

Pupil Premium Strategy 2018/9 (Secondary)

| Summary Information | | | | | |
|---|---------------------------------------|--|----|---|--------------|
| Context | | | | | |
| School | Caroline Chisholm School, Northampton | | | | |
| Academic Year | 2018/9 | Number of students eligible for PP (FSM/Ever 6) | 73 | Total budget for PP (FSM/Ever 6) | £68,255 |
| Total no. of students | 1306 | Number of students eligible for PP (LAC/PLAC) | 12 | Total budget for PP (LAC/PLAC) | £22,800 |
| Date of most recent review of strategy | September 2018 | | | Date of next review of strategy | January 2019 |

| Current Attainment | | | | |
|---|---------------|--------------------------------|------------------------------------|---|
| Category | | Students eligible for PP (CCS) | Students not eligible for PP (CCS) | Students not eligible for PP (national) |
| Progress 8 Average Score | | -0.46* | +0.12* | +0.11 (2017) |
| Progress 8 Average Score by Prior Attainment | Low | -0.43* | +0.11* | +0.03 (2017) |
| | Middle | -0.23* | +0.21* | +0.15 (2017) |
| | High | -0.46* | -0.24* | +0.09 (2017) |
| Attainment 8 Average Score | | 40.9 | 53.8 | 49.8 (2017) |
| Attainment 8 Average Score by Prior Attainment | Low | 21.8 | 23.5 | 22.5 (2017) |
| | Middle | 37.2 | 44.0 | 41.0 (2017) |
| | High | 53.4 | 62.2 | 60.5 (2017) |
| % achieving Grade 4 or better in English and Maths | | 55.60% | 81.30% | 68% (2017) |
| % achieving Grade 5 or better in English and Maths | | 27.80% | 56.60% | 49% (2017) |
| Average EBacc Point Score | | 3.5 (27.8% entered) | 4.6 (32.9% 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 2018 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 | | | | | |
| | | | | Oct 18 | Dec 18 | Feb 19 | Apr 19 | Jun 19 | Jul 19 |
| OVERVIEW AND MONITORING | | | | | | | | | |
| Ensure a PP progress objective is built into the appraisal objectives of <u>all</u> teaching staff | P1 | GW / AFR | All staff have standard PP objective | Yes | Yes | - | - | - | - |
| Ensure that PP progress objectives have prominent placement on whole-school action plan and faculty action plans | P1, P2, P3 | APS | Appropriate objectives are present on whole-school and faculty action plans, with a key person responsible for ensuring the objective is met | Yes | - | - | - | - | - |
| Use previous year's data to inform early monitoring (and intervention as required) of current students | A1, B2, P1-3 | APS / ZY / HA | 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 | 75% of depts have rigorous systems in place | 90% of depts have rigorous systems in place | 100% of depts have rigorous systems in place | 100% 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 | 75% of depts have strategic systems in place | 80% of students meet bespoke targets/ actions | 100% of depts have strategic systems in place | 90% of students meet bespoke targets/ actions | 100% of depts have strategic systems in place | 95% of students meet bespoke targets/ actions |
| Monitor attendance daily, and ensure parents are contacted where attendance is a concern. | A1, A2 | ZY / HA | PP attendance is 95.1% or better. Persistent absence rate is lower than 5.3% | PP Att >90% PA <10% | PP Att >92% PA <8% | PP Att >94% PA <6% | PP Att >95% PA <5.3% | 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 / HA | Reduction in the number of PP students whose progress is causing concern (KS4 P8 <-1, KS3 good or exceptional progress (GE) <40%) | <40% of students causing progress concern | <30% of students causing progress concern | <20% of students causing progress concern | <10% 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 | | | | | |
| | | | | Oct 18 | Dec 18 | Feb 19 | Apr 19 | Jun 19 | Jul 19 |
| 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 <0.5 KS3 GE gap <20% | KS4 P8 gap <0.3 KS3 GE gap <10% | KS4 P8 gap <0.3 KS3 GE gap <10% | KS4 P8 gap <0.1 KS3 GE gap <5% | KS4 P8 gap =0 KS3 GE gap =0% |
| Implement 'live marking' as a commonly-used strategy for PP students | P1-4 | APS / ZY / HA | Observations of >20 mins show that live marking is taking place for PP students. Student work shows evidence of teacher feedback for <u>each</u> piece of work | >75% of obs / >75% of work shows live marking | >75% of obs / >75% of work shows live marking | >85% of obs / >85% of work shows live marking | >85% of obs / >85% of work shows live marking | >95% of obs / >95% 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 / HA | 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 returning from absence have caught up in 1 week | 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. | 100% of students have caught up. Feedback from staff is >90% positive. |
| Continue curriculum "bid" process for faculties to access Pupil Premium funding for initiatives / resources within own department. Tighter review and evaluation of impact on all bids | P1-4 | APS | All bids have clear and measurable (inc. qualitative measures) impact criteria within a specific timeframe. | 100% of bids have measurable impact criteria | 100% of bids have measurable impact criteria | 50% of impact criteria met | 60% of impact criteria met | 70% of impact criteria met | 80% of impact criteria met |
| Identify if there is a vocab gap between PP and non-PP students, and put steps in place to diminish this gap if so | P1-4 | APS | Tests completed and any gaps identified. A reduction in the vocab gap exists by the end of the year. | | Vocab/ reading tests complete | | 10% reduction in vocab gap | | 20% reduction in vocab gap |

| Actions to secure desired outcomes | | | | | | | | | | |
|---|----------|--------------------|--|------------|--|-------------------------------------|-------------------------------------|---|---|---|
| Action | Strand | Monitored by | Success if... | Milestones | | | | | | |
| | | | | Oct 18 | Dec 18 | Feb 19 | Apr 19 | Jun 19 | Jul 19 | |
| 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 / HA / 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 | >70% of PP parents have met LL team | >80% of PP parents have met LL team | >80% of PP parents have met LL team twice | >90% of PP parents have met LL team twice | |

Breakdown of Anticipated Spending

The anticipated spending for 2018/9 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 | £ 43,258 | | | |
| Senior Leader i/c PP | P1-4 | £ 3,417 | | | |
| Enrichment and Opportunities Coord | A1, B2 | £ 3,710 | | | |
| External PP Adviser | - | £ 1,800 | | | |
| | | | | | |
| TOTAL | | £ 52,185 | £ - | | |

| | | | | | |
|---------------------------|------|-----------------|------------|--|--|
| CURRICULAR SUPPORT | | | | | |
| English | P1-4 | £ 2,000 | | | |
| Maths | P1-4 | £ 2,000 | | | |
| Science | P1-4 | £ 2,000 | | | |
| Other Subjects | P1-4 | £ 5,000 | | | |
| | | | | | |
| TOTAL | | £ 11,000 | £ - | | |

| | | | | | |
|--|--------|----------------|------------|--|--|
| EXTRA-CURRICULAR SUPPORT | | | | | |
| Peripatetic lessons | A3, B2 | £ 500 | | | |
| Contributions to educational day visits and residentials | A3, B2 | £ 2,000 | | | |
| | | | | | |
| TOTAL | | £ 2,500 | £ - | | |

| | | | | | |
|--|------|----------------|------------|--|--|
| FINANCIAL SUPPORT | | | | | |
| Contributions to transport | A1-3 | £ 500 | | | |
| Contributions to uniform and equipment | B2 | £ 1,000 | | | |
| Contributions to other agency access | - | £ 500 | | | |
| | | | | | |
| TOTAL | | £ 2,000 | £ - | | |

| | | | | | |
|----------------------|---|-----------------|------------|--|--|
| Contingency | - | £ 570 | | | |
| OVERALL TOTAL | | £ 68,255 | £ - | | |