

DtD Impact Statement for 2015/16

- For focused 2015/16 spending & rationale, please see the separate spending table & narrative documents. The total PP funding allocated to CLRCHS for 2015/16 was **£253,005**

| Barrier | Amount Allocated | Chosen Strategies | Impact |
|--------------------|------------------|---|---|
| Raising Aspiration | £25,000 | <ul style="list-style-type: none"> Positive Steps Reduction in fixed term exclusions Purchase of 'Class Charts' Inclusion Manager | <p><u>KS5 Next Steps:</u> 73% of PP cohort attained grades to attend university which was more than the Non-PP cohort (67%). Interest in & applications for Russell Group from PP eligible students have increased for the 2016/17 cycle. 100% of Y13 PP cohort in EE or T.</p> <p><u>Sustained excellent NEET figures IN KS4:</u> Maintenance of low NEET figures, 1.6% as of Nov 2015 - 3 students. Two of whom have since found placements; one is uncontactable due to having moved out of the area and unable to be tracked. High levels of participation have been maintained. Increased parental engagement with Positive Steps with a particular focus upon SEN, PP and LAC.</p> <p><u>Class Charts:</u> Class Charts was used to improve engagement & rates of progress. All staff use Class Charts for seating plans with PP cohort also noted on mark-sheets. The programme uses a diagnostic approach allowing staff to access bespoke seating plans based on SIMs behaviour data.</p> <p><u>Tackling FTE's:</u> Reduced Fixed Term Exclusions in 2015/16 (reduction in both numbers & percentage evidenced below):</p> <ul style="list-style-type: none"> 42 PP children received a FTE in 2015/16 (35% of all FTEs) 64 PP children received a FTE in 2014/15 (37% of all FTEs). |

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| Parental Engagement | £15,000 | <ul style="list-style-type: none"> • Y11 Closing the Gaps support evenings. • Pastoral Support Officer | <p><u>Y11 Parental Support:</u> 100% of parents who attended (all PP) agreed in the post-presentation survey that the information provided was informative, included useful resources and felt more confident with supporting their son/daughter with revision & other aspects of Year 11 pressures. Survey results available.</p> |
| School Ethos | £20,000 | <ul style="list-style-type: none"> • Behaviour Improvement • Rewards Budget including purchase of VIVO • Support for educational trips & visits/enrichment opportunities | <p><u>Improved Behaviour of PP cohort:</u> PP children accounted for 33% of all behavioural incidents in 2014/15 compared to just 25% in 2015/16. PP children accounted for 37% of all FTEs in 2014/15 compared to 35% in 2015/16.</p> <p><u>Provision for SEN/LAC Report:</u> Personal development, behaviour and welfare</p> <p><i>"Students from Years 7, 8 and 9 who met with the reviewer said that they had not experienced any bullying and that they feel well supported and happy in school. One student commented that the larger numbers of students in the school had helped with building relationships with a peer group which she had not had at primary school."</i></p> <p><u>Rewards:</u> 94/160 FSM (58.7%) of FSM have accessed VIVO rewards which is a higher percentage than Non-PP & above the whole school percentage of 34.52%. In total, 8828 VIVO points were awarded to pupils eligible for the premium allowing them access educational resources & equipment including pens and rulers as well as department specific equipment including calculators.</p> <p>Year 11 Prize giving for the class of 2015/16 saw a total of 17 pupils from the PP cohort receive prizes (33% of the PP cohort & 27% of all prize winners).</p> <p>Support for end of year rewards trips for pupils entitled to the premium. No pupil was unable to attend for financial reasons due to the availability of the premium.</p> |

| | | | <p><u>Enrichment/Trips & Visits:</u> Copies of our newsletters, available on our website give an indication of the number & range of enrichment opportunities available to our pupils, with the premium being used to support both educationally and socially. With part of the premium already built in to department capitations, additional funds were also bid for. Examples of trips supported by the premium include the Year 8 Activity Trip (CLA places were fully funded), the 'Living for Sport' project and Art & Design trips for both KS3 & KS4.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---------|---|--|----------------------|-------------|------|--|------|-------------|-----------------------|-------|-------|--|-------|------|--------------|------|-------|--|-------|-------|-----------------------|-----|-----|--|-------|------|--------------|-----|------|--|------|------|
| Family Support | £60,000 | <ul style="list-style-type: none"> • CARITAS social worker • Appointment of key worker for CLA • Further support staff in Additional Needs | <p><u>SEN Report for (Review of Provision for SEN/LAC pupils):</u></p> <p><i>"The benefit of allocating teaching assistants to subject departments is that they help with the differentiation and development of work in the subject, often making good use of their own subject knowledge or interests. At the same time, students do not become over-dependent on a teaching assistant and are able to develop greater independence."</i></p> <p><i>"The school has used some of its expertise to provide courses and programmes for vulnerable students, as well as working with external agencies to provide these. Themes covered include domestic abuse, alcohol and drug misuse, anxiety and the use of social media."</i></p> <p><i>"The school's information also shows the extensive efforts in working with families as well as with individual students."</i></p> <p><i>"The school has used some of its expertise to provide courses and programmes for vulnerable students, as well as working with external agencies to provide these. Themes covered include domestic abuse, alcohol and drug misuse, anxiety and the use of social media."</i></p> <p><u>SEN 2016 Y11 Cohort Impact (35% of our 2016 SEN cohort were also entitled to the PP):</u></p> <table border="1" data-bbox="929 1133 1832 1353"> <thead> <tr> <th>SEN & EAL</th> <th>2014</th> <th>2015</th> <th></th> <th>2016</th> <th>2016 N. Av.</th> </tr> </thead> <tbody> <tr> <td>Attainment8 Score SEN</td> <td>34.45</td> <td>26.95</td> <td></td> <td>35.38</td> <td>31.2</td> </tr> <tr> <td>P8 Score SEN</td> <td>-0.3</td> <td>-0.28</td> <td></td> <td>-0.41</td> <td>-0.55</td> </tr> <tr> <td>Attainment8 Score EAL</td> <td>n/a</td> <td>n/a</td> <td></td> <td>53.09</td> <td>49.9</td> </tr> <tr> <td>P8 Score EAL</td> <td>n/a</td> <td>0.71</td> <td></td> <td>0.59</td> <td>0.39</td> </tr> </tbody> </table> | SEN & EAL | 2014 | 2015 | | 2016 | 2016 N. Av. | Attainment8 Score SEN | 34.45 | 26.95 | | 35.38 | 31.2 | P8 Score SEN | -0.3 | -0.28 | | -0.41 | -0.55 | Attainment8 Score EAL | n/a | n/a | | 53.09 | 49.9 | P8 Score EAL | n/a | 0.71 | | 0.59 | 0.39 |
| SEN & EAL | 2014 | 2015 | | 2016 | 2016 N. Av. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | <p>2016 Att.8 score for SEN up significantly from 26.95 to 35.38 putting it above the national average of 31.2 with the P8 score remaining above the national average for SEN (-0.41 in 2016 compared to a national average of -0.55).</p> <p>The Attainment 8 score for LAC rose significantly from 17.5 to 38.</p> |
| Attendance | £15,000 | <ul style="list-style-type: none"> • Tackling Fixed Term Exclusions • Investment in attendance officer | <p><u>Tackling FTE's:</u> Reduced Fixed Term Exclusions in 2015/16 (reduction in both numbers & percentage evidenced below):</p> <ul style="list-style-type: none"> • 42 PP children received a FTE in 2015/16 (35% of all FTEs) • 64 PP children received a FTE in 2014/15 (37% of all FTEs). <p><u>Investment in Attendance Officer:</u> Improved attendance in 2015/16 (increased PP attendance by 1.4% & also closed in school attendance gap between PP & Non-PP by 1%):</p> <ul style="list-style-type: none"> • PP Attendance - 2014/15 = 91.4% compared to non PP figure of 94.81%. • PP Attendance - 2015/16 = 92.8% compare to non PP figure of 95.26% <p><u>SEN/LAC Provision Report:</u></p> <p><i>"Absences are followed up rigorously, both those which are short-term as well as students absent from school for an extended period of time. Home visits are made where necessary."</i></p> |
| Income & Material Deprivation | £15,000 | <ul style="list-style-type: none"> • Uniform/Equipment • Taxis • Availability of digital technology (tablets in core departments, Kindles etc.) | <p><u>Uniform/Equipment:</u> SIMs data shows a reduction in behaviour/equipment incidents in 2015/16. This was also helped by the role of the Pastoral Support Officer whose role included uniform checks and interventions each morning. The use of VIVO to give equipment as rewards also contributed towards the improvement.</p> |

| | | | <p><u>Taxis:</u> In exceptional circumstances, the PP subsidy was used to provide transport for KS4 pupils where there was a valid reason for being unable to access regular transport or attend school on time without the additional assistance. The impact was improved punctuality 7 attendance, particularly in the case of 2 Year 11 pupils.</p> <p><u>Digital Technology:</u> Purchase of tablets in core departments to give access to online resources not necessarily available at home and also to aid preferred learning styles. This opportunity & these resources wouldn't have been available otherwise. Kindles were also purchased for specific PP/LAC individuals in line with needs.</p> | | | | | | | | | | | | | | | | | | |
|---|------------|---|--|--------------------|------------|--|--|-----|-----|---|-----|-----|---|-----|-----|-------------------------------------|-----|-----|---|-----|-----|
| Health | £7,000 | <ul style="list-style-type: none"> • Breakfast Club • Use of 'Positive Minds' | <p><u>Positive Minds Evaluation (full report available):</u></p> <table border="1" data-bbox="931 775 2040 1091"> <thead> <tr> <th data-bbox="931 775 1749 826">Question/Statement</th> <th colspan="2" data-bbox="1749 775 2040 826">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 826 1749 877">Did you find the Positive Minds training useful?</td> <td data-bbox="1749 826 1895 877">69%</td> <td data-bbox="1895 826 2040 877">31%</td> </tr> <tr> <td data-bbox="931 877 1749 928">Did the training help you understand how your mind makes decisions based on; Emotions, Facts, auto pilot?</td> <td data-bbox="1749 877 1895 928">77%</td> <td data-bbox="1895 877 2040 928">23%</td> </tr> <tr> <td data-bbox="931 928 1749 979">Have you used the training to manage your emotions (chimp)?</td> <td data-bbox="1749 928 1895 979">54%</td> <td data-bbox="1895 928 2040 979">46%</td> </tr> <tr> <td data-bbox="931 979 1749 1031">Is there anything you didn't enjoy?</td> <td data-bbox="1749 979 1895 1031">23%</td> <td data-bbox="1895 979 2040 1031">77%</td> </tr> <tr> <td data-bbox="931 1031 1749 1091">Would you recommend Positive Minds to other students?</td> <td data-bbox="1749 1031 1895 1091">77%</td> <td data-bbox="1895 1031 2040 1091">23%</td> </tr> </tbody> </table> <p><u>Breakfast Club:</u> This has been an incredibly popular initiative with as many as 130 pupils availing of the food and general resources each morning. Registers indicate that over 70% of those attending are entitled to the premium with the remaining pupils accessing the arrangements due to our knowledge of their individual situations and needs.</p> | Question/Statement | Percentage | | Did you find the Positive Minds training useful? | 69% | 31% | Did the training help you understand how your mind makes decisions based on; Emotions, Facts, auto pilot? | 77% | 23% | Have you used the training to manage your emotions (chimp)? | 54% | 46% | Is there anything you didn't enjoy? | 23% | 77% | Would you recommend Positive Minds to other students? | 77% | 23% |
| Question/Statement | Percentage | | | | | | | | | | | | | | | | | | | | |
| Did you find the Positive Minds training useful? | 69% | 31% | | | | | | | | | | | | | | | | | | | |
| Did the training help you understand how your mind makes decisions based on; Emotions, Facts, auto pilot? | 77% | 23% | | | | | | | | | | | | | | | | | | | |
| Have you used the training to manage your emotions (chimp)? | 54% | 46% | | | | | | | | | | | | | | | | | | | |
| Is there anything you didn't enjoy? | 23% | 77% | | | | | | | | | | | | | | | | | | | |
| Would you recommend Positive Minds to other students? | 77% | 23% | | | | | | | | | | | | | | | | | | | |

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| <p>Academic Support</p> | <p>£95,000</p> | <ul style="list-style-type: none"> • Lead Practitioner roles • KS4/5 Study Skills intervention • GCSE Revision Resources & Materials • Period 6 & further intervention provision • PiXL Partnership • Staff CPD on 'Narrowing the Gaps' • Music Tuition • Additional EnMa staffing | <p><u>Music Tuition:</u> The subsidy for music tuition is made available to all pupil premium students to allow them to take part in peripatetic lessons which are normally the reserve of more wealthy peers. This is an essential opportunity which research shows has a significant impact on pupils and their wider social, artistic and academic achievement. In 2016 all 3 students gained 4 LOP with two students gaining two grades higher than minimum expected grade. The other pupil achieved one grade higher. The instrumental tuition provided contributed to their success as 60% coursework required Instrument skills. Current year 11: Two students on target, two a grade below, two a grade above. The students who are below are targeted and receiving extra help.</p> <p><u>Year 11 PP/LAC Success:</u> Attainment 8 Score for PP cohort rose by 2.14 from 41.53 in 2015 to 43.67 in 2016. This is 2.57 points above the 2016 national average of 41.1. Percentage of PP cohort attaining A*-C in both English AND Maths is 43.2%, same as national average & up from 40.4% in 2015. In addition, the in school gap for this measure has subsequently closed by 5.1% to 19.7%.</p> <p>The Attainment 8 score for LAC rose significantly from 17.5 to 38.</p> <p><u>Study Skills Evaluation (delivered by Learning Performance):</u> Q1. How would you rate the presentation?</p> <table border="1" data-bbox="929 986 2045 1136"> <tr> <td>Excellent</td> <td>64</td> </tr> <tr> <td>Very Good</td> <td>35</td> </tr> <tr> <td>Good</td> <td>11</td> </tr> <tr> <td>Poor</td> <td>0</td> </tr> </table> <p>Q2. How would you rate the ideas covered today?</p> <table border="1" data-bbox="929 1209 2045 1359"> <tr> <td>Excellent</td> <td>47</td> </tr> <tr> <td>Very Good</td> <td>53</td> </tr> <tr> <td>Good</td> <td>10</td> </tr> <tr> <td>Poor</td> <td>0</td> </tr> </table> | Excellent | 64 | Very Good | 35 | Good | 11 | Poor | 0 | Excellent | 47 | Very Good | 53 | Good | 10 | Poor | 0 |
| Excellent | 64 | | | | | | | | | | | | | | | | | | |
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| Poor | 0 | | | | | | | | | | | | | | | | | | |

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| | | <p><u>Lead Practitioner Roles:</u> Improvement on the number & percentage of teachers rated good or outstanding.</p> <p><u>Performance/Improvement in Maths:</u> Overall increase in 3LOPs in Maths to 62% with PP rising to 44% for 3LOPs in 2016 from 40% in 2015. PP students achieving 4LOPs rose to 14%.</p> <p><u>Whole school SEN/LAC Progress (from the Provision for SEN/LAC Report):</u></p> <p>Achievement <i>"Students who met with the reviewer feel that they are making progress and value the support of the team of staff working on special educational needs. This is supported by work in the students' books."</i> <i>"Data showing the progress of students with special educational needs in each year group shows the improving overall rate of progress of students in Years 9, 10 and 11."</i></p> <p><u>PiXL Partnership:</u> Use of inspirational assemblies, access to PLC's allowing for an improved diagnostic approach to intervention, focused Maths guidance with use of resources including sample papers & PPE's used across all subjects to improve performance. The majority of subjects at Cardinal Langley are rated outstanding for progress based on 2016 results with Maths also improving.</p> <p><u>Staff CPD:</u> Staff awareness of pupils eligible for the premium and using effective strategies, including ClassCharts to improve engagement & rates of progress. All staff use Class Charts for seating plans with PP cohort also noted on mark-sheets. Progress trackers devised for Subject Leaders with data broken down in to cohorts to allow tracking & intervention of key marginals with PP being a major focus. Improved knowledge for PAL's (Heads of Year) regarding PP funding, strategies & tracking (CPD session delivered in March 2016). PAL's taking a more involved role in PP, a shift away from Subject Leader ownership of spending.</p> |
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