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| 1. **Summary information** | | | | | |
| **School** | Carr Hill High School | | | | |
| **Academic Year** | 19/20 | **Total PP budget** | £286,840 | **Date of most recent PP Review** | May 2019 |
| **Total number of students** | 1013 | **Number of students eligible for PP** | 348 | **Date for next internal review of this strategy** | Jan 2020 |

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| 1. **Current attainment** | | | |
|  | **Students eligible for PP**  **17-18 18-19** | | **Students not eligible for PP (national average 18-19)** |
| **% achieving 5 A\*-C / 5 4-9 including English and Maths** | **33%** | **34%** | Tbc |
| **% achieving expected progress in English and Maths** | **27% / 32.4%** | **31% / 25%** | Tbc |
| **Progress 8 score average** | **-0.930** | **-1.068 (estimate)** | Tbc |
| **Attainment 8 score average** | **35.96** | **33.4** | Tbc |

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| 1. **Barriers to future attainment (for students eligible for PP)** | | |
| **Academic barriers *(issues to be addressed in school, such as poor literacy skills)*** | | |
|  | | Student Premium students making slower rates of progress than their non-PP peers in specific subjects: Maths, History, Geography, Business and ICT |
|  | | Lower resilience and higher rates of poor mental health amongst our PP student’s leading to lack of engagement in the classroom. PP students over represented compare to non-PP receiving pastoral support / counselling. |
|  | | Premium Premium students on average have a smaller vocabulary of tier 2 words used frequently in GCSE subject texts and questions. |
| **Additional barriers *(including issues which also require action outside school, such as low attendance rates)*** | | |
| **D.** | Higher rate of Persistent absence among Student Premium students compared to their peers. 18-19 PP attendance was 88.44%, national average PP attendance was 18-19 90.8%. | |
| **E** | Overall attendance for Student Premium students is below the school target and lower than their peers. | |
| **F** | Lack of opportunities with homework and revision at home. | |
| **G** | Lack of consistent engagement with school and school events by parents / guardians. | |

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| 1. **Intended outcomes *(specific outcomes and how they will be measured)*** | **Success criteria** |
| To ensure that all students reach their potential. | Student premium students will increase their progress and attainment scores through the focus on the 4 Teaching and Learning priorities: Literacy, Modelling, Effective feedback, Knowing More, Learning More. The gap between PP and others in terms of P8 will narrow. |
| To improve literacy and numeracy. | PP students will increase their PA data and P8 scores. PP students on 3 for 3 Maths strategy to improve their numeracy, PP students on Accelerated reader to improve their reading and PP students on Bedrock trial to improve their vocabulary. PP students will have improved reading and numeracy skills. |
| To improve mental health and wellbeing of Student Premium students | Students will have fewer mental health issues and a higher level of wellbeing. Staff are more aware of the early signs of mental ill health and the impact this has on students and able to support and signpost appropriate support. Boxall testing will be used to assess this. |
| To improve the overall attendance and reduce the number of persistently absent Student Premium students. | The overall attendance will be in line with the school target and national average. The percentage of persistently absent FSM students will decrease to be at least in line with national average. |
| To ensure all PP students have detailed information on future career paths and courses. Increase aspiration. Early focus on the future. | Students will have higher aspirations. The number of NEET student premium students will be 0, all students will be in suitable and sustained destinations. |
| Increased levels of participation by Student Premium students in extra-circular activities. | Students will feel more able to participate in after school activities. More Student Premium students representing the school in sporting activities. More Student Premium students regularly attending Keep Up Hub Club, attendance to be tracked. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2019/2020** | | | | |
| **Tier 1 costings: Quality first teaching for all** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Provide accurate PA data and students information to teachers that is used to plan appropriately challenging lessons for PP students. | PP students are appropriately challenged and appropriate teaching strategies are used to enable them to make progress. | | Teaching is differentiated so that PP students have appropriate strategies employed by teachers to overcome their barriers to learning. | Review PP data when PA and PPE data is released and ensure the data provided is accurate and subsequent actions planned are appropriate. | AJN / DMN | Jan 20 |
| Prioritise across school quality first teaching as the first and most important intervention for all student groups, but particularly PP students, to make progress. | Classroom teachers use quality first teaching strategies to reduce PP students barriers to learning so that they are able to engage and succeed in the classroom environment. | | PP students make less progress that non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap. | Review PA and PPE data and quality assurance of teaching and learning practice. | DMN | Ongoing |
| Prioritise the development of literacy and numeracy skills across all subjects. | To improve literacy and numeracy skills amongst PP students in order to increase academic progress. | | PP students make less progress that non-PP students, this is often down to making less progress in developing their literacy and numeracy skills. | Review PA and PPE data and quality assurance of teaching and learning practice. Review student reading ages and Bedrock Vocabulary scores. | DMN | Jan 20 |
| As appropriate PP students are assessed by external specialists to ensure classroom teachers have information about PP students identified needs. | Educational psychologist and specialist teacher reports are produced and provided to classroom teachers so appropriate strategies can be incorporated in quality first teaching. | | PP students with specific SEN and / or behavioural needs are able to access learning in lessons better when appropriate strategies are implemented in their lessons. | Review PA data and QA activities such as lesson drop ins and work scrutiny. | DMN / JDN | Ongoing |
| INSET and external CPD plan in place focussing on quality first teaching strategies in line with the school’s 4 teaching and learning priorities. | Consistent standards of quality first teaching across all subjects and key stages in school in line with the 4 key teaching and learning priorities. | | PP students make less progress that non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap. | Review PA data and QA activities such as lesson drop ins and work scrutiny. | DMN / JDN | Ongoing |
| Enable teachers to observe other teachers in school as part of their own ongoing CPD. | Teachers share and develop their quality first teaching strategies as part of their CPD. | | PP students make less progress that non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap. | Review PA data and QA activities such as lesson drop ins and work scrutiny. | DMN / JDN | Ongoing |
| Utilise external advisors / SLE’s to review school and subject curriculum delivery. | Feedback and reports will provide next steps to further develop quality first teaching and curriculum to enable all student groups, but particularly PP students, to make progress. | | PP students make less progress that non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap. | Review PA and PPE data and quality assurance of teaching and learning practice. | DMN | Ongoing |
| **Total budgeted cost** | | | | | | £100,000 |

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| **Tier 2 costings: Academic strategies** | | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Ensure PP students with SEN needs are tested for appropriate Access Arrangements. | PP students with SEN needs will receive the appropriate access arrangements giving them the best opportunity during their GCSE exams. | Students with PP are entitled to (depending on SEN need) specific access arrangements during their GCSE exams. | Review SEN department access arrangements records and cross check SEN register and PP list. | | JDN/ DMN | Jan 20 |
| Purchase ERIC (Everyone reads in class) for PP students for use in English lessons. | All PP students are able to engage and participate in English lessons ‘ERIC’ time and thereby benefit from regular opportunities to read. | PP students may not be able to access appropriate reading materials at home. | Review reading progress in English lessons via PA data and teacher feedback. | | DMN / LSS | Jan 20 |
| Provide ‘Keep up Hub Club’ as a place for students to get support and complete homework as well as access ICT and library resources. | To allow all students the opportunity to enjoy a safe working environment outside of teaching hours ultimately decreasing the number of homework demerits received by PP and increasing progress. | PP students are less likely to have access to an appropriate location to work and revise and the resources with which to do so. | Monitor attendance and engagement at Keep up Hub Club. | | LSS | Jan 20 |
| Provision of revision resources e.g. Revision books and equipment for PP.  Provision of stationery. | To narrow the progress gap by ensuring students have access to revision resources.  To reduce the number of demerits for organisation. | PP students are less likely to have access to the resources with which to revise effectively. | Review PA and PPE data, student work and 1 to 1 student interviews / mentoring | | DMN / LSS | Jan 20 |
| Provide in class academic support to help PP and SEN PP students develop the skills and resilience required to engage and make progress in lessons successfully. | To ensure PP students and PP students with SEN needs are given support during lessons enabling them to make progress over time. | Education research suggests over time in class support is effective at enabling students to succeed in classrooms and make progress over time. | Review student case studies, PA and PPE data to ensure support provided is having positive impact and implement any subsequent and appropriate changes to support. | | JDN/DMN | Jan 20 |
| **Total budgeted cost** | | | | | | £86,400 |
| **Tier 3 costings: Wider interventions** | | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** |
| Reviewing attendance data, contacting home via phone, letters and home visits. | To improve the attendance of students and offer non-attendees a pathway to return to school.  To improve overall attendance.  To reduce the number of Student Premium and FSM students that are persistently absent. | To ensure that students attend school, allowing them to learn and therefore reach their potential. | Review student premium attendance with Attendance Officer. | JJE | | Jan 20 |
| Develop and maintain regular, positive and supportive links between home and school, increasing engagement in school events and signposting relevant available support. | To improve the relationships between students, parents / guardians and school so that students and parents / guardians access the support available as needed and are confident when engaging with school. | Develop better relations between parents and students and encourage aspiration and participation. | Monitor attendance of PP parents and students at school events, extra-curricular events and return of home – school communication. | DMN/ LSS | | Jan 20 |
| Support students with friendship / relationship and / or family issues to receive pastoral support and external agency support as appropriate. | To improve social outcomes for identified students with unmet needs. | Develop better relations between parents and students as well as students and their peers. | Review behaviour records, parental meetings and 1 to 1 student interviews / mentoring with pastoral support managers. | JJE | | Jan 20 |
| Provide breakfast for FSM students. | To reduce the number of demerits issued to PP students. To increase the number of year 11 students attending on a regular basis.  To increase grades and narrow the academic gap. | Previous years show that students who are eligible and do attend do better than those that are eligible but do not attend. This is shown by both P8 data and number of demerit. Research shows that having breakfast increases attention. | Review student premium attendance. | LSS | | Jan 20 |
| Provide funding towards school trips for the PP and CLA  Less than £250 – 50%  Between £250 and £500 – 25%  Over £500 – at the discretion of the school  No discount for Military PP. | To increase student participation and confidence outside the classroom, and ensure that every student has the opportunity to take part in activities. To increase grades and narrow the academic progress gap. | There was an increase of students going on school trips. Staff have been made aware that there is funding available from PPG to subsidise these trips. Students are able to participate in Cultural Capital trips, which previously they were unable to do. | Continue to review take up of student premium students on school trips. | LSS | | Jan 20 |
| Provide partially funded Music lessons  PP – 75%  CLA – 100%  No discount for Military PP. | To ensure PP students are able to be fully immersed in music opportunities within school. To increase grades and narrow the academic progress gap. | Ensure student premium students have the opportunity to take part in extra -curricular opportunities in creative and performing arts subjects. | Review take up of music lessons. | LSS/ CCF | | Jan 20 |
| Raise aspirations through CEIAG and further / higher education visits. | All PP students leave school and take up a suitable and sustainable destination for training / education. | Ensure student premium students have the opportunity to see and visit further and higher education organisations and are made aware of the options available to them after school. | Careers interviews and 1 to 1 mentoring. | LSS/NBE | | Jan 20 |
| Reimbursing bus fare tickets for after school events. | To ensure that students can attend school/activities/events in the event of hardship. | Students will become fully immersed into after school activities e.g. sport matches, Keep Up Hub Club. | Review attendance at extra-curricular events such as sports teams and Keep up Hub Club | LSS/NBL | | Jan 20 |
| Counselling provided for PP students with mental / anxiety concerns by Achieve 360 (external counselling service) and ex-service mentor (trained in counselling) | To improve mental health and wellbeing. Ultimately leading to improved attendance, increased concentration in class, increased grades and narrowing of the academic progress gap. | Students will have less mental health issues and a higher level of wellbeing. | 1 to 1 mentoring and student case studies. | LSS | | Jan 20 |
| PP students to receive CEIAG through careers interviews, employer face to face events. | All PP students leave school and take up a suitable and sustainable destination for training / education. | To ensure all PP students have detailed information on future career paths and courses. Increase aspiration. Early focus on the future. | Careers interviews with student premium students. | LSS/NBE | | Jan 20 |
| Ensure individual PP students barriers are identified and appropriate actions from tiers 2 and 3 are put in place as needed. | Identified students receive appropriate tier 2 and 3 support and PP students have a specific point of support and contact in school. | Specific point of contact for student premium students via student premium mentor who has positive relationships with PP students and home. | Review PA and PPE data, careers interviews, mentoring records. | DMN | | Jan 20 |
| Provision of free school meals. | Students that are eligible for FSM are provided each day with a healthy lunch. | Ensure students have a healthy and nutritious diet and have energy throughout the day. | LSS to chase up students that do not claim their FSM regularly. | LSS | | Jan 20 |
| **Total budgeted cost** | | | | | | **£100,440** |