

Cardinal Langley RC High School Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Cardinal Langley RC High School				
Academic Year	2018/19	Total PP budget	£273,620	Date of most recent PP Review	NA
Total number of pupils	1121	Number of pupils eligible for PP	296	Date for next internal review of this strategy	Feb 19

2. Current attainment		
	<i>Pupils eligible for PP (Cardinal Langley 2018)</i>	<i>Pupils not eligible for PP (National 2017)</i>
Progress 8 score average	-0.6	0.1
Attainment 8 score average	37	50

3. Barriers to future attainment (for pupils eligible for PP)	
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 2018	Disadvantaged P8 Score in English higher than 2018 figure Disadvantaged P8 Score in Maths higher than 2018 figure
B.	Behaviour: Reduced number of PP behaviour incidents and exclusions	Reduction in number of SIMS behaviour points awarded to disadvantaged students Reduction in number of disadvantaged students receiving fixed term exclusions
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 disadvantaged students and their peers
D.	Wider Outcomes: Increased participation of PP students in curricular and extra-curricular events and activities	Proportion of disadvantaged students involved in extra-curricular 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

2018/19

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

<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>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>TH</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>External partnership with 'Elevate' to provide student workshops, parent workshops & staff training</p> <p>Myriad Project implemented in partnership with Oxford University to focus on mindfulness and develop greater resilience</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>
<p>Total budgeted cost</p>					<p>£58,446</p>

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.

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	Parent Information Evenings introduced Year 7 & Sixth Form settling in evenings Parental surveys completed at parents evenings	ABR	Termly review of survey outcomes
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					£165,255

iii. Other approaches					
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					£61,460

A detailed evaluation of the spending from the last academic year can be found in the Pupil Premium Impact Statement 2017/18 and further information on strategy and planned spending for the current year in the Pupil Premium Strategy 2018/19.