

Central Lancaster High School – Pupil Premium Strategy 2019-2020

1. Summary information					
School	Central Lancaster High School				
Academic Year	2019-20	Total PP budget	£223 075	Date of most recent PP Review	
Total number of pupils	561	Number of pupils eligible for PP	45%	Date for next internal review of this strategy	Mar 2020

Current Attainment (2019 results)			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Gap with non-PP (school)</i>
Progress 8	-0.89	-0.39	-0.5
Attainment 8	32.01%	42.71%	-10.7
4+ English and maths	27.45%	54.67%	-27.22
5+ English and maths	13.73%	34.67%	-20.94
% achieving 4+ Ebacc	0%	4%	-4

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Literacy and numeracy skills – Year 7 disadvantaged pupils entering CLHS are less than average, this prevents sufficient progress in year 7 and the gap in subsequent years widens over time.
B.	Behaviour of groups of disadvantaged pupils is having a negative effect on their academic progress when compared with their peers.
C.	Quality of teaching and learning is not yet consistently good which has a disproportionately negative effect on disadvantaged pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality of disadvantaged pupils is below national average and in-school average which is limiting academic progress.
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gap in reading ages to be closing by the end of year 7 with improvement sustained in subsequent years. Measured through Accelerated Reader quizzes. Gap in maths to be closed to in-school average. Accelerated maths provision to be supported by Accelerated maths provision.	Improvement in all pupils reading ages with gap closing over year 7 and in subsequent years. Achievement in maths to be in line with school average based on Accelerated maths tests.
B.	Improvement in behaviour of all pupils, in particular identified groups of disadvantaged pupils.	Reduction in negative behaviour points and fixed term exclusions, as evidenced by ClassCharts monitoring.
C.	Quality of teaching to be consistently good throughout the school, as measured through in school monitoring and performance management procedures.	Lesson delivery and quality of provision to be consistently judged to be good.
D.	Attendance of disadvantaged pupils is in line with school average in first instance, leading to being in line with national non-DA. Measured through SIMS attendance monitoring.	Improved attendance to 96% monitored through SIMS.

4. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved T&L to ensure DA pupils make progress in line with non-DA	<p>Improvement in T&L in school through whole school INSET and external CPD.</p> <p>Staff retention to ensure consistency of educational provision.</p> <p>Support for NQT/RQT staff</p> <p>Development of metacognition and self-regulation strategies for</p>	<p>Improving teaching and learning has been shown to have the largest impact on outcomes for DA pupils (EEF toolkit), in particular the regular and effective use of feedback (+8 months)</p> <p>Research suggests that high staff turnover can disproportionately negative effect DA pupils who often build strong relationships with key staff.</p> <p>Metacognition and self-regulation have been shown to be a low cost/high impact (+7 months) strategy for improving pupil outcomes.</p>	<p>Reviews of pupils progress as part of whole school monitoring cycle.</p> <p>T&L monitoring as part of whole school strategy.</p>	AEN	Jan 2020

	<p>pupils, to be embedded in whole school practice.</p> <p>Use of PiXL membership to improve outcomes</p> <p>ClassCharts to support learning and</p>				
Improved literacy/numeracy for all years with focus on DA pupils	<p>Accelerated reader/maths to support lessons at KS3</p> <p>DEAR time to be adopted by pupils in year 7-10.</p> <p>Reading buddies and targeted support to be put in place through small group tuition led by pupils.</p> <p>PiXL Unlock phonics strategy to be used by the SEND team to support specific pupils</p> <p>Development of a word rich curriculum across the school.</p> <p>Intensive support by SEND department to support pupils with additional needs.</p>	<p>Reading comprehension (+6 months) and maths strategies have been shown to improve progress of pupils.</p> <p>Peer tutoring (+5 months) offers a low cost/moderate impact method for improving literacy</p>	<p>2019 Literacy review recommendations to be applied across the school.</p> <p>Regular monitoring as part of the whole school cycle.</p> <p>Data generated by Accelerated Reader.</p> <p>Qualitative data collected by SEND reviews and pupil surveys.</p>	<p>LMS/MRB</p> <p>DRC</p>	<p>Jan 2020</p>
Total budgeted cost					£182 392
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improvement in DA literacy and numeracy skills	One-to-one tuition/very small group work through the SEND team to improve literacy and numeracy skills	One-to-one tuition has been demonstrated to have a moderate impact (+5 months) on pupils if targeted correctly and delivered by trained professionals.	Led by SENDCo and measured through increase in reading ages and maths outcomes.	REA	Jan 2020
One-to-one maths and English tutoring at GCSE level	Using MyTutor to support a small groups of DA HELP pupils who are on the 3/4 borderline.	One-to-one tuition (see above) has been shown to have a moderate impact. HELP pupils may be being disadvantaged by the quality of school provision to a disproportionate degree. This strategy will work to redress this.	Led by MPW – reviewed through pupil survey and feedback from teachers. Increase in assessment scores expected.	MPW/DRC	Jan 2020
Improved outcomes at KS4	Targeted intervention using the PiXL Build Up program, targeting pupils who would benefit from the units provided and would develop transferable skills. Use of MyOn Renaissance Learning, MathsWhizz and Tassomai to improve E, M and Sc outcomes.	Use of targeted digital technology has been shown to have a moderate impact on learning (+4 months) when well implemented and link to specific learning needs. The aim of this strategy is to tailor these strategies to the needs of the individual pupils.	Led by MPW with regular checks on quality of provision and engagement by pupils. Qualitative survey of pupil attitudes, before and after.	MPW/DRC	Jan 2020
Total budgeted cost					£23 147

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved punctuality and attendance to be in line with in-school average.	Higher profile of link between attendance and outcomes communicated to pupils and parents. MA to ensure that all staff are aware of persistent	Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions (DfE research found on The Key)	Regular attendance panel meetings to check progress against targets.	MA / LEM	Jan 2020

	<p>lateness and that system of same day afterschool detentions is in place.</p> <p>Renewed focus on DA pupils by MA with regular updates to SLT on attendance rates and individual action plans for persistent absentees.</p>				
Whole school improvement in behaviour	<p>Use of Queensberry AP to work with most vulnerable DA and non-DA pupils at risk of exclusion.</p> <p>Development of Impact centre led by KF and LEM to ensure that rate and severity of behaviour incidents decrease over time.</p> <p>Breakfast club to be extended to all pupils through provision of free breakfasts to all who attend.</p> <p>Uniform provision for DA pupils</p> <p>Diaries</p>	<p>Evidence suggests that there is an above average link between DA and risk of exclusion. The school will take action to put measures in place to support pupils at risk of exclusion. This will be develop a reflective culture and restorative practice as a whole school norm through targeted intervention work.</p> <p>Breakfast clubs have been shown to have positive impacts on pupils: 'Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started' (Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation, DfE, 2017)</p> <p><i>Investigation into Magic Breakfast and FareShare provision.</i></p>	<p>Behaviour points collected through ClassCharts.</p> <p>Regular review of provision offered by the Impact centre to ensure it is meeting the needs of the pupils.</p> <p>Attendance % at breakfast clubs as tracked through VeriCool system.</p>	LEM ALL STAFF	Jan 2020
Development of cultural capital through attendance at clubs/Extra-curricular provision	<p>Where there is a cost implication for attendance at extra-curricular event, there should be provision put in place to support those families with limited income.</p>	<p>Anecdotal evidence of improved engagement when pupils are involved in extra-curricular activities. Some clubs e.g. PE or art are directly linked to classroom outcomes.</p>	<p>All staff are aware that barriers should not be put in place that prevent DA pupils from accessing extra-curricular. Trips are subsidised for DA pupils at risk of not attending.</p>	ALL STAFF	Jan 2020

Pupils feel comfortable in the school and able to concentrate on their learning	PP funding used to support families suffering hardship, such as replacement uniforms, shoes, class equipment, calculators, revision guides	Pupils who are able to come to school in a state comparable with their peers should be able to concentrate on their learning.	This will be led by the staff and they will give information to MPW /VJC to say whether pupils are in need of extra equipment or resources.	ALL STAFF / SSO team	Jan 2020
Total budgeted cost					£17 536