

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Carr Hill High School
Pupils in school	909
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£278,458
Academic year or years covered by statement	22-23
Publish date	September 22
Review date	April 23
Statement authorised by	A. Waller
Pupil premium lead	D. Morton
Governor lead	R. Leaper

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.70 (Sisra estimate)
Ebacc entry	20.9%
Attainment 8	36.78
Percentage of Grade 5+ in English and maths	13.4%
Percentage of Grade 4+ in English and maths	37.3%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	In line with national average for disadvantaged at P8.	August 23
Attainment 8	52.22	August 23
Percentage of Grade 5+ in English and maths	73%	August 23
Percentage of Grade 4+ in English and maths	91%	August 23
Ebacc entry	16%	August 23

## 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	£ 60,000

## Targeted academic support for current academic year

Measure	Activity
Metacognition support for composite tasks	Continue to provide 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	£58,000

## 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	£160,458

## 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 continues to be a focus of CPD at both whole school and faculty level.
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>Pre covid for 4 years before public exams were cancelled for 2020, PP P8 averaged -1. In the first set of public exams post covid in 2022 PP P8 is -0.7 (subject to confirmation). A considerable improvement in progress. Similarly when 2019 and 2022 are compared PP getting grade 4 plus English increased from 42% to 64% and attainment 8 increased from 34.67 to 36.78. This demonstrates quality first teaching is improving PP progress in English.</p>
Tier 2: Academic strategies	<p>As part of the year 11 target group last year for the first time, students had personalised support for composite tasks (such as extended essay writing and evaluation tasks) to enable them to access the higher mark questions / tasks on exams / assessment criteria. This has helped to improve the PP progress 8 score from average -1 pre covid pandemic to -0.7 post covid pandemic when exams resumed.</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 remains in place to support students with pastoral issues and emerging mental health needs. A third counselling provider, who can provide support at home as well as in school, is now being trialed.</p> <p>The identified home school contact with year 11 target group led by the PP manager showed an increase in effort and engagement in school with increased parental support.</p>