohort. Records are maintained by the English and Maths departments. Students will continue to be tracked over the remainder of the year and the effectiveness of provision reviewed prior to the next academic year.

Evidence is collated from Case Study Activities and Scrutiny of Work.