

# Pupil premium strategy statement – Carr Hill High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	848
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	B Layzell (Headteacher)
Pupil premium lead	D Morton
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,910
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£233,910

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as their literacy and mathematical skills. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Alongside this is ensuring that disadvantaged to progress onto ambitious post-16 pathways with the skills required to continue a sustained trajectory of success, happiness, and economic wellbeing beyond their time with us.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We will continue to build on the strong foundations we have established through wider strategies (inclusion and safeguarding) and increase our focus on teaching and targeted academic support, particularly for literacy and oracy. Furthermore, early identification of barriers to learning for our new cohort of pupils will run through the transition programme to ensure that pupils starting in September 2024 are fully supported on their start to high school.

## Challenges

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

Challenge number	Detail of challenge
1	Quality First Teaching
2	Literacy - Reading
3	Numeracy
4	Attendance
5	Behaviour and Relationships
6	Aspiration, beyond the classroom learning and cultural capital
7	Safeguarding, mental health and well-being

## 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
<b>Priority 1</b> To ensure consistent quality first teaching and learning for all Pupil Premium (PP) students.	<ul style="list-style-type: none"> <li>Teaching &amp; Learning Team to deliver whole staff CPD to ensure all teachers are meeting the needs of all learners and delivering quality first teaching for all.</li> <li>Bitesize and Departmental meetings to focus on effective classroom and specific pupil strategies to close the learning gap and to raise expectations</li> <li>Review of curriculums to increase ambition and intent.</li> <li>Curriculums to map out key knowledge points to improve teacher understanding and expectations for each milestone.</li> <li>Curriculum mapping to ensure knowledge entitlement for all.</li> </ul>
<b>Priority 2</b> Implement a support structure for the highest percentage of Disadvantaged Pupils (DP) students and enhance the accountability for those staff in charge of DP, literacy, SEND and pastoral interventions.	<ul style="list-style-type: none"> <li>Create structure for intelligence gathering and intervention accountability.</li> <li>The number of disadvantaged students receiving intervention is monitored each half term to assess impact of intervention.</li> <li>The number of PP/SEND pupils receiving targeted intervention to be reduced as a result of effective support structures.</li> <li>PP students make at least 6 months progress versus reading age.</li> </ul>
<b>Priority 3</b> All DP pupils meet their age expected standard for reading and/or exponentially reduce the gap to chronological reading age.	<ul style="list-style-type: none"> <li>Percentage of pupils achieving age expected standard in GL assessments increases.</li> <li>Ambitions for ALL pupils to have a reading age matching their chronological age.</li> </ul>
<b>Priority 4</b> To reduce the gap between DP and Non DP students who can apply English and Mathematics sufficiently well for their age.	<ul style="list-style-type: none"> <li>Increased progress for PP students moving towards a + Progress 8 (P8) score.</li> <li>Internal tracking data for reading interventions and maths interventions by Curriculum Lead (CL).</li> <li>Subject Specialist TA support in English and Maths to allow 1:1 classroom support and targeted intervention sessions.</li> <li></li> </ul>
<b>Priority 5</b> To reduce the gap between DP and Non DP students for attendance.	<ul style="list-style-type: none"> <li>No attendance gap between PP and Non DP students.</li> <li>PP attendance higher than national figures for PP.</li> <li>Robust and bespoke attendance plans for students &lt;50%.</li> </ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Priority 1</b> To continually review the planned curriculum to ensure sequential development of knowledge to drive academic ambition	<ul style="list-style-type: none"> <li>To continually review the quality of the curriculum to improve learning outcomes for students.</li> <li>SLT and CL's review and perform the QA structures to follow evidence trails to judge to quality of education: <i>how well are we doing</i></li> <li>Develop opportunities for CLs to experience 'leading class curriculum developments, best practice at national and subject level.</li> <li>To provide time for departmental CPD time to focus on CPD-Curriculum and CPD-Knowledge to match the improvement priorities within T&amp;L and curriculum.</li> </ul>	1
<b>Priority 2</b> Continually develop teachers to implement consistent, high-performance delivery of the teaching and learning priorities.	<ul style="list-style-type: none"> <li>Use and embed the very best research drive pedagogy to improve consistent approaches to teaching delivery &amp; classroom practices.</li> <li>To have a relentless focus on the quality of teaching &amp; learning by providing high quality developmental feedback from Learning Walks (LW).</li> </ul>	1,2
<b>Priority 3</b> Implement a rigorous approach to literacy, writing, oracy and use of high tiered vocabulary.	<ul style="list-style-type: none"> <li>Create accountability at SLT and whole school for literacy.  <a href="#">Improving Literacy in Secondary Schools</a></li> <li>Literacy lead, to drive whole school approach utilising, curriculum, CPD and mentor time.</li> </ul>	1,2,6

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Priority 1</b> Lead staff to drive a tiered support structure to organise the intervention and monitoring of disadvantaged students.	<ul style="list-style-type: none"> <li>DP monitored and identified for tiered targeted intervention each half term to assess impact of intervention.</li> <li>Regular triangulation meetings with lead staff to analyse and assess the effectiveness of current intervention and the impact the targeted intervention is having.</li> <li>PP manager to co-ordinate targeted intervention for DP students depending on their level of need.</li> </ul> <p><a href="#">Social and emotional learning   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Behaviour interventions   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>Develop the KS2 trained phonics teacher to support the weakest readers and share good practice.</li> </ul> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,6
<b>Priority 2</b> To reduce the attainment gaps for pupils in Year 11.	<ul style="list-style-type: none"> <li>Targeted intervention provided via tutoring for identified DP students based on assessment data collected at scheduled data captures.</li> </ul> <p><a href="#">Small group tuition   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>Targeted enrichment opportunities for low attaining DP pupils in English, Maths and Science, Years 10/ and 11.</li> </ul> <p><a href="#">One to one tuition   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p>	6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Priority 1</b> To continue to improve DP pupils' attendance and persistent absences (PA). >93% (2023/24) <15% PA (2023/24)	<ul style="list-style-type: none"> <li>To monitor the % of Persistent Absentee rates weekly, across all focus groups of 'students at risk' &amp; intervene where required.</li> <li>Attendance Team identify and meet with all DP students who are at risk of poor attendance on a weekly basis with follow up meetings with parents; weekly reports shared with SLT on success of intervention; review progress.</li> <li>Weekly attendance tracking used by all tutors and Head of Year (HOY) to inform conversations with DP students and parents about attendance, all DP students are aware of the importance of good attendance.</li> </ul> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	4,6,7
<b>Priority 2</b> To continue to improve school routines and embed the expectations and consistency, to reduce Fixed Term Exclusion (FTE) <2% and reductions in low level disruption (timeouts).	<ul style="list-style-type: none"> <li>HOY reports are shared and discussed with CL in SLT links to identify hotspots and any support needed.</li> <li>DP Students requiring intervention following absence, exclusion or illness are supported through structured sessions in the inclusion unit.</li> <li>In year admissions to be carefully assessed and integrated properly into curriculum, with specific focus on DP pupils, ensuring that key data.</li> <li>Weekly analysis of class charts, with focus on DP pupils</li> <li>Behaviour for Learning Training for all staff focussed on how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of DP students.</li> </ul> <p><a href="https://www.eef.org.uk/what-we-do/our-approach/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,6,7

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

Carr Hill High School converted to become an academy on the 1<sup>st</sup> September 2024, and therefore this is the first pupil premium strategy to be delivered at the school

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*