

# Cardinal Langley **RC** High School

## Pupil Premium Strategy

### Impact Report 2016/17

*'The school's use of its pupil premium funding to raise the achievement of disadvantaged pupils is particularly effective. The differences between the achievement of these pupils and that of their peers are diminishing rapidly'*

*Ofsted, 2017*

## Pupil Premium Strategy - Impact Report 2016/17

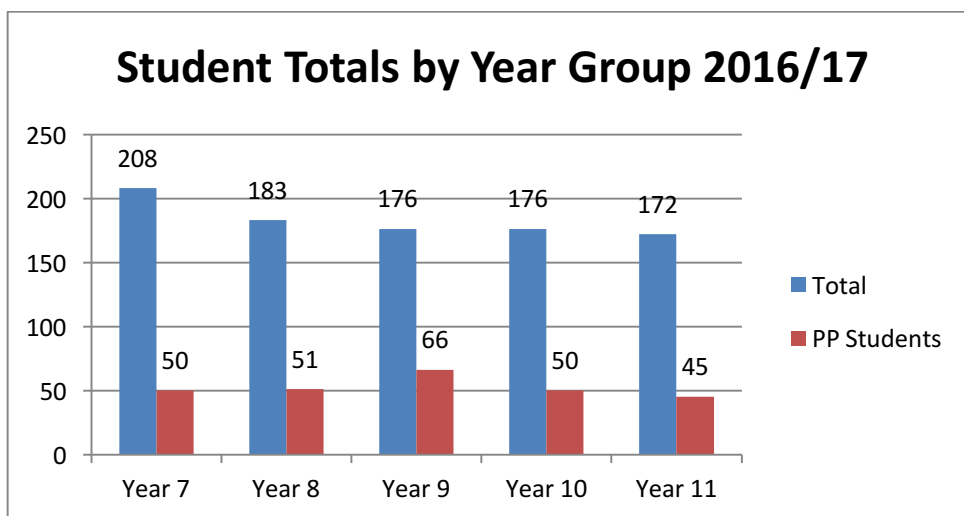
At Cardinal Langley RC High School we believe that socio-economic disadvantage should not be a barrier to academic success. We have high expectations of all of our students and seek to diminish any differences in achievement between those who are disadvantaged and their peers.

Total number of students eligible:	252
Total amount of Pupil Premium Grant:	£266,500
Total spending on support for disadvantaged students:	£267,770

The Pupil Premium grant allocated to Cardinal Langley has been used to raise the achievement of disadvantaged students through identifying and subsequently overcoming specific barriers to learning in order to have the greatest impact on students. School and national research indicates that the following barriers to learning must be overcome to raise the achievement of disadvantaged students:-

- Raising Aspiration
- Parental Engagement
- School Ethos
- Family Support
- Attendance
- Income and Material Deprivation
- Health
- Academic Support

As a Catholic and Lasallian school, giving all our young people the opportunity to progress and achieve is of paramount importance. The Pupil Premium grant supports the work across the school to make this vision a reality. In order to achieve the best value for the funding available, budget decisions are based on the impact observed within Cardinal Langley over recent years, analysis of issues and trends within current year groups and a review of the wider educational research evidence, specifically research carried out by The Sutton Trust and more recent reports from the Department for Education.



## Pupil Premium Spending Table 2016/17

Raising Aspiration				
Positive Steps	<p><b>Rationale:</b> Careers information, advice and guidance provided to students will ensure that all students have appropriate post 16 pathways identified and NEET percentage for disadvantaged students will be low.</p> <p><b>Research:</b> New Sutton Trust Research - January 2016 - "aspiration has a large influence on outcomes, independent of cognitive ability." DfE report on aspirations of disadvantaged pupils (November 2015)</p>	<p>Planned spend: £8,000</p> <p>Actual spend: £8,000</p>	<p>Very high levels of participation with post-16 education and training. NEET figures of 1.1% placing us equal lowest in the LA (MI Report – May 2017)</p> <p>Gold Award for Inspiring CIAG achieved July 2017</p>	
Inclusion Manager	<p><b>Rationale:</b> Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school.</p> <p><b>Research:</b> Sutton Trust Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5)</p>	<p>Planned spend: £20,430</p> <p>Actual spend: £21,246</p>	<p>Overall fixed term exclusions reduced by 75% comparing 2016/17 with 2014/15. PP FTEs reduced each year:- 2014/15 - 64 2015/16 - 42 2016/17 - 29</p>	
Classroom Support Tools e.g. Class Charts	<p><b>Rationale:</b> Easy identification of targeted students will lead to more personalised classroom support</p> <p><b>Research:</b> Sutton Trust Toolkit - Behaviour Interventions (+4), Learning Styles (+2), Research on effective seating plans - <a href="http://www.corelearn.com">http://www.corelearn.com</a></p>	<p>Planned spend: £1,300</p> <p>Actual spend: £2,197</p>	<p>All staff now use Class Charts software to generate seating plans. This uses a diagnostic approach to enable bespoke plans to be created based on PP eligibility, student characteristics and SIMS behaviour data.</p>	

## Parental Engagement

<p>Pastoral Support Officer</p>	<p><b>Rationale:</b> Single point of contact for parents will enable increase confidence of parents to contact school and enable issues to be resolved more effectively</p> <p><b>Research:</b> Sutton Trust Toolkit - Behaviour interventions (+4), Parental Involvement (+3)</p>	<p>Planned spend: £24,300</p> <p>Actual spend: £24,120</p>	<p>Ofsted Parentview – May 2017 % Agree / Strongly Agree</p> <ol style="list-style-type: none"> <li>1. My child is happy at school 90%</li> <li>2. My child feels safe at this school 93%</li> <li>3. My child is well looked after 87%</li> </ol>	
<p>Leading Parental Partnership Award</p>	<p><b>Rationale:</b> LPPA award will enable more effective parental engagement (including course facilitation training)</p> <p><b>Research:</b> School/local area context, Parents' Evening Attendance Statistics, Sutton Trust Toolkit (Parental Involvement +3)</p>	<p>Planned spend: £10,000</p> <p>Actual spend: £6,780</p>	<p>High levels of attendance at parents evenings (between 85% and 90% depending on year group)</p> <p>Three staff received training to deliver parenting course to begin 2017/18</p>	
<p>Purchase &amp; use of Doodle for KS3 assessment &amp; additional learning resources</p>	<p><b>Rationale:</b> Diagnostic approach to assessment following the national curriculum will allow staff to identify gaps &amp; intervene. In addition, improved skills based reports allow parents &amp; carers to target areas to support at home. Doodle's online resources can also be accessed from home as can teacher resources uploaded to the site. The new parent login will be launched this year.</p> <p><b>Research:</b> Sutton Trust Toolkit - Parental Involvement (+3) &amp; DfE Publication `The Impact of Parental Involvement on Children's Education`</p>	<p>Planned spend: £6,000</p> <p>Actual spend: £7,950</p>	<p>All staff use Doodle skills based approach to track progress at KS3.</p> <p>English: 57% of Year 7 PP on / above target 89% of Year 8 PP on / above target</p> <p>Maths: 74% of Year 7 PP on / above target 95% of Year 8 PP on / above target</p>	

<p>Home learning resources (including USB memory sticks)</p>	<p><b>Rationale:</b> Resources to encourage parental involvement with homework, revision and school activities to provide increased students support out of school hours. Reduced KS4 spending compared to previous years due to Wasted Years Report &amp; other research/evidence on importance of intervening earlier in secondary education.</p> <p><b>Research:</b> Sutton Trust Toolkit - Parental Involvement (+3), Learning Styles (+2)</p>	<p>Planned spend: £3,000</p> <p>Actual spend: £248</p>	<p>Year 11 Closing the Gap support evening well attended. 100% of parents who attended (all PP) agreed in the post-presentation survey that, following the information and resources provided, they were more confident in supporting their son/daughter with revision and other Year 11 pressures.</p>	
<h2>School Ethos</h2>				
<p>Rewards Budget (including VIVO Rewards license)</p>	<p><b>Rationale:</b> To further develop the positive culture through rewarding students for positive behaviour, excellent work and contributing to school activities</p> <p><b>Research:</b> DSCF 2009, Deprivation and Education</p>	<p>Planned spend: £6,000</p> <p>Actual spend: £5,892</p>	<p>236,399 VIVO points issued in 2016/17 with an average of 251 per student. Focus in 2017/18 on rewarding Attitude to Learning. Support for end of year rewards trips so no student unable to attend due to financial reasons.</p>	
<p>Year 9 Culture of Learning (2016/17)</p>	<p><b>Rationale:</b> Year 9 has the highest proportion of students eligible for PP. Learning Performance intervention to reduce exclusions and number of behaviour incidents through tackling lack of engagement.</p> <p><b>Research:</b> Sutton Trust Toolkit - Behaviour Interventions (+4)</p>	<p>Planned spend: £11,000</p> <p>Actual spend: £21,619</p>	<p>Exclusion rate reduced for Year 9 but 49% of behaviour points from PP students (36% of cohort) and remains the highest proportion of all year groups.</p>	

PiXI Partnership	<p><b>Rationale:</b> Learning from best practice around the country to encourage innovation.</p> <p><b>Research:</b> Sutton Trust Toolkit - Mastery Learning (+5), Collaborative Learning (+5), Individual Instruction (+2)</p>	<p>Planned spend: £5,500</p> <p>Actual spend: £5,800</p>	Pre-Public Exams and Personalised Learning Checklists found to be useful but significant financial cost of London based meetings and high number of staff teaching days missed.	
<b>Family Support</b>				
CARITAS Social Worker	<p><b>Rationale:</b> To have qualified social worker to provide in school expertise for dealing with complex issues</p> <p><b>Research:</b> Sutton Trust Toolkit - Social &amp; Emotional Learning (+4), Behaviour interventions (+4)</p>	<p>Planned spend: £11,000</p> <p>Actual spend: £9,900</p>	High quality support provided by qualified social worker but only small number of families able to access due to availability one day per week.	
Key Worker for CLA	<p><b>Rationale:</b> Dedicated Key Worker for all CLA to co-ordinate provision through school, parents, social services</p> <p><b>Research:</b> Sutton Trust Toolkit - Mentoring (+1)</p>	<p>Planned spend: £30,200</p> <p>Actual spend: £30,357</p>	Dedicated Key Worker for CLA provides essential support for students and families. They co-ordinate school approaches with virtual Headteacher and monitor progress on Personal Education Plan (PEP).	
Individual CLA Intervention	<p><b>Rationale:</b> Personalised academic support for individual students</p> <p><b>Research:</b> Sutton Trust Toolkit - Mentoring (+1)</p>	<p>Planned spend: £15,100</p> <p>Actual spend: £15,706</p>	Used to achieve the aims agreed in the PEP with the virtual Headteacher.	

## Attendance

Attendance Officer	<p><b>Rationale:</b> Improve attendance and reduction in persistent absenteeism</p> <p><b>Research:</b> DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research</p>	<p>Planned spend: £22,820</p> <p>Actual spend: £23,763</p>	Attendance of PP students increased to 93.2% and now above the national average for PP students of 92.8%.	
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## Income and Material Deprivation

Subject related enrichment activities and visits (theatre trips, museum visits)	<p><b>Rationale:</b> Increase engagement in school activities and raise aspiration</p> <p><b>Research:</b> Sutton Trust Toolkit - Arts &amp; Sports participation (+2), Outdoor adventure learning (+3)</p>	<p>Planned spend: £6,000</p> <p>Actual spend: £5,632</p>	<p>Subject enrichment activities supported include:-</p> <ul style="list-style-type: none"> <li>• Year 8 Activity trip</li> <li>• Theatre visits: Macbeth, Curious Incident of the Dog in the Night time</li> <li>• French Exchange visit</li> <li>• Cinema visit</li> <li>• Art Gallery visit</li> </ul>	
Pastoral fund	<p><b>Rationale:</b> Support for families to purchase school uniform and PE kit to improve attendance and encourage participation</p> <p><b>Research:</b> Pastoral leader experience of Cardinal Langley students</p>	<p>Planned spend: £3,500</p> <p>Actual spend: £1,889</p>	<p>Support for students through:-</p> <ul style="list-style-type: none"> <li>• Transport costs</li> <li>• Accommodation</li> <li>• Uniform</li> <li>• Sportswear</li> <li>• Participation in spiritual retreats</li> </ul>	

Subject related extra-curricular materials	<p><b>Rationale:</b> Materials for enrichment projects in DT &amp; Art, ingredients for Food Technology, encourage attendance at after school clubs</p> <p><b>Research:</b> Sutton Trust Toolkit - Arts &amp; Sports participation (+2), Extending school time (+2)</p>	<p>Planned spend: £1,500</p> <p>Actual spend: £1,024</p>	<p>Students supported through:-</p> <ul style="list-style-type: none"> <li>• Facility Usage</li> <li>• Design Technology materials</li> <li>• Transport costs</li> </ul>	
Music Tuition	<p><b>Rationale:</b> Impact of peripatetic music tuition on academic achievement and participation in school events</p> <p><b>Research:</b> Sutton Trust Toolkit - Arts &amp; Sports participation (+2)</p>	<p>Planned spend: £1,200</p> <p>Actual spend: £2,440</p>	<p>One to one and small group music tuition of PP students subsidised to encourage participation.</p>	
<b>Health</b>				
Breakfast Club	<p><b>Rationale:</b> Students who have eaten breakfast will have increased concentration in lessons</p> <p><b>Research:</b> Sutton Trust Toolkit - Extending school time (+2), students who have a healthy morning meal are twice as likely to achieve above-average test results than those who do not have breakfast (The Key - November 2015)</p>	<p>Planned spend: £4,000</p> <p>Actual spend: £3,751</p>	<p>Breakfast Club remains a popular initiative with approx. 130 students regularly attending, of which 70% are eligible for PP. Punctuality for 2016/17 was 99.1%, up from 97.2% in 2015/16.</p>	



# Academic Support

Lead Practitioners (x4)	<p><b>Rationale:</b> High quality teaching increases academic performance</p> <p><b>Research:</b> Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition &amp; self-regulation (+8), Collaborative Learning (+5)</p>	<p>Planned spend: £17,240</p> <p>Actual spend: £17,990</p>	<p>Lead Practitioners appointed in English, maths, science &amp; MFL and leading on improving quality of teaching across the school. Quality of teaching, learning &amp; assessment graded as Good by Ofsted in May 2017 (up from RI in April 2015).</p>	
Classroom based teaching assistants in English & maths (x2)	<p><b>Rationale:</b> Personalised intervention programme increases academic performance</p> <p><b>Research:</b> Sutton Trust Toolkit - Teaching Assistants (+1), 1 to 1 tuition (+5), Mentoring (+1)</p>	<p>Planned spend: £30,180</p> <p>Actual spend: £31,412</p>	<p>Two subject based Learning Progress Assistants in English and maths to provide personalised support.</p> <p>Eng Lng %4+ 52.2% (75.7% non PP)</p> <p>Eng Lit %4+ 58.6% (74.6% non PP)</p> <p>Maths %4+ 40.9% (56.3% non PP)</p>	
Learning Performance Partnership	<p><b>Rationale:</b> Year-long partnership with Learning Performance focusing on specific projects across year groups &amp; cohorts including KS3 meta-cognition &amp; growth mind-set</p> <p><b>Research:</b> Learning Performance work with 4 of the top 10 performing Closing the Gaps schools</p>	<p>Planned spend: £11,000</p>	<p>Learning Performance Impact Report indicates:-</p> <ul style="list-style-type: none"> <li>• 100% of parents rated the ideas and strategies in the Year 8 parent &amp; child workshop as excellent</li> <li>• 100% of parents rated the ideas and strategies in the Year 9 parent &amp; child workshop as very good or excellent</li> <li>• 80% of Year 9 students rated the ideas and strategies in the student workshop as good</li> </ul>	

Allocated to subject / pastoral areas for specific PP projects	<p><b>Rationale:</b> Innovation encouraged through targeted intervention strategies</p> <p><b>Research:</b> School experience of student / cohort specific interventions</p>	<p>Planned spend: £28,000</p> <p>Actual spend: £18,874</p>	Targeted spending in subject areas to reduce the attainment gap between PP students and their peers.	
Administration	Photocopying & Postage costs Support staff time assisting parents with FSM applications	<p>Planned spend: £1,500</p> <p>Actual spend: £1,180</p>		

**Impact evaluation:**

	Strategy was successful and will be used again
	Strategy will be used again with refinements
	Strategy will not be used again