



## Pupil Premium – ‘Diminishing the Differences’ Strategy

**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.**

Analysis of student postcode data has indicated that Pupil Premium eligibility is not an accurate indicator of disadvantage for students at Cardinal Langley. In 2016/17, 38.2% of students live in areas within the 20% most deprived postcodes in the country, which is significantly above the national average of 24.2%. Pupil Premium funding will be used to raise the achievement of all disadvantaged students and will be allocated to overcome the barriers to learning which will have the greatest impact on students.

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.

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

The total value of the Pupil Premium grant for 2016/17 is **£266,500**. The proposed spending of this allocation is outlined in the document ‘*Pupil Premium Spending Table 2016/17*’.

New initiatives and changes for the 2016/17 action plan include an increased focus on Parental Engagement, a review of our internal behaviour/inclusion provision & the use of Learning Performance to work with key cohorts across all year groups, with a particular focus on Key Stage 3 achievement gaps.

## Pupil Premium Spending Table 2016/17

A summary of the planned spending of the Pupil Premium allocation of £266,500 for the academic year 2016/17.

### Raising Aspiration

**Evidence of Impact:**

Number of students entering education, employment or training post-16  
 Number of applications to Russell Group universities  
 Reduction in fixed term exclusions  
 Analysis of relevant Learning Performance workshops

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>	£8,000
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>	£20,430
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>	£1,300

# Parental Engagement

## Evidence of Impact:

Parental attendance at parents evening  
 Parent survey results  
 Parental engagement with LPPA programme  
 Reduction in homework behaviour points

<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>£24,300</p>
<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>£10,000</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>£6,000</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>£3,000</p>

## School Ethos

### Evidence of Impact:

Increased number of VIVO points issued

Reduction in behaviour incidents

Number of student support initiatives introduced

Key Stage Rewards evenings/prize-giving (high PP representation)

Rewards Budget (including VIVO Rewards license)	<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>	£6,000
Year 9 Culture of Learning (2016/17)	<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>	£11,000
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>	£5,500

## Family Support

### Evidence of Impact:

Progress 8 of CLA

Reduction in number of CAF / CIN

Student success at achieving PIP targets

Parent surveys relating to LPPA Family focused workshops

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>	£11,000
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>	£30,200
Individual CLA Intervention	<p><b>Rationale:</b> Personalised academic support for individual students (TA2)</p> <p><b>Research:</b> Sutton Trust Toolkit - Mentoring (+1)</p>	£15,100

## Attendance

### Evidence of Impact:

Improved attendance

Reduction in persistent absenteeism

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>	£22,820
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## Income and Material Deprivation

### Evidence of Impact:

Number of students supported to attend visits / trips

Number of uniform items purchased

Attendance at extra-curricular activities

Number of students engaged in music tuition

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)  <a href="http://www.educationworld.com">http://www.educationworld.com</a></p>	£6,000
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>	£3,500
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>	£1,500
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>	£1,200

# Health

## Evidence of Impact:

Number of students attending breakfast club

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>	£4,000
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# Academic Support

## Evidence of Impact:

Diminished difference in achievement between disadvantaged students and their peers

Increased academic performance in English & maths

Individual project evaluations

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>	£17,240
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>	£30,180
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>	£11,000 (already accounted for above)
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>	£28,000
<b>Administration</b>	<p>Photocopying &amp; Postage costs</p> <p>Support staff time assisting parents with FSM applications</p>	£1,500

<b>Total amount of Pupil Premium Grant</b>	<b>£266,500</b>
<b>Total spending on support for disadvantaged students</b>	<b>£267,770</b>

## Additional Evidence for Proposed Initiatives 2016-17

### CIAG 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 students 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."*

### 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 Toolkit<sup>1</sup>) 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 regular data collections, analysis and action plans for pupils entitled to the Premium.

Transition data and an analysis of Raiseonline's question level analysis show that intervention is required to close existing gaps. The premium is therefore being used alongside the separate catch-up premiums to support this work including a diagnostic approach to the question level analysis and use of Accelerated Maths for some pupils.

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

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<sup>1</sup> 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



Specialist staff are available to focus on specific areas of support and provide a 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.

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

Analysis of 2015/16 outcomes compared with attendance at parents' evenings as well as national research focusing on parental intervention/support has identified that this is an area for development in 2016/17. In addition to the creation of 2 temporary Associate Headteachers with responsibility for engaging 'hard to reach' parents, we are also applying for the LPPA (Leading Parent Partnership Award), using our current Pastoral Support Officer to facilitate many of our proposed projects. Our work with Learning Performance also proposes increased parent/carer outreach over a number of years.

### **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) & support for participation in the annual college Musical and sporting activities (provision of kit) (Arts & Sports participation +2).

Further activities are linked to Social & Emotional Learning (+4 rating), the use of Digital Technology (+4 rating).

A focused undertaking in the cycle 2016-17 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). *A bidding form outlining the aims of the separate projects and stating how evidence will be gathered/shown is to be completed as part of the bid.*

### **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 Attendance Officer, employ the use of BLIS and facilitate the work of the school 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.

In 2016/17, we have launched our new behaviour support and internal inclusion facility, named 'The Hub'. A planned reduction in Fixed Term Exclusions and increased staffing to support the work and aims of the The Hub will allow the pupils accessing the area to undergo bespoke arrangements with their curricula and learning plans. Crucially, linked with the evidence above, more time in school accessing expertise of staff will result in improved progress and attainment. Our Raiseonline report from 2015 shows that a high proportion of our pupils receiving Fixed Term Exclusions and behaviour points on SIMs are entitled to the premium, hence much of the funding coming from this budget.

### **Learning Performance Collaboration**

Following on from a positive experience when using Learning Performance in 2015/16, we are now aiming to work with the company over a longer period of time, focusing primarily on Key Stage 3 in response to the DfE's 'The Wasted Years' report and wider research focusing on the likelihood of closing attainment gaps earlier in the school journey. Learning Performance work with 4 of the top 10 schools in the country for closing attainment gaps and their work with Year 11 in 2015/16 was well received. In addition, the specific projects they offer tie in with our plans and school needs including parent/carers outreach, literacy/numeracy confidence and focusing on growth mind-set.

### **Staff Professional Development**

Whole staff CPD in 2016/17 will focus on areas shown to impact on closing the gaps including literacy, differentiation, marking & feedback (also in response to our OFSTED report from April 2015), stretch & challenge (pitching up) and departments will also complete their own 'Diminishing the Differences' plan based on their own departmental needs and in response to 2016 outcomes.