

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 of internal review of this strategy	July 2020

2. Current attainment			
	Students eligible for PP		Students eligible for PP (national average 19-20)
	18-19	19-20	
Progress 8 score average	-1.01	No published data	No published data
Attainment 8 score average	33.4	No published data	No published data

3. Barriers to future attainment (for students eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Student Premium students making slower rates of progress than their non-PP peers in specific subjects: Maths, History, Geography, Business and ICT
B.	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.
C.	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 persistent absence was 23.69 % compared to 13.7 % of all students nationally.
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.

4. Intended outcomes review	Success criteria
To ensure that all students reach their potential.	PP 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.
<p>Review: For this year's year 11 cohort there are no external exams due to corona virus with the DfE making alternative arrangements. However the final April data drop mirrored the pattern that was shown in the February data drop with PP students having a significantly improved P8 estimate compared to the same cohort in April year 10 and compared to the previous cohort at the same data drop point last year. The PP students were well on track to improve PP progress and attainment compared to last year.</p>	
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.
<p>Review: For this year's year 11 PP cohort see comments above. At KS3 PP students were a part of the Bedrock programme trial and this showed on average an improvement in their score of 42% (the post and pre test scores are out of 100) when pre and post tests are compared. At KS3 PP students on the accelerated reader programme have seen reading ages stay the same but their Scaled Score has gone up, meaning their understanding has improved. There has been no difference between the PP and non PP students' progress on the accelerated reader programme.</p>	
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.
<p>Review: Students with unmet emotional and/or poor mental health, who do not meet the criteria for CAMHS have been able to have regular access to a trained counsellor, with a relatively low wait time. This year over 30 students have accessed this counsellor – referrals are by via LSS. Issues covered include bereavement, exam stress and anxiety. Students report that they have benefitted from this service.</p>	
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.
<p>Review: Attendance was significantly impacted by the corona virus crisis and whole year percentages are not an accurate measure of attendance due to school closure, however from September until 13.3.20 PP attendance was 92% compared to 91.85% for all of last year, a slight increase. (This rises to 92.5 % when students no longer on roll are removed from the figures) Y code has been used since so therefore there will be no negative impact attendance on the final whole year attendance figures (Y counts as neither present or absent). However there was a sickness bug going around prior to Christmas, which was reported throughout Lancashire. The percentage of PP students who were persistently absent grew from 22.20% to 25.4% compared to last year however. (This reduces to 21.3% when students no longer on roll are removed from the figures)</p>	
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.
<p>Review: All PP students in year 11 were met with prior to Christmas to ensure they had applied to college and if they had not a careers interview was arranged for them. Support was provided for students struggling to apply. Support also given for writing personal statements. NEET data not available under next year.</p>	
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.
<p>Review: A small but consistent number of students using homework club and benefitting. However we need to review the extra-curricular provision in order to provide further opportunities..</p>	

5. Actual 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	Review
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	PA data is used to identify PP students who need appropriate support. Faculties are moderating data entry.
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 than 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	Increased progress and attainment on data drops is coupled with QA showing a focus on embedding the 4 teaching and learning priorities in classroom practice.
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 than 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	Literacy, particularly vocabulary and reading are shown by QA as areas being focussed on. Maths faculty are supporting other faculties with numeracy.
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	PP students with SEN needs have been assessed as appropriate and strategies shared with teachers, these are being implemented.

<p>INSET and external CPD plan in place focussing on quality first teaching strategies in line with the school's 4 teaching and learning priorities.</p>	<p>Consistent standards of quality first teaching across all subjects and key stages in school in line with the 4 key teaching and learning priorities.</p>	<p>PP students make less progress than non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap.</p>	<p>Review PA data and QA activities such as lesson drop ins and work scrutiny.</p>	<p>DMN / JDN</p>	<p>QA has shown a focus on embedding the 4 teaching and learning priorities in classroom practice. Specific strategies to support identified PP students are being used in lessons.</p>
<p>Enable teachers to observe other teachers in school as part of their own ongoing CPD.</p>	<p>Teachers share and develop their quality first teaching strategies as part of their CPD.</p>	<p>PP students make less progress than non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap.</p>	<p>Review PA data and QA activities such as lesson drop ins and work scrutiny.</p>	<p>DMN</p>	<p>Teachers have been able to observe others as part of their CPD, cover has been put in place to facilitate this on occasion. 10 members of teaching staff have had lessons covered for observations.</p>
<p>Utilise external advisors / SLE's to review school and subject curriculum delivery.</p>	<p>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.</p>	<p>PP students make less progress than non-PP students, research shows quality first teaching is the first and most important step to narrowing this gap.</p>	<p>Review PA and PPE data and quality assurance of teaching and learning practice.</p>	<p>DMN</p>	<p>Maths, Geography and History have all had support and reviews with external advisors. The feedback from these reviews is being acted on and was evidenced in QA before school closed in March.</p>
<p>Total budgeted cost</p>					<p>£77,274</p>

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	Review	Costings
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	Testing has taken place and arrangements have been made for 22 students.	£680
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	Books purchased and used in English lessons Library been running an informal book swap.	£195
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	10 PP students regularly using and benefitting from the keep up hub club.	£4255
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	Revision resources supplied, including a large amount of calculators. Teachers are now clear on procedures for providing students with resources.	£4,595

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	As part of tier 2 academic support in class support has been provided (approximately 364 hours per term), progress for PP has improved.	£59,475
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Total budgeted cost **£69200**

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	Review	Costings
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	Until 13.3.20 PP attendance was 92% compared to 91.85% for all of last year, a slight increase. (This rises to 92.5 % when students no longer on roll are removed from the figures) The percentage of PP students who were persistently absent grew from 22.20% to 25.4% compared to last year however. (This reduces to 21.3% when students no longer on roll are removed from the figures)	£9,231
Develop and maintain regular, positive and supportive links between home and school, increasing engagement in	To improve the relationships between students, parents / guardians and school so that students and parents / guardians access the support available as	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	Positive relationships maintained. To further develop this PP lead to write to PP parents at start of next academic year.	£2000

school events and signposting relevant available support.	needed and are confident when engaging with school.					
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	An increased number of CAFS were opened, 8, which improves outcomes for families. Therefore an increased number of TAF meetings. Unmet needs identified at an earlier time through proactive rather than reactive approach.	£40,551
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 year's 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	Take up of breakfast by students eligible for it has been consistently high (approximately 50 per day), particularly years 7-9, 10 and 11 take up is a little less consistent.	£13,005
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 Service 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	Number of PP students participating in trips has increased. E.g. three went to New York and numbers on Iceland and Paris trips are good.	£4,215

Provide partially funded Music lessons PP – 75% CLA – 100% No discount for Service 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	8 students took up music lessons.	£8,000
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	All Year 11 students met with prior to Christmas to ensure they have a post 16 destination. Those that did not referred to NBE for a further careers interview. 1:1 support given to help those to apply to college.	£1,276
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	Take up of the new PP bus refund scheme has been good. The numbers using this bus has much improved since the late Bus was running. Using public transport allows us to be more flexible on locations and time. 4-5 students are using this regularly and others infrequently.	£500
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	See comments previously. Also running along Lancashire mind initiatives e.g 5 ways to well-being and wellbeing ambassadors within school. Assemblies by Lancashire mind for both	£8,500

					students and their parents. Whole school approach.	
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	All Year 11 students met with prior to Christmas to ensure they have a post 16 destination. Those that did not referred to NBE for a further careers interview. 1:1 support given to help those to apply to college.	£6,351
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	In class support has been established, counselling referrals made, careers interviews and trips arranged, resources purchased.	£2000
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	Following up of FSM claimants regularly. Also supporting new parents in applying for FSM.	£44,737
Total budgeted cost					£140,366	

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