



Pupil premium strategy statement: 22 September 2017

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>Iknow</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.

5. Planned expenditure					
Academic year		2017/18			
How are we 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?
A. Increased attendance rates	Early Identification and approaches to families (Call first; priority caseloads)	Students often fail to engage with FDR calls resulting in greater absence sessions and PA% rising for PP in particular. Data shows that PP students have broken weeks of attendance often from not ensuring they are fully prepared for school.	Regular monitoring of work Supervision meetings with attendance staff by principal attendance officer(BR)	ASM/ Attendance Officer	Jan 18
A. Increased attendance rates	Interventions at a number of levels.	Using carefully selected resources and specified meeting time staff can impact on a students' 'will' to attend school. <i>Signs of Good attendance</i> is a package which can be used to support this work and has been successful elsewhere. Often the most effective actions are the simplest though time ios a premium	Collation of evidence from intervention stream will be collated termly by DHT. The impact which we see in Attendance improvements for groups and individuals is presented monthly to the HT/SGC.	Dep Head	October, December 17 and Feb, April and June 18. (SGC meetings are monthly)
A. Increased attendance rates	Support for students with challenging behaviour	We wish to invest some of the funding we receive in ensuring that poor habits developed over the 7 yr primary phase are challenged and changed. Support in the first instance is available from a number of adult internal sources. Additionality is created using external and volunteer staff when possible.	Data provided for HT fortnightly which reveals patterns in poor behaviour choices. PIA will reveal where most effective actions are occurring. Progress Leaders monitoring by SLT continues. Practice is exemplary.	Asst Head (RP)	Jan 2018
Total budgeted cost					£50,000
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?
B Improved rates of progress across KS3 for D students	Wave 1 teaching quality (IRIS, Coaching, CPD)	<p>The focus for ensuring all students make adequate progress is a driver for the school. Teachers are fully engaged in ensuring progress is regularly considered.</p> <p>Intervention and one to one tuition opportunities are often required with both learning mentors (English and Maths) and specialist support assistants. Some of the students need targeted literacy support to catch up. Our programme for reading improvement with LAPS has been independently evaluated and shown to be effective in other schools and has been used successfully here at CCHS</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Curriculum Journey details this. Addition of PIXL DTT to develop a simpler picture of student competencies. Data tracking of these students to demonstrate impact .</p> <p>CPD for Assistant in Literacy is carefully planned using INSET time.</p> <p>Appraisal targets include a progress target focussed around PP.</p>	Pupil Premium Champion/ AAHT	Dec 17 March 18 July 18
B. Improved rates of progress across KS3 for D students	Intervention/Catch up	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils, visitors and parents. Previously this practice carried out by Govs has been successful.</p>	<p>Extra teaching time and preparation time paid for out of PP budget. This will ensure there is an accountability trail. Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Track data in English and maths at calendared data points (6 per year)</p> <p>HODs to observe sessions and provide feedback / support for improvements as Learning Leaders.</p>	Head of Maths/ English	Dec 17 March 18 July 18
C Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)	Maintained Analysis, Identification and Strategy model through Data Conferences and <i>I know</i> structures. Target 100	<p>Targeted support including +1 support for students falling behind can now occur half termly which makes this work much more meaningful.</p> <p>We must ensure the Progress gap is closing for all subject – we have decent practice in English and Maths which must be shared and grown across all areas, hence giving students the best life chances.</p>	<p>Pupil Premium Co-ordinator to liaise with parents of disengaged parents.</p> <p>Co-ordinators to increase presence in lessons through learning walks, ensuring they stay in lesson to support if and when necessary to for training purposes.</p> <p>Co-ordinators to provide bespoke classroom support specifically for D students and keep</p>	GV (AHT)	Dec 17 March 18 July 18

			a record in co-coordinators file. Progress leaders will collate information from data conferences to establish a group of target students to ensure early intervention can be implemented.	Middle Leaders	July 2018
D 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.	Resilience building linked to fine monitoring	Aspirations reflect a in RNI for these cohorts, a comparative ATL, greater involvement in enrichment activities, increased contributions to the life of the school	PASS Survey to be used with D students at the start of year and again at the end of year to measure improvement. Identify group of D students to be involved with raising aspirations tutor group in year 7 & 8 following same process as successful pilot group. Restructure mentoring system to enable more D students to have a mentor and bring inline current mentoring to ensure maximum impact. Focusing on early removal of barriers to learning, raising aspirations and increasing parental engagement.	AAHT Overseen by RP	Half yearly
E Improved literacy skills for PP students on a gp and individual basis	Identification; repeated support; raised awareness across the curriculum; reading assessment programmes	Literacy and esp reading are barriers to learning for a number of students with PP along with not PP. This is clearly linked to access issues We find students with reading ages which are on the 'cusp' are regularly dropping when students are retested at Year 10 in time for exam access arrangements. Though English results are improving significantly this is not yet reflected everywhere and teachers cite access with reading as a major factor.	Working through Basic Skills Coordinator (DSI) develop a strategy which incorporates the PP strategies into the whole school approach – it is not only PP students with Literacy needs. Ensure the program has sufficient milestones to guarantee progress is reflected. Included regular (but not too many Reading assessments for students with identified need; ensure all receive RT x 3 minimum across 5 years SSIF Programme details are not yet available (22 nd sept 2017)	KM/SR (SEnCo and DHT)	Annual and in Line with SSIF requirements

<p>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.</p>	<p>Links with Community Groups</p>	<p>We would want to benefit from links to the community which exist already and also to extend these. We need to assign business mentors to the PP cohorts where this is appropriate. Additionally finding opportunities to promote self-esteem and build resilience (in addition to the Resilience programme) would be of benefit. EG. PSEF supports the school (squash and leisure) Rotary Club opportunities; AHEAD partnership links</p>			
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Total budgeted cost £150,000
(Breakdown available)

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?
<p>A. Increased attendance rates</p>	<p>Attendance/Success Mentor employed to monitor pupils and follow up quickly on trancies. First day response provision already in place for all</p>	<p>Students must be here to improve – generally speaking. Our impact cannot be measured if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of ASM about existing absence issues. PP champion, AAHT head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive business mentor assigned to each PA pupil eligible for PP with additional need (Use of Ahead Partnership) Attendance and progress discussed at least fortnightly with progress Leader and Attendance Officer. Letters about attendance to parents / guardians. ASM to visit all PA PP at home to discuss attendance with parents / guardian and explore barriers</p>	<p>Pupil Premium Champion/ AAHT</p>	<p>Jan 18</p>

C. Reduced gaps, especially for English and Maths for Class of 2018, 19, 20 (Yr 9-11)	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but additionally focus on 'conduct; which reveals positives. but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Head of Year 10	Jun 18
Total budgeted cost					£15,000

6. Review of expenditure (2016/17)				
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
Improve attainment across the curriculum	Staff INSET and CPD externally	<p><i>Mixed:</i> training especially for new courses has ensured there is an understanding of the course requirement for optional subjects.</p> <p>The Readvantage strategy, Positive Culture training (Jason Bangbala) and BLP has informed approach to building aspiration in school. We aim to compare the impact on attainment for all children, not just PP eligible.</p> <p>Success</p> <p>However, Progress 8 data is likely to show that PP students did not make expected progress. We believe that 6 x outliers removed will improve this picture significantly.</p>	<p>Positive: Building Learning Power and readvantage strategies. Attainment figures for PP are much more positive(2017 results) and lower than National 2016 for En/Ma – a range of other subjects have positive trends for PP students in their cohorts when we consider 3LOP.</p> <p>This work has largely informed our Carleton Learning Partnership.</p> <p>Additional focus on areas where this has not been a trend/pattern</p> <p>Improvement: For 17/18 a much greater use will be made of Learning Leaders (Coordinators). All have been given a time allocation to carry out monitoring and support work.</p>	£250 per teacher for 10 teachers. Plus staff cover for training events
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
Pathways Staffing	Bespoke support for students at L2- Mentoring, small group approach, focussed intervention	Good: Attainment is better for PP in En/Ma but this is not limited to Pathways students	<p>Mixed success here: students are by context weaker; progress is positive for a number (P8 ranking only at this stage)</p> <p>Improvements planned: More broad cover when using staff to support individuals is needed. This will be in place immediately.</p> <p>Finer monitoring in place for future to include Coordinator Journal</p>	£1200 per student (50 students) £60,000
Improved attainment through KS4 focussed on En/Ma	Use of Learning Mentors within lessons to engage with PP students specifically when data reflects a need	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	<p>This seems to be most effective when the focus area was determined by the class teacher based on their observations of the pupils. We will continue this year and ensure that this continues to be tracked via QA systems (UDG used)</p> <p>Improvement: Added to Appraisal targets for a core group of staff with key responsibility.</p>	£400 per pupil based on 120 pupils £48,000

Improved attendance for PP cohorts	Use of intervention time from staff (not voluntary) AS Mentor - cohorts all PP (caseload of 25)	Expecting to see the attendance of key cohorts improved. Less impact due to late start of ASM (Feb 2017) Signs of Good attendance should reveal positives and enable tracking	Mixed: Absence of ASM affected response times and ultimately the difference made. Huge difference made to Year 7 students. (7.0% PA for PP)	£500/pupil x 25 students £12,500
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
Improved engagement of Year 7 students and parents	Resilience programme and residential visit	Resilience programme giving positive results. Student surveys reveal improving picture. Students clear about resilience in Yr 8 and could discuss during monitoring within lessons Medium-low: positive impact for students who attended but many did not despite extensive financial support), (Parental Choice)Success criteria: not met for all (PP cohort well represented)	Mixed: Next year we will continue the programme and extend into year 8 fro resilience building. This has been successful with students able to communicate using these terms. It has impacted on ATL scores equally. Residential : Earlier information to parents Introduce the PASS survey – see PP Strategy document to enable improved personalised focus on individuals	£120 /PP pupil & cover costs 30 students supported Resourcing and TLR costs for Resilience curriculum £4000 £4000

