

Pupil premium strategy statement – Caroline Chisholm School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2132
Proportion (%) of Pupil Premium eligible pupils	12% (264)
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	31.12.24
Date on which it will be reviewed	31.3.25
Statement authorised by	Andy Fisher
Pupil Premium lead	Nicola Cairns
Governor / Trustee lead	Malcolm Loubser

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£209350
Recovery premium funding allocation this academic year	£0
Pupil Premium (and recovery premium*) funding carried forward from previous years	£5272
Service children	£1020
Total budget for this academic year	£215642

Part A: Pupil Premium strategy plan

Statement of intent

At Caroline Chisholm School, we are committed to ensuring that every student has the opportunity to excel, regardless of their background or personal circumstances. We believe that socio-economic status should never be a barrier to academic achievement or personal growth. We recognize the importance of addressing the unique challenges faced by disadvantaged students, supporting their wellbeing and equipping them with the tools they need to succeed. Guided by our ethos of "everyone, every lesson, every opportunity" and our High-Performance Learning (HPL) framework, we work to eliminate obstacles and ensure that all students can achieve their best outcomes and access 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).
- Progress, wellbeing and attendance support - To ensure holistic student development, the following strategies focus on supporting progress, wellbeing, and attendance.
 - We employ dedicated, non-teaching Pupil Premium Mentors to support PP-eligible students and their families. These mentors collaborate with teachers, parents, support staff, and external agencies to ensure personalized and effective support for each student. Mentors in our Aspire team are committed to helping PP students achieve their best possible outcomes.
 - We take every measure to prioritize the wellbeing of our vulnerable students, offering support through school counsellors, our safeguarding team, and external professionals.
 - By closely monitoring attendance and behaviour, providing targeted support when needed and incentivising continued improvement, we can ensure students are better positioned to access the resources and support available to them at school.
 - Providing students with access to a wider range of educational opportunities promotes the development of their cultural capital.

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 students.
2	Behaviour – the behaviour of disadvantaged students is sometimes worse than that of non-disadvantaged students.
3	Attendance – absence rates amongst disadvantaged students are generally higher than those of non-disadvantaged students. Numbers with severe absence are rising.
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 therefore miss out on important cultural capital as a result. Having access to digital devices and technology for learning can be a barrier some students face.
5	Wellbeing, mental health and safeguarding – disadvantaged students are often our most vulnerable students and require 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.

Secondary Phase

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 we adhere carefully to the Aspire (PP) promise for all PP-eligible students, including:- <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 are rewarded and communicated to parents/staff/LT and trustees.
Attendance gap narrowed	<ul style="list-style-type: none"> ● Rates of persistent absence amongst PP-eligible students is in line with that of their non-eligible peers. ● School refusers are being actively targeted to improve attendance and address mental health issues. ● PP attendance in line with national attendance for PP.
Equality of Opportunity	<ul style="list-style-type: none"> ● PP-eligible students are supported in attending extra-curricular activities (residential, trips, sports 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 and student council are broadly in line with non-eligible students. ● Careers advice and opportunities to access college, sixth form and apprenticeships are delivered. ● Equality of access to digital learning and technology.
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. ● Opportunities to support students with MHST and through the Aspire team are given as a priority. Access to counselling and youth worker appointments are sought as often as required.

Primary Phase

Intended outcome	Success criteria
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<p>Progress gap narrows</p>	<ul style="list-style-type: none"> • The attainment of KS2 students (reading, writing and maths) for PP-eligible students is above national PP data (2024 – R 74%, W-72%, M- 73%) and in line with our non-PP students. • Year 1 Phonics screening test results are in line with non-PP students and above national (24-79%).
<p>Staff ensure that students have quality first teaching and learning where PP students receive the PP/ Aspire promise.</p>	<ul style="list-style-type: none"> • Staff buy in, ensuring that all PP-eligible students receive the Aspire (PP) promise:- <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. ○ 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. • Develop early years oracy and language. Ensure speech and language support is given. Early years reading skills are maximise and timely interventions are delivered.
<p>Behaviour gap eliminated</p>	<ul style="list-style-type: none"> • The number of achievement points earned by PP-eligible students is not significantly different from non-eligible peer. • Positive behaviours are rewarded and communicated to parents/staff/LT and trustees.
<p>Attendance gap narrowed</p>	<ul style="list-style-type: none"> • Attendance for PP-eligible students is, on average, above 96%, above the national average for PP students and in line with non-PP students. • We intend that the attendance gap is narrowed in 2025 figures.
<p>Equality of Opportunity</p>	<ul style="list-style-type: none"> • PP-eligible students are supported in attending extra-curricular activities (primary clubs funded per term, residentials and trips) 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 and student council are broadly in line with non-eligible students. • PP students supplied with digital technology to ensure equitable access to learning using digital devices.
<p>Mental health, wellbeing and safeguarding</p>	<ul style="list-style-type: none"> • Support is given to all PP-eligible students in all aspects to promote their wellbeing and their mental health. • Access to Drawing and Talking and ELSA support given as a priority to any PP student who would benefit from support.

	<p>Counselling offered in Year 6 when students are able to access this support service.</p> <ul style="list-style-type: none">• MHST referrals made for students who would benefit from their services. PP students' wellbeing monitored closely by class teachers.
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Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Whole school budgeted cost: £19656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching and learning, assessment and a curriculum which responds to the needs of the pupils.	<ul style="list-style-type: none"> Education Policy Institute report (2020) on the impact of high-quality CPD on outcomes. Teacher feedback to improve pupil Learning EEF. Assessment and feedback - EEF EEF – effective professional development guidance report (Oct 2021). 	1,3,4
CPD that is evidence based and context specific – PP strategy, whole school reading, primary writing (W4P and R4P), intervention, digital learning support, scaffolding, assessment analysis and progress attainment development.	<ul style="list-style-type: none"> Training on reading for all staff to improve the approach to reading/ writing/ phonics development of all students, including PP-eligible students. Oracy and language development training given. EEF Oct 21 report states that effective PD - to ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 	1,2,3,5
Effective CPD delivery, QA and VOC attained.	<ul style="list-style-type: none"> CPD should be evidence based and context specific. Areas for CPD – primary writing, effective assessment analysis and finding the gaps, whole school reading. EEF report Oct 21 Use of Pixl resources to identify gaps in knowledge and how to bridge the gaps. 	1,2,3
Delivery of HPL	<ul style="list-style-type: none"> HPL – International research schools project in developing disciplinary Literacy (EEF 2021) 	1,2,3

	<ul style="list-style-type: none"> Developing strategies of metacognition and cognitive development 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Secondary phase budgeted cost: £123456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Progress Mentors - 4 FT members of staff in Secondary phase 1 team leader in Secondary phase	<ul style="list-style-type: none"> 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
1:1 and small group tuition, led by teachers / outside tutors, in English, maths and science and other subjects Y7-11	<ul style="list-style-type: none"> 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. Year team director and Performance leads to meet to identify gaps and organise interventions to encourage progress. 	1,2,3,4
Purchase of revision guides/resources for KS4 and KS3 subjects.	<ul style="list-style-type: none"> EEF Toolkit – levelling up access to learning materials. 	3
Digital devices supplied and access to technology	<ul style="list-style-type: none"> 2023 report from the Office for National Statistics (ONS) revealed that 30% of disadvantaged students lack access to a personal learning device at home, putting them at a disadvantage compared to their peers. Provision of school-issued devices for PP students to ensure equitable access to digital learning. This has happened for the last 2 years; students are able to take their devices 	1,4

	<p>home once the parental agreement has been signed.</p> <ul style="list-style-type: none"> Subsidised internet access for families experiencing financial hardship. 	
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Primary phase budgeted cost: £27826

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition, led by teachers / outside tutors	<ul style="list-style-type: none"> 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. Small group tuition has an impact on learning when coupled with the delivery of the class teacher. Small group tuition – EEF. 	2,3,4
Establishment of lunchtime nurture groups for PP students and those who are vulnerable and need SEMH or nurture support in particular areas.	<ul style="list-style-type: none"> SEMH needs are a growing issue post pandemic. Nurture groups support students with facing their issues and empower them with strategies to support themselves and promote the wellbeing. EEF social and emotional learning. 	1,5
CPD developing the approach to mastery in maths and developing literacy through reading and writing for pleasure.	<ul style="list-style-type: none"> Improving literacy in KS1 and KS2, improving mathematics in KS2 and transition into KS3 EEF. 	1,2,3
Introduction of a new curriculum (Dimensions) that builds knowledge and skills.	<ul style="list-style-type: none"> Developing the primary curriculum, improving the coverage and the delivery of a knowledge and skills based curriculum - EEF maximising learning. 	1,2

PSHE – Jigsaw programme adopted across the whole school to ensure that SEMH issues are addressed in every class, in every year group.	<ul style="list-style-type: none"> Extensive evidence exists for the improved outcomes in later life of students who develop social and emotional skills - EEF Social and emotional learning. 	1,2,3
Purchase of resources – phonics resources, revision guides/resources for KS2.	<ul style="list-style-type: none"> EEF Toolkit – levelling up access to learning materials. 	3

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

Secondary phase budgeted cost: £26306

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions	<ul style="list-style-type: none"> EEF Toolkit - Arts participation. EEF Guide to the Pupil Premium – evidence brief 	4,5
Breakfast club	<ul style="list-style-type: none"> EEF evidence assessment on breakfast interventions. 	1,2,3,4,5
Youth development worker	<ul style="list-style-type: none"> EEF Toolkit – Social and Emotional learning - Aspirations intervention 20. 	1,2,3,4,5
Attendance and behaviour incentives and rewards	<ul style="list-style-type: none"> Ongoing government research into attendance impact on student outcomes, Attendance interventions rapid evidence EEF March 22. EEF guide to PP – supporting school attendance 	1,2,3
Improving communication with parents/carers	<ul style="list-style-type: none"> Levels of parental engagement are consistently associated with improved academic outcomes. Use working with parents to support children’s learning. (EEF- guide to the PP). Use coffee mornings where uniform is given, chase parents 	1,2,3,4.5

	evening engagement – assisting the booking of appts.	
Transport, uniform and equipment	<ul style="list-style-type: none"> Without transport, uniform and equipment, students may experience barriers to their learning and subsequently this may have a negative impact on their willingness to attend school. Addressing Educational Disadvantage – Marc Rowland. Using PP – EEF April 22 	1,4,5

Primary phase budgeted cost: £9444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject, primary extra-curricular clubs	<ul style="list-style-type: none"> Evidence that additional engagement in extra-curricular clubs has an impact on wellbeing. This supports the development of cultural capital. EEF guide to the PP. EEF Toolkit - Arts participation. 	4,5
Develop the use of forest schools across the whole school to develop the SEMH needs of PP and vulnerable students.	<ul style="list-style-type: none"> Forest school research – Forest Schools: impact on young children in England and Wales - Forest Research 	1,2,5
Attendance and behaviour incentives and rewards	<ul style="list-style-type: none"> Ongoing government research into attendance impact on student outcomes, Attendance interventions rapid evidence EEF March 22. Attendance assembly weekly with rewards for best class attendance. 	1,2,3
Transport, uniform and equipment	<ul style="list-style-type: none"> Without transport, uniform and equipment, students may face further barriers to their learning. By not having these vital things, it may have a detrimental impact on their attendance and engagement. Addressing Educational Disadvantage – Marc Rowland, Using PP – EEF April 22 	1,4,5

Total budgeted cost: £215642

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Secondary

Within Secondary phase, our KS4 data for attainment 8 was 5.1 and was significantly above the national average of 4.5. The progress 8 score overall was +0.09 which was in line with the national average. 82% of CCS students in Year 11, in 2024, achieved grade 4+ in English and maths with pupil progress being +8% which was significantly above the national average.

Our disadvantaged students at CCS had an attainment 8 score of 4.3, compared to the non-pp score of 5.2 (a gap of -0.9) and a progress 8 score of -0.2, compared to the non-pp score of +1.1 (a gap of -0.31). The % score for English and maths 4+ was 60% compared to the CCS non-PP score of 84%.

National Average Progress 8 score for disadvantaged Students was **-0.57**. Therefore, in comparison to the national average for disadvantaged students, CCS student made better progress but this is not sufficient and we need to lessen the gap between disadvantaged students and non- disadvantaged students. The national average for non-disadvantaged students was 0.16 in 2024.

We needed to develop our focus on maths attainment and open subjects as these subjects show an underperformance among some of our disadvantaged students.

Although the Progress 8 score shows a very significant gap between the disadvantaged students at CCS and their non disadvantaged peers, this is an improvement on the score since last year. We need to continue to lessen the gap between our CCS PP students and our non-PP students. With the application of the new strategy, we intend to further reduce the attainment gap and show this through the data in 2025.

Primary

In 2024, within Year 6, we had 5 PP students and 1 PP+ student, of which 50% (3 students) achieved the expected standard for RWM (reading, writing and maths) with 1 (17%) student achieving GD (greater depth) in reading. 1 student did not reach the expected standard in RWM. The PP students achieved 67% at expected standard in mathematics, 83% of PP students achieved the expected standard in writing and 67% of PP students achieved the expected standard in reading. The value added data for PP students was +2.9 for reading, +1.6 for writing, +0.5 for GPS and -0.3 for maths. Writing was only 2% different to the non-PP level but with a 16% difference in the reading scores and 18% difference in reading, a significant gap still exists. However,

we must be mindful that this is only 6 students and so is not deemed to be highly significant statistically.

In 2024, the Year 6 cohort at CCS achieved a RWM combined score of 68% at expected standard and 12% at greater depth. In reading, 83% of pupils achieved the expected standard with 32% attaining greater depth. In writing, 85% met the expected standard and 22% achieved greater depth. In maths, 85% met the expected standard and 23% achieved greater depth. CCS Year 6 students achieved 80% at expected standard and 43% at greater depth for GPS (Grammar Punctuation and Spelling). A disadvantage gap still exists between our PP and our non-disadvantaged pupils in KS2 and we need to work on reducing this gap through more effective interventions and in-class support.

In 2024, our phonics screening results improved from 78% to 85% pass rate. This improvement may be due to the introduction of new phonics teaching where the teaching was delivered in small phonic phase groups using a comprehensive new approach. Our PP students responded very well to this approach as 100% of the PP students passed the phonics screening test in Year 1.

Primary Year 6 PP attendance was 95% compared with a national figure of 94.1%. The school attendance figure for non-PP students was 96.5%. PP attendance was -1.5% behind non-PP but greater than the national average. With our focus on attendance, we intend that in 2025 we will have a decreased attendance gap.

KS2 is an area for development and with different initiatives in place, our intention is that this gap will be reduced in the 2025 data.

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