

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Carr Hill High School
Pupils in school	911
Proportion of disadvantaged pupils	30.37%
Pupil premium allocation this academic year	£289,718
Academic year or years covered by statement	23-24
Publish date	September 23
Review date	April 24
Statement authorised by	A. Waller
Pupil premium lead	D. Morton
Governor lead	TBC

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.96 (Sisra estimate)
Ebacc entry	11.8%
Attainment 8	31.48
Percentage of Grade 5+ in English and maths	9.8%
Percentage of Grade 4+ in English and maths	35.3 %



Carr Hill High School • Royal Avenue • Kirkham • Preston • Lancashire • PR4 2ST

Tel: 01772 682008 Email: [contact@carrhill.lancs.sch.uk](mailto:contact@carrhill.lancs.sch.uk)

[www.carrhillschool.com](http://www.carrhillschool.com)

Headteacher Mr A Waller, MA, BA Hons  
Deputy Headteacher Miss A Jordinson, BSc Hons

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	In line with national average for disadvantaged at P8.	August 24
Attainment 8	49.56	August 24
Percentage of Grade 5+ in English and maths	49.4%	August 24
Percentage of Grade 4+ in English and maths	83.1%	August 24
Ebacc entry	15.3%	August 24

## Teaching priorities for current academic year

Measure	Activity
Closing the writing gap	Teaching writing strategies will be a focus of CPD at both whole school and faculty level. Academic writing will be a key part of teaching and learning activities in lessons, planning and schemes of work.
Learning and retaining key powerful knowledge	Scheme of work planning to incorporate time for the development, assessment and recapping of powerful knowledge in lesson time. CPD at whole school and faculty level to include development of strategies to aid and assess recall and retention of powerful knowledge.
Barriers to learning these priorities address	Exam analysis has shown that students are often able to apply skills and concepts learned in lessons during exam questions in GCSEs but perform less well on the knowledge retention questions on GCSE. Students also generally perform well on short answer questions but perform less well on longer answer questions where extended writing is required.
Projected spending	£ 60,000

## Targeted academic support for current academic year

Measure	Activity
Metacognition support for composite tasks	PP manager and external consultant to provide students who need support with composite tasks (such as extended essay writing and evaluation tasks) with personalised support to enable them to access the higher mark questions / tasks on exams / assessment criteria.
Revision and knowledge retention support	PP manager and external consultant to provide students who need support with revision and knowledge retention with personalised support to develop their knowledge retention.
Barriers to learning these priorities address	Exam analysis has shown that students are often able to apply skills and concepts learned in lessons during exam questions in GCSEs but perform less well on the knowledge retention questions on GCSE. Exam analysis also shows students do less well on composite tasks (such as extended essay writing and evaluation tasks) and are unable to access higher marks.
Projected spending	£60,000

## 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.
Counselling services	Provide counselling services for students who would benefit in order to address any long standing or emerging issues students may have to support mental health,
Projected spending	£163,718

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all teaching staff are confident in the specific teaching of writing in all subject areas.	Teaching writing strategies will be a focus of CPD at both whole school and faculty level.
Targeted support	Target support not just at year 11 PP cohort but cascading down into lower year groups.	Year 11 target group run by an external consultant whilst PP manager can provide support to students in younger year groups.
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	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. This was a considerable improvement in progress. In 2023 it has dropped to -0.96, still improved on pre covid years however a step back on last year. This has been significantly impacted by the 2023 year 11 PP cohort having an average attendance of 68% with persistent absence being a significant long term issue in this cohort.

Tier 2: Academic strategies	The positive impact of the year 11 target group that led to 2022 having an improved PP P8 figure was not maintained into 2023 due to persistent absence meaning the impact of the target group academic mentoring was limited due to a lack of consistent support being possible This also meant the PP manager spent more time on PP attendance compared to the previous year.
Tier 3: Wider interventions	Increasing the amount and range counselling and support services students can access has resulted in a number of students improving their engagement, behavior and attitude towards learning as well as providing support for their mental health.

