

# Pupil premium strategy statement – Caroline Chisholm School – whole school overview

## School overview

Detail	Data
Number of pupils in school	2138
Proportion (%) of Pupil Premium eligible pupils	10%
Academic Year	2022-23
Date this statement was published	31.1.22
Date on which it will be reviewed	1.4.23
Statement authorised by	Andy Fisher
Pupil Premium lead	Nicola Cairns
Governor / Trustee lead	Lucia Owen

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£163358
Recovery premium funding allocation this academic year	£47855
Pupil Premium (and recovery premium*) funding carried forward from previous years	£4797
<b>Total budget for this academic year</b>	<b>£216010</b>

# Part A: Pupil Premium strategy plan

## Statement of intent

At Caroline Chisholm School, we believe that all students deserve the opportunity to excel regardless of their background or personal circumstances. Socio-economic status should not be a barrier to academic excellence or personal development. Prior to the Covid pandemic, students in receipt of Pupil Premium funding achieved well at CCS and the gaps in progress and attainment between eligible and non-eligible students had been narrowing, and our PP-eligible students attained good grades overall at KS1, 2 and GCSE level. Attendance gaps had narrowed prior to the Covid pandemic. Our recent progress measures have shown the significant impact that the epidemic has had on our most vulnerable students and outlines the importance of the challenges that need to be addressed to enable our disadvantaged students make progress, to look after their wellbeing and give them the tools to achieve. Through our school ethos of 'everyone, every lesson, every opportunity' and using our HPL framework, we aim to remove any barriers that stand in the way of students achieving their best possible outcomes and accessing the same opportunities as their peers.

Key principles include:

- Quality first teaching (QFT) – getting high quality teaching right from the start reduces the reliance on 'intervention' strategies and 'catch-up' opportunities. We must ensure that PP-eligible students receive the best quality teaching available, as evidence and research suggests these are the students that benefit most (or are most affected when QFT is not in place). Through our "PP Promise", staff will ensure that the non-negotiables are in place for each PP-eligible student in each lesson.
- Support network – we employ dedicated, non-teaching Pupil Premium Mentors to support PP-eligible students and their families. These mentors liaise with teachers, parents, support staff and external agencies to ensure that the best, most bespoke support is in place for all of our PP-eligible students. We take every possible step to look after the wellbeing of our vulnerable students and offer support through school counsellors, our safeguarding team and external professionals.
- Attendance monitoring – all evidence suggests that even seemingly small drops in attendance can have big impacts on outcomes. Nationally and locally, the attendance of PP-eligible students is generally significantly lower than non-eligible, leading to less time in school and fewer opportunities to boost outcomes. By closely monitoring attendance, putting support in place as

required, and incentivising students to continue to improve their attendance, we can ensure that students are better able to access the support available to them at school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Progress – the progress made by disadvantaged students throughout their school time is often less than that made by non-disadvantaged.
2	Behaviour – the behaviour of disadvantaged students is sometimes worse than that of non-disadvantaged.
3	Attendance – absence rates amongst disadvantaged students are generally higher than those of non-disadvantaged
4	Equality of access – disadvantaged students often do not have access to extra-curricular opportunities, trips and visits that their non-disadvantaged peers take opportunity of and miss out on important cultural capital as a result.
5	Wellbeing, mental health and safeguarding – disadvantaged students are often our most vulnerable students and require support for their wellbeing and mental health through regular welfare and mental health checks, counselling opportunities and safeguarding support.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress gap narrows	<ul style="list-style-type: none"> <li>• There is an improvement in the gap between the Progress 8 score of PP-eligible students compared with non-eligible peers.</li> <li>• The attainment of PP-eligible students is in line with that of non-eligible students. Internal tracking data for Y7-10 students shows a reduction in the gap between outcomes of PP-eligible students vs their non-eligible peers</li> <li>• Staff buy into the “PP Promise”, ensuring that all PP-eligible students receive:- <ul style="list-style-type: none"> <li>○ Careful consideration of seating plan arrangements to best support their learning.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ High-quality feedback – including verbal and written – at every opportunity.</li> <li>○ High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students’ progress and wellbeing.</li> <li>○ Supported catch-up opportunities – including setting work to be completed during absence, an insistence that homework is completed, and sharing of notes/resources for any lessons that PP eligible students miss.</li> </ul>
Behaviour gap eliminated	<ul style="list-style-type: none"> <li>● The proportion of behaviour incidents, as identified by our behaviour log and points system, is not significantly different for PP eligible students as non-eligible.</li> <li>● The rate of fixed-term exclusions (FTEs) is in line with, or lower than, non-eligible students.</li> <li>● The number of achievement/house points earned by PP-eligible students is not significantly different from non-eligible peer.</li> <li>● Positive behaviours rewarded and communicated to parents/ staff and SLT.</li> </ul>
Attendance gap narrowed	<ul style="list-style-type: none"> <li>● Attendance for PP-eligible students is, on average, above 96%.</li> <li>● Rates of persistent absence (&gt;10% absence) amongst PP-eligible students is in line with, or lower than, that of their non-eligible peers. School refusers (&gt;90% absence) being actively targeted to improve attendance and address mental health issues.</li> <li>● Attendance for PP-eligible students is, on average, above 96%.</li> <li>● Rates of persistent absence (&gt;10% absence) amongst PP-eligible students is in line with, or lower than, that of their noneligible peers.</li> </ul>
Equality of Opportunity	<ul style="list-style-type: none"> <li>● PP-eligible students are supported in attending extra-curricular activities (residential, trips, primary clubs) and are at least proportionally represented, if not overrepresented.</li> <li>● Engagement in peripatetic music lessons by PP-eligible students is in line or greater than with non-eligible.</li> <li>● Representation of PP-eligible students in decision-making forums such as student voice, student council is broadly in line with non-eligible students.</li> </ul>
Mental health, wellbeing and safeguarding	<ul style="list-style-type: none"> <li>● Support is given for all aspects of the PP-eligible students to promote their wellbeing and their mental health.</li> </ul>

## Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching and learning, assessment and a curriculum which responds to the needs of the pupils.</p> <p>PD that is evidence based and context specific – PP strategy, whole school reading, primary writing intervention, digital learning support, scaffolding, assessment analysis and progress attainment development.</p>	<ul style="list-style-type: none"> <li>• Education Policy Institute report (2020) on the impact of high-quality PD on outcomes.</li> <li>• EEF – effective professional development guidance report - Oct 2021.</li> <li>• Training on reading for all staff to improve the approach to reading/ phonics development of all students including PP eligible students.</li> <li>• EEF Oct 21 report states that effective PD - to ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</li> <li>• PD should be evidence based and context specific. Areas for PD – primary writing, effective assessment analysis and finding the gaps, whole school reading. EEF report Oct 21</li> </ul>	<p>1,3,4</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £52450

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition, led by teachers / outside tutors, in English, maths and science <i>and other subjects</i> Y7-11	EEF Toolkit – 1:1 and small group tuition identified as expensive but effective forms of intervention. Many non-eligible students invest in private tutors, so this also bring parity of access to PP-eligible students.	2,3,4
Purchase of revision guides/resources for KS4 and KS3 subjects	EEF Toolkit – levelling up access to learning materials	3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £119493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Progress Mentors x2.2	EEF Toolkit - Behaviour interventions - Social and Emotional learning - Parental involvement - Aspirations intervention. Progress development.	1,2,3,4
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions, primary extra-curricular clubs	EEF Toolkit - Arts participation.	4,5
Youth development worker	EEF Toolkit – Social and Emotional learning - Aspirations intervention. Jan 20	2,3,4,5

Attendance and behaviour incentives and rewards	Ongoing government research into attendance impact on student outcomes, Attendance interventions rapid evidence EEF March 22.	1,2,3
Transport, uniform and equipment	Without transport, uniform and equipment students will not be able to access learning and attendance can be impact on student outcomes research. Addressing Educational Disadvantage – Marc Rowland. Using PP – EEF April 22	1,4,5

**Total budgeted cost: £216010**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Within Secondary phase, our KS4 data showed the school's attainment at Grade 5 or above in GCSE was 55%, our PP students had a score of 36% and the LEA average was 48%. The Attainment 8 score for PP was 42.9 for CCS, this is a difference of 10.8 and shows a considerable gap in the attainment of LL pupils and the 21-22 cohort. This gap needs to be lessened*

*Within the primary phase, our KS2 cohort in July 21-22 40% achieved ARE (Age Related Expectations) in RMW and 20%, achieved greater depth in all subjects. 60% scored levels working below in maths and reading.*

*In 2022, our KS2 writing data shows that 100% of our PP children achieved the working at age related expectations, with 20% working at greater depth. In maths, 40%, 2 students gained ARE and 20% were working at greater depth. In reading, 40% scored ARE and 40% showed they were working at greater depth. A disadvantage gap still exists between our PP and our non-disadvantaged pupils and we need to work on reducing this gap.*

*Both primary and secondary cohorts were significantly affected by Covid-19, in particular, their attendance and engagement during lockdown.*

*Ensuring we deliver our PP strategy is key to make certain that the gap is significantly bridged.*

OVERVIEW AND MONITORING	
We planned to...	We achieved...
Use previous year's data to inform early monitoring (and intervention as required) of current students.	Throughout the year, students were identified quickly and interventions deployed where possible. Monitoring of student engagement during lockdown; however, it was not always possible to remotely reach students who had disengaged from learning while not in school.



Audit tracking and monitoring systems that are currently in place in all departments, and work with FLs to improve these as required.	Data measures were deemed to not be as reliable as anticipated; therefore, new data assessments were put in place.
Work with FLs to ensure there is a strategic plan in place to intervene with PP students identified as falling behind in each census drop.	Students were identified and offers to attend before and after school interventions were offered through SLT. Uptake was not as great as hoped. In class interventions, through high quality teaching were employed though we are not able to measure their impact. More QA needed.
Monitor attendance daily, and ensure parents are contacted where attendance is a concern.	Pre-Covid levels of attendance showed that the gap had been minimised in most year groups. However, post-lockdown attendance of all students, PP or otherwise, was badly affected. SEMH issues have increased and persistent non-attendance has also increased.
Meet termly with FLs to discuss on an individual basis, specific PP students whose progress is currently causing concern.	Has not been thoroughly embedded. Needs to be part of termly meetings led by FL and PPPL.
<b>TEACHING AND LEARNING</b>	
<b>We planned to...</b>	<b>We achieved...</b>
Ensure that highly effective teaching (incl. High Performance Learning strategies) enables PP students to make progress within all lessons.	HPL is the main focus for developing T&L across the school. HPL was embedded into performance management targets, including PP as a success criterion, and school achieved the HPL award.
Implement 'live marking' as a commonly used strategy for PP students.	All marking practices were affected during Covid and staff training to be delivered to re-embed practice across the phases.
NTP – SLT was put in place through in house teaching and support staff as previously the implementation of online	It was thought that live lessons would be better as the online teaching was not very effective and students informed us

<p>tuition was deemed ineffective and it was poorly attended and some lessons were not addressing the students needs.</p>	<p>that began to experience 'screen fatigue' over the course of the day which made them less keen to engage in further online tuition after school.</p>
<p>Conduct "return to school" interviews with PP students with &gt;3 consecutive days off (or &gt;5 days in a given term). Structured approach to catch up of work - monitoring completion of work sent home, and enforced conversation with teachers to establish work missed and how to catch up.</p>	<p>Began effectively but became difficult with students off for mandated reasons, (eg. Covid related and SEMH) as well as explained/unexplained. To be reimplemented and executed by LL team and attendance.</p>
<p><b>ENGAGEMENT AND BEHAVIOUR</b></p>	
<p><b>We planned to...</b></p>	<p><b>We achieved...</b></p>
<p>Conduct an attitudinal survey during the year. Identify any previously-unknown barriers to progress and take steps to address.</p>	<p>The PASS (Pupils' Attitude to Self and School) survey showed a gap in both students' perceptions of their enjoyment of school, and students' perceptions of their own ability, between PP-eligible students and non-eligible. Interventions were due to take place. No QA on their impact.</p>
<p>Monitor behaviour log weekly and monthly to ensure students are spoken with and parents are contacted where behaviour is a concern.</p>	<p>PP Mentor team in regular contact with parents regarding all aspects of students' performance at school, including behaviour. The team have Early Help Assessments (EHAs) open for students who remain an ongoing concern for reasons including behaviour. The number of EHAs opening takes up a considerable amount of time for the PPM.</p>