



Pupil Premium Review Statement 2018-19

Context

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. Pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behavior difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Pupil Numbers

April 2018-July 2018

	Total	% of Year Group
Year 7	43	34%
Year 8	26	21%
Year 9	29	26%
Year 10	24	19%
Year 11	14	14%

September 2018-September 2019

	Total	% of Year Group
Year 7	33	36%
Year 8	42	32%
Year 9	24	19%
Year 10	31	26%
Year 11	26	20%

Due to the school's conversion to academy status, the decision was made to use funding until September 2019 so that the PP strategy fell in line with funding allocation in September. This will now remove the mid-year change which occurs in PP students under the current financial year system.

Year 11 Attainment and Progress

	2017	2018	2019 (Non-Validated)
Pupil Premium Eng and Maths Grade 4 and above	56%	57%	36%
Non Pupil Premium Eng and Maths Grade 4 and above	63%	63%	54%
Difference	-7%	-6%	-18%
Progress 8 Pupil Premium	-0.18	-0.35	-0.42
Progress 8 Non Pupil Premium	0.14	0.09	-0.04
Difference	-0.32	-0.44	-0.38
Attainment 8 Pupil Premium	40.5	35.5	36.8
Attainment 8 Non Pupil Premium	44.6	45.1	45.3
Difference	-4.1	-9.6	-8.5

As we can see from the above table, the gap between PP and non-PP students has shrunk by 0.06 in the summer results 2019. These results are unvalidated and will be update in January 2020 when final results are confirmed. This is a positive movement but we had hoped for more movement based on interventions plans put in place. The gap between English and Maths at Grade 4 has increased significantly and this needs to be a focus in the 2019-2020 pupil premium spending plan.

Funds Received 2018-19

The total funding allocated to the school for Pupil Premium students was £ 121,000.

Funds received which are allocated to the salaries of key members of staff will not be published due to the size of the school and their job role making them easily identifiable. These staff are expected to have a significant impact on closing the gap between PP and Non-PP students.

Review of Expenditure 2018-19

Desired Outcome	Chosen Action/Approach	Impact	Lessons Learned	Cost
To create space in the curriculum for precision teaching of our lowest ability students	Support Option group in Year 11.	For the 8 students involved in the support group, their average SPI was 0.24. This shows outstanding progress for students in this group	The support group has been removed from the options block in current year 11. Needs to be reviewed as impact is significant.	£14,000
Improved literacy across the curriculum before Year 11	One to One tuition delivered by high level learning assistants and Lexia software. This system has worked very effectively at improving the literacy of students who have SEN as well as PP. Over this year the scheme will be extended to students who are not on SEN register but do have literacy issues identified by teaching staff.	English results were below expected progress for both Literature and Language. The systems purchased are used primarily in KS3 and less so at KS4.	We need to review how the lessons learnt by students following the Lexia program and One to One tuition to improve literacy are carried over into KS4 learning so that lapses in ability do not occur.	£3080 (Purchased for 3 years so less impact on PP spend in following years)

Desired Outcome	Chosen Action/Approach	Impact	Lessons Learned	Cost
	Form time reading intervention program implemented with Year 10 peer reading, overseen by HLTAs.			Salaried Staff
Improved numeracy across the curriculum before Year 11	Use of Peer Maths and Success at Arithmetic delivered by HLTA	Maths results were below expected progress for both Literature and Language. The systems purchased are used primarily in KS3 and less so at KS4.	We need to review how the lessons learnt by students following the Success at Arithmetic program and One to One tuition to improve literacy are carried over into KS4 learning so that lapses in ability do not occur.	Salaried Staff
Improved performance in core subjects of progress 8 measure.	Additional English and Maths and Science booster for cohorts of students. 1-2-1/small group delivered by external specialist and in house staff.	This did not have the impact expected. A large number of students received intervention sessions which were targeted at developing key exam skills and developing areas of identified weakness. Results indicate that the majority of students who received this intervention didn't make their target grade.	Moving into 2019-20, we need to look carefully at the use of funds to buy in external support. A large number of students received support and this may have been too surface level to have an impact. Any further out of lesson intervention must be more targeted and specific.	£10000

Desired Outcome	Chosen Action/Approach	Impact	Lessons Learned	Cost
Improved attendance of PP students	Attendance Officer employed to monitor pupils and follow up quickly on absence. First day response home visits.	Attendance of PP students has dropped by 3.4% to 88.4%. The attendance officer has completed home visits with students but complex issues behind some attendance issues means more support and time is required.	We need to more structured approach to the attendance issue with PP students. Attendance officer needs more training and systems in place to ensure they can engage and work with parents to get students back in school.	Salaried Staff
Improve monitoring of students working with external agencies.	Purchase CPOMS to be the main monitoring and intervention system for the pastoral team.	CPOMS has been very successful in allowing staff to information share and ensure students who are more likely to be at risk have received support and intervention where required.	CPOMs to be rolled out across school for all staff to use as primary space for safeguarding concern sharing.	£1100
To identify complex barriers to learning and create strategies for pupils at risk of exclusion.	Commission educational psychologist to work with pupils with complex needs as well as Reachout ASC.	Funding for EP has helped to ensure students are gaining correct external and internal support where required.	We need to work with primary schools to identify students who may need EP assessment early in Year 7 to get strategies in place more quickly.	£3500
CEIAG	Continue to employ HLTA with responsibility for careers	All Year 11 PP students had at least two career meetings. Plans for next steps were made with all PP students.	Current staff member is leaving the school. We need to replace as this has a significant impact on PP student aspirations.	Salaried Staff

Desired Outcome	Chosen Action/Approach	Impact	Lessons Learned	Cost
Raise attainment of pupils who have had long periods of underachievement or absence.	SLT mentoring with students identified as persistently underachieving. SLT mentor to look at barriers to learning with student and if necessary implement alternative curriculum where appropriate.	SLT mentoring was successful with some students and barriers were identified and then reduced. Some students attendance and behaviour provided additional barriers which meant mentoring was less successful.	Reduce number of students being mentored to ensure high quality work can be done and expand remit of the mentoring to focus on attendance and behaviour if required.	£1000
Make sure all pupils feel included and physically part of the school.	Fund uniform and PE kit.	Students report feeling part of the school community.	Continue to fund as part of Pupil passport system to allow parents to have control over funding.	£500
Ensure access to a broad offer of enrichment and academic opportunities	Carnforth Passport voucher to raise aspirations and access specifically for disadvantages students.	Students were able to access the Germany and Iceland trip, take part in enrichment activities and other sport and after school clubs.	Need to work on the promotion of the passport to all PP students and ensure staff consider impact when applying for funding.	£500 per student for the total time spent at school £13,600 per year (based on all students spending £100 per year)