

Pupil premium strategy statement

School overview

Metric	Data
School name	Carr Hill High School
Pupils in school	899
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£295,103
Academic year or years covered by statement	21-22
Publish date	September 21
Review date	April 22
Statement authorised by	A. Waller
Pupil premium lead	D. Morton
Governor lead	T. Cooper

Disadvantaged pupil performance overview for last academic year

Progress 8	n/a
Ebacc entry	24%
Attainment 8	40.40
Percentage of Grade 5+ in English and maths	36%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	In line with national average for disadvantaged at P8.	August 22
Attainment 8	42.5	August 22
Percentage of Grade 5+ in English and maths	40%	August 22
Percentage of Grade 4+ in English and maths	55%	August 22
Ebacc entry	26.9	August 22

Teaching priorities for current academic year

Measure	Activity
Reading for learning across the school	Reading is a key priority on the school improvement plan. Mentor time extended to allow students to read with their mentor in mentor time, each year group has been purchased a copy per student of an appropriate book. CPD for all classroom staff on teaching reading in lessons.
Knowledge Organisers and homework	For subjects with theory exams where retention and recall of information is a key component of exam questions / assessment criteria the use of knowledge organisers in class / at home to be developed to provide structured activities to develop retention and recall of key knowledge / concepts.
Barriers to learning these priorities address	Students lack of engagement in both reading and work at home. Students not able to access key subject content due to their reading age and / or low reading comprehension not allowing to access source material for GCSE courses. Students not effectively able to retain and subsequently recall information in exams / assessments.
Projected spending	£73,776

Targeted academic support for current academic year

Measure	Activity
Metacognition support for composite tasks	Students who need support with composite tasks (such as extended essay writing and evaluation tasks) to receive personalised support to enable them to access the higher mark questions / tasks on exams / assessment criteria.
Reading support	Students with very low reading age and / or very low reading comprehension to receive specific support to address these needs to enable them to access the curriculum fully.
Barriers to learning these priorities address	Students with low reading age and / or low reading comprehension not able to access key subject content due to their reading age not allowing to access source material for GCSE courses.
Projected spending	£64,922

Wider strategies for current academic year

Measure	Activity
Establish improved home school links	PP students and families who would benefit from a single point of contact in school identified and have a nominated person in school as a point of contact in school to ensure home school communication is received, personalised and consistent.
Increased PP and FSM attendance / reduced persistent absence	PP senior lead to work closely with PP manager, Attendance manager and nominated home school contacts to support families with raising attendance.
Barriers to learning these priorities address	Lack of parental engagement and support. Lack of effective and positive communication between home and school.
Projected spending	£156,405

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all teaching staff are confident in the specific teaching of reading in all subject areas.	Teaching reading strategies to be a focus of CPD from July 2021 onwards in preparation of September 2021.
Targeted support	Identifying the appropriate staff and ensuring they have sufficient time to implement the targeted support strategies appropriately.	Review the workload and priorities of staff appropriate for the targeted support strategies and prioritising these strategies as appropriate.
Wider strategies	Engaging parents of identified PP students who do not have a positive perception of school and do not have many positive interactions with school or for new intake at primary school.	Specific focus on ensuring positive news goes home to parents of identified PP students in addition to personalised contact to develop more positive relationships with home and school leading to increased engagement.

Review: last year's aims and outcomes

Aim	Outcome
Tier 1: Quality first teaching for all	<p>The final year 11 predicted attainment point before the second school closure for P8 had improved to -0.7 compared to -0.91 and -0.99 for the 2 previous cohorts at the same point. This shows that this cohort was in an improved position in comparison to previous cohorts.</p> <p>Once the second lockdown was announced the remote learning policy was in place and students with no access to technology for remote learning were identified and provided with access. By the end of lock down there were only 18 out 296 PP students who were persistently absent from online learning</p>

	<p>(students who had not accessed throughout February) where they were either provided with technology and didn't use it or parents hadn't engaged with school to gain access.</p> <p>The end of year assessments in place of GCSEs for year 11 showed disadvantaged had increased for attainment 8, English at 4 plus and Maths are 4 plus when compared to the 3 previous cohorts. There are no progress 8 figures available.</p>
Tier 2: Academic strategies	<p>As shown by the year 11 final PA point and the years 7-10 data the academic strategies (e.g. in class and withdrawal support / provision of resources) was having a positive impact on PP progress and attainment. However the second lock down had a severe impact on the provision and subsequent impact of individual support strategies but the provision of ICT resources to enable students to access remote learning became the immediate priority. Keep up hub club and access arrangements testing were also suspended.</p>
Tier 3: Wider interventions	<p>Careers advice, guidance and support for disadvantaged students is a priority for the PP manager and careers lead in school. All but 1 disadvantaged student has gained a place in further education or training and employment.</p> <p>Counselling in place to support students with pastoral issues and emerging mental health needs as soon as returned to school.</p> <p>Identified home school contact with year 11 target group showed increase in effort and engagement in school with increased parental support. It didn't lead to improved attendance as this was negatively impacted by the Covid pandemic.</p>