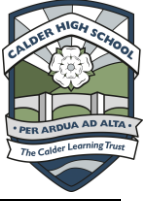


## Pupil Premium Strategy Statement (2020/21)



= Calder Primary School

1. Summary information					
School	Calder Learning Trust				
Academic Year	20/21	Total PP budget	£255,935	Date of most recent PP Review	Sept 20
Total number of students	1339	Number eligible for PP	293	Date for next internal review of this strategy	Jan 21

2. Current attainment (2019-20)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Achieving Expected or above in reading, writing and maths		
% Making at least expected progress in reading		
% Making at least expected progress in writing		
% Making at least expected progress in maths		
Average attainment 8 score per pupil	44.85	45.30
% Entering EBACC	12.8%	41.2%
Average EBACC Points score per pupil	3.6	4.1
% Achieving EBACC – based on 5 points	2.6%	16.7%
% Achieving EBACC – based on 4 points	7.7%	23.9%
% Achieving 5+ in English & Maths combined	41.0%	56.0%
% Achieving in 4+ in English & Maths combined	59.0%	71.5%
% Achieving 5+ in English	56.4%	63.7%
% Achieving 4+ in English	76.9%	81.7%
% Achieving 5+ in Maths	43.6%	55.5%

% Achieving 4+ in Maths		59.0%	75.7%
KS2 Fine Point Score (Context Only)		4.67	4.80
% of pupils who are pupil premium (context only)		21.2%	
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	CP – Improve the outcomes for student in Maths		
B.	CP – Reading comprehension Skills		
C.	CP – Ability to fully participate in the wider life of the school		
D.	Numeracy – Disadvantaged students are, on average, four points below non-disadvantaged students in their KS2 scaled score. Outcomes for disadvantaged students in Maths and Science are below the national average.		
E.	Literacy – Disadvantaged students are estimated to have a reading age on entry one year below that of their non-disadvantaged peers. Students need more opportunity to develop their extended writing in the subjects they study, with due emphasis on handwriting, correct spelling punctuation and grammar and the use of technical language (Ofsted 2017)		
F.	Engagement - Ensuring that work set for the most able students in Years 7 and 8 fully challenges them		
G.	Behaviour - The behaviour of a minority of students, both disadvantaged and non-disadvantaged students, is a focus for pastoral and teaching staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.		
External barriers			
H.	Attendance - The gap between PP and non-PP students has gradually diminished over the past three years but continues to be an area for improvement, as it remains a barrier to progress for students <ul style="list-style-type: none"><li>CHS PP Absence (2017-18): - 0.9%</li><li>CHS PP Absence (2018-19): -0.9%</li><li>CHS PP Absence (2019-20): .....</li></ul>		
I.	Transition - Ensure effective transition for disadvantaged students at each Key Stage to ensure progress is in line with or exceeding expected levels of progress		

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	CP - Makes at least expected progress in English and Maths	Progress is targeted, intervention monitored termly and tracked on target tracker
<b>B.</b>	CP – Achieves the expected standard or better at the end of the academic year, or individual target for SEN pupils	Achieves secure or Secure+ (or individual target for SEN)
<b>C.</b>	CP - Attendance is above 95% in order to enable students to fully access quality teaching and learning in the classroom	SIMS attendance will be monitored and appropriate interventions put in place to support where identified
<b>D.</b>	Numeracy is no longer a barrier for disadvantaged students. Students make good progress in Maths and Science.	Improved teaching/specific interventions in numeracy results in improved performance in assessment across all years for disadvantaged students. Attainment and progress in disadvantaged students in Maths and Science at GCSE closes the gap to both national and their non-disadvantaged peers.
<b>E.</b>	All subjects understand that they are teachers of literacy and are able to support students in all aspects of literacy. Reading ages and vocabulary of disadvantaged students improves to allow them improved access to the full curriculum.	Improved teaching/specific interventions of literacy results in improved performance in assessments for disadvantaged students in English, closing the gap to non-disadvantage peers. Learning walks and lesson observations demonstrate increased opportunities for extended writing.
<b>F.</b>	Students in Year 7 and 8 are able to access work that will allow them to achieve or surpass their target grades. Disadvantaged students have access to challenging texts and problems.	More able disadvantaged students work demonstrates a high level of challenge through the school's quality assurance system
<b>G.</b>	Classcharts is used effectively to monitor student behaviour, identifying patterns in negative attitudes/behaviours, as well as being used to praise students	Classcharts data analysed by HoY, HoFs and classroom teacher Coaching provided for classroom staff where BFL is identified as an AFI Ensuring that students are recognised for their positive behaviour (e.g. celebration assemblies, positive postcards, etc.)
<b>H.</b>	The gap between disadvantaged and non-disadvantaged will continue to diminish, whilst ensuring that the school achieves its target of 97% overall, for all students Provide a particular focus on LAP and LAP/PP students	Gap between PP and non- PP students will be >-0.8% Whole school attendance will be <97%
<b>I.</b>	Strong relationships with parents of disadvantaged students to support smooth transition. Equality of access to the full curriculum entitlement for disadvantaged students	Positive parental feedback on KS2-3 transition from parent voice. Increased numbers of disadvantaged students taking EBacc and Triple Science pathways

## **Aims**

### **What is Pupil Premium funding for?**

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been effective over the past year as our Pupil Premium attainment 8 figure has risen from 40.24 to 44.85 in 2019/20. We endeavour to improve this figure even more and the strategies in this statement will enable us to do this.

### **What is our approach to the use of the Pupil Premium?**

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The EEF guide to Pupil Premium (published June 2019) identifies five key principles and a tiered approach to pupil premium spending. We try to replicate this in considering improving teaching, targeted academic support and wider strategies in our pupil premium plan.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- Explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

5. Planned expenditure					
Academic year		2020/21			
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?
Makes expected progress in reading and writing. Achieves the expected standard.	• High quality teaching using a range of effective resources. Support from effective deployment of TAs	• To ensure that all pupils make expected progress in the new robust curriculum • PP students for 2020/21 include 2 new pupils and 3 attendance issues, consequently there are gaps in knowledge that need to be addressed	• Quality first teaching from class teachers • Support in class from effective TAs (Building on EEF project findings) • Additional TA training in Maths interventions through the Maths HUB	KLT	• Progress will be reviewed termly and will impact on planned interventions

<p>To improve the quality of teaching and learning, so that all students have access to quality first teaching across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Quality time, and money, set aside for CPD for all staff – based on the AFIs identified through whole school QA strategies</li> <li>• Rigorous but supportive QA processes</li> <li>• Training in Sequencing and Retrieval practice to develop curriculum and student learning</li> <li>• Coaching of staff to develop consistency of pedagogy</li> <li>• 'Teaching and Learning group' created to develop and cascade best practice across the school</li> </ul>	<p>EEF (Education Endowment Foundation) – High impact, strong evidence base.</p> <p>'Improving teaching quality generally leads to greater improvements' EEF (Education Endowment Foundation). 'There is particularly good evidence around the potential impact of teacher professional development' (EEF).</p> <p>'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <ul style="list-style-type: none"> <li>• Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion &amp; chair of Whole Education and the Chartered Institute of Educational Assessors.</li> </ul>	<p>CPD programme that consider the latest evidence on effective approaches to blended and remote learning.</p> <p>Quality assurance programme that monitors both curriculum provision and teaching and learning strategies</p> <p>Incremental coaching programme in place to support staff.</p>	<p>RGY, CWN, IHY</p>	<ul style="list-style-type: none"> <li>• Termly in-school monitoring through QA processes.</li> <li>• Regular faculty reviews.</li> </ul>
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<p>Whole school literacy (inc. increased engagement with reading and improvement in reading ages).</p> <p>Use of LRC on hold due to Covid-19 restrictions</p>	<ul style="list-style-type: none"> <li>• All students to have a 'book in a bag' to be used between lessons with new Covid restrictions on student movement.</li> <li>• Tutor reading programme in place to include opportunities for silent reading.</li> <li>• Develop expertise in reading strategies such as reciprocal reading.</li> <li>• Whole school literacy strategies that all teaching staff are to incorporate in to their teaching, including the use of key words and explicit strategies to teach vocabulary.</li> </ul>	<p>'Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up'. (EEF)</p> <p>'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')</p> <p>'Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council)</p> <p>Improving literacy in secondary school: Guidance Report (EEF)</p> <p>Small group tuition (EEF)</p>	<ul style="list-style-type: none"> <li>• Student voice to engage and keep book choice relevant to student body</li> <li>• Author visits/workshops where possible due to current restrictions.</li> <li>• Standards walks of tutor time reading programme.</li> <li>• Whole school work scrutiny to monitor implementation of whole school literacy strategies including vocabulary teaching</li> </ul>	<p>RDR, KRN</p>	<p>Termly</p>
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<p>Improve the outcomes for Maths, to diminish the difference between PP and non-PP students.</p>	<ul style="list-style-type: none"> <li>• Increase the number of teaching staff who can teach Maths (Maths conversion course) to help support students</li> <li>• Additional teaching staff employed in Maths faculty to allow opportunities for smaller group teaching</li> <li>• Additional leadership responsibility for developing numeracy across the curriculum</li> <li>• Embed 'ABCD' model to ensure consistency of delivery and depth of student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF guidance report 'Improving mathematics in Key Stages 2 and 3' suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages.</li> <li>• Exam data shows that students are not performing as well in Maths, when compared to other subjects</li> <li>• P8 score 2019/20 (-0.72)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school QA systems including curriculum health check.</li> <li>• Assessment data to be analysed by classroom teachers and HOF to assess impact of curriculum.</li> <li>• Incremental coaching programme to support staff in delivery of ABCD model</li> <li>• Subject specific CPD on the use of diagnostic questioning.</li> <li>• Standards walks to identify good practice in the development of numeracy across the curriculum.</li> </ul>	<p>AGE, RHL, SBL</p>	<p>Termly</p>
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Improve essential literacy and numeracy skills needed for secondary level for an identified group of learners who arrive in Y7 with low levels of literacy and numeracy	<ul style="list-style-type: none"> <li>• SENCO has been employed to work with the students in Y7 and Y8 who have the lowest KS2 data. This work will be completed in the secondary ready classroom</li> <li>• Implement reading recovery programme to improve reading ages</li> <li>• Reduce movement between teachers to enhance relationships and ease transition from Primary</li> </ul>	<p>Key Stage 3: the wasted years? Ofsted (2015) identifies the progress of PP students at KS3 as a barrier to achievement later in school.</p> <p>'Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up'. (EEF)</p> <p>'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')</p>	<p>Reading age data of year 7 students attending literacy and numeracy interventions to show positive progress and a clear improvement in reading ages.</p> <p>Quality assurance programme to assess quality of teaching,</p> <p>Use of assessment data to identify gaps in learning and areas to improve.</p>	AGY	Termly
<b>Budgeted Cost</b>					
<b>Calder Primary – Cost of Staff CPD</b>					
<b>IRIS connect – Camera and staff licences to support staff CPD</b>					
<b>Reduction in staff teaching allocation to provide time for co-planning, coaching and curriculum development</b>					
<b>Additional teacher and Leadership in Mathematics faculty</b>					
<b>SIMs link to Microsoft Teams to improve Remote Learning offer</b>					
<b>Additional non-contact time for SENDCO to work with students on catch up programme.</b>					

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?
Makes at least expected progress in Maths	<ul style="list-style-type: none"> <li>Power of 2 learning in maths</li> </ul>	<p>Power of 2 has had proven impact in school for plugging gaps in maths and boosting confidence – this will be further developed this year through specific targeted TA intervention.</p> <p>High quality resources to improve motivation and as advised by Educational</p>	<ul style="list-style-type: none"> <li>Additional TA support to complete Power of 2 work.</li> <li>Closely monitor impact on attainment</li> </ul>	KLT	<ul style="list-style-type: none"> <li>Pupils outcome committee meetings 2020/21</li> <li>Tracking points to analyse data and recognise impact on student progress</li> </ul>
Makes at least expected progress in reading and writing	<ul style="list-style-type: none"> <li>Read, Write INC.</li> <li>Fresh Start Scheme and resources</li> <li>SATS revision materials and booster sessions</li> </ul>	<p>Fresh Start has had a past proven impact on attainment and progress from implementation (PP 2015/16)</p> <p>This will begin again with trained TA</p> <p>SATS revision to boost confidence in taken and achieving assessments – additional TA hours</p>	<ul style="list-style-type: none"> <li>TA led fresh start sessions twice a week with a group of 3 pupils.</li> <li>Monitored by class teacher</li> <li>SATS booster 1:2 sessions and revision materials for home to begin in January</li> </ul>	KLT and FKY	<ul style="list-style-type: none"> <li>Pupil outcome committee meetings 2020-21</li> <li>Tracking points to analyse data and recognise impact on student progress</li> </ul>

Improved attendance for PP/EAL students.	<ul style="list-style-type: none"> <li>• Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students.</li> <li>• Weekly attendance reports for action</li> <li>• Ensure appropriate IAG support is in place, to engage students in their learning</li> <li>• Employment of Attendance and family liaison officer to provide both challenge and support to families of disadvantaged students where attendance is an issue.</li> <li>• Safeguarding officer to support the needs of vulnerable students.</li> </ul>	<p>2018-20 and 2019-20 data shows a clear link between attendance and the progress students make.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with <b>no absence</b> 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</p> <p>Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	<ul style="list-style-type: none"> <li>• Attendance data will show improvement for those students who fall below 97% during the year</li> <li>• PA will reduce (compared to last 3 years)</li> <li>• Attendance meeting minutes and actions to address the needs of the students who have a low attendance %</li> <li>• Accurate records relating to EWO referrals and fixed penalty notices</li> </ul>	SLE, ATR	Termly
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Improved engagement in education for students whose behaviour can be a barrier.	<ul style="list-style-type: none"> <li>• Extensive and systematic reward programme to encourage positive behaviour</li> <li>• Develop the use and monitoring of students' times in A2E to allow for early intervention where appropriate e.g. the use of the AZN to reduce the risk of PEx.</li> <li>• Alternative provision is offered to reengage students with education where appropriate e.g. Focus Training and College Placements.</li> </ul>	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	<ul style="list-style-type: none"> <li>• Pastoral meetings</li> <li>• Behavior reports from Classcharts</li> <li>• Monitoring of students accessing the additional support</li> <li>• Regular check-ins for students accessing alternative provision</li> <li>• Coaching and CPD for staff who are struggling with BFL management.</li> <li>• A2E records.</li> </ul>	SLE, ATR	Termly
Diminish the difference between disadvantaged and non-disadvantaged students ensuring a positive spi for both groups)	<ul style="list-style-type: none"> <li>• Use of tracking data to identify underperformance from disadvantaged students in KS4.</li> <li>• Employment of mentors in Maths and English to support interventions for core subjects.</li> <li>• Horsforth Quadrants used to identify links between effort and attainment in KS4 learners.</li> <li>• Creation of 'Raising Standards team' to support specific needs of different groups.</li> <li>• COAP/ SOAP to be created based on data input and used by HoFs</li> <li>• Identify students who would benefit from 1:1 and/or small group support to help provide with practical skills of how to revise effectively, manage their time and become more independent – develop mentoring programme to support students</li> </ul>	Although progress and outcomes are much improved for disadvantaged students there is still an in-school gap.	<ul style="list-style-type: none"> <li>• Calendared progress meetings for KS4 staff to reflect on COAP.</li> <li>• SLT Line management agenda items to discuss progress of groups/individuals</li> <li>• Regular meetings with PiXL associate to support use of their programme and work of Raising Standards team.</li> </ul>	RGY, RKY	Termly

<b>Budgeted Cost</b>	
<b>Calder Primary – Additional TA time</b>	
<b>Power of 2 Maths programme</b>	
<b>Read, Write INC and Fresh Start scheme</b>	
<b>Learning mentors in Maths and English</b>	
<b>Employment of Attendance and Family Liaison Officer</b>	
<b>Employment of A2E Inclusion Manager</b>	
<b>Safeguarding Officer</b>	
<b>Cost of PiXL membership</b>	
<b>Subscription to Classcharts to support Rewards and Homework systems</b>	
<b>Early college Transfers for Identified KS4 students</b>	
<b>Cost of SISRA data analysis software to support monitoring of student achievement</b>	
<b>Targeted support budgeted cost</b>	

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?
• Able to fully participate in the wider life of the school	• Support cost of trips, activities and resourcing as necessary	• Extra-curricular experiences are vital to motivation, learning development and social and emotional skills	• Tracked by our finance team	KLT	• Finance committee meetings
• Good attendance (at least 95%) in order to access the full curriculum and quality first teaching in the classroom	• Monitor attendance closely and support families with additional welfare services as necessary • Free breakfast for identified students	• It is vital that all pupils have good attendance to ensure they are able to fully participate in lessons and can close the gap with their peers	• This will be monitored by the Primary head teacher to ensure pupil attendance is 95% or better	KLT EDR	• Weekly attendance reports, termly reports to parents and governors • Governor well-being committee
Broaden the experiences of students through extra-curricular programs and trips.  Currently on hold due to Covid-19 restrictions	• Up to date extra-curricular timetables • Trips are mapped across all subjects to ensure all students have the opportunity to go on at least one trip every year.	Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.  We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.	• Attendance monitoring for disadvantaged students • Student voice • Mapping of trips both offered and completed in the year and the students who attended	CWN	Termly Finance Committee meetings

A high quality, smooth transition process.	<ul style="list-style-type: none"> <li>• Meetings with Primary leads three times per year to develop stronger links.</li> <li>• Transition Plan for Y5 &amp; Y6 to ensure learners are well equipped.</li> <li>• Extended transition for SEND students to fully support transition to secondary.</li> </ul>	<p>SEND Code of Practice: 0 to 25 Years (Jan 2015)</p> <p>STARs report 'Identifying factors that predict successful and difficult transitions to secondary school' - A successful transition involved functioning well in two areas: 1) being academically and behaviourally involved in school and 2) feeling a sense of belonging to school.</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• Uptake of Transition days offered at CHS</li> <li>• CPOMS data/information</li> <li>• Student voice</li> <li>• Parent voice</li> </ul>	CWN	Yearly
Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.	<ul style="list-style-type: none"> <li>• 1:1 interview with all Y9 students, with C&amp;K Careers, to ensure appropriate options subjects are selected.</li> <li>• Priority careers interviews for students identified as 'at-risk' in Y11.</li> <li>• Implantation of the Gatsby Benchmarks within the curriculum.</li> <li>• Development of 'Skills-BUILDER' programme to support career aspirations</li> </ul>	<p>Student level data would suggest that students at CHS are less likely to gain access to careers experiences as Non-PP students nationally.</p>	<ul style="list-style-type: none"> <li>• IAG evening for Year 9 parents</li> <li>• Student voice on options choices</li> <li>• Student voice on workplace visits.</li> </ul>	JHY	Termly
To remove essential equipment and material disadvantage barriers to learning, including blended and remote learning	<p>To ensure that a lack of equipment for learning does not impact upon academic success.</p> <p>To include;</p> <p>Uniform</p> <p>General classroom</p>	<p>Previous experience at the school tells us that attendance can be adversely impacted if students do not have the correct uniform and or equipment.</p> <p>DfE require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect on Thursday 22 October 2020. Provision of equipment will also support</p>	<p>Equipment is given to all students at the start of the academic year.</p> <p>Tutors check student equipment every day and if a concern is raised about missing equipment, it will be followed up by Year Managers. A school 'yellow form' will be completed by any staff member who has a concern about a student's uniform.</p>	ATR, SNN	<p>Equipment and uniform are checked daily by tutors.</p> <p>SNN to monitor laptop scheme termly.</p>

	equipment  ICT equipment to support home learning.	home learning when the pandemic is over.	Yellow form disclosures are dealt with within 24 hours.  Students without internet access to be identified and laptop loan scheme put in place  Application to government laptop scheme by Nov 2020.		
Mental Health and Wellbeing	To support the mental health of students and develop strategies to encourage emotional resilience	'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)	There is a designated member of the wellbeing team to oversee the THISS programme and its implementation. A record of students seen, actions taken and impact will be noted.  A designated member of the wellbeing team will oversee the student referrals to the 'no worries' 1:1 appointments during lunch times. There will be a weekly spoken conversation and notes made regarding students seen, actions taken and impact seen.	NBR, ATR	Half termly monitoring
<b>Budgeted Cost</b>					
<b>Calder Primary – Extra curricular fund</b>					
<b>Coast of breakfast provision</b>					
<b>Hardship/ Student Engagement Fund</b>					
<b>C&amp;K Careers</b>					
<b>Safeguarding Officer &amp; YAL accounted for in ii</b>					



<b>Total budgeted cost</b>	
<b>Budget summary</b>	
<b>Area of development</b>	<b>Planned Expenditure</b>
<b>i. Quality of teaching for all</b>	
<b>Ii. Targeted support</b>	
<b>iii. Other approaches</b>	
<b>Total Planned Expenditure</b>	
<b>Total PP Budget for 2020/21</b>	

5. Review of expenditure		
Previous Academic Year	2019/20	
i. Quality of teaching for all		
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Makes expected progress in reading and writing. Achieves the expected standard.		
To improve the quality of teaching and learning, so that all students have access to a greater % of outstanding lessons.	Lesson observations before the national lockdown indicated that an increasing number of lessons demonstrated students making good or outstanding progress.  An incremental coaching programme was being developed for areas of concern, with a coaching team established to support staff in developing best practice.  Staff CPD has focused on the effective use of Rosenshine’s principles of instruction with lesson observation feedback demonstrating that daily review , chunking of new material and extensive use of modelling are becoming embedded in teaching across the Trust.	Quality of teaching and learning will remain a key focus to improve outcomes for disadvantaged students.  Focus for much of the year will be on effective implementation of blended and remote learning to meet the challenges posed by the coronavirus pandemic.  Staff CPD will continue to focus on best practice in this area, alongside the use of knowledge retrieval and review techniques, the use of live modelling and worked examples and the consistency of diagnostic questioning – in line with the current constraints on teaching in Covid-secure classrooms.
Whole school literacy (inc. increased engagement with reading and improvement in reading ages).	Reading age assessments had taken place and a full programme to encourage reading and use of the LRC was underway before the coronavirus pandemic took effect.  National lockdown curtailed work with authors and outside speakers and will affect function of the LRC in 2020/21.	Continued focus on whole school literacy within the realms of that which is possible in current climate. Key focus on developing a whole school reading strategy and CPD for a wider group of staff on the teaching of reading. Alongside this, the focus of work will be on strategies to develop the explicit teaching of Tier 2 and 3 vocabulary

<p>Improve the outcomes for Maths, to diminish the difference between PP and non-PP students. · Increase the number of teaching staff who can teach Maths (Maths conversion course) to help support students</p>	<p>Attainment in KS4 maths was above national in 2020. Dip amongst the grade 7-9 in 2019 was rectified in 2020, whilst the gap to national other has been reduced ( 59% 4+, 49% 5+ and 10% 7+ in 2020)</p> <p>The pupil premium gap, whilst still significant has reduced from 2019 results. Significant improvement seen in results from EAL students.</p>	<p>The new ABCD framework for lessons is having a positive impact, whilst recent staffing changes have ensured a positive outlook for the faculty. Build on the progress made in Mathematics by ensuring ABCD model is full embedded and ensure subject specific CPD is available to develop confidence in the use of diagnostic questioning.</p>
<p>'catch up' programme to deliver essential literacy and numeracy skills needed for secondary level.</p>	<p>Students on the secondary ready programme had an effective transition and were seen to be making good progress before lockdown.</p> <p>57% of these students were seen to be on track for their target grade and making good progress before the national lockdown occurred.</p>	<p>Maintain the secondary ready group as a key strategy to intervene with those students who arrive at Secondary with low levels of numeracy and literacy. Consider range of reading and numeracy interventions to ensure catch up.</p>

ii. Targeted support										
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)								
Makes at least expected progress in Maths										
Makes at least expected progress in reading and writing										
Improved attendance for PP/EAL students.	<p>Student attendance for the past 3 years has shown: Overall attendance last year was 94.5%, with disadvantaged students’ attendance being 92.7%. When comparing to previous years we can see the changes below:</p> <table><tr><td>Year</td><td>Gap</td></tr><tr><td>2017-18</td><td>-0.9%</td></tr><tr><td>2018-19</td><td>-0.9%</td></tr><tr><td>2019-20</td><td>-2.2%</td></tr></table> <p>The gap between attendance for disadvantaged students has widened in the last academic year . This is due to..... Whilst the attendance figure is above the national for disadvantaged students of 91.7%, there remains work to be done to close the gap to the non-disadvantaged cohort.</p>	Year	Gap	2017-18	-0.9%	2018-19	-0.9%	2019-20	-2.2%	Maintain focus on attendance as a key barrier to success for disadvantaged students. Appointment of new attendance and family liaison officer to work closely with AHT – Behaviour and Attendance to develop strategies to further improve in this area.
Year	Gap									
2017-18	-0.9%									
2018-19	-0.9%									
2019-20	-2.2%									

Improved engagement in education for students whose behaviour can be a barrier.	<p>The FTE for disadvantaged students in 2019-20 was 3.18%, compared to a figure of 2.78% of non-disadvantaged students. Whilst this is significantly below the national figure for disadvantaged students of 5.11%, we continue to work towards reducing this further and closing the gap to the national non-disadvantaged figure of 1.24%.</p> <p>Comparing the use of the removal and A2E room, 33% of its use was for students in receipt of the pupil premium, (616 incidences out of 1859) with a school cohort of 22% disadvantaged.</p> <p>The coronavirus lockdown saw disengagement from some students with online learning so the emphasis of behaviour strategy required a change in focus. Work of pastoral team switched to become much more about engagement with online learning and supporting parents to achieve this.</p> <p>Engagement from disadvantaged students was significantly below that of their peers and we need to continue to address access and motivation issues to address this.</p>	<p>Covid-secure teaching environments present challenges to the implementation of behaviour policy this year. Increase capacity in pastoral team and focus on student well-being and mental health will be key areas to address to support students in the coming academic year.</p> <p>A2E manager to work closely with the Year teams on strategies to re-engage students with their learning.</p>																								
Diminish the difference between disadvantaged and non-disadvantaged students (ensuring a positive spi for both groups)	<table><tr><th colspan="4">2020</th></tr><tr><th></th><th>PP</th><th>Non-PP</th><th>Gap</th></tr><tr><td>Attainment 8</td><td>44.85</td><td>55.51</td><td>-10.66</td></tr><tr><td>Progress 8 ( est)</td><td>-0.29</td><td>0.31</td><td>-0.6</td></tr><tr><td>Eng &amp; Maths 5+</td><td>41</td><td>62.1</td><td>-21.1</td></tr><tr><td>Eng &amp; Maths 4+</td><td>59</td><td>79.3</td><td>-20.3</td></tr></table>	2020					PP	Non-PP	Gap	Attainment 8	44.85	55.51	-10.66	Progress 8 ( est)	-0.29	0.31	-0.6	Eng & Maths 5+	41	62.1	-21.1	Eng & Maths 4+	59	79.3	-20.3	<p>Whilst overall school improvement strategies are having an impact on outcomes, we must continue to have a sharp focus on the generating the best possible outcomes for disadvantaged students in order to close the gap.</p> <p>Strategies to include:</p> <ul style="list-style-type: none"><li>• Use of tracking data to identify underperformance from disadvantaged students in KS4.</li><li>• Employment of mentors in Maths and English to support interventions for core subjects.</li><li>• Horsforth Quadrants used to identify links between effort and attainment in KS4 learners.</li></ul>
2020																										
	PP	Non-PP	Gap																							
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	2019			
	PP	Non-PP	Gap	
	Attainment 8	40.41	53.23	-12.82
	Progress 8 ( est)	-0.06	0.41	-0.47
	Eng & Maths 5+	14.9	45.2	-30.3
	Eng & Maths 4+	44.7	76.3	-31.6
	<p>Attainment of disadvantaged students has seen a significant improvement from 2019 results, with increasing numbers of disadvantaged students gaining grades of 4+ and 5+ in English and Maths.</p> <p>The gap between these students and their non-disadvantaged peers has however widened slightly suggesting that whilst improvements in the school are having a demonstrable effect on outcomes, the benefits remain greater on non-disadvantaged students.</p>			
<ul style="list-style-type: none"><li>• Creation of 'Raising Standards team' to support specific needs of different groups.</li><li>• COAP/ SOAP to be created based on data input and used by HoFs</li><li>• Identify students who would benefit from 1:1 and/or small group support to help provide with practical skills of how to revise effectively, manage their time and become more independent – develop mentoring programme to support students</li></ul>				

iii. Other approaches		
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Able to fully participate in the wider life of the School.		
Good attendance (at least 95%) in order to access the full curriculum and quality first teaching in the classroom		
Broaden the experiences of students through extra-curricular programs and trips	<p>Provision of a range of activities for all students was in place at the start of the academic year, with attendance of disadvantaged students being tracked.</p> <p>This was clearly affected by the national lockdown and closure of schools in March 2020.</p>	Currently on hold due to the restrictions in place as a result of the coronavirus pandemic.
A high quality, smooth transition process.	<p>Development of transition included:</p> <ul style="list-style-type: none"> <li>• Morning transition events for students to access Expressive Arts, Maths, Science, etc.</li> <li>• Primary Schools attend to watch rehearsals of the school show</li> <li>• Visits to primary schools by SEN team to establish needs of students</li> <li>• Additional visits to school for the most vulnerable students</li> <li>• Transition day, for all students to meet their form tutor, navigate the school building, have taster sessions</li> </ul>	<p>This year will be a particularly challenging one for transition as students may have missed a great deal of education whilst they have been unable to visit the school site in preparation for joining in 2020/21.</p> <p>IEP information to be kept on Class charts (easy access for teaching staff)</p> <p>Virtual 'Meet the Form Teacher' evening to be held in the Autumn Term.</p> <p>HOFs to work on curriculum to establish and address gaps in learning and make use of the catch up premium</p> <p>AHT to continue to attend meetings with local Primary Heads to</p>

	<ul style="list-style-type: none"> <li>• Transition evening for parents to find out more information and discover the opportunities available for students</li> <li>• Meet the Form tutor evening for Year 7 – allows for the form tutor to meet all parents and discuss concerns/issues</li> </ul>	establish good working relationships and effective transition arrangements.
Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process	<p>The national lockdown provided a real challenge to maintaining our CAIAG work with student, particularly those in Year 11.</p> <p>We have maintained excellent outcomes in terms of students getting onto their courses of choice for post-16 education. Students following on to education or employment after Year 11:</p> <ul style="list-style-type: none"> <li>○ 2018 – 100%</li> <li>○ 2019 - 100%</li> <li>○ 2020- ?</li> </ul> <ul style="list-style-type: none"> <li>• LFL days which took place early in the year included a range of employers, education and training providers where students were able to discuss what they want to do when they leave school</li> <li>• Support was provided to Y11 students during the period of national lockdown to encourage them to engage with post-16 work and potential future career opportunities</li> <li>• C&amp;K careers attended results day (KS4 to help support students.</li> <li>• This year, due to the nature of the results we were able to support students with post 16 education providers on results day in ensuring their place.</li> </ul>	<p>Continue to develop our CIAG provision across the school to ensure the the Calder Learning Trust is a model of good practice in this area and disadvantaged students are aware of and able to access the opportunities for future career choices.</p> <ul style="list-style-type: none"> <li>• We will continue work to ensure that all subjects are reviewing their curriculum, so that it is rigorous, maintains a good scope and sequenced in a way to support learning, ultimately leading to positive outcomes for all.</li> <li>• Introduction of careers lessons in all subject areas (minimum of 1 per term), to link curriculum to further education and/or career opportunities</li> <li>• Development of the skills builder programme to encourage student reflection on the personal skills they need to develop to be successful across a range of careers.</li> <li>• Ensure that all faculties are aware of the Gatsby Benchmarks and how their curriculum and additional opportunities they can offer, help to achieve these benchmarks</li> </ul>



**Additional detail**