



Cardinal Langley **RC** High School

Pupil Premium

Impact Report 2018/19

'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 Spending Strategy 2018/19

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:	296
Total amount of Pupil Premium Grant:	£273,620
Total spending on support for disadvantaged students:	£273,943

The Pupil Premium grant allocated to Cardinal Langley will be 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. In 2018/19, the five key areas of focus for Pupil Premium spending are:-

- 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.
- E. **Attendance:** to further embed strategies addressing the attendance gap between PP and non PP 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 Education Endowment Foundation and the Department for Education.

Each year group in the school has its own specific barriers to learning and these will be prioritised. A summary of the number of students in each year group is below:-

Year Group	Total no. of Students	No. of PP Students	%age of PP Students
Year 7	216	55	25.5%
Year 8	216	69	31.9%
Year 9	208	55	26.4%
Year 10	184	55	29.9%
Year 11	166	62	37.3%
Overall	990	296	29.9%

*Data from SIMS, Monday 10th September 2018

Pupil Premium Spending Table 2018/19

Progress in English & Maths			
Lead Practitioners (x4)	<p>Rationale: High quality teaching increases academic performance. Lead Practitioners appointed in English, maths, science & MFL</p> <p>Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)</p>	<p>Planned spend: £26,650</p> <p>Actual spend: £28,300</p>	<p>Lead practitioners continue to work across English, maths, science and MFL on improving the quality of teaching and learning across the school.</p>
Classroom based teaching assistants in English & maths	<p>Rationale: Personalised intervention programme increases academic performance</p> <p>Research: Sutton Trust Toolkit - Teaching Assistants (+1), 1 to 1 tuition (+5), Mentoring (+1)</p>	<p>Planned spend: £31,796</p> <p>Actual Spend: £32,217</p>	<p>Two subject based Learning Progress Assistants in English and maths to provide personalised support.</p> <p>Eng Combined P8 -0.45 (-0.17 non PP)</p> <p>Maths P8 -1.08 (-0.68 non PP)</p>
Purchase & use of Doodle for KS3 assessment & additional learning resources	<p>Rationale: Diagnostic approach to assessment following the national curriculum will allow staff to identify gaps & intervene. In addition, improved skills based reports allow parents & 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.</p> <p>Research: Sutton Trust Toolkit - Parental Involvement (+3) & DfE Publication `The Impact of Parental Involvement on Children's Education`</p>	<p>Planned spend: £7,950</p> <p>Actual Spend: £7,950</p>	<p>All staff use Doodle skills based approach to track progress at KS3.</p> <p>English: 49% on or above expectation at end of year 7. 33% on or above expectation at end of year 8.</p> <p>Maths:</p>

			<p>60% on or above expectation at end of year 7. 56% on or above expectation at end of year 8.</p> <p>We are addressing the lack of consistency in numbers as we transfer from Doodle to a more robust measure of Key Stage 3 progress over the next twelve months.</p>	
Classroom Support Tools e.g. Class Charts	<p>Rationale: Easy identification of targeted students will lead to more personalised classroom support</p> <p>Research: Sutton Trust Toolkit - Behaviour Interventions (+4), Learning Styles (+2), Research on effective seating plans - http://www.corelearn.com</p>	<p>Planned spend: £2,197</p> <p>Actual Spend: £2,490</p>	<p>All staff 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>	
Home learning resources	<p>Rationale: GCSE Pod introduced to encourage greater involvement with out of school learning. Parent information evenings and resources to encourage parental involvement with homework, revision and school activities. Reduced KS4 spending compared to previous years due to Wasted Years Report & other research/evidence on importance of intervening earlier in secondary education.</p> <p>Research: Sutton Trust Toolkit - Parental Involvement (+3), Learning Styles (+2)</p>	<p>Planned spend: £5,000</p> <p>Actual Spend: £3583</p>	<p>GCSE POD introduced to all year 11 students and widely used across subjects. Only 25% of year 11 used it widely, however we were in the top 10% of school downloaders overall.</p>	

Allocated to subject / pastoral areas for specific PP projects including appointment of mentor for PP boys in year 11.	<p>Rationale: Innovation encouraged through targeted intervention strategies depending on the specific needs of the year group or subject area</p> <p>Research: School experience of student / cohort specific interventions</p>	<p>Planned spend: £28,000</p> <p>Actual spend: £15,166</p>	Targeted spending in subject areas to reduce the attainment gap between PP students and their peers.	
Behaviour				
Inclusion Manager	<p>Rationale: Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school</p> <p>Research: Sutton Trust Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5)</p>	<p>Planned spend: £20,604</p> <p>Actual spend: £24,427</p>	Fixed term exclusions for disadvantaged students reduced from 2% in 2016/17 to 0.5% in 2017/18 and 0.5% in 2018/19	
Hub Provision	<p>Rationale: PP students have a higher proportion of fixed term exclusions than their peers. Hub intervention to reduce exclusions and number of behaviour incidents</p> <p>Research: Sutton Trust Toolkit - Behaviour Interventions (+4)</p>	<p>Planned spend: £20,604</p> <p>Actual spend: £21,150</p>	Students identified at risk of fixed term exclusion provided support in Hub which contributed significantly to the reduction in FTEs.	
Pastoral Support Officer	<p>Rationale: 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>Research: Sutton Trust Toolkit - Behaviour interventions (+4), Parental Involvement (+3)</p>	<p>Planned spend: £26,960</p> <p>Actual spend: £34,590</p>	<p>Parent Survey – May 2019</p> <p>% Agree / Strongly Agree</p> <ol style="list-style-type: none"> 1. My child is happy at school 96% 2. My child is well looked after 95% 3. The school responds well to any concerns I raise 90% 	

Attitude to Learning			
Introduction of Growth Mind Set Strategies	<p>Rationale: Gap in attitude to learning scores between PP students and their peers is evident internally from Year 7. Whole school focus to improve AtL across wide range of subjects which will impact on more rapid progress.</p> <p>Research: Sutton Trust Toolkit – Meta-cognition and self-regulation (+8)</p>	<p>Planned spend: £2,000</p> <p>Actual spend: £2000</p>	<p>Average attitude to learning gap between disadvantaged students and their peers reduced to 0.2 in Years 7, 8 & 9 and 0.1 in Years 10 and 11 (1 to 4 point scale).</p>
Partnership with 'Elevate'	<p>Rationale: Previous collaboration with 'Learning Partnership' was successful in improving attitude to learning and received positive feedback from students and parents. Repeating programme is not effective and so alternative partnership with 'Elevate' who use university students to deliver sessions should also assist in raising aspiration.</p> <p>Research: Sutton Trust Toolkit – Meta-cognition and self-regulation (+8), Parental Involvement (+3)</p>	<p>Planned spend: £5,000</p> <p>Actual spend: £4040</p>	<p>ATL figures improved over the year with the average ATL in all years groups reducing by approximately 0.1 over the three assessment windows.</p>
Rewards Budget (including VIVO Rewards license)	<p>Rationale: To further develop the positive culture through rewarding students for positive behaviour, excellent work and contributing to school activities</p> <p>Research: DSCF 2009, Deprivation and Education</p>	<p>Planned spend: £6,000</p> <p>Actual spend: £5586</p>	<p>116767 VIVO points issued in 2018/19 to reward positive behaviour or excellent attitude to learning. Financial support provided for end of year rewards trips so no student unable to attend due to financial reasons.</p>
Wider Outcomes			
Positive Steps			

	<p>Rationale: 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>Research: 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: £8000</p>	<p>Very high levels of participation with post-16 education and training. NEET figures of 1.2% placing us equal lowest in the LA (MI Report – June 2019)</p>	
Brilliant Club	<p>Rationale: Encouraging high ability PP students to access university education through enrichment projects, school visits from PhD mentor and university experiences (additional funding received from GM Higher)</p> <p>Research: 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: £2,000</p> <p>Actual spend: £0</p>	<p>This did not take place and we are looking to use alternatives during the next academic year.</p>	
Key Worker for CLA	<p>Rationale: Dedicated Key Worker for all CLA to co-ordinate provision between school, carers, social services and external agencies</p> <p>Research: Sutton Trust Toolkit - Mentoring (+1)</p>	<p>Planned spend: £31,020</p> <p>Actual spend: £31,285</p>	<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).</p>	

Individual CLA Intervention	<p>Rationale: Personalised academic support for individual students (TA2)</p> <p>Research: Sutton Trust Toolkit - Mentoring (+1)</p>	<p>Planned spend: £16,000</p> <p>Actual spend: £16,756</p>	Used to achieve the aims agreed in the PEP with the virtual Headteacher.	
Subject related enrichment activities and visits (theatre trips, museum visits)	<p>Rationale: Increase engagement in school activities and raise aspiration</p> <p>Research: Sutton Trust Toolkit - Arts & Sports participation (+2), Outdoor adventure learning (+3) http://www.educationworld.com</p>	<p>Planned spend: £6,000</p> <p>Actual spend: £4,034</p>	<p>Subject enrichment activities supported include:-</p> <ul style="list-style-type: none"> • Year 7 Savio House trip • Year 8 Activity trip • Year 11 Revision residential • Theatre & music visits • Art Gallery visit 	
Pastoral fund	<p>Rationale: Support for families to purchase school uniform and PE kit to improve attendance and encourage participation</p> <p>Research: Pastoral leader experience of Cardinal Langley students</p>	<p>Planned spend: £3,000</p> <p>Actual spend: £1075</p>	<p>Support for students through:-</p> <ul style="list-style-type: none"> • Transport costs • Uniform • Sportswear <p>Essential items</p>	
Subject related extra-curricular materials	<p>Rationale: Materials for enrichment projects in DT & Art, ingredients for Food Technology, encourage attendance at after school clubs</p> <p>Research: Sutton Trust Toolkit - Arts & Sports participation (+2), Extending school time (+2)</p>	<p>Planned spend: £2,000</p> <p>Actual spend: £581</p>	<p>Students supported through:-</p> <ul style="list-style-type: none"> • Art project materials • Technology project materials <p>Transport costs to attend after school clubs</p>	
Subsidised Music Tuition	<p>Rationale: Impact of peripatetic music tuition on academic achievement and participation in school events</p>	<p>Planned spend: £4,880</p> <p>Actual spend:</p>	One to one and small group music tuition of PP students subsidised to encourage participation. We need to	

	Research: Sutton Trust Toolkit - Arts & Sports participation (+2)	£1,168	ensure that this programme is more attractive next year.	
Attendance & Punctuality				
Attendance Officer	Rationale: Improve attendance and reduction in persistent absenteeism Research: DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research	Planned spend: £24,000 Actual spend: £25,190	Attendance of disadvantaged students was has improved by over 1% from 2017/18 to 2018/19, however it is still below their peers.	
Breakfast Club	Rationale: Students who have eaten breakfast will have increased concentration in lessons Research: 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)	Planned spend: £4,000 Actual spend: £3,436	Breakfast Club remains a popular initiative with approx. 140 students regularly attending, of which 70% are eligible for PP. Late to school for disadvantaged students continues to be well below 1.5%.	
Administration				
Administration	Photocopying & Postage costs Support staff time assisting parents with FSM applications	Planned spend: £1,500 Actual spend: £1,500		

Total Pupil Premium Grant: £273,620

Total Pupil Premium Spending: £273,943