

Cardinal Langley RC High School Pupil Premium Strategy Statement 2017/18

| 1. Summary information | | | | | |
|------------------------|---------------------------------|----------------------------------|----------|--|--------|
| School | Cardinal Langley RC High School | | | | |
| Academic Year | 2017/18 | Total PP budget | £260,860 | Date of most recent PP Review | NA |
| Total number of pupils | 1089 | Number of pupils eligible for PP | 283 | Date for next internal review of this strategy | Feb 18 |

| 2. Current attainment | | |
|----------------------------|---|---|
| | <i>Pupils eligible for PP (Cardinal Langley 2017)</i> | <i>Pupils not eligible for PP (National 2017)</i> |
| Progress 8 score average | -0.51 | |
| Attainment 8 score average | 38.66 | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Progress in English and Maths: to further develop the range of intervention strategies used to ensure PP students in all years make more rapid progress, particularly in English and maths |
| B. | Behaviour: to further embed strategies to improve behaviour and reduce exclusions for PP students |
| C. | Attitude to Learning: to develop strategies, based on growth mind set research, to improve attitude to learning and reduce the gap in average AtL score between PP students and their peers |
| D. | Wider Outcomes: to provide a range of opportunities for students, no matter what their background, to access learning opportunities both inside and outside the classroom |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance: to further embed strategies addressing the attendance gap between PP and non PP students |

| 4. Outcomes | | |
|-------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Progress in English and Maths: Progress 8 scores in English and maths improve from 2017 | P8 Score in English higher than 2017 figure of -0.56 P8 Score in Maths higher than 2017 figure of -1.07 |
| B. | Behaviour: Reduced number of PP behaviour incidents and exclusions | Reduction in number of SIMS behaviour points awarded to PP from 2016/17 figure of 5310 (46%) Reduction in number of exclusions from 2016/17 figure of 29 FTEs and 1 PX |
| C. | Attitude to Learning: Create an aspirational learning culture in which high expectations lead to an improved attitude to learning | Comparison of AtL averages by subject and year group shows narrowing gap between PP and non PP |
| D. | Wider Outcomes: Increased participation of PP students in curricular and extra-curricular events and activities | Proportion of PP students involved in activities at least matches the proportion in the year group / subject |
| E. | Attendance: Reduced gap in both sessions missed and persistent absence between PP students and their national peers | Regular attendance monitoring show a diminishing attendance difference throughout the year |

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|--|-------------------|--|
| Staff equipped with the skills needed to improve outcomes for PP students | CPD programme used to develop a whole school approach promoting attitude to learning which sets high aspirations for all students. | Meta-cognition & self-regulation EEF Impact +8 months High impact for very low cost | Academic tenacity implementation plan developed with support from Huntingdon School, York (National Research School) | CK | Termly attitude to learning data collections |

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|--|--|--|---|----------------------|--|
| <p>Ensure quality first teaching provision to enable all curriculum areas to provide interventions for their most vulnerable cohorts and ensure PP students make progress in line with their peers</p> | <p>Appointment of Lead Practitioners in key subjects to drive improvement in quality of teaching</p> <p>Implement an innovation subsidy to enable subjects to develop teaching and learning pedagogy with a focus feedback and questioning</p> | <p>Feedback EEF Impact +8 months High impact for low cost</p> <p>Collaborative Learning EEF Impact +5 months Moderate impact for very low cost</p> <p>Homework EEF Impact +5 months Moderate impact for very low cost</p> <p>Extended School EEF Impact +2 months Low impact for moderate cost</p> | <p>Lead practitioner strategy for improving T&L, individual support for colleagues, regular T&L newsletter, delivery of personalised CPD for staff</p> <p>All innovation bids are shared at SLT prior to funding being released to consider value for money and intended impact Post intervention – impact forms and evaluation forms are completed</p> | <p>TH</p> <p>ABR</p> | <p>Termly Data collection</p> <p>Learning walks</p> <p>Work scrutiny</p> |
| <p>PP students equipped with skills needed to maximise resilience</p> | <p>Learning Performance Partnership including student workshops (Y7-10), parent workshops (Y7 & 10), staff training</p> | <p>Parental engagement EEF Impact +3 months Moderate impact for moderate cost</p> <p>Social & emotional learning EEF Impact +4 months Moderate impact for moderate cost</p> | <p>Mastery learning and revision skills for PP students embedded into subject curriculum following workshops.</p> <p>Evaluation surveys used following sessions to monitor quality of delivery</p> | <p>CK</p> | <p>Annual impact report provided by Learning Performance</p> <p>Tracking of termly progress and AtL data</p> |
| Total budgeted cost | | | | | £36,144 |
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ii. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|--|--------------------------|--|
| Reduction in exclusions and engagement in learning | Inclusion manager appointed to provide personalised support to reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school. | Behaviour Intervention EEF Impact +3 months Moderate impact for moderate cost | Behaviour team monitor exclusions and trends in behaviour incidents. LA review of HUB provision | AWI | Half termly report to SLT from behaviour team Monthly tracking data of behaviour incidents and exclusions |
| Increased range of classroom strategies to support progress of PP students | Class Charts software used to regularly review seating plans. Use of PP 'Golden Rules' by all teaching staff. Doddle assessment package used to track skills development using PLC approach. Use of VIVO points as rewards in the classroom. Classroom based support assistants in English & maths. | Peer Tutoring EEF Impact +5 months Moderate impact for very low cost Mastery Learning EEF Impact +5 months Moderate impact for very low cost Small Group Tuition EEF Impact +4 months Moderate impact for moderate cost | Classroom expectations and 'Golden Rules' established at the start of the year following consultation with subject leaders. Assessment plan developed and shared with staff. Rewards plan developed and shared with staff. | ABR ABR DH | Termly learning walks and work scrutiny Analysis of termly Doddle attainment data Termly review of rewards issued and comparison with previous year. |

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| Maintain low levels of NEET for PP students | Positive Steps provide specific careers information, advice and guidance for all PP students | 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) | Monthly management reports provided by Positive Steps | RK | Annual review conducted with Positive Steps Review of NEET figures |
| High level of communication between school and parents | Pastoral Support Officer appointed as initial contact for parents, focussing specifically on engagement of PP | Parental Involvement EEF Impact +3 months Moderate impact for moderate cost | Parental surveys completed at parents evenings Mentoring from LPPA Award to monitor implementation | ABR / CF | Leading Parent Partnership Award to be achieved 2017/18 |
| Financial support for curricular and enrichment activities, music tuition and uniform | Subsidy available for subject and enrichment activities, music tuition, uniform items and subject / revision materials | Extended School Time EEF Impact +2 months Low impact for moderate cost Individual Instruction EEF Impact +3 months Moderate impact for low cost | Process in place for staff to apply for additional funding. Impact assessments completed. | ABR/AWI | PP spending reviewed termly by governors |
| Total budgeted cost | | | | | £178,650 |
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| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| CLA students make positive progress and actively involved in school activities. | 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). | Mentoring EEF Impact +1 months Low impact for moderate cost | Key Worker for CLA works with virtual Headteachers to ensure achieve aims agreed in PEP. | HF | Termly academic progress review Annual review of PEPs |
| Greater concentration in morning lessons, improved attendance & punctuality | Breakfast Club provided for students from 7.15am each morning | Extended School Time EEF Impact +2 months Low impact for moderate cost | Tracking of attendance at breakfast club Review of attendance and punctuality data | AWI | Annual review of Breakfast Club provision |
| Administration costs | Photocopying & postage Support staff time assisting parents with FSM applications | Required for successful implementation of other strategies | | | |
| Total budgeted cost | | | | | £52,023 |

A detailed evaluation of the spending from 2016/17 can be found in the Pupil Premium Impact Statement 2016/17 and further information on strategy and planned spending for the current year in the Pupil Premium Strategy 2017/18.