



Priority	Summary of reviewer's findings
Teaching priorities for current academic year	
<p>Priority 1: "Teaching Walk thrus" scheme to continue to improve quality of teaching and learning across the school.</p>	<p>Areas of success 80% of lesson observation book looks demonstrated that PP books were in line with non PP students. 17% commented that in some cases there was a disparity.</p> <hr/> <p>Next Steps Observation of PP books in comparisons to non PP books will remain a part of lesson observations. Continue to develop the feedback provided to all students to ensure it is moving learning forward.</p> <p>Week B morning briefings are for the ECC team to deliver teaching strategies following the Teaching Walkthru's book 3.</p>
<p>Priority 2: Ensuring schemes of learning enable students of all abilities to make good progress.</p>	<p>Areas of success</p> <ul style="list-style-type: none"> • Senior leadership team quality assure the schemes of learning at line manager meetings. • Senior leadership team have met with curriculum leaders to ensure and assure that schemes of learning are appropriately scaffolded and this will continue in the next academic year. • School development plan references scaffolding for all learners and ensures that scaffolding is apparent (Evidence MS form) <hr/> <p>Next Steps</p> <ul style="list-style-type: none"> • Whole school performance management target for academic year 2022-23 to develop scaffolding further with a quality assurance process scheduled to monitor this.

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Targeted academic support for current academic year																																								
<p>Priority 1: Reading Cannons” literacy initiative introduced to form time sessions with students reading at least twice a week.</p>	<p>Areas of success All form groups have engaged with reading canons twice a week during form time activities. This has been quality assured by the senior leadership team/ pastoral team during form walks.</p> <ul style="list-style-type: none"> • 100% of forms undertook the reading canons to the standard that has been outlined. • 93% of forms observed demonstrated good modelling of reading. • 69% of forms observed demonstrated good questioning of the text following the reading. (25% this was not observed during that particular form walk) <p>Next Steps Whole school performance management target for academic year 2022-23 to develop literacy further with a quality assurance process scheduled to monitor this.</p>																																							
<p>Priority 2: Target tutoring support through schemes such as the Brilliant Scholars & Tutor programmes and My GCSE Tutoring.</p>	<p>Areas of success Brilliant scholars: 3 students completed this programme. 2 achieving a 2.1 grade and one achieving a 1st.</p> <p>Pupil feedback was positive and data from the impact report shows positive data compared to national data.</p> <table border="1" data-bbox="320 952 916 1196"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Ellesmere Port Catholic High School</th> <th colspan="2">National Comparison</th> </tr> <tr> <th>Overall</th> <th>Pupil Premium</th> <th>Overall</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Baseline assignment mark average</td> <td>53</td> <td>51</td> <td>52</td> <td>50</td> </tr> <tr> <td>Final assignment mark average</td> <td>70</td> <td>71</td> <td>63</td> <td>62</td> </tr> <tr> <td>Average progress between baseline and final assignment</td> <td>31 %</td> <td>40 %</td> <td>22 %</td> <td>23 %</td> </tr> <tr> <td>% 1st/2.1 final assignment grades</td> <td>100 %</td> <td>100 %</td> <td>66 %</td> <td>61 %</td> </tr> <tr> <td>% Final assignment submission rate</td> <td>91 %</td> <td>100 %</td> <td>80 %</td> <td>78 %</td> </tr> <tr> <td>% Tutorial attendance</td> <td>91 %</td> <td>100 %</td> <td>86 %</td> <td>84 %</td> </tr> </tbody> </table> <p>Brilliant tutor: Autumn cohort: 12 PP Pupils (Years 8 & 11) Spring cohort 2 PP Pupils (Year 9)</p> <p>Knowledge checks show progress made by students from the start and end of the programme. Pupil voice was conducted with each cohort and it showed positive statements from students who received the tutoring and the impact it had on their learning.</p> <p>Next Steps Brilliant scholars: This programme will be run throughout the school in KS3,4,5. Each term will be a different cohort, second aim is to increase the number of PP students that are on this programme.</p> <p>Brilliant tutor: Continue to run through the next academic year with pupils in KS3/4 and try to increase the number of PP students engaging with this programme.</p>		Ellesmere Port Catholic High School		National Comparison		Overall	Pupil Premium	Overall	Pupil Premium	Baseline assignment mark average	53	51	52	50	Final assignment mark average	70	71	63	62	Average progress between baseline and final assignment	31 %	40 %	22 %	23 %	% 1st/2.1 final assignment grades	100 %	100 %	66 %	61 %	% Final assignment submission rate	91 %	100 %	80 %	78 %	% Tutorial attendance	91 %	100 %	86 %	84 %
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<p>Priority 1: Provide students with devices so they can access learning at home.</p>	<p>Areas of success Throughout the year students have been provided with devices following an initial technology survey. Referrals have also been made via the pastoral team. Mr C Jones has quality assured students use of this through conversations at school to check the devices are working and through teams messages to the students.</p> <p>Next Steps A new technology survey is scheduled for the year 7 intake in September 2022. All in year transfers are asked if they require and devices to support at home.</p>																																												
<p>Priority 2: Improve attendance and decrease persistent absence.</p>	<p>Areas of success</p> <table border="1" data-bbox="320 734 892 1285"> <thead> <tr> <th>Attendance</th> <th>All Students</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>91.85%</td> <td>89.23%</td> <td>93.45%</td> </tr> <tr> <td>Year8</td> <td>89.06%</td> <td>84.53%</td> <td>91.85%</td> </tr> <tr> <td>Year 9</td> <td>88.25%</td> <td>78.73%</td> <td>91.24%</td> </tr> <tr> <td>Year 10</td> <td>85.91%</td> <td>81.74%</td> <td>87.9%</td> </tr> <tr> <td>Year 11</td> <td>87.64%</td> <td>84.05%</td> <td>89.4%</td> </tr> <tr> <td>Year 7 PA</td> <td>25.44%</td> <td>39.06%</td> <td>17.14%</td> </tr> <tr> <td>Year 8 PA</td> <td>39.04%</td> <td>59.72%</td> <td>26.09%</td> </tr> <tr> <td>Year 9 PA</td> <td>38.29%</td> <td>63.83%</td> <td>28.91%</td> </tr> <tr> <td>Year 10 PA</td> <td>44.94%</td> <td>60.34%</td> <td>37.5%</td> </tr> <tr> <td>Year 11PA</td> <td>44.79%</td> <td>62.96%</td> <td>35.78%</td> </tr> </tbody> </table> <p>Next Steps Weekly meetings with the schools education welfare officer, data manager and ECC team using Power BI to discuss actions of key students affecting attendance with target on attendance being 95%.</p>	Attendance	All Students	PP	Non PP	Year 7	91.85%	89.23%	93.45%	Year8	89.06%	84.53%	91.85%	Year 9	88.25%	78.73%	91.24%	Year 10	85.91%	81.74%	87.9%	Year 11	87.64%	84.05%	89.4%	Year 7 PA	25.44%	39.06%	17.14%	Year 8 PA	39.04%	59.72%	26.09%	Year 9 PA	38.29%	63.83%	28.91%	Year 10 PA	44.94%	60.34%	37.5%	Year 11PA	44.79%	62.96%	35.78%
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<p>Priority 3: Provide alternative provision to help avert exclusions</p>	<p>Internal alternative provision has been opened. The Mandela Centre has offered a bespoke curriculum to 8 students who were at risk of exclusion. Students have since reintegrated into school on full timetables and this is too reviewed by the SENCO and staff working within the Mandela centre.</p>																																												
<p>Priority 4: Subsidised school activities and equipment for students.</p>	<p>Continue to subsidise activities/ music lessons and provide equipment for students.</p> <p>Pupil premium spending requests can be made by school staff which is then discussed by the business manager and Mr C Jones.</p>																																												