

Central Lancaster High School – Pupil Premium & COVID recovery strategy 2021-2022

1. Summary information						
School	Central Lancaster High School					
Academic Year	2021-22	Total PP budget			<u>£216,073</u>	
		Total Recovery Premium			<u>£31,827</u>	
		Total School-Led Tutoring Grant (SLTG)			<u>£26,730</u>	
					<u>£274,630</u>	
Total number of pupils	585	Number of pupils eligible for PP	43.4%	Date for next internal review of this strategy	Sept 2022	

Historic Progress/Attainment data (2019 results)			
	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PPG</i>	<i>In school gap compared to non-PP pupils</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.	Below age expected literacy and numeracy skills	
B.	SEMH and behavioural needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance and punctuality	
D.	Out of school behaviours: anti-social behaviour and risk taking behaviour	
E.	Increase in the volume and complexity of safeguarding needs	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Gap in reading scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments.</p> <p>Gap in numeracy scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments.</p>	Improvement in all pupils reading and maths scores with the gap closing over year 7 and in subsequent years.
B.	Improvement in behaviour and attitudes to learning of identified groups of disadvantaged pupils. Reduced FTEs and increased time in lessons accessing learning. A reduction in low level behaviour sanctions and increased praise points.	Reduction in negative behaviour points and fixed term exclusions and increased number of praise points as evidenced by weekly ClassCharts monitoring.
C.	Attendance and punctuality of disadvantaged pupils improves. A reduction in the number of PA pupils. Weekly monitoring of attendance data by the Attendance officer and HoY.	Improved attendance and reduction in the number of PAs in line with National Average monitored weekly through SIMS.
D.	Pupils make positive contributions to extra-curricular activities and the wider community. Pupils make informed choices regarding behaviour in the evenings and weekends which will reduce the number of incidents coming into school. Fewer peer on peer abuse incidents will arise despite an improved culture of reporting incidents within school should they occur.	Fewer encompass and MASH reports. Reduced number of peer on peer abuse incidents reported and positive feedback through ongoing pupil and parental voice.
E.	Pupils feel safe within school and can identify at least one adult they would speak to. Pupils actively support peers where they have concerns. Appropriate interventions signposted in line with Lancashire's Continuum of Need. Improved agency involvement and engagement with pupils and families.	Pupil voice demonstrates pupils feel safe and supported within school.

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?
<p>Improvement in literacy and numeracy skills for disadvantaged pupils to be in line with their none disadvantaged peers as evidenced by Progress Tests; with pupils recovering lost learning time.</p>	<p>Secure baseline reading tests to establish starting points for pupils.</p> <p>GL Assessment testwise software used to baseline pupils and measure progress. NGRT test + spelling test done by pupils termly. Progress tests in English and maths to be facilitated.</p> <p>https://www.gl-assessment.co.uk/assessments/secondary/</p> <p><u>Literacy interventions</u></p> <ul style="list-style-type: none"> • FreshStart Phonics • Lexia • Reading Partners • 1:1 TA support • TA3/HLTA small group work • Bedrock Learning • Reciprocal reading • Reading for pleasure within the curriculum • Use of the school's Learning Resource Centre incorporating before and after school access and parental outreach. <p><u>Numeracy interventions</u></p> <ul style="list-style-type: none"> • Third space 1:1 maths tutoring • Hegarty maths/TT Rockstars to support learning and catch-up at KS3 <p>Development of a word rich curriculum across the school.</p>	<p>We require a clear baseline from which we will work in the absence of KS2 tests. This testing will then be the basis of further diagnostic testing.</p> <p>Phonics impact +5 months (EEF Toolkit) Reading comprehension impact +6 months (EEF Toolkit) TA interventions impact +4 months (EEF Toolkit) Small group tuition impact +4 months (EEF Toolkit) On average, 20% increases in vocab test scores</p> <p>Extending school time +4 months (EEF Toolkit) Parental engagement +4 months (EEF Toolkit)</p> <p>1:1 tuition +5 months (EEF Toolkit) Individualised instruction +4 months (EEF Toolkit)</p> <p>Oral language interventions +6 months (EEF Toolkit)</p>	<p>Baseline assessments undertaken. Timely reassessment to track progress throughout Year 7 and 8.</p> <p>Intervention leads identified with clear responsibility/accountability and training where appropriate.</p> <p>All strategies effectively communicated with all key stakeholders.</p> <p>Regular feedback by Intervention leads to SLT/AIB.</p> <p>Stakeholder voice gathered to support quantitative measures.</p>	<p>MAA/MPW/LAE</p>	<p>Spring term 2022</p>

Improved outcomes at KS4	<p>Year 11 intervention package to include:</p> <ul style="list-style-type: none"> • Revision guides bought for core and Ebacc subjects • Site licences for Hegarty maths, Kerboodle, GCSEpod purchased • Lunchtime, afterschool and holiday revision programme • Parental engagement through weekly newsletter and targeted text messaging • Website information with curriculum overview and signposting to subject specific revision resources • Additional SEMH support for most vulnerable including use of Boxhall profiling and zones of regulation • Targeted cohorts identified for additional motivational support • Comprehensive careers package and 1:1 pupil interviews (at least 2 for PP pupils) 	<p>Homework +5 months (EEF Toolkit)</p> <p>Extended school time +3 months (EEF Toolkit)</p> <p>Parental engagement +4 months (EEF Toolkit)</p> <p>Mentoring +2 months (EEF Toolkit)</p>	<p>Scheduled data captures will identify key cohorts that require targeted intervention and support.</p> <p>Key personnel have responsibility for coordinating voluntary intervention sessions being held.</p> <p>Timely and clear communication of support with pupils and parents.</p> <p>Quality assured resources / software packages purchased.</p> <p>Monitoring engagement to 'live' sessions and access to software packages.</p> <p>Stakeholder voice gathered to support quantitative measures.</p>	MAA/MPW/HoD/ HoY	Spring term 2022
Initial budgeted cost					£109,542

iii.					
Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Improved punctuality and attendance to be in line with National Average.	<p>Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils.</p> <p>Higher profile of link between attendance and outcomes communicated to pupils and parents through various platforms.</p> <p>Use of ClassCharts to post work from lessons so that absent pupils can still access their curriculum.</p> <p>Attendance Officer to ensure that all staff are aware of persistent lateness and that system of same day afterschool detentions is in place. Investment into Inentry systems to closely monitor punctuality.</p> <p>Increased focus on addressing punctuality to lessons – sanctions incorporated into the behaviour policy.</p> <p>Allocated SLT responsibility to disadvantaged pupil attendance.</p> <p>Enhanced focus on disadvantaged pupils by Attendance Officer with regular updates to SLT on attendance rates and individual action plans for persistent absentees.</p> <p>Introduction of free breakfast (National Schools Breakfast Programme) for all pupils with specific focus and sell to disadvantaged pupils and their families.</p> <p>Second Attendance officer employed at 15hrs/week (8-11am) to carry out home visits.</p>	<p>Pupils with no absence are 1.3 times more likely to achieve grade 4 or above, and 3.1 times more likely to achieve grade 5 or above, than pupils that missed 10-15% of all sessions (DfE research found on The Key)</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>Regular attendance meetings with key stakeholders to check progress against targets.</p> <p>Regular reports to SLT and the AIB on attendance and late figures by the attendance lead.</p> <p>Individual pupil action plans for PA and/or late attenders showing actions taken and effect on attendance.</p> <p>Attendance % at breakfast clubs as tracked through VeriCool system.</p> <p>External partner audit/QA of systems/processes.</p>	Attendance Officer VJC/MPW	Spring term 2022

<p>Whole school improvement in behaviour</p>	<p>Inclusion model introduced categorising pupils by need. Intervention registers in place to record and monitor impact of pastoral interventions. CPOMS – training and development??</p> <p>Use of student support team and external agencies (through EHAs) to work with most vulnerable disadvantaged and non-disadvantaged pupils at risk of exclusion. EP assessment and specialist teacher involvement. SEND consultant employed one day per week to undertake screening.</p> <p>Use of Alternative Provision for most vulnerable and disengaged pupils.</p> <p>Review and improvement of Exit and Impact centre led by Behaviour Mentor and Assistant Principal for Behaviour and Attitudes to ensure that rate and severity of behaviour incidents decrease over time.</p> <p>Introduction of an additional inclusion provision within Learning Support for pupils who require reasonable adjustment.</p>	<p>Evidence suggests that there is an above average link between disadvantaged pupils and risk of exclusion. The school will take action to identify these pupils at risk of exclusion and work with them on reflection and self-management/regulation.</p> <p>Individualised instruction +4 months (EEF Toolkit)</p> <p>Behaviour interventions +4 months (EEF Toolkit)</p> <p>Mentoring +2 months (EEF Toolkit)</p>	<p>Weekly review of behaviour and praise points collected through ClassCharts.</p> <p>Feedback from external support/agencies and Lead Professionals.</p> <p>Regular review of provision offered by the Impact provision to ensure it is meeting the needs of the pupils.</p> <p>Timely review of AP provision in relation to attendance, behaviour and academic progress.</p> <p>Stakeholder voice gathered to support quantitative measures.</p>	<p>VJC ALL STAFF</p>	<p>Half termly reports to SLT and the AIB</p>
<p>Development of cultural capital through attendance at clubs/Extra-curricular provision</p>	<p>Where there is a cost implication for attendance at extra-curricular event, there is provision put in place to support those families with limited income.</p> <p>Active promotion and provision for all PP pupils to access peri music lessons.</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>Arts participation +3 months (EEF Toolkit)</p>	<p>All staff are aware that barriers should not be put in place that prevent disadvantaged pupils from accessing extra-curricular. Trips and access to peri music lessons are subsidised for disadvantaged pupils at risk of not attending.</p> <p>Regular monitoring of engagement to extra-curricular clubs/activities.</p>	<p>MPW/JOL ALL STAFF</p>	<p>Half termly reports to SLT</p>

			Central records held of those participating in music lesson. Stakeholder voice gathered to support quantitative measures.		
Pupils feel comfortable in the school and able to concentrate on their learning	Pupil Premium funding used to support families suffering hardship, such as replacement uniforms, shoes, class equipment, calculators, revision guides. PASS surveys to be carried out and findings to inform the SDP.	Historic parental voice and evidence from attendance impact	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. Stakeholder voice gathered to support quantitative measures regarding effectiveness of the support.	ALL STAFF / Student Support team	PASS surveys at start and end of year
Initial budgeted cost					£151,970