

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 | Caldew School |
| Number of pupils in school | 968 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Sept 2021-July 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Vicki Jackson |
| Pupil premium lead | Yvonne Nordon |
| Governor / Trustee lead | Steven Tweedie |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £139430 |
| Recovery premium funding allocation this academic year | £22200 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £161630 |

Part A: Pupil Premium Strategy Plan

Statement Of Intent

Our vision is that Caldew School is a place 'where every student is successful today and prepared for tomorrow'. Our Pupil Premium strategy plays a significant role in this vision, as its ultimate objective is to ensure that we realise the 'every student' aspect of this ambition.

It is driven by the absolute moral imperative that 'no young person, by virtue of their birth, should necessarily achieve less than others' (Sir John Dunford) and the belief that the educational opportunities that we provide can transform our students' lives.

Our Pupil Premium strategy's objective is to provide an effective academic curriculum, pastoral care and enrichment opportunities to allow disadvantaged students to achieve in line with their non-disadvantaged peers nationally.

We recognise the impact that high-quality teaching has on students' progress and strive to ensure that all students are taught effectively: quality of education should not be a lottery. Whilst this underpins our Pupil Premium Strategy, it has no additional cost so we are not allocating any of the Pupil Premium or Recovery Premium to it. The entirety of our Pupil Premium and Recovery Premium allocation will be spent on additional, targeted provision for eligible students. The impact of strategies will be monitored at student and cohort level through three-weekly Pupil Premium Strategy meetings, allowing plans to be evaluated and refined to meet students' needs and address barriers to achievement.

Challenges

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

| Challenge | Detail of Challenge |
|-----------|---|
| 1 | Attendance: The attendance of some disadvantaged students is low and limits their progress |
| 2 | Prior Attainment: Fewer disadvantaged students reach the expected standard at the end of KS2, leading to further and sustained underachievement if they do not catch up and keep up. Engagement during remote learning was lower for some disadvantaged students, meaning that existing gaps have widened. |
| 3 | Literacy & Numeracy: More disadvantaged students have lower levels of literacy and numeracy, posing further barriers to learning and achievement |
| 4 | Engagement: Some disadvantaged students lack resilience, leading to disengagement (including behaviour which leads to fixed term exclusions) and underachievement |
| 5 | Low aspirations: Some disadvantaged students have low expectations of themselves and their achievement, with low aspirations for their futures. Some do not see Key Stage 5 as an attainable pathway. |

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 |
|--|--|
| To improve the attendance of disadvantaged students to be in line with non-disadvantaged students nationally | Appropriate interventions lead to improved attendance for individuals Attendance is at least 95%* Persistent absence is below 13%* (*Compared to pre-COVID national data) |
| To raise the attainment of disadvantaged students so that they achieve well | Interventions, including school-led and national tutoring programmes, have a positive impact on students' progress Positive Progress8 for disadvantaged students |
| To improve students' literacy and numeracy skills so that they can achieve well across the curriculum | Literacy and numeracy data and monitoring show improvement as a result of effective literacy and numeracy teaching, including interventions Positive Progress8 for disadvantaged students (in Maths, English and overall) |
| To improve the engagement of disadvantaged students | Appropriate interventions lead to improved engagement and behaviour for individuals Reduction in incidences of poor behaviour Reduction in Fixed Term and Permanent Exclusions for disadvantaged students |
| To ensure that students make informed choices about the next stages of their lives | All students will progress to destinations, with no students NEET Increase in uptake of Level 3 courses |

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

Budgeted cost: £0

| Challenge number(s) addressed | Activity: Consistently high quality curriculum intent in all subjects... | ...and implementation in all classrooms... |
|--------------------------------------|--|--|
| 1. Attendance 2. Prior Attainment | Sequencing of curriculum content to ensure underpinning concepts are secure to allow progression Planned retrieval practice to review previous learning and address gaps and misconceptions Key Assessment Tasks provide diagnostic information about secure knowledge, skills and understanding, as well as gaps and misconceptions | Assessment for Learning Low stakes quizzing No hands up questioning Firefly content to allow access to remote learning and revision materials Assessment, marking and feedback Response to feedback |
| 3. Literacy | Reading opportunities are identified in the curriculum Tier 2 and 3 vocabulary is explicitly planned in the curriculum Extended writing opportunities are planned in the curriculum | Students read aloud Teachers model reading aloud Questioning to check comprehension Explicit teaching of vocabulary Talk for learning opportunities Teacher/ shared modelling |
| 3. Numeracy | Numeracy skills identified and explicitly taught in the curriculum | Explicit teaching of numeracy skills Talk for learning opportunities Teacher/ shared modelling |

Targeted Academic Support

Budgeted cost: £150000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Numeracy Strategy: Devise and implement a whole school numeracy teaching and intervention strategy to address the gaps which exist on entry</p> | <p>EEF Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver'; our numeracy interventions will be delivered by a specialist HLTA. 'Short sessions of around 30 minutes or so, several times a week are most effective' so the intervention timetable will be based on this model. The intervention curriculum links to the Maths curriculum, supporting pre-teaching, including vocabulary.</p> | <p>2 & 3</p> |
| <p>Literacy Strategy: Address the lower levels of literacy which exist on entry to school through effective teaching of reading across the curriculum and through literacy intervention programmes</p> | <p>EEF Toolkit: Teaching Assistant Interventions (+4 months); Reading Comprehension Strategies (+6 months)</p> <p>As above, but with literacy specialist STA. Intervention is based on regular, short, 1:1 reading sessions or small group interventions based on the Reciprocal Reading model, which is underpinned by metacognition. Our evaluation of 1:1 and Reciprocal Reading interventions showed that students' standardised literacy scores increased by twice as much as those who had no intervention.</p> | <p>2 & 3</p> |
| <p>Address the barriers to low attendance through the targeted support of Pastoral Managers</p> | <p>EEF Toolkit: Parental Engagement (+4 months)</p> <p>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps... There is some evidence that personalised messages linked to learning can promote positive interactions.' We are funding additional capacity specifically for disadvantaged students and their families. If students do not attend school, they will underachieve.</p> | <p>1</p> |
| <p>Dedicate a Pupil Premium Champion to coordinate interventions around attendance, engagement and achievement for disadvantaged students</p> | <p>EEF Toolkit: Mentoring (+2 months); Parental Engagement (+4 months); Behaviour Interventions (+2 months)</p> <p>Dedicated role allows interventions tailored to students' individual needs. Students are identified through Head of Year line management meetings and Pupil Premium Strategy meetings to ensure a</p> | <p>1 & 4</p> |

| | | |
|--|--|-------|
| | timely response to students' needs and careful evaluation and refinement of plans. | |
| Provide academic intervention through the School-Led and National Tutoring Programme to raise achievement | <p>EEF Toolkit: Small Group Tuition (+4 months)</p> <p>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</p> | 2 & 3 |
| Deliver behaviour and engagement intervention programmes to reduce the number of fixed and permanent exclusions for disadvantaged students | <p>EEF Toolkit: Behaviour Interventions (+4 months)</p> <p>'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.'</p> | 4 |

Wider Strategies

Budgeted cost: £10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Support students' wider participation in all aspects of school life through financial support (Trips, visits, uniform etc.) | <p>EEF Toolkit: School Uniform (+? Months)</p> <p>Whilst 'there is little robust evidence that introducing a school uniform will, by itself, improve academic performance, behaviour, or attendance... There is a belief ... that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.'</p> <p>Students should have the opportunity to participate fully in all aspects of school life. (See below re: trips.)</p> | 4 & 5 |
| Provide music lessons for disadvantaged students who want to learn an instrument | <p>EEF Toolkit: Arts Participation (+3 months)</p> <p>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.'</p> | 2 & 5 |
| Raise aspirations of disadvantaged students in KS3 through additional CEIAG | <p>EEF Toolkit: Aspiration Interventions (+? months)</p> <p>'Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</p> <p>Essentially, increased attainment and achievement are the means to raise aspirations so targeted CEIAG activities are only effective in conjunction with effective teaching and learning and targeted academic interventions.</p> | 5 |

Total budgeted cost: £160000

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.

| Aim | Outcome |
|---|---|
| Improve attendance | Not achieved: the attendance of disadvantaged students was lower than their peers both in school and nationally. More disadvantaged students were persistently absent. This remains a priority for the Pupil Premium Strategy. |
| Improve engagement and resilience | Partially achieved: device loan scheme in place (over 90 devices borrowed) leading to improved engagement in remote learning during lockdowns; successful support of Pupil Premium (including those with SEND) through mentoring, frequent phone calls and attendance at school for key worker and vulnerable students, lead to increased engagement of individuals. |
| Improve literacy & numeracy through interventions and whole school strategies | <p>Partially achieved: literacy interventions (additional literacy group, 1:1 reading and reciprocal reading group interventions) all had a positive impact on students' comprehension standardised scores. Reciprocal reading was particularly successful in Year 7. Whilst the interventions had a positive impact on targeted students, literacy remains a priority for the cohort of students as a whole.</p> <p>Numeracy interventions (small group) increased students' confidence and students were observed to improve during intervention sessions. Further evidence is needed to measure sustained improvement and remains a priority through the 2021-22 numeracy strategy.</p> |
| Raise aspirations | <p>Partially achieved: programme of CEIAG activities affected by COVID19 restrictions, but all KS4 and KS5 students participated in relevant activities.</p> <p>Bespoke support for vulnerable students ensured that all students progressed to destinations with no students NEET.</p> |
| Improve attainment | <p>Partially achieved: NTP used for some students, however, there were some issues with provision (lead times between booking and tuition starting resulting in intensive tuition (e.g. expectation to fulfil 15 hours in 5 weeks); reliability of online tuition platforms and reliability of tutors) so not as widely used as planned. Year 10 provision in the summer term was more successful. We intend to offer NTP and School-Led tuition more widely in 2021-2022.</p> <p>PET-Xi programmes (Year 11 Maths, English & Science Saturday focus days; Year 10 High 5 Maths & English intensive week) delivered, leading to increased confidence and attainment. PET-Xi programme evaluation feedback was very positive- particularly for the English and Maths sessions (less so for Science). Teachers reported increased confidence and competence, particularly for LPA students.</p> <p>All students successfully achieved outcomes which allowed them to progress to destinations, with no students NEET.</p> |

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---|----------|
| High 5/ Focus Days (Maths, English & Science) | PET-Xi |