



Cardinal Langley **RC** High School

Pupil Premium

Spending Strategy 2019/2020

'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 2019/20

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. The Pupil Premium grant provides funding for:

- Children who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2,300 per child)
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (£2,300 per child), Cardinal Langley has 30 students within this category in 2019 to 2020.
- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence (£300 per child)

Schools are held accountable for the spending of the Pupil Premium funding and DfE Performance Tables highlight the achievement of disadvantaged students covered by the Pupil Premium. A summary of the number of students and Pupil Premium allocation for 2019/20 is below:-

Total number of students eligible:	308
Total amount of Pupil Premium Grant:	£328,930

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.

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 2019/20, the five key areas of focus for Pupil Premium spending are:-

- 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.
- Behaviour:** to further embed strategies to improve behaviour and reduce exclusions for PP students.
- 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.
- 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.
- Attendance:** to further embed strategies addressing the attendance gap between PP and non PP students.

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	210	58	27.6%
Year 8	216	66	30.1%
Year 9	208	67	32.2%
Year 10	211	61	28.9%
Year 11	178	56	31.4%
Overall	1023	308	30.1%

*Data from SIMS, Monday 23rd September 2019

Summary of Strategy for 2019/20

Progress in English and Maths

- Lead Practitioners appointed to model best practice and classroom based strategies to support PP students
- Classroom based learning progress assistants to provide personalised support for PP students
- Use of faculty specific assessment tools to track progress and target intervention for PP students
- Class Charts software used to enable seating plans to be adapted so PP students access support
- Learning resources provided to encourage greater home learning with PP students e.g. GCSE Pod, Mathswatch, Subject specific workbooks etc.
- One to one tutor employed to work a day per week with CLA students

Behaviour

- Development of Behaviour Support Provision 'the Hub' and appointment of Inclusion Manager and Exclusion Room Supervisor so as to be proactive in reducing behaviour incidents and fixed term exclusions of PP students
- Pastoral Support Officer introduced as first contact for parents to improve parental engagement
- Key worker employed to work specifically with CLA students

Attitude to Learning

- Whole school focus on AtL and development of growth mind set strategies
- Partnership with 'Elevate' to provide strategies for students and parents to improve AtL
- Rewards culture developed through use of VIVO point system
- Picture of Potential self esteem course offered to those whose ATL is lower for Key Stage 4

Wider Outcomes

- Positive Steps careers advice service used to ensure all PP students have appropriate career pathways
- Mountain Mentor Programme for HA PP students at Key Stage 3 to ensure that aspirations are continually challenged
- Specific Key Worker for looked after children to provide support and act as link between school, home and external agencies
- Ensure all PP students have access to a wide range of opportunities through financial support for enrichment activities, uniform, music tuition, curriculum materials

Attendance

- Attendance officer appointed to ensure regular monitoring of all groups of students and appropriate intervention to improve attendance and reduce persistent absenteeism
- Provision of Breakfast Club to ensure all PP students have eaten before school and can concentrate on their learning

Pupil Premium Spending Table 2019/20

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>	Planned spend: £27,183
Teaching and Learning Group	<p>Rationale: High quality teaching increases academic performance. Middle leaders appointed to be part of teaching and learning innovation group formed on Rosenshine's principles of instruction.</p> <p>Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)</p>	Planned spend: £4500
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>	Planned spend: £32,431
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>	Planned spend: £7,950

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>	Planned spend: £2,197
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>	Planned spend: £5,000
One to one tutor	<p>Rationale: CLA students underperform and struggle to engage on occasions in larger classes due to attachment issues. One to one tuition in Maths and English will support them and encourage rapid progress.</p> <p>Research: Sutton Trust Toolkit - Meta-cognition & self-regulation (+8), 1 to 1 tuition (+5), Mentoring (+1)</p>	Planned Spend: £13,650
Allocated to subject / pastoral areas for specific PP projects	<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>	Planned spend: £35,000
Behaviour		
Inclusion Manager	<p>Rationale: Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school</p>	Planned spend: £21,016

	Research: Sutton Trust Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5)	
Hub Provision	Rationale: PP students have a higher proportion of fixed term exclusions than their peers. Hub intervention to reduce exclusions and number of behaviour incidents Research: Sutton Trust Toolkit - Behaviour Interventions (+4)	Planned spend: £21,016
Pastoral Support Officer	Rationale: Single point of contact for parents will enable increase confidence of parents to contact school and enable issues to be resolved more effectively Research: Sutton Trust Toolkit - Behaviour interventions (+4), Parental Involvement (+3)	Planned spend: £27,499
Attitude to Learning		
Continuation of Growth Mind Set Strategies	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. Research: Sutton Trust Toolkit – Meta-cognition and self-regulation (+8)	Planned spend: £2,000
Partnership with 'Elevate'	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. Research: Sutton Trust Toolkit – Meta-cognition and self-regulation (+8), Parental Involvement (+3)	Planned spend: £5,000
Picture of Potential Self Esteem Course	Rationale: Self esteem course to target students who have low self belief reflected in poor ATL. Recent evaluation shows high impact in raising student self esteem.	Planned spend: £1,000

	Research: Sutton Trust Toolkit – Meta-cognition and self-regulation (+8), Mentoring (+1)	
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>	Planned spend: £6,000
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>	Planned spend: £8,000
Mountain Mentor Programme	<p>Rationale: Encouraging high ability key stage 3 PP students to access bespoke programme to raise aspirations working with a year 12 mentor.</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>	Planned spend: £1250
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>	Planned spend: £31,790
Individual CLA Intervention	Rationale: Personalised academic support for individual students (TA2)	Planned spend: £20,000

	Research: Sutton Trust Toolkit - Mentoring (+1)	
Subject related enrichment activities and visits (theatre trips, museum visits)	Rationale: Increase engagement in school activities and raise aspiration Research: Sutton Trust Toolkit - Arts & Sports participation (+2), Outdoor adventure learning (+3) http://www.educationworld.com	Planned spend: £6,000
Pastoral fund	Rationale: Support for families to purchase school uniform and PE kit to improve attendance and encourage participation Research: Pastoral leader experience of Cardinal Langley students	Planned spend: £5,000
Subject related extra-curricular materials	Rationale: Materials for enrichment projects in DT & Art, ingredients for Food Technology, encourage attendance at after school clubs Research: Sutton Trust Toolkit - Arts & Sports participation (+2), Extending school time (+2)	Planned spend: £15,000
Subsidised Music Tuition	Rationale: Impact of peripatetic music tuition on academic achievement and participation in school events Research: Sutton Trust Toolkit - Arts & Sports participation (+2)	Planned spend: £5,300
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: £24,480

Breakfast Club	<p>Rationale: Students who have eaten breakfast will have increased concentration in lessons</p> <p>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)</p>	Planned spend: £6,000
Administration		
Administration	<p>Photocopying & Postage costs</p> <p>Support staff time assisting parents with FSM applications</p>	Planned spend: £2,750

Total Pupil Premium Grant: £328,930

Total Pupil Premium Spending: £332,512