

Pupil premium strategy statement – Caroline Chisholm School – whole school overview

School overview

Detail	Data
Number of pupils in school	2145
Proportion (%) of Pupil Premium eligible pupils	216 – 10%
1	2023-24
Date this statement was published	31.1.24
Date on which it will be reviewed	1.4.24
Statement authorised by	Andy Fisher
Pupil Premium lead	Nicola Cairns
Governor / Trustee lead	Michelle Ray

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£187740
Recovery premium funding allocation this academic year	£59236
Pupil Premium (and recovery premium*) funding carried forward from previous years	£35945
Service children	£1005
Total budget for this academic year	£224690

Part A: Pupil Premium strategy plan

Statement of intent

At Caroline Chisholm School, we believe that all students deserve the opportunity to excel regardless of their background or personal circumstances. Socio-economic status should not be a barrier to academic excellence or personal development. Prior to the Covid pandemic, students in receipt of Pupil Premium funding achieved well at CCS and the gaps in progress and attainment between eligible and non-eligible students had been narrowing, and our PP-eligible students attained good grades overall at KS1, 2 and GCSE level. Attendance gaps had narrowed prior to the Covid pandemic. Our recent progress measures have shown the significant impact that the epidemic has had on our most vulnerable students and outlines the importance of the challenges that need to be addressed to enable our disadvantaged students make progress, to look after their wellbeing and give them the tools to achieve. Through our school ethos of 'everyone, every lesson, every opportunity' and using our HPL framework, we aim to remove barriers that stand in the way of students achieving their best possible outcomes and accessing the same opportunities as their peers.

Key principles include:

- Quality first teaching (QFT) – getting high quality teaching right from the start reduces the reliance on 'intervention' strategies and 'catch-up' opportunities. We must ensure that PP-eligible students receive the best quality teaching available, as evidence and research suggests these are the students that benefit most (or are most affected when QFT is not in place).
- Support network – we employ dedicated, non-teaching Pupil Premium Mentors to support PP-eligible students and their families. These mentors liaise with teachers, parents, support staff and external agencies to ensure that the best, most bespoke support is in place for all of our PP-eligible students. We take every possible step to look after the wellbeing of our vulnerable students and offer support through school counsellors, our safeguarding team and external professionals.
- Attendance monitoring – all evidence suggests that even seemingly small drops in attendance can have big impacts on outcomes. Nationally and locally, the attendance of PP-eligible students is generally significantly lower than non-eligible, leading to less time in school and fewer opportunities to boost outcomes. By closely monitoring attendance, putting support in place as required, and incentivising students to continue to improve their attendance, we

can ensure that students are better able to access the support available to them at school.

Challenges

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

Challenge number	Detail of challenge
1	Progress – the progress made by disadvantaged students throughout their school time is often less than that made by non-disadvantaged.
2	Behaviour – the behaviour of disadvantaged students is sometimes worse than that of non-disadvantaged.
3	Attendance – absence rates amongst disadvantaged students are generally higher than those of non-disadvantaged
4	Equality of access – disadvantaged students often do not have access to extra-curricular opportunities, trips and visits that their non-disadvantaged peers take opportunity of and miss out on important cultural capital as a result.
5	Wellbeing, mental health and safeguarding – disadvantaged students are often our most vulnerable students and require support for their wellbeing and mental health through regular welfare and mental health checks, counselling opportunities and safeguarding support.

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
Progress gap narrows	<ul style="list-style-type: none"> • There is an improvement in the gap between the Progress 8 score of PP-eligible students compared with non-eligible peers. • The attainment of PP-eligible students is in line with that of non-eligible students. Internal tracking data for Y7-10 students shows a reduction in the gap between outcomes of PP-eligible students vs their non-eligible peers • Staff buy in, ensuring that all PP-eligible students receive:- <ul style="list-style-type: none"> ○ Careful consideration of seating plan arrangements to best support their learning. ○ High-quality feedback – including verbal and written – at every opportunity.

	<ul style="list-style-type: none"> ○ High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students’ progress and wellbeing. ○ Supported catch-up opportunities – including setting work to be completed during absence, an insistence that homework is completed, and sharing of notes/resources for any lessons that PP eligible students miss.
Behaviour gap eliminated	<ul style="list-style-type: none"> • The proportion of behaviour incidents, as identified by our behaviour log and points system, is not significantly different for PP eligible students as non-eligible. • The rate of fixed-term exclusions (FTEs) is in line with, or lower than, non-eligible students. • The number of achievement/house points earned by PP-eligible students is not significantly different from non-eligible peer. • Positive behaviours rewarded and communicated to parents/ staff and SLT and trustees.
Attendance gap narrowed	<ul style="list-style-type: none"> • Attendance for PP-eligible students is, on average, above 96%. • Rates of persistent absence (>10% absence) amongst PP-eligible students is in line with, or lower than, that of their non-eligible peers. School refusers (>90% absence) being actively targeted to improve attendance and address mental health issues.
Equality of Opportunity	<ul style="list-style-type: none"> • PP-eligible students are supported in attending extra-curricular activities (residential, trips, primary clubs) and are at least proportionally represented, if not overrepresented. • Engagement in peripatetic music lessons by PP-eligible students is in line or greater than with non-eligible. • Representation of PP-eligible students in decision-making forums such as student voice, student council is broadly in line with non-eligible students. • Careers advice and opportunities to access college, sixth form and apprenticeships are delivered.
Mental health, wellbeing and safeguarding	<ul style="list-style-type: none"> • Support is given for all aspects of the PP-eligible students to promote their wellbeing and their mental health.

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: £44067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching and learning, assessment and a curriculum which responds to the needs of the pupils.</p> <p>PD that is evidence based and context specific – PP strategy, whole school reading, primary writing intervention, digital learning support, scaffolding, assessment analysis and progress attainment development.</p>	<ul style="list-style-type: none"> • Education Policy Institute report (2020) on the impact of high-quality PD on outcomes. • EEF – effective professional development guidance report - Oct 2021. • Training on reading for all staff to improve the approach to reading/ phonics development of all students including PP eligible students. • EEF Oct 21 report states that effective PD - to ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. • PD should be evidence based and context specific. Areas for PD – primary writing, effective assessment analysis and finding the gaps, whole school reading. EEF report Oct 21 	<p>1,3,4</p>

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

Budgeted cost: £52450

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition, led by teachers / outside tutors, in English, maths and science <i>and other subjects</i> Y7-11	EEF Toolkit – 1:1 and small group tuition identified as expensive but effective forms of intervention. Many non-eligible students invest in private tutors, so this also bring parity of access to PP-eligible students.	2,3,4
Purchase of revision guides/resources for KS4 and KS3 subjects and KS2.	EEF Toolkit – levelling up access to learning materials	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £119493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Progress Mentors 3 FT members of staff 4 PT members of staff	EEF Toolkit - Behaviour interventions - Social and Emotional learning - Parental involvement - Aspirations intervention. Progress development. Team expansion with oversight of year groups in Secondary phase.	1,2,3,4
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions, primary extra-curricular clubs	EEF Toolkit - Arts participation.	4,5
Youth development worker	EEF Toolkit – Social and Emotional learning - Aspirations intervention 20.	2,3,4,5

Attendance and behaviour incentives and rewards	Ongoing government research into attendance impact on student outcomes, Attendance interventions rapid evidence EEF March 22.	1,2,3
Transport, uniform and equipment	Without transport, uniform and equipment students will not be able to access learning and attendance can be impact on student outcomes research. Addressing Educational Disadvantage – Marc Rowland. Using PP – EEF April 22	1,4,5

Total budgeted cost: £216010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Within Secondary phase, our KS4 data for Progress 8 for the whole school was 0.10 against a National picture of -0.03 . Our disadvantaged students at CCS had a Progress 8 score of -0.42 against a National score of 0.17. The progress 8 data for English was $+0.43$, for maths it was $+0.08$, Ebacc was $+0.12$ and Open subjects were -0.11 .

This shows a very significant gap between the disadvantaged students at CCS and their non-disadvantaged peers and the achievements of disadvantaged students nationally. For our English element, our PP students had a positive progress score 0.01; however, our maths was -0.49 . Our open element score was also a negative progress score (-0.57) highlighting that this and maths (-0.53) are significant areas for development.

In 2023, within Year 6, we had 2 PP students of which 50% (1 student) achieved the expected standard for RWM (reading, writing and maths) with 50% achieving GD (greater depth) in GPS (Grammar, Punctuation and Spelling) and reading. 1 student did not reach the expected standard in RWM. The progress score for our PP students for RWM was $-34%$ compared with $-7%$ for their non-disadvantaged peers.

The Year 6 cohort at CCS achieved a RWM combined score of 65% at expected standard and greater depth at 12%. In reading, 82% of pupils achieved the expected standard. In writing, 82% met the expected standard and in maths, 77% met the expected standard. CCS students achieved 82% at expected standard for GPS (Grammar Punctuation and Spelling). Greater depth was achieved by 32% of CCS students at KS2 in reading, 20% of student in writing, 25% in maths and 38% in GPS. A disadvantage gap still exists between our PP and our non-disadvantaged pupils and we need to work on reducing this gap.

In Year 2, 80% of PP students at CCS attained the expected standard in RWM, with 20% attaining greater depth in the combined measure. 100% of pupils achieved the expected standard in reading and writing. 80% of students achieved the expected standard in maths. 40% of Year 2 pupils achieved greater depth in reading and writing and 20% in maths. Our PP students performed significantly better than their non-disadvantaged peers with CCS students attaining 67% at expected standard for RWM and 13% at the higher standard. In reading, 72% of their peers achieved the expected standard with 33% GD, 70% for writing with 17% GD and 73% for maths with 22%. All PP students achieved better in comparison to their peers in all areas except maths at greater depth (20% PP vs 22% Non-PP).

KS1 performed significantly beyond their peers and 40% above the national average for RWM. National 40% vs CCS 80% and with CCS's combined score of 20% and the National average being 2%. We invested significantly in bespoke interventions for these students and the progress we have seen has shown significant impact. Early intervention has shown positive progress.

KS2 and KS4 are areas for development and were significantly affected by Covid-19, in particular, their attendance and engagement during lockdown.

Ensuring we deliver our PP strategy is key to make certain that the gap is significantly bridged.

OVERVIEW AND MONITORING	
We planned to...	We achieved...
Use previous year's data to inform early monitoring (and intervention as required) of current students.	Throughout the year, students were identified and interventions deployed where possible.
Audit tracking and monitoring systems that are currently in place in all departments, and work with FLs to improve these as required.	Data measures were deemed to not be as reliable as anticipated; therefore, new data assessments were put in place.
Work with FLs and PLs to ensure there is a strategic plan in place to intervene with PP students identified as falling behind in each census drop.	Students were identified and offers to attend before and after school interventions were offered through SLT. In class interventions, through high quality teaching were employed, though we were not able to measure their impact. More QA needed.
Monitor attendance daily, and ensure parents are contacted where attendance is a concern.	Pre-Covid levels of attendance showed that the gap had been minimised in most year groups. However, post-lockdown attendance of all students, PP or otherwise, was badly affected. SEMH issues have increased and persistent non-attendance has also rose.

Meet termly with FLs/PL to discuss on an individual basis, specific PP students whose progress is currently causing concern.	Has not been thoroughly embedded. Needs to be part of termly meetings led by FL and PPL and PL.
TEACHING AND LEARNING	
We planned to...	We achieved...
Ensure that highly effective teaching (incl. High Performance Learning strategies) enables PP students to make progress within all lessons.	HPL is the main focus for developing T&L across the school. HPL was embedded into performance management targets, including PP as a success criterion, and school achieved the HPL award.
Implement 'live marking' as a commonly used strategy for PP students.	All marking practices were affected during Covid and staff training to be delivered to re-embed practice across the phases.
NTP – SLT was put in place through in house teaching as previously the implementation of online tuition was deemed ineffective and it was poorly attended and some lessons were not addressing the students needs.	It was thought that live lessons would be better as the online teaching was not very effective and students informed us that began to experience 'screen fatigue' over the course of the day which made them less keen to engage in further online tuition after school.
Conduct "return to school" interviews with PP students with >3 consecutive days off (or >5 days in a given term). Structured approach to catch up of work - monitoring completion of work sent home, and enforced conversation with teachers to establish work missed and how to catch up.	Began effectively but became difficult with students off for mandated reasons, (eg. Covid related and SEMH) as well as explained/unexplained. To be reimplemented and executed by Aspire team and attendance.
ENGAGEMENT AND BEHAVIOUR	
We planned to...	We achieved...
Conduct an attitudinal survey during the year. Identify any previously-unknown barriers to progress and take steps to address.	The PASS (Pupils' Attitude to Self and School) survey showed a gap in both students' perceptions of their enjoyment of school, and students' perceptions of their own ability, between PP-eligible

	students and non-eligible. Interventions were due to take place. No QA on their impact.
Monitor behaviour log weekly and monthly to ensure students are spoken with and parents are contacted where behaviour is a concern.	PP Mentor team in regular contact with parents regarding all aspects of students' performance at school, including behaviour. The team have Early Help Assessments (EHAs) open for students who remain an ongoing concern for reasons including behaviour. The number of EHAs opening takes up a considerable amount of time for the PPM.