

Pupil premium impact and evaluation 2017-2018

1. Summary information:

School	Carleton Community High School				
Academic Year	2017/18	Total PP budget	£225,000	Date of most recent PP Review	April 2017
Total number of pupils	865	Number of pupils eligible for PP	262	Date for next internal review of this strategy	April 2018

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2016</i>
% achieving 4+ in English/Maths (Class of 2017)	42	65
% achieving 5+ in English / Maths (Class of 2017)	20	No comparative
Progress 8 score average (Class of 2017)	Not yet available	0.00
Attainment 8 score average (Class of 2017)	31.95 (41.92)	49.34
*Progress 8 score for LAPS PP students (Class of 2017)	Not yet available	Not available

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.	Attendance of all PP cohorts across the school is lower than expected (certainly lower than National)
B.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and often beyond (Yr 10)
C.	Expectations of self and aspirations are especially low for some PP students. Behaviour issues for a small group of PP students who are also LAPS are having detrimental effect on their academic progress.
External barriers <i>(issues which also require action outside school)</i>	
D.	Attendance of all PP cohorts across the school is lower than expected (certainly lower than National) This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance rates for pupils eligible for PP.(including a reduction in rates of exclusion for students in line with other)	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. (Current 93% Overall attendance among pupils eligible for PP improves from 89% to 94% in line with 'other' pupils.
B.	Improved rates of progress across KS3 for students eligible for PP.	Pupils eligible for PP identified as low attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high/middle attaining, across Key Stage 3,resulting in a far lower gap for D students – already lower than 2016 (E/M attainment) at time of writing. Where they are not, departments will ensure wave 1 interventions, linked to <i>I know</i> processes, monitored by Coordinators and Senior Links
C.	Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)	Monitoring is robust and systematic and is continuous through KS4 (9,10,11). 3 Year KS4 with additional time results in higher standards of attainment for D students. Alternative provision for eligible and less vulnerable students who fail to engage is successful. Collaboration a key here (WLC/TKS/LA) Gaps within other subjects are reducing over time. LAPs focus extremely important and provision mapped accordingly; LAPS review each data drop reveals improving picture. Swift intervention support this.
D.	Aspirations reflect a drop in RNI for these cohorts, a comparative ATL, greater involvement in enrichment activities, increased contributions to the life of the school,	Occasions of face to face contact increase. Students PASS surveys reveal improved self-esteem and motivation to succeed regardless of background. RNI data reflected in monthly scorecard drops for cohorts. Enrichment tracker reflects contributions for most are more frequent and are high quality.
E.	Improved literacy skills for PP students on a gp and individual basis	In line with SSIF funding (NEW College, Pontefract lead,; more students engaged with reading for pleasure. Audits (JMY) reveal higher quality of written responses in books/ folders. Reading tests(GL assessment) are more frequent and present an improved picture.

1. Review of expenditure (2017/18)				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost Green = can be continued Amber = had impact but won't be continued due to change in systems etc Red = had no impact will not continue

<p>B Improved rates of progress across KS3 for D students</p>	<p>Wave 1 teaching quality (IRIS, Coaching, CPD, pathways provision)</p> <p>Coordinator monitoring</p> <ul style="list-style-type: none"> Information gathering Teacher guidance In class Support Focus on D <p>Pathways – bespoke support for students at 0.2 and below. Mentoring, small group approached with focused intervention.</p>	<ul style="list-style-type: none"> No impact due to standard of teaching and learning being inconsistent, as well as poor levels of behaviour. -0.88 (2017) to -0.85 (2018) <p>4/13 in year 8 moved into mainstream due to increased attainment & rapid progress. In English those 4 are now on GCSE scale.</p>	<p>D gap has not closed, mainly due to the standard of teaching and learning across school being inconsistent.</p> <p>Increased focus on D students from staff and increased in-class support for D students through wave 1 teaching has had a positive impact. Will continue to improve Wave 1 teaching with a focus on D students.</p> <p>PIXL will continue as will coordinator monitoring.</p> <p>Pathways will not continue due to limited progress.</p>	<p>IRIS: £10,000</p> <p>PIXL: £3500</p> <p>On average 2 hours / week per co-ord. 10 x co-ords per fortnight = 400 hours = £12,000 minimum (based on £30/hr)</p> <p>Pathways: £1200 per student (50 students) £60,000</p>
<p>B Improved rates of progress across KS3 for D students</p>	<p>Pastoral Tracker at Progress Leader level introduced.</p>	<p>Increased awareness of D students by PL to enable more bespoke conversations to take place.</p>	<p>More QA necessary to ensure all progress leaders are using the tracker to full effect.</p>	<p>Admin support in set up £250</p> <p>Training and tracking £2500</p>
<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p>	<p>Maintained Analysis, Identification and Strategy model through Data Conferences and <i>I know</i> structures. Target 100</p> <p>Use of learning mentors within lessons to engage with PP students specifically when data reflects a need.</p>	<p>2017: English overall 0.16 Maths (-0.58)</p> <p>2018: English overall 0.18 Maths -0.35</p> <p>D students 2017: English overall: -0.18 Maths: -0.72</p> <p>D students 2018: English overall: -0.10 Maths: -0.55</p>	<p>Target 100 will take a different form with focus on English and maths and be run in the first instance by JCs and HNo</p> <p>New QA cycle including paired entry and COBRA meetings will replace <i>I know</i> structures.</p>	<p>£400 per pupil based on 120 pupils = £48,000</p> <p>Co-ordinator monitoring time as mentioned previously.</p>

<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p> <p>Diminishing the difference between progress of D students and non-d students.</p>	<p>+1 sessions, subject conferences and holiday revision sessions.</p>	<p>2017: English overall 0.16 Maths -0.58 2018: English overall 0.18 Maths -0.35</p> <p>D students 2017: English overall: -0.18 Maths: -0.72</p> <p>D students 2018: English overall: -0.10 Maths: -0.55</p> <ul style="list-style-type: none"> • Maths Hotel – 75% D • English Hotel – 50% D 	<p>+1 sessions will be changed for next academic year – Achieve sessions and will be compulsory for all year 11 from September to future improve impact.</p> <p>Subject conference and holiday revision sessions will still run as necessary.</p>	<p>Literacy and Numeracy hotel - £3000</p> <p>Twilight booster (various) £1000</p> <p>Resources for boosters £1000</p> <p>Resources for D student £2000 (yr 11)</p> <p>£500 (yr 9 & 10)</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Increased attendance rates</p> <p>Reduce the number of persistent absentees (PA) among D students by 10%.</p> <p>Overall attendance of D students improved from 89.2% to 94% in line with 'other' students.</p>	<p>Prioritisation of D students with attendance interventions</p> <p>Introduction of Raising Aspirations attendance tutor groups for Y9/10</p>	<p>increased by 1.7%</p> <p>Cohort 1: 83% improved during intervention 75% improved independently for following 2 weeks 69% have continued to improve after holiday)</p> <p>Cohort 2: 76% whole cohort improved 92% improved – year 10 56% improved – year 9</p>	<p>New attendance strategies will be put in place under new attendance policy therefore despite some impact these strategies will not continue.</p> <p>Selection of students is vital. For second cohort of year 9 students the students chosen were students who required more intensive support.</p> <p>If staffing allows it is a positive intervention in improving attendance for a small group for D students. The problem is it can only impact a small group of students. Bigger interventions which impact more students maybe more appropriate.</p>	<p>2 staff (KSI & DWO) 2hours / week - £800</p> <p>Resources £200</p>

<p>School attendance 95.0% School PA 12.0% or less</p>	<ul style="list-style-type: none"> • Improve the Positive Attendance & Punctuality culture (Wave 0 & Wave 1) 2. SIMs user defined groups, 3. Updated attendance overview document 4. Updated attendance tracker 5. User defined groups on CPOMS • Implement Wave 2,3 provision targeted on D students as appropriate – <ol style="list-style-type: none"> 1. Home visits 2. Attendance success plans for each student 3. use of EdLounge for school phobics <p>Attendance/Success Mentor employed.</p>	<p>Final PA% 2017-18: 13.7% (including year 11) Improvement on 2016-17 (14.2%) But not hitting target of 12%. National 16/17 13.5% (increase from 15/16 which was 13.1%) If trends continue our 17/18 figure likely to be inline with national.</p> <p>Whole school attendance 94% (including year 11) 93.9% (excluding year 11 after finish date) No real improvement on 16/17 data and below target of 95% and national.</p>	<p>Some levels of support have not been rigorous enough. More challenge needs to take place with parents of students who are persistently absent.</p> <p>Improvements towards the end of the year with increased presence in the community, increased communication home. This needs to start from September.</p> <p>More home visits to be carried out on a more consistent basis.</p> <p>Competition within tutor groups and year groups to be started from Septemeber.</p> <p>Change in pastoral support system will enable SLO to intervene with students as soon as they return from a days absence.</p>	<p>£5000 EdLounge</p> <p>IT/Admin support EdLounge £1000 (laptops, time, visits to homes)</p> <p>Success mentor £18,000</p>
<p>A. Increased attendance rates</p> <p>Reduction in FTE especially for disadvantaged students. % of students on roll receiving FTE does not exceed 3.5%</p>	<p>Support for students with challenging behaviour.</p> <p>Raised expectations through changes in behaviour policy and via Carleton learning partnership.</p> <p>Development of behaviour triage for faster response and allocated workers.</p> <p>Continued introduction of pre-exclusion checklist used by PL before they consider suggestion to exclude</p> <p>Weekly monitoring of exclusion figures with comparisons to previous years, and national picture.</p> <p>Research alternative sanctions for D</p>	<p>Final figures required from RPO</p>	<p>Change in pastoral support system means that role of the positive behaviour mentor will no longer exist in school despite some impact demonstrated.</p> <p>Alternative provision will still exist as an alternative to fixed term exclusion and as a vehicle to re-engage students into education.</p>	<p>Alternative provision costs. £20,000 (offsite)</p> <p>Positive behaviour mentor 50% of work is with D students - £13,000</p>

<p>A. Increased attendance rates</p>	<p>Improve the use of SIMs & CPOMS for more rigorous monitoring of attendance data</p> <p>Set up and launch Connect Ed.</p>	<p>40% cohort using connect ED. According to connect ED this is a very high number.</p>	<p>Will not be continued next year due to change in attendance policy.</p>	<p>Connect Ed fee - £2500</p>
<p>B. Improved rates of progress across KS3 for D students</p>	<p>Intervention/Catch up</p>		<p>Catch up programme not as effective as it could be. Lack of time given to prioritise the catch up programme from learning mentors. Additional literacy time given to all students next year will support catch up students.</p> <p>Purchase and implementation of accelerated reader will support literacy catch up with greater impact in 18/19</p>	<p>Staff planning time and delivery - £2000</p>
<p>C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p>	<p>T100 programme of mentoring for Year 10/11 D students.</p> <p>Outcomes meeting to discuss progress of all year 11 D students and consider what more can be done.</p>	<p>2017: English overall 0.16 Maths (-0.58)</p> <p>2018: English overall 0.18 Maths -0.35</p> <p>D students 2017: English overall: -0.18 Maths: -0.72</p> <p>D students 2018: English overall: -0.10 Maths: -0.55</p> <p>Priority for 2018-19 must be to improve consistency of teaching and learning to enable strategies to have more impact.</p>	<p>Outcomes meeting will change to COBRA meeting and T100 will change to a smaller group focusing on English and maths initially staffed by HNo and JCs. These changes will increase impact for 18/19</p>	<p>n/a</p>
<p>D Expectations of self and aspirations are especially low for some PP students.</p>	<p>Resilience curriculum</p> <p>Links with Community Groups</p>	<p>Trip yr7: 23% D</p> <p>Resilience ATL improve: 66%</p>	<p>Despite demonstrating some impact both these strategies will not be continued due to changes in school direction and policies which will have greater impact.</p>	<p>Ahead Partnership £5000</p> <p>Resilience programme £6000</p>

E Improved literacy skills for PP students on a gp and individual basis	Purchase accelerated reader and train staff. Set aside both curriculum time and tutor time for those involved in accelerated reader. Form a TLC group in charge of literacy across school.	No impact due to poor implementation	This needs a member of staff to be responsible rather than it being run by a group to ensure more accountability. This is being set up for September 2018. CPi line managed by JCr	£5000 – accelerated reader
E Improved literacy skills for PP students on a gp and individual basis Build a more efficient programme of support and intervention for Year 7-10 literacy gaps	Literacy ONLINE Check all testing licences and ensure the programme is fit for purpose. Request a quote for and purchase additional licenses. Ensure all students are tested and parents informed of the outcomes. Database created to record all updates to reading ages.	No impact due to poor implementation	This will not sure as literacy online. Time will be used to focus on accelerated reader as it is believed this will have greater impact. Literacy online will be replaced with Lexia which will be run by a member of support staff and line managed by JCr.	£7000 Staff time Resources Test licences

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Improved rates of progress across KS3 for D students Improved levels of self esteem and aspirations for D students.	Create a D students summer camp for year 6 D students joining in September.	This did not happen due to a change in leadership at school.	Project discontinued due to low impact vs cost	£3000

<p>D Expectations of self and aspirations are especially low for some PP students.</p> <p>Behaviour issues for a small group of PP students who are also LAPS are having detrimental effect on their academic progress.</p>	<p>Resilience building linked to fine monitoring.</p> <p>PASS Survey to be used with D students at the start of year and again at the end of year to measure improvement.</p> <p>Identify group of D students to be involved with raising aspirations tutor group in year 7 & 8 following same process as successful pilot group.</p> <p>Engagement meeting with key members of staff</p>	<p>PLs definitely demonstrate greater understanding of potential issues facing D students within their year group.</p> <p>Interventions put in place as a result of the findings such as raising aspirations form, mentoring from behaviour mentor or learning mentors. Meetings with parents taken place which otherwise wouldn't have happened.</p>	<p>A very useful tool to increase awareness of all D students.</p> <p>Unlikely to continue due to pastoral restructure.</p>	<p>£1000</p>
<p>C. Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)</p>	<p>Identify a targeted behaviour intervention for identified students.</p>	<p>Day well received by students 79% of students reported the day to be useful to their revision skills and said they would use the strategies learnt.</p> <p>Impact cannot be properly measured until Summer results.</p>	<p>More training of study skills and revision strategies will take place using similar resources and set up.</p>	<p>STC training day for year 10 D. £500 Total: £1500</p>