



# Cardinal Langley **RC** High School

## Pupil Premium

### Spending Strategy 2020/2021

*'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 2020/21

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 (£955 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 (£2,345 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 (£2,345 per child), Cardinal Langley has 38 students within this category in 2020 to 2021.
- 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 (£310 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 2020/21 is below:-

<b>Total number of students eligible:</b>	<b>310</b>
<b>Total amount of Pupil Premium Grant:</b>	<b>£348,870</b>

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 2020/21, the six key areas of focus for Pupil Premium spending are:-

- Covid 19 emotional and academic recovery (in addition to catch up plan):** to employ as wide variety of strategies to address the widening academic and emotional gap created due to the socio-economic impact of the global pandemic. Whilst also addressing the mental and physical health of PP students created by lockdown.
- 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.

- F. **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	218	57	26.1%
Year 8	210	62	29.5%
Year 9	217	64	29.5%
Year 10	211	68	32.2%
Year 11	202	59	29.2%
<b>Overall</b>	<b>1058</b>	<b>310</b>	<b>29.3%</b>

\*Data from SIMS, Monday 28<sup>th</sup> September 2020

## Summary of Strategy for 2020/21

### Closing the boy to girl gap:

- Bespoke extra-curricular intervention packages developed for boys all year groups
- Detailed analysis of attendance, attainment, engagement and learning of PP boys within CL
- Use of Rosenberg self-esteem scale to measure impact of any intervention and target appropriate students
- Use of laptop library loan scheme for students during isolation periods and longer
- Dongle give away scheme for those without home internet
- One to one sessions to reengage with learning

### 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
- Synergy 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 specifically with CLA students

### Behaviour

- Development of Behaviour Support Provision 'the Hub' and appointment of Inclusion Manager and Exclusion Room Supervisor 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
- Bike intervention project for PP students to build, maintain and fix bicycles working with local police and school staff
- Gardening project in DLS garden for year 7 PP students
- 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 2020/21

Closing the boy to girl gap		
Self Esteem Intervention Package	<p><b>Rationale:</b> Supporting PP students in all years with bespoke intervention to raise self-esteem of targeted students, identified by Rosenberg Self-Esteem app.</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>	Planned spend: £3,000
Garden Project	<p><b>Rationale:</b> Encouraging year 7 PP students to access bespoke programme to raise aspirations and self-esteem working with a mentor and grow produce</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>	Planned spend: £3,000
Yard Sport	<p><b>Rationale:</b> Encouraging PP students to engage in more activity at break and lunch and after school using basketball nets to be installed around the yard.</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>	Planned spend: £2,000
Dongle Give Away and Laptop Loan Scheme Programme	<p><b>Rationale:</b> Enabling all PP students to access online learning materials and to have no barriers to progress</p>	Planned spend: £3,000

	<p><b>Research:</b> Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition &amp; self-regulation (+8), Collaborative Learning (+5)</p>	
<h2>Progress in English &amp; Maths</h2>		
Lead Practitioners (x3)	<p><b>Rationale:</b> High quality teaching increases academic performance. Lead Practitioners appointed in English, maths, science &amp; MFL</p> <p><b>Research:</b> Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition &amp; self-regulation (+8), Collaborative Learning (+5)</p>	Planned spend: £20,795
Teaching and Learning Group	<p><b>Rationale:</b> 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><b>Research:</b> Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition &amp; self-regulation (+8), Collaborative Learning (+5)</p>	Planned spend: £4500
Classroom based teaching assistants in English & maths	<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>	Planned spend: £33,080
Classroom Support Tools with Synergy	<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>	Planned spend: £5,000

Home learning resources	<p><b>Rationale:</b> 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 &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>	Planned spend: £5,000
One to one tutor	<p><b>Rationale:</b> 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><b>Research:</b> Sutton Trust Toolkit - Meta-cognition &amp; self-regulation (+8), 1 to 1 tuition (+5), Mentoring (+1)</p>	Planned Spend: £13,923
Allocated to subject / pastoral areas for specific PP projects	<p><b>Rationale:</b> Innovation encouraged through targeted intervention strategies depending on the specific needs of the year group or subject area</p> <p><b>Research:</b> School experience of student / cohort specific interventions</p>	Planned spend: £37,500
<b>Behaviour</b>		
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>	Planned spend: £21,436
Hub Provision	<p><b>Rationale:</b> PP students have a higher proportion of fixed term exclusions than their peers. Hub intervention to reduce exclusions and number of behaviour incidents</p>	Planned spend: £21,436

	<b>Research:</b> Sutton Trust Toolkit - Behaviour Interventions (+4)	
Pastoral Support Officer	<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>	Planned spend: £28,049
<b>Attitude to Learning</b>		
Continuation of Growth Mind Set Strategies	<p><b>Rationale:</b> 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><b>Research:</b> Sutton Trust Toolkit – Meta-cognition and self-regulation (+8)</p>	Planned spend: £2,000
Partnership with ‘Elevate’	<p><b>Rationale:</b> 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><b>Research:</b> Sutton Trust Toolkit – Meta-cognition and self-regulation (+8), Parental Involvement (+3)</p>	Planned spend: £5,000
Picture of Potential Self Esteem Course	<p><b>Rationale:</b> 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.</p> <p><b>Research:</b> Sutton Trust Toolkit – Meta-cognition and self-regulation (+8), Mentoring (+1)</p>	Planned spend: £1,000
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>	Planned spend: £6,000



<b>Wider Outcomes</b>		
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>	Planned spend: £8,000
Mountain Mentor Programme	<p><b>Rationale:</b> Encouraging high ability key stage 3 PP students to access bespoke programme to raise aspirations working with a year 12 mentor.</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>	Planned spend: £1,250
Bike Project	<p><b>Rationale:</b> Encouraging PP students to increase their levels of exercise and to access bespoke programme to raise aspirations and self-esteem working with a mentor and the police</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>	Planned spend: £3,500
Key Worker for CLA	<p><b>Rationale:</b> Dedicated Key Worker for all CLA to co-ordinate provision between school, carers, social services and external agencies</p> <p><b>Research:</b> Sutton Trust Toolkit - Mentoring (+1)</p>	Planned spend: £31,790

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>	Planned spend: £20,000
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>	Planned spend: £6,000
Pastoral fund	<p><b>Rationale:</b> Support for families to purchase school uniform and PE kit to improve attendance and encourage participation, doubled from last year due to impact of lockdown on family finances</p> <p><b>Research:</b> Pastoral leader experience of Cardinal Langley students</p>	Planned spend: £10,000
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>	Planned spend: £12,000
Subsidised 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>	Planned spend: £5,300
<b>Attendance &amp; Punctuality</b>		
Attendance Officer	<b>Rationale:</b> Improve attendance and reduction in persistent absenteeism	Planned spend: £24,480

	<b>Research:</b> DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research	
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>	Planned spend: £6,000
<b>Administration</b>		
Administration	Photocopying & Postage costs Support staff time assisting parents with FSM applications	Planned spend: £6,500

**Total Pupil Premium Grant: £348,870**

**Total Pupil Premium Spending: £350,539**