

Pupil Premium - Proposed Spending 2015-16

Allocating the Pupil Premium funding is designed to have the greatest impact on the cohort. In order to achieve the best value for the funding, budget decisions are based on the impact observed within Cardinal Langley over recent years alongside 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.

The proposed spending of this allocation of £253,005 for 2015/16 is outlined in the document 'Pupil Premium Spending Table 2015/16'.

The spending can be categorised into the following broad areas:

Investment in specialist teachers in Maths and additional literacy, numeracy and learning support.

Such spending results in reduced class sizes (rated as +5 in the Sutton Trust-EEF Teaching & Learning Toolkit¹) and increased non-contact time for teaching staff and subject leadership staff. This allows the pedagogy to deliver greater, and higher quality, Feedback (+8 rating), identified as one of the top two most effective methods to improve the performance of those eligible for Pupil Premium. Further benefits include an increased capacity for properly-supported Collaborative Learning (+5 rating). Subject leaders are time-enabled to analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium. This includes half-termly data collections, analysis and action plans for pupils entitled to the Premium.

In preparation for the summer exams in 2015, the school availed of the expertise of The Tutor Trust to support the Pupil Premium cohort in closing the gap in English and Maths.

Investment in specialist support staff (Pastoral Support Officer & Inclusion Manager)

In tandem with the areas above, specialist staff are secured to focus on specific areas of support and strategic response. This can include identified pastoral support (Inclusion Manager) as well as wider contributions to meetings to analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium.

¹ aggregated research identified through the Sutton Trust-EEF Teaching & Learning Toolkit, which contains full references for all relevant research cited. See <http://educationendowmentfoundation.org.uk/toolkit/> for further information

Members of the Additional Needs team also coordinate literacy projects, incorporating methods of peer learning (+6) & specifically addressing pupils entitled to the Premium.

A significant percentage of the allocation is used in this area. The role of the school Inclusion Manager effectively engages pupils with behaviour issues, a high number of whom are eligible for the Premium. Sutton Trust research rates Behaviour interventions at +4.

Within the Additional Needs unit, a number of key workers are employed using the funding. One key worker is specifically responsible for supporting and monitoring the progress and pastoral wellbeing of LAC pupils. In addition to the support from staff, LAC pupils also receive additional educational resources from the funding where necessary e.g. the purchase of Kindles to support literacy and learning styles.

Targeted support for high-impact extra-curricular provision and specific projects

A range of projects and initiatives are funded through the Pupil Premium. These include support for a systematic programme of extra-curricular learning which incorporates a school-wide commitment to Outdoor Adventure Learning (+3 rating) (subsidies for trips/events such as the Kintbury retreat) & support for participation in sporting activities (provision of kit) (Arts & Sports participation +2).

Further activities are linked to Social & Emotional Learning (+4 rating), including the work of CARITAS (SEN focus) & a specific group of Y11 pupils not making expected progress who will work with Positive Minds in an attempt to engage their learning. The use of Digital Technology (+4 rating) has been considered and 2 sets of tablets have been purchased along with increased investment in visualisers to demonstrate model work.

A focused undertaking in the cycle 2015-16 is the specific allocation following bids from departments which are explicitly linked to high-impact fields, primarily Meta-Cognition (+8) – shown to be the most effective and best-value area for focus in terms of boosting the performance of those eligible for the Pupil Premium. Individual departments have been invited to bid for money to be used for this purpose and have outlined desired outcomes and impact for pupil premium including collaborative learning (+5) and work on learning styles (+2). Further subsidies for trips specifically linked to improving educational outcomes has been provided in Biology, Art & Social Sciences.

Alternative provision, Behaviour & Attendance Support

Cardinal Langley has identified pupils entitled to the premium who are in need of additional support to improve behaviour and attendance, subsequently impacting positively on progress. Use of the premium to aid the work of an Educational Welfare Officer, employ the use of CARITAS and facilitate the work of the school's Inclusion Manager complement the research on Behaviour Interventions (+4) and Social & Emotional Learning (+4).

The report 'Improving attendance at school', carried out by Charlie Taylor for the Department for Education (DfE) in 2010, explains that there is a clear link between poor attendance at school and lower academic achievement.

Of pupils who miss more than 50% of school only three per cent manage to achieve five or more GCSEs at grades A*-C including maths and English.

It also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C.

More recently, a DfE report from February 2015 stated that, " Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons." Further evidence from 'Teachernet' echoes the findings of these reports.

VLE & Improved Technology

Digital Technology (+4), Learning Styles (+2) and Meta-cognition & Self-Regulation (+8) are all relevant here. The purchase and use of visualisers in core departments supports work in this area (particularly meta-cognition and self-regulation) and the purchase of sets of portable tablets (2 class sets) aids differentiating for varied learning styles.

Additional Literacy Support

Cardinal Langley has used money for pupil premium on the Accelerated Reader & Accelerated Maths programmes (Reading Comprehension strategies +5 & Phonics +4). These programmes are targeted at Year 7 and 8 pupils in the light of the DfE's 'Key Stage 3: The Lost Years' report in an attempt to close gaps in literacy and numeracy at a quicker rate early in the pupils' secondary education.

Subject-specific spending

Subject Leaders within Cardinal Langley have identified areas of spending within their own departmental capitation to support pupils entitled to the premium. Instrumental lessons in music, kit in P.E. and assistance with purchasing ingredients in Technology are examples of this spending (Arts & Sports participation +2) as well as subsidising trips within RE including retreat days (Social & Emotional Learning +4).

IAG Provision (Positive Steps)

A new Sutton Trust report was released in January 2016. Researchers reviewed existing evidence and analysed data from the BBC's Big Personality Test for the study.

They found a positive correlation between people's financial and career aspirations and their career success, indicating that aspiration has a large influence on outcomes, independent of cognitive ability.

The researchers also saw a strong link between these character traits and social background. Their research suggests that those from better-off families, whose parents had professional jobs, are more extroverted and have higher financial aspirations.

Those from more advantaged backgrounds were also more "open", i.e. were more receptive to new experiences, curious and imaginative.

Sutton Trust chairman:

"Our research shows that there is a clear correlation between social and other skills and earnings. We must therefore build the career aspirations of young people from disadvantaged backgrounds and foster the more intangible qualities that they need to succeed and which are not taught in the curriculum such as confidence, aspiration, resilience and creativity."

Pedagogy & CPD

A pot of money is kept aside to provide timely and effective interventions throughout the year. For example, a large sum of money was used to provide Study Skills for the current Year 11 cohort (Meta-cognition & self-regulation +8, Learning Styles +2) and links with Oldham Athletic to provide incentives to relevant Key Stage 4 pupils have been supported using the Premium.

The school has invested in the PiXL partnership to improve collaborative opportunities and to improve pedagogy and exam preparation (Mastery Learning +5, Collaborative Learning +5 & Individual Instruction +2). In addition, providing staff with focused CPD on 'Narrowing the Gaps' ensures that all teachers are upskilled and aware of various approaches to the pupils eligible for the Premium.

The school has invested in Class Charts as an effective teaching and learning resource, helping to improve behaviour in lessons and track trends and patterns leading to potential underachievement. Training has been provided for all staff on effective use of this system along with training on the Vivo rewards system used as a method for engaging learners.

A bank of pen drives were ordered to store revision materials for current Year 11 Pupil Premium students. Additional resources including revision guides and guidance for parents has also been a focus (Parental Involvement +3, Learning Styles +2).

