

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caroline Chisholm School
Number of pupils in school	2000
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	30/10/2021
Date on which it will be reviewed	1/4/2022
Statement authorised by	Gary Wakefield
Pupil premium lead	Aaron Phillips
Governor / Trustee lead	Lucia Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109,465
Recovery premium funding allocation this academic year	£ 17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 716

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.

Students in receipt of pupil premium already achieve well at CCS. The gaps in progress and attainment between eligible and non-eligible students is narrowing, and our PP-eligible students attain good grades overall at GCSE. Attendance gaps had narrowed prior to the COVID pandemic, and steps have been made to ensure that behaviour incidents are not disproportionately skewed towards PP-eligible students.

Through our ethos of 'everyone, every lesson, every opportunity', 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 are receive the absolute 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 buy into non-negotiables that should be 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, liaising 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.
- **Attendance monitoring and incentives** – 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	Attendance – absence rates amongst disadvantaged students are generally higher than those of non-disadvantaged.
2	Behaviour – the behaviour of disadvantaged students is sometimes worse than that of non-disadvantaged.
3	Progress – the progress made by disadvantaged students throughout their school time is often less than that made by 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.

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
<i>Attendance gap narrowed</i>	<p>Attendance for PP-eligible students is, on average, above 96%</p> <p>Rates of persistent absence (>10% absence) amongst PP-eligible students is in line with, or lower than, that of their non-eligible peers</p> <p>No “school refusers” (>90% absence)</p>
Behaviour gap eliminated	<p>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.</p> <p>The rate of fixed-term exclusions (FTEs) is in line with, or lower than, non-eligible students.</p> <p>The number of achievement/house points earned by PP-eligible students is not significantly different from non-eligible peers</p>

<p>Progress gap narrows</p>	<p>There is no significant gap between the Progress 8 score of PP-eligible students compared with non-eligible peers</p> <p>The attainment of PP-eligible students is in line with that of non-eligible students</p> <p>Internal tracking data for Y7-10 students shows no discernible gap between outcomes of PP-eligible students vs their non-eligible peers</p> <p>Staff buy into the “PP Promise”, ensuring that all PP-eligible students receive:</p> <ul style="list-style-type: none"> - Careful consideration of seating plan arrangements to best support their learning - High-quality feedback – including verbal and written – at every opportunity - High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students’ progress and wellbeing - 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
<p>Equality of Opportunity</p>	<p>There is positive discrimination taking place in any trip selection process, in order that PP-eligible students are at least proportionally represented, if not over-represented</p> <p>Engagement in peripetatic music lessons by PP-eligible students is in line with non.</p> <p>Representation of PP-eligible students in decision-making forums such as student voice, student council, and so on is broadly in line with non-eligible.</p>

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: £ 11,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – including PP Promise training and development, and HPL development	Education Policy Institute report (2020) on the impact of high-quality CPD on outcomes	3,4

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

Budgeted cost: £ 34,000

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	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
Academic mentor	DfE Academic Mentor scheme	3

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

Budgeted cost: £ 70,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Progress Mentors x2.2	EEF Toolkit <ul style="list-style-type: none"> - Behaviour interventions - Social and Emotional learning - Parental involvement - Aspirations intervention 	1,2,3,4
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions	EEF Toolkit - Arts participation	4
Youth development worker	EEF Toolkit – Social and Emotional learning <ul style="list-style-type: none"> - Aspirations intervention 	2,3,4
Attendance and behaviour incentives and rewards	Ongoing government research into attendance impact on student outcomes, including 2016 report “Absence and attainment at key stages 2 and 4: 2013 to 2014”	1,2
Contributions towards transport, uniform and equipment	Attendance impact on student outcomes research	1,4

Total budgeted cost: £ 116,558

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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 but 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	On hold due to COVID
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	On hold due to other priorities brought about by COVID
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
Meet termly with FLs to discuss on an individual basis, specific PP students whose progress is currently causing concern	On hold due to COVID
TEACHING AND LEARNING	
We planned to...	We achieved...

Ensure that highly effective teaching (incl. High Performance Learning strategies) enable PP students to make progress within all lessons	HPL became main focus for developing T&L across the school. HPL was embedded into performance management targets, including PP as a success criteria, and school is on track to achieve the HPL award.
Implement 'live marking' as a commonly used strategy for PP students	Not yet fully embedded.
Implement use of online tuition (through MyTutor) to close gaps in learning from COVID or otherwise, in core subjects	Engagement in MyTutor began high (>80%) but did drop off as lockdown continued. MyTutor is an online tuition provider, and because the school moved to fully live lessons during second lockdown, students began to experience 'screen fatigue' over the course of the day which made them less keen to engage in further online tuition after school.
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	Began effectively but became unworkable post-lockdown with students off for mandated reasons (eg. close contact, 'bubble' sent home) as well as explained/unexplained. To be reimplemented in 2021/22.
Close the vocab/reading gap between PP and non-PP students	Evidence from NGRT assessments shows that the gap narrowed (approx. 2 years for Y7 2019/20 compared to approx. 13 months Y7 2020/21). Likely that COVID/lockdown will have re-widened this, however, so will remain a focus.
ENGAGEMENT AND BEHAVIOUR	
We planned to...	We achieved...
Conduct an attitudinal survey with all PP cohort and a randomly-selected non-PP cohort to act as a control group, at two	The PASS (Pupils' Attitude to Self and School) survey showed a gap in both students' perceptions of their enjoyment

points during the year. Identify any previously-unknown barriers to progress, and take steps to address.	of school, and students' perceptions of their own ability, between PP-eligible students and non-eligible. Interventions as a result were unfortunately abandoned due to COVID/lockdown.
Monitor behaviour log daily, and ensure students are spoken with and parents are contacted where behaviour is a concern.	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.

Externally provided programmes

Programme	Provider
Online tuition	MyTutor
FastTomato	FastTomato

