

Carleton High School- Pupil premium strategy statement for 2019/20 - REVIEW

Summary information					
School	Carleton High School				
Academic Year	2019/2020	Total PP budget	£250,864	Date of most recent PP Review	October 2019
Total number of students	933	Number of students eligible for PP	280	Date for next internal review of this strategy	Sept 2020
Disadvantaged pupil performance (2018-19) – no published data for Summer 2020.					
	CHS students eligible for PP	CHS students not eligible for PP	Students not eligible for PP (National Average)	Students not eligible for PP (Like-for-like)	
Progress 8	-0.21	0.33	0.13	-0.45	
Attainment 8	32.90	52.06	50.15	36.54	
Barriers to future attainment (for students eligible for PP)					
Literacy	Literacy skills on entry for disadvantaged students are weaker than non-disadvantaged.				
Attainment	Attainment and metacognition skills on entry for disadvantaged students is weaker than non-disadvantaged students.				
Aspirations	Disadvantaged students often have lower aspirations and value education less.				
Attendance	Attendance rates for disadvantaged students is behind that of the non-disadvantaged students.				
Cultural Capital	Disadvantaged students often experience a lack of wider experiences than that of non-disadvantaged student.				

AIMS

What is Pupil Premium funding for?

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies were effective last year at significantly improving the KS4 outcomes for our disadvantaged students. Progress 8 for disadvantaged students went from -0.86 to -0.21 in one academic year. We endeavour to improve this figure even more and the strategies in this statement will enable us to do this.

What is Carleton High Schools approach to the use of the Pupil Premium?

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, balanced and rich curriculum that develops personal and social skills, confidence in learning and cultural capital.
- Pedagogy that effectively promotes motivation, high aspiration, increased metacognition skills, 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 2019/20				
Quality of teaching for all				
Objective	Actions	What is the evidence and rationale for this choice?	Success Criteria	Review of impact
<p>Quality first T&L</p> <p>Ensure the quality of teaching is consistently good and often exceptional so that disadvantaged students experience a greater frequency of exceptional teaching over time.</p>	<ul style="list-style-type: none"> Deliver highly effective CPD which allows teachers' subject knowledge and pedagogy to consistently build and develop over time. Rigorous but supportive QA processes in place to monitor and assure quality of teaching. Collaborative MAT work to share best practice for teaching and learning. A significant investment of time and money in to the staff CPD programme. 	<p>Guidance by DCFS (2008) and research by Hattie (2008) shows that quality first teaching has significant impact on all students.</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>	<ul style="list-style-type: none"> 85% teaching is consistently good. DP outcomes improve by 50% (P8 -0.1) Large majority staff report that CPD is high quality and improves their practice. 	<ul style="list-style-type: none"> 88% of teachers either green or purple on final teacher profile of 2019/20 (April 2020) DP outcomes P8 0.11 Last CPD review December 2019 (lockdown March 2020) revealed 97% of staff said CPD was effective. 100% staff said it improved their practice. CPD has had impact – October 2019 teacher profiling identified 69% of teachers either green or purple – significantly lower than April 2020.
<p>Recruitment & Retention</p> <p>Recruitment and retention of outstanding teachers and leaders to ensure PP students receive a high quality of education.</p>	<ul style="list-style-type: none"> Deliver highly effective CPD for all staff. Deliver high quality additional CPD for ITT/NQTs and RQTs. Continue to fund Lead Teachers of core. Renewed focus on staff wellbeing and workload. 	<p>Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention". (Effective use of the pupil premium, EEF report 2019)</p> <p>"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive". (DfE Teacher Recruitment and Retention Strategy, January 2019).</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and should rightly be the top priority for PP spending as recommended by EEF research 2019.</p>	<ul style="list-style-type: none"> 85% teaching is consistently good. DP outcomes improve by 50% (P8 -0.1). Staff absence matches or is reducing towards the national average. Large majority staff report that CPD is high quality and improves their practice. 	<ul style="list-style-type: none"> 88% of teachers either green or purple on final teacher profile of 2019/20 (April 2020) DP outcomes P8 0.11 CPD has had impact – October 2019 teacher profiling identified 69% of teachers either green or purple – significantly lower than April 2020. Last CPD review December 2019 (lockdown March 2020) revealed 97% of staff said CPD was effective. 100% staff said it improved their practice.

<p>Curriculum</p> <p>Embed the school's curriculum so that all students have an exceptional education</p>	<ul style="list-style-type: none"> • Ensure curriculum maps are sequenced and address gaps and barriers to learning in knowledge and cultural capital through strategies such as cognitive recall and interleaving. • Develop high quality SOW in all subject areas. • Develop ethics and character education. • Develop and map 'Deeper Learning Days'. • Put plans in place to move to an effective 3 year KS3 curriculum. • Establish clear curriculum endpoints for each subject in each year group. 	<p>Current Ofsted research identifies that retention of long term knowledge is essential to allow students to achieve.</p>	<ul style="list-style-type: none"> • Curriculum intent and implementation clear to all stakeholders. • The majority of work scrutinies show learning is sequential and students make progress across the curriculum. • 85% teaching is consistently good. • DP outcomes improve by 50% (P8 -0.1). 	<ul style="list-style-type: none"> • New curriculum intent shared by CEO, ELT, SLT and MLT. • New KS3 curriculum planned across all subjects in conjunction with TKS. • In October 2019 work scrutiny indicated in 83.3% of students were making progress evidenced in books. In April 2020 this had dropped slightly to 78% of students making progress demonstrated in work scrutiny. • 88% of teachers either green or purple on final teacher profile of 2019/20 (April 2020) • DP outcomes P8 0.11
Total				

Targeted support				
Objective	Actions	What is the evidence and rationale for this choice?	Success Criteria	Review of impact
<p>Tracking and incisive intervention</p> <p>Targeted interventions for disadvantaged students to improve their rates of progress.</p>	<ul style="list-style-type: none"> Continue to fund Assistant Headteacher with responsibility for being the 'PP champion'. Appoint and develop key stage leaders who will support disadvantaged students, track academic achievement and remove individual barriers to learning where necessary. Continue to fund classcharts and 4matrix to enable disadvantaged students to be identified and tracked. Weekly COBRA meetings used to monitor, track and intervene with underperforming disadvantaged students. Further embed KS4 achievement support package such as small group interventions, Achieve sessions and further strategies such as Maths Hotel. Provide homework club for disadvantaged students to support learning outside the classroom. Provide a range or revision resources and timetables for students to independently learn outside of the class. Provide additional after school and Saturday morning intervention packages for students. 	<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>Ofsted ' The Wasted Years' (2015). 'The importance of a good start to a pupil's secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school's high expectations for behaviour and conduct, and they have a clear understanding of pupils' achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies'.</p>	<ul style="list-style-type: none"> DP outcomes improve by 50% (P8 -0.1). 	<ul style="list-style-type: none"> DP outcomes P8 0.11
<p>Literacy</p> <p>Increased engagement with reading and improvement in reading ages for disadvantaged students.</p>	<ul style="list-style-type: none"> Continue to fund literacy lead. All students in y7-9 are registered users of the Accelerated Reader Programme. Dedicated AR lessons and form time is given to improve reading ability. All staff aware of students reading ages and this is shared with parents on reports. 	<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>Crucially, many of these good schools are concentrating on the core areas of</p>	<ul style="list-style-type: none"> Y7-9 students read 12 books during 2019/20. AR shows on average disadvantaged 	<ul style="list-style-type: none"> The literacy review and report from February 2020 evidences DP students have made more rapid progress in reading than their non-dp peers. Overall reading ages for y7-9 students

	<ul style="list-style-type: none"> • Fund Lexia and utilise the programme with students who have low reading ages in Y7 and Y8. • Introduce Diamond Literacy lessons for students with very low literacy levels in Y7-8. • Literacy HLTA appointed. • Introduce the Ruth Miskin literacy package to support students with very low literacy levels. • Library book lending service so DP can read a wide range of texts at home 	literacy 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.'	students improve their chronological reading age.	<p>rose above expected levels (6months progress in 4 months real time) for DP this figure was 7.2 month compared with 5.5 months for non-DP.</p> <ul style="list-style-type: none"> • Evidence suggests that these improvements have been undone during lockdown based on September 2021 figures. Literacy will therefore continue to be an area of focus for PP spend.
<p>Social, Emotional and Mental Health</p> <p>Disadvantaged students feel well supported with their mental health and thrive academically, socially and personally as a result.</p> <p>Prevent students from facing wellbeing concerns that may develop in to more significant challenges leading to missed schooling.</p>	<ul style="list-style-type: none"> • Continue to fund Student Liaison Officers (SLOs) who will provide disadvantaged students with pastoral support. • Fund iheart package and train mental wellbeing champions. • Embed iheart lessons into the curriculum. • Continue to liaise with a wealth of external agencies. • Providing Alternative Curriculum provision for students who struggle to access mainstream education. 	'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)	<ul style="list-style-type: none"> • Disadvantaged attendance is 93.5% • Persistent absence of disadvantaged students reduces by 25% • DP outcomes improve by 50% (P8 -0.1) 	<ul style="list-style-type: none"> • Disadvantaged attendance will continue to be an area of focus. At w/c 20.3.20 (lockdown) disadvantaged attendance was 91.82%. • Reduction in PA – this will continue to be an area of focus. Figures are from March – March therefore would have continued to reduce throughout the year. 2018/19 – 27.8% 2019/20 – 23.6%
<p>Hardship funding</p> <p>Remove essential equipment, food and material disadvantage barriers to learning.</p>	<ul style="list-style-type: none"> • Equipment is given to all students at the beginning of the year. • Equipment and uniform are subsidised for our most disadvantaged students. • Ensure the school has a constant stock of uniform for students that need it. • Continue participation in the National Breakfast Programme so that a free breakfast is available to all students every day. 	A 2019 study exploring the cost of the school day ('The Cost of the School Day Toolkit') highlights that clothing and equipment put significant strain on families.	<ul style="list-style-type: none"> • All disadvantaged students have the correct equipment and uniform and are ready to learn. • Disadvantaged attendance is 93.5% 	<ul style="list-style-type: none"> • Students were provided with a pencil case complete with equipment at the beginning of the year. Throughout the year hardship fund was used to provide the most vulnerable with uniform. 30% discount for all disadvantaged students is applied.

				<ul style="list-style-type: none"> Disadvantaged attendance will continue to be an area of focus. At w/c 20.3.20 (lockdown) disadvantaged attendance was 91.82%.
Total budgeted cost				74,164

Other approaches				
Objective	Actions	What is the evidence and rationale for this choice?	Success Criteria	Review of impact
<p>Attendance</p> <p>Improve the attendance of disadvantaged students and reduce persistent absence of Disadvantaged students.</p>	<ul style="list-style-type: none"> Continue to fund EWO and attendance officer. Strategically deploy EWO and SLOs to target key disadvantaged students at risk of becoming PA. Continue to fund SLOs who constantly chase overall attendance target and have a particular focus on disadvantaged students. EWO to increase number of parental meetings and initiate fast track systems earlier. PA students are monitored closely and effective using the PA tracker and interventions are applied to reduce PA and improve disadvantaged students' attendance. 	<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>	<ul style="list-style-type: none"> The attendance of disadvantaged reaches national (minimum 93.5%). Persistent absence of disadvantaged students reduces by 25% 	<p>Disadvantaged attendance will continue to be an area of focus. At w/c 20.3.20 (lockdown) disadvantaged attendance was 91.82%.</p> <ul style="list-style-type: none"> Reduction in PA – this will continue to be an area of focus. Figures are from March – March therefore would have continued to reduce throughout the year. 2018/19 – 27.8% 2019/20 – 23.6%
<p>Aspirations</p> <p>Ensure the CIAG provision supports disadvantaged students to be ready for the next step in their life.</p>	<ul style="list-style-type: none"> A comprehensive careers map will be followed so that each year group have the very best careers programme. All students have; careers appointment, meaningful encounter with employer, attend a careers event and visit a university. 	<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).</p>	<ul style="list-style-type: none"> Exceed national on all Gatsby benchmarks. No disadvantaged students are identified as NEET. 	<ul style="list-style-type: none"> Gatsby benchmarks all exceed national. There were 2 disadvantaged students identified as NEET.

	<ul style="list-style-type: none"> Implement a bespoke careers package for most vulnerable disadvantaged students at risk of being NEET. 	<p>Meeting Gatsby benchmarks means better life chances for PP students.</p> <p>Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.</p>	<ul style="list-style-type: none"> All disadvantaged students have a careers appointment. All disadvantaged students visit a university and have a meaningful encounter with an employer, 	<ul style="list-style-type: none"> All disadvantaged students had a careers appointment. COVID prevented full university trip although this was planned for the summer term. Disadvantaged students involved in an assembly guest speaker to raise aspirations.
<p>Cultural capital</p> <p>Implement a broad range of co-curricular experiences within and outside the classroom to equip disadvantaged students with the knowledge required to become well rounded individuals.</p>	<ul style="list-style-type: none"> Continue to fund a TLR role with responsibility for leading on character education and SMSC across the curriculum. Embed KS3 graduation programme. Provide a wide range of free co-curricular enrichment and leadership opportunities to support students confidence and personal development. Offer subsidies for subject trips throughout the year. Deliver high quality assemblies which add value. Deliver high quality and relevant drop down afternoons. Ensure trips are adding value to students' cultural capital. 	<p>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> <p>Ofsted ' The Wasted Years' (2015). 'The importance of a good start to a pupil's secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school's high expectations for behaviour and conduct, and they have a clear understanding of pupils' achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies'.</p>	<ul style="list-style-type: none"> High attendance at co-curricular experiences- % of disadvantaged students are equally represented. 90% of year 7 students on track to graduate at the end of Y7. 	<ul style="list-style-type: none"> Attendance at co-curricular experiences was an area of focus, however it will continue to be an area of focus and will be tracked more forensically moving forwards. All year 7 students are on track to graduate.
Total budgeted cost				76,700