

Pupil Premium Strategy 2019/20 (Secondary Phase)

Summary Information					
Context					
School	Caroline Chisholm School, Northampton				
Academic Year	2019/20	Number of students eligible for PP (FSM/Ever 6)	91	Total budget for PP (FSM/Ever 6)	£99,660
Total no. of students	1333	Number of students eligible for PP (LAC/PLAC)	21	Total budget for PP (LAC/PLAC)	£48,300
Date of most recent review of strategy	September 2019			Date of next review of strategy	January 2020

Current Attainment				
Category		Students eligible for PP CCS (vs 2018)	Students not eligible for PP CCS (vs 2018)	Students not eligible for PP (national)
Progress 8 Average Score		-0.14* (-0.46)	+0.12*	+0.11 (2017)
Progress 8 Average Score by Prior Attainment	Low	-0.94* (-0.43)	-0.14*	+0.03 (2017)
	Middle	-0.16* (-0.23)	+0.23*	+0.15 (2017)
	High	0.83* (-0.46)	+0.23*	+0.09 (2017)
Attainment 8 Average Score		40.9	53.8	49.8 (2017)
Attainment 8 Average Score by Prior Attainment	Low	31	25.6	22.5 (2017)
	Middle	39.2	43.6	41.0 (2017)
	High	45.5	60.4	60.5 (2017)
% achieving Grade 4 or better in English and Maths		64.7% (55.6%)	79.2% (81.3%)	68% (2017)
% achieving Grade 5 or better in English and Maths		17.7% (27.8%)	52.9% (56.6%)	49% (2017)
Average EBacc Point Score		3.29 (3.5) (23.5% entered)	4.4 (4.6) (33% entered)	Not Published (2017)

Glossary: FSM - Currently in receipt of Free School Meals; Ever 6 - Has received FSM in the last six years; LAC - Looked After Child; PLAC - Previously LAC

* Based on unvalidated 2019 results

Pupil Premium Action Plan (Secondary)

Overall Objective	Students who are eligible for Pupil Premium to make progress in line with their peers
Rationale	Consistently, students who are eligible for the Pupil Premium make less progress as a whole than their non-eligible peers. It is the aim of CCS to ensure that these students have as many barriers to learning removed as possible, in order to support their progress. We want these students to be successful - not just in terms of academic results (although we do believe these are a hugely important stepping stone to the rest of their lives), but successful as ambitious, confident people in society; students whose background has not disadvantaged them from the options open to other students. We must also ensure that <u>all</u> of these students are supported by the school: historically, CCS has focussed heavily on Year 11 students even though this year group accounts for less than 20% of the total Pupil Premium cohort. Moving forward, we must ensure that we monitor progress across the board, and offer early interventions as and where we identify it is needed.

Identified barriers to learning	
In-school barriers	
i.	Engagement and progress in lessons
ii.	Behaviour for learning, and behaviour in general
iii.	Quality of classwork and homework, relative to potential
iv.	Engagement in wider curriculum and extra-curricular opportunities
v.	Currently unknown barriers
External barriers	
vi.	Attendance
vii.	Parental engagement

Desired outcomes			
	Outcome	Success Criteria	Barrier
ATTENDANCE			
A1	Improved attendance for PP students	PP students' attendance is 95.1% or better (CCS non-PP 2018)	vi
A2	Reduced rates of persistent absence (PA) amongst PP students	Rate of PA amongst PP students is 5.3% or lower (CCS non-PP 2018)	vi
A3	Attendance at extra-curricular clubs and activities is in line with peers	PP students well-represented at all clubs, activities and school trips (not measured in 2018)	vi, iv
A4	Increased attendance at parents' evenings and other open evenings	PP students' attendance at parents' evenings is above 92% (CCS average 2018)	vi, vii, iii
BEHAVIOUR			
B1	Reduced rates of fixed-term exclusions (FTE) amongst PP students	Rate of FTE amongst PP students is 5.7% or lower (national non-PP 2017)	ii
B2	Reduced number of appearances on the internal behaviour log (behaviour points)	PP students have proportional representation on the behaviour log - account for no more than 5.5% of all entries	ii
B3	Reduced number of PP students receiving a consequence for lack of homework	PP students have proportional representation on the behaviour log - account for no more than 5.5% of all entries	ii, iii
PROGRESS			
P1	Improved overall progress of PP students, measured by external examinations in Year 11, to be in line with non-PP	PP Progress 8 score, as measured by DfE, is at least +0.07 (CCS all students 2018 - estimated), improving on the 2018 PP measure of -0.46	i, iii
P2	Reduced in-year gaps between PP and non-PP students beginning GCSE courses in Year 10	Gap between the Progress 8 scores, as measured internally, of PP and non-PP students is zero	i, iii
P3	Reduced in-year gaps between PP and non-PP students throughout KS3	Rate of achieving 'good' or 'exceptional' progress amongst PP students is at least 82% (CCS non-PP 2018)	i, iii
P4	Reduced number of "outlier" PP students, where progress is abnormally low	No PP students with progress score below -1.5 (Y10/11) or with less than 40% 'good' or 'exceptional' progress (Y7/8/9)	i, iii

Actions to secure desired outcomes

Action	Strand	Monitored by	Success if...	MILESTONES		
				Dec 19	Apr 20	Jul 20
OVERVIEW AND MONITORING						
Use previous year's data to inform early monitoring (and intervention as required) of current students	A1, B2, P1-3	APS / ZY / KJ	Students previously identified as concern for attendance (<90%), behaviour (<10 conduct points), or progress (score <-1 or average 'below' progress) are on track to not be flagged as a concern in Term 1, or beyond	<9 students flagged as concern for A/B/P (↓60%)	<5 students flagged as concern for A/B/P (↓80%)	<3 students flagged as concern for A/B/P (↓90%)
Audit tracking and monitoring systems that are currently in place in all departments, and work with FLs to improve these as required	P1-4	APS	All departments have rigorous data tracking that enables quick identification of students falling behind, and can identify what areas in particular they are struggling with	90% of depts have rigorous systems in place	100% of depts have rigorous systems in place	100% of depts have rigorous systems 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	P1-4	APS	All departments can articulate and demonstrate a plan of intervention (in-lesson or extra-curricular) in place for students falling behind - eg. 20 day challenge	80% of students meet bespoke targets/ actions	90% of students meet bespoke targets/ actions	95% of students meet bespoke targets/ actions
Monitor attendance daily, and ensure parents are contacted where attendance is a concern.	A1, A2	ZY / KJ	PP attendance is 95.1% or better. Persistent absence rate is lower than 5.3%	PP Att >92% PA <8%	PP Att >95% PA <5.3%	PP Att >95% PA <5.3%
Meet termly with FLs to discuss on an individual basis, specific PP students whose progress is currently causing concern	P1-4	APS / ZY / KJ	Reduction in the number of PP students whose progress is causing concern (KS4 P8 <-1, KS3 good or exceptional progress (GE) <40%)	<30% of students causing progress concern	<10% of students causing progress concern	<10% of students causing progress concern

Actions to secure desired outcomes						
Action	Strand	Monitored by	Success if...	MILESTONES		
				Dec 19	Apr 20	Jul 20
TEACHING AND LEARNING						
Ensure that highly effective teaching (incl. High Performance Learning strategies) enable PP students to make progress within all lessons	P1-4	APS / AFR / AC / GW	Gaps between PP and non-PP students narrow in all year groups and across all subjects. (KS4 P8 gap = 0, KS3 good and exceptional progress (GE) gap = 0)	KS4 P8 gap <0.5 KS3 GE gap <20%	KS4 P8 gap <0.3 KS3 GE gap <10%	KS4 P8 gap =0 KS3 GE gap =0%
Implement 'live marking' as a commonly-used strategy for PP students	P1-4	APS / ZY / KJ	Observations of >20 mins show that live marking is taking place for PP students. Student work shows evidence of teacher feedback for each piece of work	>75% of obs / >75% of work shows live marking	>85% of obs / >85% of work shows live marking	>95% of obs / >95% of work shows live marking
Conduct "return to school" interviews with PP students with >3 consecutive days off (or >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	A1, P1-3	ZY / KJ	Successful implementation of strategy. Students engaged in meaningful and demonstrable catch up work.	100% of students returning from absence have caught up in 1 week	100% of students have caught up. Feedback from staff is >80% positive.	100% of students have caught up. Feedback from staff is >90% positive.
Close the vocab/reading gap between PP and non-PP students	P1-4	APS	Vocab gap (as determined by NGRT/NGST assessment) closes by a statistically-significant amount	Vocab gap has reduced	Vocab gap reduced within 95% sig	Vocab gap reduced within 66% sig

Actions to secure desired outcomes						
Action	Strand	Monitored by	Success if...	MILESTONES		
				Dec 19	Apr 20	Jul 20
ENGAGEMENT AND BEHAVIOUR						
Conduct an attitudinal survey with all PP cohort and a randomly-selected non-PP cohort to act as a control group, at two points during the year. Identify any previously-unknown barriers to progress, and take steps to address.	P1-4, B2	APS	Any statistically-significant differences in attitude to school between cohorts in survey 1 are diminished by survey 2	100% of PP students have sat att. survey		(Milestone to be set based on outcomes of survey)
Invite parents of PP students in at three points during the year, after census drops, to discuss census data on a 1:1 basis and strategies for improvement, as necessary (one will be parents' evening)	A4, P1-4	APS / KJ / ZY / HF	Parents of PP students have 1:1 meeting with member of Lead Learner team to discuss data on two separate occasions	>50% of PP parents have met LL team	>80% of PP parents have met LL team	>90% of PP parents have met LL team twice
Monitor behaviour log daily, and ensure students are spoken with and parents are contacted where behaviour is a concern.	B1-3	ZY / KJ	Representation of PP students on the behaviour log (including homework) is proportional to cohort (ie. 9%)	Beh log <12%	Beh log <11%	Beh log <10%

Breakdown of Anticipated Spending

The anticipated spending for 2019/20 is based on previous expenditure and known costs, along with anticipated expenditure based on the priorities for the academic year. We aim to be responsive to need at all times, and as such we reserve the right to reallocate funds accordingly throughout the academic year.

The budget for Looked After Children (LAC) and previously LAC (PLAC) is maintained separately and is not accounted for in this budget.

Cost	Outcome Strand	Budget	Actual	Difference	Notes
STAFFING					
Progress Mentors (x2)	P1-4	£ 45,508			
Senior Leader i/c PP	P1-4	£ 3,645			
Enrichment and Opportunities Coord	A1, B2	£ 3,755			
External PP Adviser	-	£ 1,800			
TOTAL		£ 54,708	£ -		

CURRICULAR SUPPORT					
English	P1-4	£ 4,500			
Maths	P1-4	£ 4,500			
Science	P1-4	£ 4,500			
Other Subjects	P1-4	£ 10,000			
TOTAL		£ 23,500	£ -		

EXTRA-CURRICULAR SUPPORT					
Peripatetic lessons	A3, B2	£ 2,000			
Contributions to educational day visits and residentials	A3, B2	£ 4,000			
Rewards and Incentives	A1, B2, P1-4	£ 3,000			
TOTAL		£ 9,000	£ -		

FINANCIAL SUPPORT					
Contributions to transport	A1-3	£ 2,500			
Contributions to uniform and equipment	B2	£ 2,500			
Contributions to other agencies and support	-	£ 1,000			
Contribution to laptops / home support	P1-4	£ 2,500			
TOTAL		£ 8,500	£ -		

Contingency	-	£ 3,952			
OVERALL TOTAL		£ 99,660	£ -		