



Caldew School
Pupil Premium 2016-2017

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others” (Sir John Dunford National Pupil Premium Champion)

The Pupil Premium is a government initiative designed to target resources on those students who have been on Free School Meals at any point over the past 6 years; those who are Children Looked After or have ceased to be because of adoption, a special guardianship order, child arrangements order or residence order; students whose parents serve or have served in the armed forces during the last three years or are in receipt of a child pension from the Ministry of Defence.

For 2016/17, the Pupil Premium funding for Caldew School is £153807. The details of how the school plans to use the Pupil Premium funding to support and increase the success of our Pupil Premium students are outlined below, along with the evaluation of 2015/16’s spending.

The Pupil Premium strategy will be reviewed fully to evaluate its impact and to inform planning for September 2017, but ongoing monitoring will take place as part of our ongoing strategic self-evaluation.

1. Summary information					
School	Caldew School				
Academic Year	2016/17	Total PP budget	£153807	Date of most recent PP Review	June 2015
Total number of pupils	1065	Number of pupils eligible for PP	209 (inc. 6 th Form)	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Basics (C+ in English and Maths)	23%	69%
% achieving EBACC	10%	29%
Progress 8 score average	-0.42	0.12
Attainment 8 score average	37	52
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		

A.	The secondary ready attainment gap between Pupil Premium students and Non-Pupil Premium students is significant in all year groups.	
B.	Pupil Premium students have lower levels of literacy than Non-Pupil Premium students, creating barriers to learning and achievement.	
C.	Lower levels of resilience and confidence reduce levels of engagement and participation, slowing progress.	
D.	A small number of students account for a large proportion of the total number of Fixed Term Exclusions, showing repeated instances of poor behaviour.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	The proportion of Pupil Premium students who are persistently absent is high.	
F.	Pupil Premium students have low aspirations	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	Pupil Premium students will be on track to achieve targets Progress8 will be positive for Pupil Premium students Attainment gap will be narrower than that on entry between Pupil Premium and Non-Pupil Premium students
B.	Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	English assessment data will show that Pupil Premium students are making faster progress Lesson observations and work sampling will show effective teaching, marking and feedback in relation to literacy Literacy interventions will have a positive impact, leading to improved literacy ages for all students
C.	Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.	Lesson observations will show that Pupil Premium students are targeted to contribute and answer questions Increase rates of progress will mean that students make progress in line with Non-Pupil Premium peers.
D.	Pupil Premium students will be positively engaged in education, with a reduction in the instances of behaviour leading to Fixed Term Exclusions	The number of Fixed Term Exclusions for Pupil Premium students will fall The number of repeat exclusions will fall Behaviour interventions (L2L seclusion, L2L intervention, Respect and Resilience groups) will have a positive impact, leading to a decrease in behaviour logs, an increase in achievement logs and raised achievement
E.	The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise	Attendance of Pupil Premium students will increase The proportion of Pupil Premium students who are persistently absent will reduce Attendance monitoring will show the positive impact of targeted interventions for individual students

F.	Raised aspirations of Pupil Premium students	Students will be aware of the destination routes Surveys of destination routes will show that students are ambitious
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5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	Review the format of Raising Achievement Plans to increase their impact on teaching and learning and student outcomes	“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i>	Middle Leaders have been consulted to discuss changes to format Regular focus to ensure achievement of PP students remains a priority	YNN	Incorporated into Self-Evaluation calendar: Termly Data Collections Focus of Lesson Observations Focus of Work Sampling Dept. Teaching & Learning Reviews
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	Personalised CPD programme, focusing on ‘Developing Teaching’ and ‘Leading Teaching’, focusing on strategies known to have a positive impact on achievement of PP students (e.g. Engagement and participation) Weekly TeachBrief to share effective strategies	“Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i> “1. Professional development should have a focus on improving and evaluating pupil outcomes. 2.	CPD options will be made as part of appraisal planning to ensure appropriate and relevant focus CPD evaluations will monitor the quality of CPD TeachBrief will focus on strategies shown to have a positive impact on PP achievement; monitoring will be used to identify teachers to lead the sessions, sharing good practice; attendance will be monitored to ensure engagement	YNN YNN FMJ	Incorporated into Self-Evaluation calendar: Termly Data Collections Focus of Lesson Observations Focus of Work Sampling Dept. Teaching & Learning Reviews

<p>C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.</p>	<p>and practice</p> <p>Assessment, Marking & Feedback strategy, with focus on the impact of feedback on students' progress</p>	<p>Professional development should be underpinned by robust evidence and expertise. 3. Professional development should include collaboration and expert challenge. 4. Professional development programmes should be sustained over time. And all this is underpinned by, and requires that: 5. Professional development must be prioritised by school leadership." (<i>Standard for Teachers' Professional Development, DfE, July 2016</i>)</p> <p>"Marking is a central part of a teacher's role and can be integral to progress and attainment. Written responses offer a key way of providing feedback to pupils and helping teachers assess their pupils' understanding. Previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback ... found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year." (<i>A Marked Improvement, EEF, April 2016</i>)</p>	<p>Engagement of leaders in developing new assessment strategy; development of key assessment task calendars during gained time to ensure readiness for Sept 2016; joint monitoring by senior and middle leaders to ensure implementation of policy and review effectiveness of practice</p>	<p>YNN</p>	
Total budgeted cost					£500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	Pupil Premium Leads in the Core subjects will: i) Lead the use of Raising Achievement Plans, setting and reviewing precise curricular targets for students; ii) Monitor the progress of students using data, lesson observations and work sampling; iii) engaging parents iv) Influencing teaching through 1:1 progress meetings with teachers	“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i>	Pupil Premium Raising Achievement Meetings will ensure consistent strategy and review of impact	YNN PP Leads & Heads of Core Depts.	Calendared Raising Achievement Meetings
	Surplus staffing in English and Maths		Students will be identified appropriately and the impact of interventions monitored closely		
	Maths Champions	Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. <i>(Peer Tutoring: EEF Toolkit, August 2016)</i>	Training of Maths Champions Identification of students	PAS	Ongoing monitoring of participation and engagement

<p>B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students</p>	<p>Additional Literacy Curriculum Paired Reading</p>	<p>“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career” (DfE: <i>Reading: The Next Steps, March 2015</i>)</p> <p>Literacy testing in school shows that a significant proportion of students have a reading age more than 12 months below their actual age on entry to Caldew.</p> <p>KS2 data shows that less than 60% of Year 7s met KS2 expectations for reading.</p> <p>For secondary schools, QLA can support managing transition from primary school, giving teachers detailed information on their incoming Year 7 cohort’s strengths and weaknesses in each area of the curriculum covered by</p>	<p>Revised Additional Literacy Curriculum, using scheme with recognised impact (Pearson: Grammar for Writing); implementation of scheme of work a key focus of YNN/ RCC line management meetings in Autumn term; share KS2 Question Level Analysis to inform intervention</p> <p>Monitoring of registration programme to ensure paired reading is taking place; 6th formers available to support</p>	<p>YNN RCC</p>	<p>Self-evaluation calendar: lesson observation and work sampling Data collections Literacy age retesting</p>
<p>A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.</p>	<p>TA CPD HLTAs will have a positive impact on students’ achievement in core subjects</p>	<p>“The typical deployment and use of TAs, under everyday conditions, is not leading to improvements in academic outcomes...There is emerging evidence that TAs can provide noticeable improvements to pupil attainment” (Making Best Use of Teaching Assistants, EEF, Spring 2015)</p>	<p>SENCo and HLTA will plan and deliver CPD based on student needs and feedback from observations</p>	<p>HJH/AJT</p>	<p>CPD Evaluations Self-Evaluation calendar: learning walks and lesson observations; data collections</p>

D. Pupil Premium students will be positively engaged in education, with a reduction in the instances of behaviour leading to Fixed Term Exclusions	L2L seclusion and intervention, delivering 'Ready to Learn', 'Respect and Resilience' courses delivered to targeted students by learning mentors	"[Successful schools] realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards." (<i>Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015</i>)	Early identification of students in need of intervention Monitoring of impact of intervention in place	HJH/HoH	Ongoing Calendared intervention meetings SLT/HoH fortnightly line management meetings
Total budgeted cost					£141502
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise	Attendance officer: monitoring and intervention	"[Successful schools] realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards." (<i>Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015</i>)	Revised data base for monitoring attendance set up by SNB to allow more frequent monitoring	SNB	Ongoing Fortnightly meetings between attendance officer and Heads of House
F. Raised aspirations of Pupil Premium students	INSPIRA interviews and guidance	"Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all." (<i>Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015</i>)	Surveys will be used to identify students in need of further interviews and guidance; options will inform Work Ready Day content	PMG	January 2017
	Financial support to ensure wider participation e.g. Duke of Edinburgh; trips and visits; music tuition		Respond to parental requests for support; offer support where finances may be a barrier	YNN	Ongoing
	Rocking Ur Teens Boys' Conference		Promote participation with targeted students and parents	YNN	November 2017

			Set Focus Group on SISRA to allow monitoring of impact on achievement		
Total budgeted cost					£11800

6. Review of expenditure					
Previous Academic Year			2015-2016		
Initiative	Strategies	Desired outcome	Evaluation	Next Steps (Linked to School Action Plan)	Cost
Assistant Headteacher for PP and Intervention	To lead the whole school Pupil Premium strategy	Raise achievement of Pupil Premium students	The Progress8 for Pupil Premium students was in line with expectations. The proportion of PP students who were secondary ready was particularly high for this cohort (37% at KS2).	Further raise the achievement of Pupil Premium students (Gap for PP students continues to close and be lower than on entry; Progress 8 to show positive VA)	Staffing
Surplus staffing in Maths and English	Team teaching and withdrawal groups to provide targeted support	Students make at least 3 levels of progress in Maths and English	We are ambitious to raise achievement further and although in line with expectations as a cohort, we would identify the progress of more able students in English, lower ability students in Maths, EBACC and the Open group of subjects as areas to improve.		
Pupil Premium Leads in Maths, English and Science	Closer and more thorough monitoring and exploration of progress Further share practice through work with middle leaders and class teachers through Raising Achievement Meetings	Raise achievement of Pupil Premium students	At Key Stage 3, the gap between PP and Non-PP students' progress is marginal, with high proportions of students meeting expectations.	Embed the role of PP Leads in the Core Subjects, increasing their impact on student outcomes through the use of Raising Achievement Plans and rigorous monitoring (Empower and develop Middle Leaders to drive continued improvements in teaching and learning)	Staffing
Raising Achievement Plans	Individual Raising Achievement Plans used to raise awareness of Pupil Premium students and to develop strategies to overcome	Raise achievement of Pupil Premium students	Monitoring of Raising Achievement Plans shows consistent use of the teaching and learning strategies known to raise the achievement of Pupil Premium students. The progress of KS3 PP students is in line with Non-PP and Progress 8 for PP students (both FSM	Revise the format and use of Raising Achievement Plans to increase their impact on teaching and learning, and student outcomes (To develop a shared vision for effective teaching and learning based on high expectations for all; All teaching over time is at least	£800

	underachievement		and CLA) is predicted to be higher than Non-PP for the current Year 11.	good, with an increasing proportion outstanding)	
KS3 Literacy and Numeracy intervention	<p>Literacy screening of all new students</p> <p>Tailored intervention programme for identified students e.g. Dyslexia, Read & Understand</p> <p>KS3 Literacy group for 2 hours per week for targeted students</p> <p>Use of Lexia computer programme</p> <p>Staff training on literacy</p>	<p>Students are making expected progress at termly data collections</p> <p>Improve reading, spelling and comprehension ages</p> <p>Narrowing the gap on chronological ages</p>	<p>Literacy retesting shows a consistent narrowing of the gap between students' literacy ages and actual ages, with a greater degree of improvement for PP students compared to Non-PP students across all year groups in spelling and in Years 7 and 8 for comprehension. It has improved at a similar rate in reading, except in Year 8 (new Year 9).</p>	<p>Further develop numeracy interventions</p> <p>Revise additional literacy curriculum to increase challenge</p> <p>(Develop students' literacy through reading; Review literacy and numeracy intervention programmes)</p>	Staffing
HTLA specialists in core subjects of Maths, English and Science to build specialism and more effective support.	<p>Higher quality differentiation and support in place in core subjects</p> <p>Support for individuals and small groups</p>	<p>Students make at least expected progress in core subjects</p>	<p>In Maths and English, the proportion of PP students meeting expectations in KS3 is in line with Non-PP students. 100% of CLA met expectations at KS3 in Maths and English. 100% of Service students met expectations in Maths, whilst 66% of Service students did this in English. (NB. Cohort of three students.)</p> <p>In Science, PP students' progress is in line with Non-PP students' progress in Year 7, but the gap widens in Year 8 and 9.</p>	<p>To further develop the roles and intervention strategies for HLTAs</p> <p>(Support staff are even more effective in raising achievement)</p>	Staffing
Raising Aspirations Projects	<p>Birmingham Skills Fair</p> <p>Strathclyde University STEM visit</p> <p>Bryanston Square 'Focus' event</p> <p>INSPIRA interviews</p>	<p>Students demonstrate higher levels of engagement</p> <p>Student voice shows that students are aware of choices and have higher aspirations</p>	<p>Student feedback was positive, with students engaging with a variety of post-16 options at the Skills Fair.</p> <p>Students participating in Bryanston Square 'Focus' and 'Unlock' programmes consistently recognised the messages of the presentations; showed an understanding of how the messages related to their own experiences and potential opportunities and began to act upon these.</p>	<p>Continue to raise students' aspirations through mentoring, as well as providing further opportunities</p> <p>(Raise aspirations and broaden horizons across the academic spectrum; Students are well prepared for the next stage in their education or training)</p>	<p>Bryanston Square CSLC Focus Day (£775) and Unlock Programme (£6000)</p> <p>INSPIRA interviews</p>

			<p>Students visited London, interviewing a partner from Taylor Wessing, restaurant owner, marketing director from Google and HR staff from MetroBank. They all participated in a presentation to their year group. Students developed their communication skills in order to engage with a variety of people, discussing their routes to success.</p> <p>Parent/ carer feedback reinforces students' feedback, indicating that students have discussed their experiences at home and have a greater sense of ambition and understanding of their future opportunities and options.</p> <p>Destination data shows that a high proportion of students are engaged in education, employment or training, with a 3% gap between PP and Non-PP. Additional IAG is provided as a matter of course for PP students, with further support on an individual basis.</p>		<p>(£3000)</p> <p>Strathclyde (£120)</p> <p>Birmingham Skills Fair (£1000)</p> <p>Rocking Ur Teens (£1500)</p>
One to one tuition	One to one tuition for identified students in Maths and/or English	Raise achievement in targeted subjects	CLA student in receipt of tuition is meeting expectations in both Maths and English.	Further develop tailored interventions for students (Review literacy and numeracy intervention programmes)	See PEP
Peer tutoring: Paired Reading & Maths Champions	<p>Paired Reading: Peer support within tutor groups and with Year 12 mentors</p> <p>Maths Champions: Year 11 Maths tutors</p>	<p>Narrow the gap between reading age and actual age</p> <p>Improve attainment and levels of progress in Maths and English</p>	<p>Student voice shows that they value the peer support- particularly the Maths Champions- and students have been observed to engage positively in their sessions.</p> <p>Key Stage 3 data shows that a high proportion of PP students are meeting expectations in Maths and English.</p> <p>Literacy ages for PP students have improved, narrowing the gap between literacy and actual ages.</p> <p>There are some instances of highly effective</p>	<p>Further embed and develop consistent practice in relation to peer tutoring</p> <p>(Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy)</p>	£0

			practice in relation to paired reading. To ensure greater consistency of this practice is a focus for 2016-17.		
Learning Mentor to work closely with disaffected students to overcome barriers to learning	KS3 Ready to Learn Group Individual mentoring Support in lessons Behaviour modification intervention	Improved attendance and engagement Reduction in the number of fixed term exclusions	Students included in the KS3 Ready to Learn group increased their attendance and reduced the number of logs of equipment and homework. The Respect course has been established and delivered to initial cohorts. The number of behaviour logs for targeted students has reduced. Seclusion data shows that as cohorts are tracked, the number of repeat seclusions falls, indicating the positive impact of the L2L. Strategies to promote attendance (monitoring, attendance plans) have had a positive impact, with a significant reduction in the persistent absence (90%) gap between PP and non-PP students, falling from 17% to 14.7% this year. The number of fixed term exclusions did not decrease in 2015-16. However, a small number of students accounted for nearly half of the total exclusions. Three of these students are PP and two have been assessed and now have an EHCP. The number of exclusions for these students has since dropped significantly; one student is on a successful managed move. The number of fixed term exclusions remains an area of focus for 2016-17.	Further develop and embed intervention strategies to remove barriers to learning, increase engagement, improve attendance and reduce the number of fixed term exclusions (Improve attendance of PP students. Gap reduced by 12%; Reduce the number of PP students who are persistent absentees; Reduce in the number of fixed term exclusions by 10%; Develop students' emotional resilience)	See below
Dedicated HLTA to lead intervention work through schools L2L provision.	Individual support for students in areas such as coursework and catching up after periods of absence.	Students achieve in line with targets	Student voice shows that students value the L2L intervention. Intervention data shows that support has been targeted specifically towards PP students, with the proportion of students achieving their target grades remaining stable.	Develop the interventions and support for individual students, particularly in light of the reduction of Controlled Assessment as part of the new GCSE specifications	Staffing

			There is an overlap between PP and SEN cohorts. Fewer SEN students have required intervention. Those who receive it achieve well. This suggests that first teaching and TA support are meeting the needs of students more effectively.	(Intervention groups in place for targeted students; Adapt teaching and learning strategies to prepare students for new format GCSEs)	
Intervention Coordinator	Monitoring of data to identify students in need of support. Individual intervention plans Intervention in the L2L provision.	Students achieve in line with targets	100% of students achieved 5+ GCSEs, despite numerous challenges. Coursework data is monitored closely to identify the need for intervention. Individual case studies reveal particular circumstances and successes.		Staffing
Support	Transport costs to ensure students can attend school Support for extracurricular trips Uniform costs to ensure that no students are concerned about their appearance Music Tuition either full or 50% subsidy for peripatetic tuition Hardship fund - supported with ICT Software, revision guides and other items.	Increased levels of attendance and participation	Where necessary, transport was provided, including supporting attendance of revision sessions. Uniform support was provided where necessary. Music tuition was provided to any PP student wanting to learn a musical instrument. Revision guides were purchased for students to support preparation for examinations PP students were supported in accessing extra-curricular trips, including Geography fieldtrips, French and ski trips. Additional breakfast allowance provided for FSM students	Continue to provide financial support as necessary to increase participation (Raise aspirations and broaden horizons across the academic spectrum)	£4000
				Total Staffing Costs	£140739