

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cardinal Langley RC High School
Number of pupils in school	1065 (excluding sixth form)
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 to July 2024
Date this statement was published	May 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mr A Bridson, Headteacher
Pupil premium lead	Mr A Eadie, Assistant Headteacher
Governor / Trustee lead	Mr J Kelleher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,245
Recovery premium funding allocation this academic year	£45,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£392,210</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*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.*

*Quality first teaching is at the heart of the strategy with an understanding that disadvantaged students require more support than their peers. This will not only have the benefit of improving outcomes for our disadvantaged students but will also see all students benefit. The whole philosophy of our strategy is to maximise the impact of time spent within the classroom. Staff will be trained in any areas of pedagogy and will benefit from a clear understanding of areas for development within the school.*

*As well as classroom-based interventions and pedagogy, there is a significant element of pastoral and wellbeing support within the strategy, in particular given a rich understanding of the poor levels of wellbeing and self-worth that are increasing following the Covid-19 pandemic.*

*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.*

### **Summary of Strategy for 2021/22 and beyond:**

#### **Academic Recovery**

- Four Academic Mentors appointed through NTP school-led funding to provide additional support in English, maths, science & RE
- NTP used to provide small group intervention in English, maths & science through Brilliant Club
- Sixth Form students employed as academic tutors to provide additional support across wider curriculum, funded through NTP school-led element
- Use of PP tracker including analysis of attendance, behaviour, progress and attitude to learning of PP within each form to direct students to already established in school interventions
- Temporary SLT positions to ensure improvements in literacy and T&L across the school
- Additional temporary English teacher appointed to support reading, writing and oracy strategy
- Partnership through Emmaus Federation to develop shared strategic plan with primary partners which focuses on academic and emotional recovery
- Entitlement Curriculum implemented to provide additional learning opportunities and develop cultural capital
- Curriculum review allowing PP students to be successful and bespoke pathway introduced
- Use of laptop loan scheme for students and families for use in home learning and parents' evenings
- Dongle give away scheme for those without home internet

- 'Schoolcloud' used for virtual and hybrid parents' evenings with training opportunities for PP families
- Use of subject specific assessment tools to track progress and target intervention for PP students, including Century for home learning
- Synergy software used to enable seating plans to be adapted so PP students access support
- Specific Key Worker for looked after children to provide support and act as link between school, home and external agencies
- One to one tutors employed to work specifically with C4C students

### **Mental Health & Wellbeing**

- School appointed as Health & Wellbeing lead school across the borough and working with LA, Youth Sport Trust, MIND and Anna Freud Centre to implement strategy and share best practice
- #BeeWell survey results used to develop student wellbeing strategy
- Child Welfare Officer and Early Help Co-ordinator appointed to work with children and families in need of additional support
- Use of PP tracker to analyse SEMH and other areas of concern and inform key worker and other external support for students
- Use of Rosenberg self-esteem scale to measure impact of any intervention and target appropriate students
- 'Mountain Mentor' Programme for HA PP boys at Key Stage 3 to ensure that aspirations are continually challenged

### **Raising Aspirations and Expectations**

- Positive Steps careers advice service used to ensure all PP students have appropriate career pathways
- Rewards culture developed through school rewards systems
- Ensure all PP students have access to a wide range of opportunities through financial support for enrichment activities, uniform, music tuition, curriculum materials
- Analysis and adaptation of curriculum to ensure lower ability students have consistently high expectations within the structure of the key stage 4 curriculum
- Appointment of lead practitioner with specific oversight of progress of high ability students and an increase in percentage of top grades at GCSE
- Establish a group of middle leaders to share ownership of the whole school strategy and ensure common approach across faculties
- Summer school introduced to enhance transition from primary school
- Bespoke extra-curricular sports intervention package developed for boys within all year groups through Youth Sport Trust

### **Behaviour and AtL**

- 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
- Additional Key Worker post to provide personalised support for PP students
- Admin support for the pastoral team appointed
- One to one sessions (form tutor or key worker) to reengage with learning in form time based on data from PP tracker spreadsheet

- Restructure of staffing within behaviour support unit to release specific member of staff to drive restorative justice meetings and support individuals with particular behaviour interventions
- 'Picture of Potential' self-esteem course offered to PP students with low attitude to learning
- Whole school focus on AtL strategies using lesson by lesson information for instant updates and accurate picture
- Partnership with 'Elevate' to provide strategies for students and parents to improve AtL

#### Attendance

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

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																																																													
1	<p><b>Academic recovery:</b></p> <p>The gap between PP students and their peers had begun to close before the pandemic at both entry to Year 7 and GCSE. The pandemic has reversed this trend and so it is essential that we employ as wide variety of strategies to address the widening academic gap created due to the socio-economic impact of the global pandemic.</p> <p>Year 7 Key Stage 2 Scores 2021</p> <table border="1"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Overall</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td><b>Average</b></td> <td>103</td> <td>99</td> <td>101</td> <td>97</td> <td>102</td> <td>-5</td> </tr> <tr> <td><b>HA %</b></td> <td>27</td> <td>9</td> <td>16</td> <td>12</td> <td>18</td> <td>-6</td> </tr> <tr> <td><b>MA %</b></td> <td>58</td> <td>68</td> <td>68</td> <td>56</td> <td>72</td> <td>-16</td> </tr> <tr> <td><b>LA %</b></td> <td>15</td> <td>23</td> <td>16</td> <td>32</td> <td>10</td> <td>+22</td> </tr> </tbody> </table> <p>GCSE results data 2019 to 2021 show a slightly widening gap between PP students and their peers with the Progress 8 gap increasing from 0.35 in 2019 to 0.49 in 2021. This shows that the pandemic has had a disproportionately negative impact on PP students and their GCSE progress.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2019</th> <th colspan="2">2020</th> <th colspan="2">2021</th> </tr> <tr> <th></th> <th>Att 8</th> <th>Pro 8</th> <th>Att 8</th> <th>Pro 8</th> <th>Att 8</th> <th>Pro 8</th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td>43.9</td> <td>-0.41</td> <td>45.8</td> <td>-0.23</td> <td>46.7</td> <td>-0.27</td> </tr> <tr> <td><b>PP</b></td> <td>37.6</td> <td>-0.64</td> <td>39.7</td> <td>-0.36</td> <td>40.0</td> <td>-0.63</td> </tr> <tr> <td><b>Non-PP</b></td> <td>47.1</td> <td>-0.29</td> <td>48.4</td> <td>-0.17</td> <td>49.1</td> <td>-0.14</td> </tr> <tr> <td><b>Gap</b></td> <td>-9.5</td> <td>-0.35</td> <td>-8.7</td> <td>-0.19</td> <td>-9.1</td> <td>-0.49</td> </tr> </tbody> </table>		Eng	Maths	Overall	PP	Non-PP	Gap	<b>Average</b>	103	99	101	97	102	-5	<b>HA %</b>	27	9	16	12	18	-6	<b>MA %</b>	58	68	68	56	72	-16	<b>LA %</b>	15	23	16	32	10	+22		2019		2020		2021			Att 8	Pro 8	Att 8	Pro 8	Att 8	Pro 8	<b>Overall</b>	43.9	-0.41	45.8	-0.23	46.7	-0.27	<b>PP</b>	37.6	-0.64	39.7	-0.36	40.0	-0.63	<b>Non-PP</b>	47.1	-0.29	48.4	-0.17	49.1	-0.14	<b>Gap</b>	-9.5	-0.35	-8.7	-0.19	-9.1	-0.49
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2	<p><b>Mental Health &amp; Wellbeing:</b></p> <p>The #BeeWell survey was undertaken in 2021 and involved 37,713 students across 142 secondary schools in Greater Manchester. The results of the survey indicate that 18.43% of students have low wellbeing scores and require significant support. The responses for psychological wellbeing, stress &amp; coping, sleep, social media use, nutrition, physical activity and school connection are of particular concern.</p> <p>Data from Bee Well survey:</p> <ul style="list-style-type: none"> <li>• 41.35% of students indicate that they don't normally get enough sleep to feel awake and concentrate on school work during the day</li> <li>• 51.49% of students indicate that they eat healthily and have fruit and vegetables regularly</li> </ul>																																																																													

- 64.84% of students indicate they exercise for less than an hour per day
- The average social media usage per day was 4.97 hours

This was complemented by school level data considering self-esteem collected in September 2021, based on Rosenberg scale. Responses were received from 65% of the whole school cohort:

%	Overall
Normal	43
Low	51
Dangerously Low	6

The ~BeeWell and school level data indicates the importance of providing a range of opportunities for students, no matter what their background, to access support for their wellbeing and mental health.

3

### Behaviour and AtL:

Data from 2020/21 shows that the school rewards system is working effectively with PP students receiving 50% of the rewards although they are only 30% of the cohort. This has meant that there is only a small gap in attitude to learning (AtL), but there is still variation between year groups and subjects.

AtL Data 2020 to 2021:

Year Group	PP	Non-PP	Gap
7	2.0	1.9	-0.1
8	1.8	1.8	0
9	1.9	1.8	-0.1
10	2.2	1.9	-0.3
11	2.2	1.9	-0.3

The negative behaviour logs for PP students show that they are significantly more likely to receive school sanctions or suspensions. Although the proportion of PP students is 30%, they account for 42% of suspensions demonstrating that negative and serious behaviour incidents are a challenge for our disadvantaged students.

Suspensions 2020 to 2021:

Year Group	PP	Non-PP	%PP
7	1	4	20
8	5	4	56
9	4	7	36
10	1	4	20

It is therefore important that we further embed strategies to improve behaviour and reduce suspensions for PP students and continue to embed strategies to improve attitude to learning.

4

**Raising Aspirations and Expectations:**

The proportion of PP students achieving high grades in both Year 11 & 13 is below that of their peers and limits the opportunities available for further study and employment. In school analysis of student questionnaires and student voice activities also shows a lack of aspiration from some disadvantaged students.

Key Stage 4 results:

<b>% 7+</b>	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>
2018	9.9	19.9	-10
2019	11.1	21.4	-10.3
2020	11.7	21.9	-10.2
2021	11.5	25.1	-13.6

Key Stage 5 results:

<b>% A/B</b>	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>
2018	51		N/A
2019	42		N/A
2020	48.1	60.2	-12.1
2021	65.4	73.3	-7.9

<b>% D/D*</b>	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>
2018	41		N/A
2019	72		N/A
2020	81.8	76.7	+5.1
2021	40.2	65.5	-25.3

The gap in achieving higher grades shows the importance of developing a range of strategies and the beginnings of a cultural shift to ensure PP students in all years have raised aspirations and expectations and make more progress, particularly in English and maths.

5

**Attendance:**

High levels of school attendance are a key factor determining academic success. There is a significant gap between the attendance of PP students and their peers. The overall attendance figures are lower than pre-pandemic but are in line with national averages.

Percentage Attendance 2020 to 2021:

<b>Year Group</b>	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>
7	88.8	92.8	4.0
8	88.7	91.0	2.3
9	88.5	91.7	3.2
10	84.4	89.5	5.1
Overall	87.5	91.2	3.7

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																																																												
<p>1</p> <p>PP students' academic performance improves</p>	<p>Attainment and progress gap between PP and non-PP reduce</p> <p>Attainment 8 and Progress 8 data and targets:</p> <table border="1" data-bbox="807 689 1409 1021"> <thead> <tr> <th></th> <th>KS2 PP</th> <th>KS2 Non-PP</th> <th>KS2 Gap</th> <th>Att 8 Gap</th> <th>Pro 8 Gap</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>99.6</td> <td>102.6</td> <td>-3</td> <td>9</td> <td>0.5</td> </tr> <tr> <td>2022</td> <td>100.0</td> <td>103.6</td> <td>-3.6</td> <td>9</td> <td>0.45</td> </tr> <tr> <td>2023</td> <td>99.2</td> <td>105.4</td> <td>-6.2</td> <td>10</td> <td>0.6</td> </tr> <tr> <td>2024</td> <td>102.5</td> <td>103.7</td> <td>-1.2</td> <td>5</td> <td>0.1</td> </tr> </tbody> </table>		KS2 PP	KS2 Non-PP	KS2 Gap	Att 8 Gap	Pro 8 Gap	2021	99.6	102.6	-3	9	0.5	2022	100.0	103.6	-3.6	9	0.45	2023	99.2	105.4	-6.2	10	0.6	2024	102.5	103.7	-1.2	5	0.1																														
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<p>2</p> <p>PP students' self-esteem, mental well-being and health improves.</p>	<p>After using data from #BeeWell and from our internal self esteem analysis. Impact will be measured in bespoke ways using feedback from counsellors, agencies and key workers. Using attendance, behaviour and other data from our in school excel tracker. Improvements will be seen student by student with the colour changing from red to yellow to green.</p> <table border="1" data-bbox="807 1514 1374 1630"> <thead> <tr> <th>Name</th> <th>Form</th> <th>CLA</th> <th>SEN</th> <th>Pro</th> <th>SEMH</th> <th>Beh</th> <th>ATL</th> <th>Att</th> <th>Key Staff</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>7LM</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Mr Smith</td> </tr> <tr> <td>Student 2</td> <td>7HMA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Key Worker</td> </tr> <tr> <td>Student 3</td> <td>7AG</td> <td></td> <td>K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Form Tutor</td> </tr> <tr> <td>Student 4</td> <td>7EDC</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Key Worker</td> </tr> <tr> <td>Student 5</td> <td>7CEB</td> <td></td> <td>K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Form Tutor</td> </tr> </tbody> </table>	Name	Form	CLA	SEN	Pro	SEMH	Beh	ATL	Att	Key Staff	Student 1	7LM								Mr Smith	Student 2	7HMA								Key Worker	Student 3	7AG		K						Form Tutor	Student 4	7EDC								Key Worker	Student 5	7CEB		K						Form Tutor
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<p>5 PP attendance to be improved</p>	<p>Gap between PP and non-PP attendance is reduced.</p> <p>Data and targets:</p> <table border="1"> <thead> <tr> <th colspan="2">% Attendance Gap</th> </tr> </thead> <tbody> <tr> <td>2020 to 2021</td> <td>3.7</td> </tr> <tr> <td>2021 to 2022</td> <td>3.5</td> </tr> <tr> <td>2022 to 2023</td> <td>3</td> </tr> <tr> <td>2023 to 2024</td> <td>2.5</td> </tr> </tbody> </table>	% Attendance Gap		2020 to 2021	3.7	2021 to 2022	3.5	2022 to 2023	3	2023 to 2024	2.5												
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning SLT positions	<p>High quality teaching increases academic performance. Two temporary AHT positions created to respond to the needs of students following the pandemic. The focus of these posts is:</p> <ul style="list-style-type: none"> <li>• Reading, writing &amp; oracy – identified as a significant post-pandemic deficit, particularly at Key Stage 3</li> <li>• Rosenshine’s principles of knowledge retrieval, questioning &amp; modelling to enable learning gaps to be identified and closed</li> </ul> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Metacognition &amp; self-regulation (+7), Collaborative Learning (+5)</p>	1
Core Subject Resourcing, additional English teacher employed	<p>High quality teaching increases academic performance. Additional teacher appointed in English to allow smaller class sizes and to provide opportunities for 1-1 and small group tuition to close learning gaps.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Metacognition &amp; self-regulation (+7), Collaborative Learning (+5), 1 to 1 tuition (+5), Mentoring (+2)</p>	1

Subject related extra-curricular materials	<p>Materials for enrichment projects in DT &amp; Art, ingredients for Food Technology, encourage attendance at after school clubs</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Arts &amp; Sports participation (+2), Extending school time (+3)</p>	1 & 3
Entitlement curriculum at Key Stage 3	<p>Attendance and transport provided to all entitlement curriculum projects</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Arts &amp; Sports participation (+2), Extending school time (+3)</p>	1
Curriculum review	<p>Challenging the philosophy of the Key Stage 4 curriculum. Ensuring that the curriculum is not restricting the aspirations and expectations of any young person.</p> <p><b>Research:</b> Collaborative Learning (+5), Master Learning (+5), Feedback (+6)</p>	1
Partnership with Emmaus Federation	<p>Creating a joined-up approach with partner primary schools with a clear focus on academic and emotional recovery.</p> <p><b>Research:</b> Collaborative Learning (+5)</p>	1
Subsidised Music Tuition	<p>Impact of peripatetic music tuition on academic achievement and participation in school events</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Arts &amp; Sports participation (+2)</p>	1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £212,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four temporary Academic Mentors appointed to support in English, maths, science & RE	<p>Academic Mentors appointed in core subjects to provide 1-1 and small group tuition to a large proportion of students to close pandemic related learning gaps. These positions are not funded by the DfE.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	1
In school and external tutor scheme	<p>NTP and Sixth Form students employed as mentors / tutors to provide 1-1 and small group tuition</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Individualised Instruction (+4), 1-1 tuition (+5), Mentoring (+2)</p>	1
Appointment of Lead practitioner for High Ability	<p>Appointed with oversight of whole school progress of High Ability students and improvement in the percentage of 7+ grades achieved at GCSE.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Individualised Instruction (+4), Mentoring (+2)  “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	1 & 3

<p>Learning Support Tools including SchoolCloud and Synergy</p>	<p>Improved parental communication and easy identification of targeted students will lead to more personalised classroom support</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Behaviour Interventions (+4), Mentoring (+2), Meta-cognition &amp; self-regulation (+7), Parental Engagement (+4)</p>	<p>1</p>
<p>Home learning resources including Century and GCSE POD</p>	<p>Century and 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.</p> <p>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> Education Endowment Foundation T &amp; L Toolkit - Parental Engagement (+4), Homework (+5)</p>	<p>1</p>
<p>C4C Tutor Programme</p>	<p>C4C 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> Education Endowment Foundation T &amp; L Toolkit - Meta-cognition &amp; self-regulation (+7), 1 to 1 tuition (+5), Mentoring (+2)</p>	<p>1</p>
<p>Mountain Mentor Programme</p>	<p>Encouraging male high ability Key Stage 3 PP students to access bespoke</p>	<p>2</p>

	<p>programme to raise aspirations working with a year 12 mentor.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Metacognition &amp; self-regulation (+7), 1 to 1 tuition (+5), Mentoring (+2)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	
Early Help Co-ordinator	<p>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> Education Endowment Foundation T &amp; L Toolkit - Behaviour interventions (+4), Parental Engagement (+4)</p>	2
Positive Steps	<p>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> Education Endowment Foundation T &amp; L Toolkit - Parental Engagement (+4), Metacognition and self-regulation (+7)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	3

Key Workers for C4C	<p>Two dedicated Key Workers for all C4C to co-ordinate provision between school, carers, social services and external agencies. Provision has been developed in collaboration with Rochdale Virtual Headteacher.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Mentoring (+2), Individualised Instruction (+4)</p>	1, 2, 3, 4 & 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £172,937

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																												
Child Welfare Officer	<p>Child Welfare Officer appointed as a single point of contact for parents with complex needs</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Behaviour interventions (+4), Parental Engagement (+4)</p>	2																																																												
Self Esteem Intervention	<p>Supporting PP students in all years with bespoke intervention (including PoP course) to raise self-esteem of targeted students, identified by Rosenberg Self-Esteem survey and also through the evidence from within the #BeeWell survey</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Social and emotional learning (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2																																																												
PP in school tracker	<p>Supporting PP students in all years with bespoke excel tracker to ensure joined up thinking and support from all staff to all PP students. Example:</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Form</th> <th>CLA</th> <th>SEN</th> <th>Pro</th> <th>SEMH</th> <th>Beh</th> <th>ATL</th> <th>Att</th> <th>Key Staff</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>7LM</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Mr Smith</td> </tr> <tr> <td>Student 2</td> <td>7HMA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Key Worker</td> </tr> <tr> <td>Student 3</td> <td>7AG</td> <td></td> <td>K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Form Tutor</td> </tr> <tr> <td>Student 4</td> <td>7EDC</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Key Worker</td> </tr> <tr> <td>Student 5</td> <td>7CEB</td> <td></td> <td>K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Form Tutor</td> </tr> </tbody> </table>	Name	Form	CLA	SEN	Pro	SEMH	Beh	ATL	Att	Key Staff	Student 1	7LM								Mr Smith	Student 2	7HMA								Key Worker	Student 3	7AG		K						Form Tutor	Student 4	7EDC								Key Worker	Student 5	7CEB		K						Form Tutor	1, 2, 3, 4 & 5
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	<p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Behaviour interventions (+4), Parental Engagement (+4), mentoring (+1), Meta-cognition &amp; self-regulation (+7)</p>	
Whole school well-being and environmental impact strategies	<p>School appointed as Health and Wellbeing lead working with Youth Sport Trust, Local Authority, MIND and range of external agencies. Inspiring quotes and images on walls, stairs and subject areas, raising aspirations and expectations in all areas.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Social and emotional learning (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	3
Gap Reduction Champions (Middle Leaders Group)	<p>Encouraging all subjects to have a consistent and direct approach to reducing gaps in the classroom by raising aspirations. Innovation encouraged through targeted intervention strategies depending on the specific needs of the year group or subject area</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Meta-cognition &amp; self-regulation (+7), Collaborative Learning (+5)</p>	3
Laptop Loan and dongle giveaway Scheme	Enabling all PP students to access online learning materials and to have no barriers to progress	1, 4

	<p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Behaviour interventions (+5), Meta-cognition &amp; self-regulation (+7), Individualised instruction (+5)</p>	
Inclusion Manager	<p>Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5), Parental engagement (+4)</p>	4
Year 6 Summer School	<p>1-week programme offered to all year 6 students coming to CL. Programme designed to raise aspirations, support transition and engage with the culture of CL</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Arts &amp; Sports participation (+2), Summer Schools (+3)</p>	3
Hub Provision	<p>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><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Behaviour Interventions (+4), Parental Engagement (+4), Individualised instruction (+5)</p>	4
Partnership with Elevate	<p>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</p>	3

	<p>'Elevate' who use university students to deliver sessions should also assist in raising aspiration.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Meta-cognition and self-regulation (+7), Parental Engagement (+4)</p>	
Hard to Reach Engagement	<p>Encouraging Year 8 and 9 boys PP students to access bespoke programme to build relationships, raise aspirations, improve ATL and behaviour and self-esteem working with a sports initiative in school.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p> <p>Sutton Trust Research – “aspiration has a large influence on outcomes, independent of cognitive ability.”</p> <p>DfE report on aspirations of disadvantaged pupils</p>	2, 4
Rewards Culture	<p>To further develop the positive culture through rewarding students for positive behaviour, excellent work and contributing to school activities</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p>	3
Pastoral Fund and specific pastoral support worker	<p>Support for heads of year from a specific member of the admin team and support for families to purchase school uniform and PE kit to improve attendance and encourage participation, doubled from</p>	2, 3 & 4

	<p>last year due to impact of lockdown on family finances</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p> <p>Pastoral leader experience of Cardinal Langley students</p>	
Attendance Officer	<p>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>	5
Breakfast Club	<p>Students who have eaten breakfast will have increased concentration in lessons, including upgrade to facilities and resources including move to bistro to provide enhanced environment for PP students. We are now part of the National Breakfast Programme.</p> <p><b>Research:</b> Education Endowment Foundation T &amp; L Toolkit - Extending school time (+2), Social and emotional learning (+4)</p> <p>Students who have a healthy morning meal are twice as likely to achieve above-average test results than those who do not have breakfast</p>	5

**Total budgeted cost: £ 432,670**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*All evaluation from the academic year 2020/21 is hugely impacted by the pandemic and therefore many of the activities within the strategy needed to be adapted significantly or were unable to happen due to restrictions. It is important to note the considerable support provided to vulnerable and disadvantaged students throughout the pandemic which was recognised by a Community Hero Award from Parliament.*

*Throughout the lockdowns, Cardinal Langley was open to over 100 students including Cared for Children, those with EHCPs and those identified as vulnerable by their in-school Key Workers. In addition, there were also more than 150 students contacted a minimum of once a week (most twice) by members of the safeguarding team and Heads of Year to ensure students wellbeing. Where contact was not made, home visits were undertaken. This number was not only made up of the government requirement to call those with social workers but we added a large number of students who we felt would benefit from contact. If we had concerns, students were invited into school to join our community offer during this time. Food parcels and welfare hampers were also provided to families throughout this time.*

*When analysing data there are two main areas of evaluation. We have used GCSE and TAG grades, AtL (attitude to learning) and assessment window outcomes. Whilst we have recorded the data below it is important to note that the pandemic renders a lot of the information less reliable than previous years.*

#### **GCSE Data 2021:**

	<b>Att 8</b>	<b>Pro 8</b>	<b>5+</b>
<b>Overall</b>	46.7	-0.27	34.3%
<b>PP</b>	40.0	-0.63	21.8%
<b>Non-PP</b>	49.1	-0.14	38.9%
<b>Gap</b>	-9.1	-0.49	17.1%

*Whilst we were well on the way to reducing gaps within our GCSE data prior to the pandemic, we have not hit our targets in that regard, in part due to Covid-19.*

*We have found that the gap in Att8 has reduced slightly since 2019 which is positive, however the P8 (estimated) gap is still nearly -0.5 within our TAG grades for last summer, which is an increase from 2019. If we look at the measure of %5+ including*

English and maths, that gap has reduced significantly and has hit our target in this area.

**Assessment Window Internal Data (AWC):**

	KS2 PP	KS2 Non- PP	KS2 Gap	APS PP	APS Non PP	APS Gap
<b><u>KS3</u></b>						
Yr 8	102.5	103.7	-1.2	2.54	2.85	-0.31
Yr 9	99.2	105.4	-6.2	2.78	3.05	-0.27
<b><u>KS4</u></b>						
Yr 10	100.0	103.6	-3.6	3.04	3.81	-0.75
Yr 11	99.6	102.6	-3.0	4.02	4.99	-0.97

When we look at other year groups there is a gap in attainment within each year group. We need to note that the APS is measured differently in Years 7 to 9 and in Year 10 and 11, so we can't compare the gaps directly. When we look at the gap on entry from Key Stage 2, it is variable, but students clearly come with a wide gap that we endeavour to restrict any increase and hopefully decrease in size. The most noticeable impact is in year 9 where, despite the largest KS2 gap they have a lower gap than yr 8.

**AtL Internal Data:**

	AtL PP	AtL Non-PP	ATL Gap
Yr 7	2.0	1.8	-0.2
Yr 8	1.8	1.7	-0.1
Yr 9	1.8	1.7	-0.1
Yr 10	2.1	1.9	-0.2
Yr 11	2.1	1.9	-0.2

In terms of AtL, we are delighted that the analysis of all year groups at all assessment windows does not show any significant gaps. The average AtL for PP learners is less than 0.2 below that of non-PP. This is measured on a 4-point scale.

During the lockdown periods, we had excellent engagement with online learning with attendance at live lessons consistently above 90%. This will have significantly reduced the potential attainment gap along with the safeguarding and pastoral support provided.

Attendance in 2020 to 2021 was significantly impacted by the pandemic, however the figures show a gap of around 4% between PP and non PP across the academic year.

*The impact of our Key Worker intervention, breakfast club and other in school strategies has been invaluable to a large number of disadvantaged students. We have identified increasing numbers of young people with poor wellbeing and our pastoral team has been unswerving in their drive to direct students to the right level of in school and external support.*

*Breakfast club and homework club continues to be a venue where disadvantaged students have the time and resources to access resources to support learning and wellbeing. We have seen these resources grow consistently since returning to face to face learning and the lowering of restrictions.*