

Pupil premium strategy statement (secondary) for 2018-19

1. Summary information					
School	Carleton High School				
Academic Year	2018/2019	Total PP budget	£260,865	Date of most recent PP Review	May 2018
Total number of students	888	Number of students eligible for PP	279	Date for next internal review of this strategy	Sept 2019
2. Current attainment					
	Students eligible for PP (CHS)		Students not eligible for PP (national average 2017)		
Progress 8	-0.19		0.11		
% achieving 4+ in English and maths	36%		71%		
% achieving 5+ in English and maths	15%		49%		
3. Barriers to future attainment (for students eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy: Literacy skills on entry for disadvantaged students are weaker than non-disadvantaged.				
B.	Learning deficits in English, Maths and Science: Learning deficits at Key Stage 3 prevent higher achievement at Key Stage Four				
C.	Aspirations: Low aspirations and value for educational achievement across disadvantaged students				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance: Attendance rates for PP students is behind that of the national average.				
E.	Cultural Capital: PP students often experience a lack of wider world experience than that of non PP students will experience.				
Desired outcomes <i>(and how they will be measured)</i>			Success criteria		

A.	High levels of progress in literacy for Key Stage 3 students.	All KS3 PP students read 12 books in 2018-19 Accelerated Reader shows all PP students improve their chronological reading age. At least 50% of PP students meet national benchmark on the English GL assessment.
B.	Improved progress rates for English, Maths and Science across Key Stage Three and Four.	Increased outcomes at KS4. P8 for disadvantaged in English, Maths and Science is zero. P8 for disadvantaged is zero.
C.	Raise aspirations for Key Stage Four students.	All KS4 students have a Careers appointment. All Mid and Upper disadvantaged students attend a trip to a university. Amount of students identified as NEETs reduced by September 2018.
D.	Increased attendance rates for pupils eligible for PP.	Reduction of persistent absentees, PP PA a minimum of 15% Increasing attendance of all PP students compared to previous Years, PP attendance a minimum of 94%
E.	Ensure all students have access to a range of enrichment experiences in both the formal and informal curriculum.	Enrichment numbers for PP students is high. School trips have increased numbers of PP students attending.

AIMS

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve. The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- Pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

Planned expenditure for 2018/19

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 teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching so that all students (Inc. pupil premium students) KS4 progress is above national.	<p>A significant investment of time and money in to the staff CPD programme.</p> <p>Achieve sessions are available 11 students to provide students with additional support in their GCSE subject areas.</p>	<p>Guidance by DCFS (2008) and research by Hattie (2008) shows that quality first teaching has significant impact on all students. Through targeted professional development for all staff and a focus on collaborative learning (EEF, +5 months) we aim to raise the quality of teaching across school.</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p>	<p>Ongoing quality assurance including lesson observations, learning walks and work scrutiny as part of the A&I cycle.</p> <p>Develop the secondary teaching and learning group team</p>	<p>T Fay</p> <p>J Crewe</p>	Termly
Improved KS3 literacy progress	<p>Accelerated Reader- Accelerated Reader programme is available to all KS3 students and a wide range of books are available to readers. Dedicated AR lessons and form time is given to improve reading ability. Lexia- Lexia delivered to all PP students who are below</p>	<p>Accelerated reader approach is based on evidence from the Education Endowment Fund (EEF) and accepts to recommendations of Gorard et.al (2015)</p> <p>Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up’. (EEF)</p>	<p>Reading age data analysed termly</p> <p>Learning walks to include AR lessons</p> <p>All staff aware of student reading ages. This is shared with parents.</p>	<p>C Piper</p> <p>J Crewe</p>	Termly

	chronological reading age.	'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')			
Improved rates of progress for pupil premium students- KS4 P8 is zero	<p>Raise the profile of all pupil premium students.</p> <p>Introduction of a weekly pastoral and academic COBRA meeting to enable academic staff to keep abreast of the additional challenges facing our PP students and offer support and challenge.</p> <p>Increase pastoral support to PP students through introduction of Student Liason Officers.</p>	Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council).	<p>Pupil premium students highlighted on CLASS CHARTS.</p> <p>All pupil premium students to be a focus in A&I cycle meetings. Targeted support and interventions are put in place at the earliest opportunity.</p> <p>COBRA meetings will be held with curriculum and pastoral leaders to share intervention strategies and measure the impact on key students' wellbeing.</p>	<p>J Cross</p> <p>H Norman</p> <p>A Dean</p> <p>Curriculum Leaders</p>	Weekly
Total budgeted cost					47,645
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress rates for English, Maths and Science across Key Stage Three and Four.	1:1 Intervention, small group intervention.	Based on research by the EEF, small group intervention for Year 7 and 8 students has moderate impact (+4 months) based on moderate evidence.	Assistant Principal to oversee the quality of provision and timetabling of 1:1 tuition. Weekly RAG meetings focus on student achievement.	<p>H Norman</p> <p>A Dean</p>	Termly

		KS4 1:1 intervention covers English, Maths and Science with dedicated tutors. This has moderate impact (=5 months) based on extensive evidence.			
Improved communication links established between academic and pastoral teams to support PP students who have significant concerns.	Weekly COBRA meeting to enable key staff to keep abreast of the additional challenges facing our PP students and offer support and challenge	<p>'Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council)</p> <p>The EEF Toolkit implies that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p>	Tracking specified PP student progress 8 scores from the outset to the end of academic year. This will enable staff to see progress made in each subject area. To gather feedback from key staff in COBRA meetings so that timely interventions can be put in place.	<p>J Cross</p> <p>H Norman</p>	Termly

<p>To address barriers to learning by raising attainment, attendance and improving organisation.</p>	<p>Restructure pastoral support system. Introduction of SLOs to increase support to PP students who face barriers to learning whether that be academic, social, medical or emotional.</p> <p>Create a 'learning support' centre which will include a large computer suite to support PP students with organisation and completion of homework. The learning support centre will also include 'the bridge' facility which will support our more vulnerable students.</p>	<p>The Education Endowment Fund recognises that 1:1 tutoring is of high cost but highly effective when managed and implemented effectively.</p> <p>Sir John Dunford states that we should 'start with the students it's important to consider what kind of strategy will have the greatest impact on each student based on their individual learning needs. For some students, this might be providing weekly English and Maths one-to-one tuition sessions; for others it might be providing well managed mentoring'.</p>	<p>Weekly SLT and curriculum leader link meetings.</p> <p>Weekly COBRA meetings with key staff so that the correct intervention is put in place for PP students.</p> <p>Within 'the Bridge' support will be given to students with more complex social, emotional, behavioural and medical issues. It provides a safe and supportive environment for the schools most vulnerable students.</p>	<p>A Dean</p>	<p>Termly</p>
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Total budgeted cost 74,805					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	<p>PAT EWO, new position of School EWO and Attendance Officer employed to monitor students and follow up quickly on trancies. First day response provision by personal contact rather than automatic.</p> <p>Increase SLT capacity. Appointed an extra assistant headteacher to lead on inclusion, including attendance</p> <p>Introduce 'the bridge' facility in the 'learning support' area.</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Weekly reviews with SLT link, SLOs, attendance officer and EWO to ensure both existing and emerging absence issues are dealt with speedily.</p> <p>Same day calls about attendance progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support and mentoring for each PA pupil eligible for PP via attendance support, Form Tutor and PLs. Letters about attendance to parents/guardians. Attendance Officer and EWO/Safer School officer to visit PA students at home to discuss attendance with parents/guardian and explore barriers and possible solutions.</p>	A Dean	Termly
Ensure all students have access to a range of enrichment experiences in both the formal and informal	Enrichment opportunities for all students. Free Instrument lessons and reduction in cost for trips for PP students.	The EEF toolkit shows that a range of social interventions has a positive impact on students. Arts Education (+2 months), Outdoor Education (+3 months) and social and emotional learning (+4 months).	<p>Students have access to enrichment with an SLT member who oversees the provision.</p> <p>PP participation tracked.</p>	<p>A Dean</p> <p>T Marks</p>	Termly

curriculum.					
Improved careers provision to raise aspirations for students	<p>Careers restructure: SLT member to lead careers across the school. Progress Leaders to implement career provision for their year group.</p> <p>All PP mid and upper ability students to attend a university visit.</p>	The Milburn Report (2009) outlines the need for high quality careers guidance for students which is provided by Careers Inc. Learning manager mentoring involves parents and regular parent evenings for information (EEF, +3 months).	SLT to oversee the quality of provision for Careers Inc. and Progress Leaders for embedding careers into each year groups curriculum.	T Marks	Sept 19
Total budgeted cost					166,700