



Caldew School
Pupil Premium 2017-2018

“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 Former 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 2017/18, the Pupil Premium funding for Caldew School was £174195. The details of how the school used the Pupil Premium funding to support and increase the success of our Pupil Premium students are outlined below.

1. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (2017 national average)
% achieving Basics (Standard Basics: 4+; Strong Basics: 5+ in English and Maths)	Standard: 47% Strong: 16%	Standard: 71% Strong: 49%
% achieving EBACC (Standard Ebacc: 4+; Strong Ebacc: 5+ in English, Maths, Sciences, a Humanity and a Modern Foreign Language)	Standard: 3% Strong: 3%	Standard: 28% Strong: 26%
Progress 8 score average	-0.40	0.1
Attainment 8 score average	36.01	50

Reviewed expenditure					
Academic year	2017/18	Pupil Premium Budget	£174195	Actual Pupil Premium Spend	£177126
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	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

<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</p> <p>B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students</p> <p>C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.</p>	<p>High quality first teaching, supported by professional learning, including TeachBrief</p>	<p>Outcomes for disadvantaged students improved in a number of areas, but their progress is still lower than that of their peers. Attainment at basics 4+ improved from 2017 and A8 remained at 36. Team teaching in Science and History contributed towards improved outcomes. Achievement of Pupil Premium students across the school varies. In the Jan 2018 Pupil Premium peer review, it was recognised that the school had focused on strategies shown to have an impact on the progress of Pupil Premium students e.g. high quality marking and feedback, but a clearer, more explicit connection between these strategies and their impact on Pupil Premium students was necessary.</p>	<p>Pupil Premium strategy is partially effective, but students do not consistently achieve in line with their peers so the strategy will be reviewed for 2018-19, with a focus on research-informed strategies to raise achievement.</p>	<p>£5000</p>
	<p>Whole school assessment, marking and feedback strategy</p>	<p>Year 11 student voice shows that students think that feedback has improved over the course of their time at Caldew and they recognise the detailed and useful feedback across a range of subjects. Ofsted report (June 2018) recognises that 'regular analysis of assessment data is helping teachers identify groups of pupils who have fallen behind... inc disadvantaged' and that this is helping them to catch up. Self-evaluation shows that, at its most effective, students receive precise, diagnostic feedback to which they have an opportunity to respond, leading to further progress.</p>	<p>Embed assessment, marking and feedback strategy, ensuring consistency within and across subjects</p>	
	<p>Revise Raising Achievement Plans to ensure they identify specific barriers to learning with targeted interventions</p>	<p>Achievement ladders in place for all students, with Pupil Premium students highlighted and prioritised. VCert qualifications put in place for some students, delivered in L2L and tailored to students' future plans.</p>	<p>Refine and embed the use of data and achievement ladders in tracking the progress of students and planning meaningful interventions</p>	<p>inc in SLT Lead</p>
	<p>Develop provision mapping to track the PPG spending, as well as allow more rigorous analysis of the interventions' impact.</p>	<p>Provision map is in place, showing how Pupil Premium Grant is spent and identifying which students have accessed specific interventions.</p>	<p>Continue the use of the provision map, but share it more consistently with other relevant staff.</p>	<p>Inc in SLT Lead</p>

	SLT lead for Pupil Premium	Ofsted report (June 2018) recognises the improved effectiveness of the Pupil Premium strategy, but that it is not fully effective.	Carry out internal review and strategic plan as part of Pupil Premium strategy for 2018.	£13000
	Science Pupil Premium Lead	GCSE Science Results improved overall. 41% of disadvantaged students attained 4+ in two sciences, comparable with 2017.	Refine and embed the use of data and achievement ladders in tracking the progress of students and planning meaningful interventions	£6000
	Whole school literacy coordinator	For PP students in Year 7, reading increased on average by 9 points, comprehension by 11. 63% of PP students are on track to achieve FFT20 targets in English, improving significantly from earlier data collections and making better progress than non-PP students. In Year 8, reading standardised scores for PP students increased by 8 points. 50% of PP students are on track to achieve FFT20 targets. Those who had 1:1 reading intervention increased by 11 points. Comprehension scores varied both positively and negatively. In Year 9, 55% of PP students are on track to achieve FFT20 targets. Student voice shows that Year 7 students read less fiction than they did at primary school, but they are asked to read aloud more often at Caldeu.	Implement whole school literacy strategy, linked to teaching and learning 'communication' strand.	£4500

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non-Pupil Premium peers	Year 11 English and Maths registration groups	75% of disadvantaged students in the English registration groups attained 4+; 25% 5+ in English Literature compared to 13% and 0% in the mock exams respectively. 75% of disadvantaged students in the English registration groups attained 4+; 13% 5+ in English Language compared to 13% and 0% in the mock exams respectively. 66% of disadvantaged students in the Maths registration groups attained 4+; 11% 5+ in Maths compared to 22% and 0% in the mock exams respectively.	Revised model for 2018/19: planned calendar to prioritise interventions and key aspects of pastoral IAG programme; identified blocks of time with groups to be reviewed at key points.	£5300 £5326
B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students	KS3 Additional Literacy Group	In Year 7, 33% are on track to achieve FFT20 targets; 33% are not yet secure and 33% not on track to achieve targets. In Year 8, reading increased on average by 7 points. Comprehension scores varies both positively and negatively. 50% are on track to achieve FFT20 targets; 50% are not yet secure.	Increase the focus on comprehension through questioning.	£6000

<p>C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.</p> <p>D. Pupil Premium students will be positively engaged in education, with a further reduction in the instances of behaviour leading to Fixed Term Exclusions</p>		In Year 9, reading improved marginally. Comprehension scores varied both positively and negatively. 25% are on track to achieve FFT20 targets; 50% are not yet secure and 25% are not on track to achieve targets.		
	KS3 Literacy Intervention	Reading intervention has had the biggest impact on Year 7 students' reading scores, emphasising the importance of early literacy intervention. Reading increased on average by 13 points. Comprehension scores increased by 11 points. The impact was lower in Year 8 and 9. Reading scores have improved more significantly, compared to comprehension scores.		See HLTA in Core Subjects
	KS3 Numeracy Intervention	In Year 7, 45% of PP students are on track to achieve FFT20 targets. 42% of LPA PP students are on track to achieve FFT20 targets. In Year 8, 59% of PP students are on track to achieve FFT20 targets. 50% of LPA PP students are on track to achieve FFT20 targets. In Year 9, 57% of PP students are on track to achieve FFT20 targets. 71% of LPA PP students are on track to achieve FFT20 targets.	Increased focus on the achievement of LPA/SEN and PP students in Maths.	£4500 See HLTAs in Core Subjects
	L2L Intervention and Seclusion	Students have successfully completed VCert qualifications. The proportion of fixed term exclusions continues to decrease. Positive climate for learning focus had a positive impact on the engagement of PP students: instances of poor behaviour reduced and positive achievement logs increased. Positive achievement logs have increased by 12% for PP students (compared to 5% for all students). Behaviour logs have decreased by 21% and across almost all categories of behaviour from the previous year.	Homework, inappropriate language and incidents outside lessons are a focus for further improvement.	£58500
	HLTAs in Science and Maths; STA in English	See literacy and numeracy interventions. 63% of disadvantaged students attained 4+ in English, 38% 5+ and 9% 7+. 50% of disadvantaged students attained 4+ in Maths, 22% 5+ and 3% 7+. GCSE Science Results improved overall. 41% of disadvantaged students attained 4+ in two sciences, comparable with 2017.	Impact on outcomes varies between year groups. To be considered as part of whole strategy review.	£36500
iii. Other approaches				
<p>D. Pupil Premium students will be positively engaged in education, with a further reduction in the</p>	AAHT role focusing on attendance	<p>The attendance of Pupil Premium students continued to rise during 2017/18, increasing from 89.80% in 2016/17 to 91.49%. Persistent absenteeism also reduced from 32.7% in 2016/17 to 23.5%.</p>	<p>Although improving, the attendance of Pupil Premium students remains below the national figure for all other students. As such, it remains a priority for improvement, as does ensuring</p>	£500
	Attendance officer			£20000

instances of behaviour leading to Fixed Term Exclusions			that students who are at risk of falling behind through absence catch up and keep up.	
E. The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise	INSPIRA interviews and guidance	TBC- Destinations are being confirmed during September.		£3000
F. Raised aspirations of Pupil Premium students	Financial support to ensure wider participation e.g. Duke of Edinburgh; trips and visits; music tuition	Financial support was provided to allow students to take part in a variety of trips and visits; music tuition was provided for PP students; an additional breakfast allowance was provided, allowing students to buy food from the canteen before school.	Continue financial support and additional breakfast in 2018/19	£9000
	Additional breakfast allowance			
	Raise aspirations through Bryanston Square Unlock programme, Infinity science festival and other opportunities	Students participated in the Infinity Science festival and Bryanston Square Unlock and Accelerator programmes. Engagement in the programmes is very positive and students fully understand the key messages of the programmes.	The programmes are very intensive and more needs to be done to maintain their momentum. Other local schools have worked with Bryanston Square in 2017/18 so there are opportunities to work collaboratively and sustain the focus and impact of the programmes.	n/a