

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Calder Learning Trust
Number of pupils in school	1388
Proportion (%) of pupil premium eligible pupils	22.1% (307)
Academic year that our current pupil premium strategy plan covers	2021-24
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	A Guise
Pupil premium lead	S Newton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 308,691
Recovery premium funding allocation this academic year	£43,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£351,691

Part A: Pupil premium strategy plan

Statement of intent

At The Calder Learning Trust we are committed to supporting our students achieve their full potential in all areas of school life and believe that their academic progress should not be impacted by their personal circumstances or vulnerabilities. Research shows that young people who have a background with less wealth tend to make less progress in school compared to young people who are from backgrounds with more financial support. The government allocates Pupil Premium funding to schools to break this cycle of underachievement for these young people, who are referred to as Disadvantaged Learners. Students who have been in receipt of Free School Meals at any stage in the last six years, have been adopted from care or who are currently looked after under the auspices of the local authority qualify as Disadvantaged Learners. Schools also receive additional funding to support the children whose parents/carers are in the armed forces. Schools are free to spend the Pupil Premium ('PP') as they see fit. However, schools are to be held accountable for how the PP has been used.

Our strategies for improving the performance of disadvantaged students are based on research by The National Foundation for Educational Research (NFER) which identified that schools which made the biggest difference were guided by these principles for success:

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data-driven and responding to evidence
- Clear, responsive leadership
- Access to an ambitious, broad balanced curriculum at KS4

At The Calder Learning Trust we believe that we embody these building blocks every day in our support for our Disadvantaged Learners. We recognise that this is not a process that ever stops and are committed to continuing this work so that every student can achieve their full potential. We prioritise high quality teaching across the whole school via the 'Calder Classroom' programme. We recognise that sometimes students will need additional support to achieve their potential; we use the Pupil Premium funding to support whole-school initiatives as well as intervention programmes, specifically targeted at individual Disadvantaged Learners.

In the current academic year 2021-2022, there are 308 disadvantaged learners on roll across Reception to Year 11, comprising of 22.2% of our student body.

<i>Year group</i>	<i>Total</i>	<i>No. PP</i>	<i>%PP</i>
<i>Reception</i>	<i>14</i>	<i>0</i>	<i>0%</i>
<i>Year 1</i>	<i>7</i>	<i>1</i>	<i>14.3%</i>
<i>Year 2</i>	<i>12</i>	<i>4</i>	<i>33.3%</i>

<i>Year 3</i>	<i>8</i>	<i>0</i>	<i>0%</i>
<i>Year 4</i>	<i>11</i>	<i>2</i>	<i>18.2%</i>
<i>Year 5</i>	<i>13</i>	<i>3</i>	<i>23.1%</i>
<i>Year 6</i>	<i>10</i>	<i>1</i>	<i>10%</i>
<i>Year 7</i>	<i>260</i>	<i>65</i>	<i>25%</i>
<i>Year 8</i>	<i>283</i>	<i>71</i>	<i>25.1%</i>
<i>Year 9</i>	<i>279</i>	<i>55</i>	<i>19.7%</i>
<i>Year 10</i>	<i>257</i>	<i>49</i>	<i>19.1%</i>
<i>Year 11</i>	<i>233</i>	<i>54</i>	<i>23.2%</i>

Ultimate objectives:

- To narrow the attainment gap for disadvantaged to non-disadvantaged pupils nationally and also within school internal data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to achieve GCSE's in English and Maths
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil Premium offer summary:

- Investment in quality first teaching across the Trust as the prime factor in improving attainment for disadvantaged students.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support for identified students.
- Use of the Form Tutor for 'Metacognitive reading' and additional reading intervention programmes for identified students.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- Effective Transition across all Key Stages, both academic and social
- Additional learning support for students who require it.
- Provision of a fund for educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom and develop cultural capital.
- Support the funding of specialist learning software.
- To extend PE provision by incorporating PAL (Physical Active Learning Principles) provision
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Calder values and thus enhance learning.

<p>Roles and Responsibilities:</p> <p>Teacher & Tutor:</p> <p>Use of profiles (suggested strategies), Short term targets for students, Adjusted seating plans, Specific planned resources, Regular contact with home. Delivery of high-quality, impactful lessons.</p> <p>Head of Year & Head of Faculty:</p> <p>Parent meetings, Support for teachers and tutors, Focus of department meetings, Monitoring of progress/attainment, Rigorous monitoring of attendance, Subject specific opportunities, Mentoring from HOY.</p> <p>Targeted Initiatives:</p> <p>Attendance incentives, Behaviour interventions, Emotional/anxiety support, Healthy lifestyle choices, Self-esteem and wellbeing, Raising aspiration.</p> <p>Inclusion Support:</p> <p>SLT/SENCO Support, 1:1 interventions, Personalised timetables, External agency support, Respite and alternative provision, Careers guidance.</p> <p>Universal Offer for All:</p> <p>Personal mentoring, Regular contact home, Extracurricular opportunities, Classroom support, Financial aid where appropriate.</p>

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of disadvantaged students
2	Parental involvement & home learning opportunities for disadvantaged students
3	KS2 data shows lower levels of Literacy & Numeracy for our disadvantaged students
4	Opportunities and engagement of disadvantaged students in Transition activities
5	Student engagement and motivation in curriculum to address the knowledge gap as a result of lost learning due to Covid-19
6	Overcome struggles with mental and physical wellbeing of disadvantaged students as a result of COVID pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance and punctuality for disadvantaged students.	<p>Attendance for disadvantaged students increased to above 95% by end of 2023/24 academic year.</p> <p>CP – Attendance is above 98% by 2023/24 (currently at 97%) in order to enable students to fully access quality teaching and learning in the classroom. Data to show close relationship between PP & Non PP by 2024.</p> <p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 2018-19 figures of 2.1% to 1.3%. PP Attendance from 2018-19 (pre-covid) 93.8% and Non-PP 95.9% (Gap 2.1%)
Increased parental involvement at parents' evenings and school run events together with continued provision of equipment to enable home study for disadvantaged students to allow continuation of studies at home.	Parent evenings well attended by disadvantaged students monitored by HOYs
<p>Higher levels of Literacy & Numeracy across cohort of disadvantaged students.</p> <ul style="list-style-type: none"> Numeracy is no longer a barrier for disadvantaged students. Students make good progress in Maths and Science. CP – Makes at least expected progress in English and Maths All subjects understand that they are teachers of literacy and are able to support students in all aspects of literacy. 	<p>CP – Achieves secure or Secure+ (or individual target for SEN)</p> <p>Reading ages and vocabulary of disadvantaged students improves to allow them improved access to the full curriculum.</p> <p>EYFS, KS1, KS2 (SATS) & KS4 results show closing gap for disadvantaged and non-disadvantaged.</p> <p>Improved teaching/specific interventions in numeracy & literacy results for disadvantaged students, closing gap to non-disadvantaged peers via KS1, KS2 & KS4 results.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Increased engagement of disadvantaged students in transition activities, school extra-curricular activities and Intervention.</p> <ul style="list-style-type: none"> Staff develop strong relationships with parents of disadvantaged students to support smooth transition. Equality of access to the full curriculum entitlement for disadvantaged students Extra-curricular activities monitored by 	<p>Attendance to transition events for disadvantaged students and positive parental feedback on FS1 to FS2 (nursery to reception) KS2-3 transition from parent voice.</p> <p>Intervention activities both at subject level and whole school benefiting significant amount of disadvantaged students</p> <p>KS2 & KS4 results show improved attainment & reduce progress gap between disadvantages and</p>

<p>teachers and priority given to increase attendance for disadvantaged students</p> <ul style="list-style-type: none">• Access to an ambitious, broad balanced curriculum at KS4• Increased attendance of Pupil premium students at summer school (Summer School 2020 figures: 33 out of a possible 66 PP attended summer school, 166 none PP attended. Total in year group 263.• CP – Outdoor adventures activity undertaken + trips at primary school for all year groups.	<p>non-disadvantaged students.</p> <p>Students showing higher levels of engagement & positive learning behaviours (positive points Classcharts)</p> <p>Trips at CP to be part funded where appropriate for all PP students</p> <p>Destinations data - Students successful in destinations after they leave Calder High School</p> <p>2020 Pupil Premium Destinations</p> <table><tr><th>Pupil Premium Destination</th><th>No Count</th><th>%</th><th>Yes Count</th><th>%</th><th>Total Coun</th><th>%</th></tr><tr><td>A Level</td><td>73</td><td>49.66%</td><td>12</td><td>31.58%</td><td>85</td><td>45.95%</td></tr><tr><td>Apprenticeship</td><td>11</td><td>7.48%</td><td>1</td><td>2.63%</td><td>12</td><td>6.49%</td></tr><tr><td>Current situation not known</td><td></td><td></td><td>1</td><td>2.63%</td><td>1</td><td>0.54%</td></tr><tr><td>Employment + non accredited training</td><td>1</td><td>0.68%</td><td></td><td></td><td>1</td><td>0.54%</td></tr><tr><td>Employment without training</td><td>1</td><td>0.68%</td><td>2</td><td>5.26%</td><td>3</td><td>1.62%</td></tr><tr><td>Entry Level</td><td>2</td><td>1.36%</td><td></td><td></td><td>2</td><td>1.08%</td></tr><tr><td>GCSE</td><td>1</td><td>0.68%</td><td></td><td></td><td>1</td><td>0.54%</td></tr><tr><td>Level 1</td><td>10</td><td>6.80%</td><td>8</td><td>21.05%</td><td>18</td><td>9.73%</td></tr><tr><td>Level 2</td><td>15</td><td>10.20%</td><td>4</td><td>10.53%</td><td>19</td><td>10.27%</td></tr><tr><td>Level 3</td><td>32</td><td>21.77%</td><td>10</td><td>26.32%</td><td>42</td><td>22.70%</td></tr><tr><td>NEET - Seeking EET</td><td>1</td><td>0.68%</td><td></td><td></td><td>1</td><td>0.54%</td></tr><tr><td>Total</td><td>147</td><td>100.00%</td><td>38</td><td>100.00%</td><td>185</td><td>100.00%</td></tr></table>	Pupil Premium Destination	No Count	%	Yes Count	%	Total Coun	%	A Level	73	49.66%	12	31.58%	85	45.95%	Apprenticeship	11	7.48%	1	2.63%	12	6.49%	Current situation not known			1	2.63%	1	0.54%	Employment + non accredited training	1	0.68%			1	0.54%	Employment without training	1	0.68%	2	5.26%	3	1.62%	Entry Level	2	1.36%			2	1.08%	GCSE	1	0.68%			1	0.54%	Level 1	10	6.80%	8	21.05%	18	9.73%	Level 2	15	10.20%	4	10.53%	19	10.27%	Level 3	32	21.77%	10	26.32%	42	22.70%	NEET - Seeking EET	1	0.68%			1	0.54%	Total	147	100.00%	38	100.00%	185	100.00%
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<p>All students that are disadvantaged have closed the gaps to national non-disadvantaged via the school's recovery plan</p>	<p>KS2 & KS4 results show rise in attainment for disadvantaged students along with gaps in attainment of PP vs Non-PP reduced.</p> <p>Attainment 8 score 2018-19:</p> <ul style="list-style-type: none">• 40.41 for disadvantaged students• 53.23 for non-disadvantaged• Gap: -12.82 <p>Current tracking Attainment 8 score 2021-22:</p> <ul style="list-style-type: none">• 36.85 for disadvantaged students• 47.97 for non-disadvantaged• Gap: -11.12 <p>Projected Attainment 8 score 2022:</p> <ul style="list-style-type: none">• 42.41 for disadvantaged students• 49.19 for non-disadvantaged• Gap: -6.78 <p>Target for 2024: Gap to be less than -5</p> <p>All departments can demonstrate how curriculum and assessment cycle has been designed to address learning loss and provide a well-sequenced, challenging curriculum.</p> <p>Calder Primary KS1 Data 2019:</p> <table><tr><th></th><th>Calder Primary School</th><th>Calderdale Local Authority</th><th>National</th></tr><tr><td>Percentage of pupils working at the expected standard or higher in Reading</td><td>90%</td><td>72.4%</td><td>74.9%</td></tr><tr><td>Percentage of pupils working at the expected standard or higher in Writing</td><td>80%</td><td>63.6%</td><td>69.2%</td></tr><tr><td>Percentage of pupils working at the expected standard or higher in Maths</td><td>90%</td><td>73%</td><td>75.6%</td></tr><tr><td>Percentage of pupils working at the expected standard or higher in Reading, Writing and Maths</td><td>80%</td><td>59.4%</td><td>64.9%</td></tr></table> <p>Calder Primary KS2 Data 2019:</p>		Calder Primary School	Calderdale Local Authority	National	Percentage of pupils working at the expected standard or higher in Reading	90%	72.4%	74.9%	Percentage of pupils working at the expected standard or higher in Writing	80%	63.6%	69.2%	Percentage of pupils working at the expected standard or higher in Maths	90%	73%	75.6%	Percentage of pupils working at the expected standard or higher in Reading, Writing and Maths	80%	59.4%	64.9%																																																																							
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Further results for CP available at:

<https://www.calderlearningtrust.com/primary-school/learning/performance-data/>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 92,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High quality teaching using a range of effective resources. Support from effective deployment of TAs</i></p> <ul style="list-style-type: none"> • Launch of "The Calder Classroom" training program • Quality first teaching from class teachers (Observations) • Calder mentoring program for all Teachers • Additional training for TA's in Literacy & numeracy • Regular monitoring of progress at all key stages to ensure that all pupils make expected progress in the new robust curriculum. • Implementation of full CAT testing 	<p>Support in class from effective TAs (Building on EFF project findings)</p> <p>'Improving teaching quality generally leads to greater improvements' EFF (Education Endowment Foundation). 'There is particularly good evidence around the potential impact of teacher professional development' (EFF)</p> <p>'While it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement 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> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford – National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors.</p> <p>CAT4 assessments provide an understanding of what a child is capable of rather than defining them by their understanding of a body of knowledge in particular subjects https://support.gle-assessment.co.uk/knowledge-base/assessments/cat4-support/information-for-parents/information-for-parents/</p> <p>EEF – One to one tuition +5</p>	3, 4 & 5
<p><i>To improve the quality of teaching and learning, so that all students have access to quality first teaching across the curriculum using the 'Calder classroom framework'.</i></p> <ul style="list-style-type: none"> • Quality time, and money, allocated for CPD for all staff (budgeted) – based on AFIs identified through whole school QA 	<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>EEF High-quality teaching: The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching)</p>	3, 4 & 5

<p>strategies and incorporating the 'Calder Classroom framework'.</p> <ul style="list-style-type: none"> • CPD program that considers the latest evidence on effective approaches to blended and remote learning • Rigorous but supportive QA process • Teaching and Learning group continue to deliver training sessions to staff and monitor impact. • Responsive coaching programme in place to support staff alongside monitoring curriculum provision and teaching and learning strategies. 	<p>Sec-ed.co.uk: Alongside the interventions, improving the quality of your teaching is the best thing you can do to improve pupil outcomes, particularly for disadvantaged students. (https://www.sec-ed.co.uk/best-practice/recovering-from-covid-supporting-the-learning-of-disadvantaged-pupils-pupil-premium-coronavirus-teaching-schools/)</p>	
<p><i>Whole school literacy (inc. increased engagement with reading and involvement in reading ages). Whole school faculty training based on 'The Calder Classroom framework'</i></p> <ul style="list-style-type: none"> • Tutor reading programme in place with metacognitive reading by the form tutor • Calder Primary – Reading programmes • 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. • Standards walks of tutor time reading programme • Whole-school work scrutiny to monitor implementation of literacy strategies including vocabulary teaching. • NGRT Tests for years 7 & 8 inform interventions for specific students 	<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>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	3 & 5
<p><i>Improve the outcomes for Maths, to diminish the difference between PP and non-PP students</i></p> <ul style="list-style-type: none"> • Increased staffing in 	<p>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</p>	3 & 5

<p>maths for 2021-22</p> <ul style="list-style-type: none"> • Additional teaching staff in Maths has allowed opportunities for smaller group teaching • Embed 'ABCD' model to ensure consistency of delivery and depth of student understanding. • Assessment data analysed by classroom teachers and HOF to assess impact of curriculum • Incremental coaching programme to support staff in delivery of ABCD model. • Subject specific CPD on the use of diagnostic questioning. • Standards walks to identify good practice in the development of numeracy across the curriculum. • Involvement in pilot Sparx maths homework programme for students in Y7 and Y8 	<p>transition between the stages.</p> <p>Exam data shows that students are not performing as well in Maths, when compared with other subjects</p> <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><i>Improve essential literacy and numeracy skills needed for secondary level for an identified group of learners who arrive in Y7 with low levels for literacy and numeracy</i></p> <ul style="list-style-type: none"> • Specialist staffing has been employed to work with the students in Y7 and Y8 who have the lowest KS2 data. (work to be completed in secondary ready classroom) • Reading recovery programme to improve reading ages • Reduce movement between teachers to enhance relationships and ease transition from primary • Reading age data of KS3 students collected and monitored, with appropriate 	<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>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>3 & 5</p>

<p>interventions put in place.</p> <ul style="list-style-type: none"> Quality assurance programme to assess quality of teaching using assessment data to identify gaps in learning and areas to improve. 		
<p><i>Quality First Teaching (Embedding the Calder Classroom)- Effective questioning helps pupils to embed and use knowledge and skills fluently</i></p>	<p>To ensure a no-opt out culture and to ensure that all teachers target students that are disadvantaged with their questions and expect the very highest standards in their answers. Pupils are provided with opportunities to access prior learning to help them progress and relate aspects of the curriculum to their current learning</p>	5
<p><i>Quality First Teaching (Embedding the Calder Classroom)- Ongoing teacher assessment which checks understanding, identifies misconceptions and informs teaching to close gaps</i></p>	<p>Teacher marking and feedback, whether verbal or written identifies where the gaps are learning and steps are put in place to close the gap and to prevent it from further widening. This is used to plan effectively</p> <p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready."</p> <p><i>Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</i></p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p>	5
<p><i>Pupil responses (both written and verbal) are developed following the 'Calder Classroom' approach Workbooks created to allow students to cover work even when not in lessons currently in:</i></p> <ul style="list-style-type: none"> Science MFL Geography English 	<p>All pupils are expected to speak in loud, confident voices, in full sentences.</p>	5
<p>Ensure implementation of curriculum matches the intent and that cultural capital and combatting disadvantage is at its heart to level the playing field for disadvantaged students.</p>		
<p>Ensure that all disadvantaged children are able to access learning materials with hardware and access to relevant software online to help them achieve positive outcomes</p>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 108,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Appointment of Assistant Headteacher for Premium lead and Intervention</i></p> <p>Strategic overview of Pupil Premium support and LM of intervention managers along with supporting heads of key stage 3 and 4</p>	<p>EEF - Putting Evidence to Work – A School's Guide to Implementation</p> <p>'Implementation is a key aspect of what schools do to improve, and yet it is a domain of school practice that rarely receives sufficient attention.'</p>	1-5
<p><i>CP – Power of 2 learning in maths to continue</i></p> <p>Phonics focus – one-to-one teaching with focus on pupil premium students</p>	<p>Power of 2 work & attainment tracked</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	3
<p><i>Additional support for reading and writing aimed students to allow students to make at least expected progress via support sessions & SATS revision materials</i></p> <ul style="list-style-type: none"> Fresh start scheme and resources Booster sessions running TA lead fresh start sessions twice a week with a group of pupils SATS booster 1:2 sessions and revision materials for home. Tracking points to analyse data and recognise impact on student progress 	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>EEF - Metacognition and self-regulation +7</p>	3 & 5
<p><i>Daily monitoring of attendance via employment of dedicated attendance officer</i></p> <ul style="list-style-type: none"> Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL. Attendance data will show improvement for those students who fall below 97% during the year & Analysis of attendance data, basis for informing intervention. Safeguarding officer to support the needs of vulnerable students. 	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> 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 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 Pupils with no absence 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 	1
<p>One-to-one support / Intervention work</p> <ul style="list-style-type: none"> Target additional specialist subject support for disadvantage and looked after pupils Involvement in National Tutoring Programme (external provision and school led tutoring) for identified students. Four Head of Houses to be 	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p>	5

<p>employed to deliver a wide variety enrichment opportunities and develop the existing program of character education. (TLR 3K £1548 per post– (£4644 total)</p> <ul style="list-style-type: none"> School lead tutoring teachers employed to assist in catch-up for identified students (paid hourly at £18-25 School 75% subsidised) 	<p>(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF – One to one tuition +5</p>	
<p>Close gaps in attainment by ensuring all disadvantaged pupils can access the learning in the classroom and whilst completing homework.</p>	<p>Wave 1 mentor support Designated tutor group support for year 11 students Supply equipment and revision resources as appropriate to the individual pupil. Ensure all disadvantaged students can access digital resources</p> <p>EEF – Individualised instruction +4</p>	5

Interventions:

Interventions	Activity
Classroom Intervention	Number one strategy for closing the gaps Teach to the top – quality first teaching (Calder Classroom strategy) Quality assessment to recognise gaps and following a diagnosis – therapy – test cycle in ALL lessons
Wave 1 support	SLT mentor identified students making least progress in year 11 to ensure they are on track daily for reaching their targets and to remove barriers to learning.
Wave 2 support	Year 11 tutors and middle leaders mentor identified students weekly to help them build resilience and to ensure they are working towards targets
Tutor academic mentoring	Year 11 pupils will receive mentoring in response to attainment in core subjects of English, Maths and Science and to address and any other concerns
Intervention sessions after school support	Faculty based support for students identified as under performing
SENCO intervention / Secondary ready preparation	SENCO/Intervention team to deliver a bespoke catch up programme for pupils SENCO to track and monitor all PP students with SEND and ensure that bespoke interventions are in place (these can include spending of Pupil Premium Plus money for outside agency support)
TA support	TAs assist with the learning and progress of identified students
Literacy support	Students are supported with systems put in place during the school day and by extending the school day and tuition provided
Maths Sparx pilot KS1 & 2	Additional support in maths to help pupils recover from missed teaching during COVID-19 lockdowns.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 150,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improved engagement in education for students whose behaviour can be a barrier.</i></p> <ul style="list-style-type: none"> Develop the use and monitoring of students' times in A2E to allow for early intervention where appropriate e.g. the use of AZN to reduce the risk of PEx. This will reduce exclusions via keeping students in the learning environment Monitoring of Class Charts data as a point of discussion during pastoral meetings and informed interventions by HOYs Coaching and CPD for staff who are struggling with BFL management A2E records kept and analysed to understand the suitability of provision. 	<p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.</p> <p>Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p> <p>EEF Behaviour interventions +4</p>	1 & 5
Covid Recovery Plan & Student well being	<p>Refer to the faculty curriculum planning for each year group and school improvement plan</p> <p>Student extra activities to improve mental health of all learners with emphasis on disadvantaged learners</p>	1-5
<p>Participation in wider curriculum including extra-curricular activities and additional support</p> <ul style="list-style-type: none"> Positively discriminate for disadvantaged students in additional club and activities to increase cultural capital and to improve learning and the school experience for all Monitored by HOF / Teachers Contingency fund for acute issues 	<p>Numerous studies have found that children who participate in extra-curricular activities tend to grow into adults with higher levels of civic participation and engagement. McFarland and Thomas (2006)</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>EEF Extending school time +3</p>	5
New attendance module for Class Charts that allows both school to monitor attendance better and accurate and real time reporting to parents	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <ul style="list-style-type: none"> The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely 	1 & 5

<p>Training provided to staff</p> <p>Employ in 2021-22 pupil intervention panel lead and councilor as part of recovery strategy on 0.6 (Wage allocation including on costs of £22,595)</p>	<p>level of attainment at the end of KS2 and KS4</p> <ul style="list-style-type: none"> • 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 • Pupils with no absence 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>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>EEF Parental engagement +4</p>	
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Total budgeted cost: £ 351,691

Part B: Review of outcomes in the previous academic year

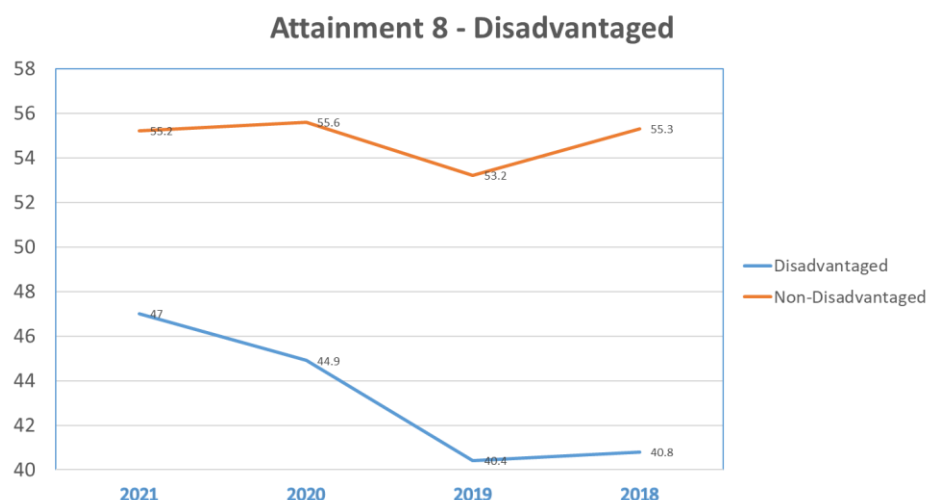
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of expenditure and interventions 2020/ 2021

Attainment Gap closed to 8.26 points

Attainment 8 – 55.24 for non-disadvantaged, 46.98 for disadvantaged students.



EYFS – 100% of pupils judged to have reached a good level of development.

Two disadvantaged students did not reach the expected standard in KS2 SATS (Teacher Assessment only due to Covid and moderated by Calderdale).

Quality First Teaching	
Impact <ul style="list-style-type: none"> Students are provided with excellent quality first teaching and feedback. Progress of disadvantaged students is closing the gap to non-disadvantaged students in school and nationally. Majority of teachers performing at least in-line with professional stage expectations. Where concerns had been raised, this was addressed with coaching and tiered support programme. 	Lessons Learned <ul style="list-style-type: none"> Continue to support and develop staff with pedagogic techniques that raise standards in the classroom. Make new 'Calder Classroom' the focus of CPD across the trust to highlight best practice. Embed responsive coaching programme across the trust to have greater impact. Focus on writing opportunities at KS2 to encourage more students to reach expected standard and greater depth.
Targeted support	
Impact	Lessons Learned

<ul style="list-style-type: none"> • Pilot NTP programme was successful with Y10 students in raising attainment in Maths, seeing improved grades in Y10 assessments. • Power of 2 learning in maths (Calder Primary) was further developed this year through specific targeted TA intervention. • Targeted approach to literacy and numeracy interventions in both Primary and Secondary phase saw good progress made by disadvantaged students. Interventions were however, severely disrupted by school closures due to pandemic. 	<ul style="list-style-type: none"> • Further development of tutoring programme to benefit a wider number of students. • Continued investment in Power of 2, with scheduled intervention programme in place. • Continue to review the targeted approach to literacy interventions and the efficacy on different cohorts. Ensure reading ages are identified and monitored to encourage appropriate interventions.
Minimising barriers to achievement	
<p>Impact</p> <ul style="list-style-type: none"> • Targeted support from staff ensured barriers are minimised for students by providing timely interventions resulting in reducing low level disruption and exclusions. • Strong and robust attendance protocols in place to target students whose attendance is poor. • Employment of new Attendance and family liaison officer to provided challenge and support to families of disadvantaged students where attendance is an issue. Overall and Persistent absence were both below national. 	<p>Lessons Learned</p> <ul style="list-style-type: none"> • Refine attendance procedures to include remote learning and engagement for school refusers. • Maintain targeted attendance support as a key stand of the Pupil premium strategy for the Trust. • Continue to work with families to help reduce barriers including holding parental drop in sessions and information leaflets on key barriers to achievements including attendance, behaviour, homework and revision
Broadening experiences and Destinations	
<p>Impact</p> <ul style="list-style-type: none"> • Very limited programme of extra curricular activity in 2020-21 due to Covid restrictions • Successful placement of vast majority of Y11 leavers into school, college or apprenticeships. 	<p>Lessons Learned</p> <ul style="list-style-type: none"> • Opportunities for co-curricular learning to be a key part of the Trust's recovery and reconnection programme. AHT to be appointed to lead on this area. • Continued development of CAIG across the through school to include careers focus in curriculum planning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Hegarty maths	Hegarty maths
PiXL Resource	The PiXL Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

The Calder Learning Trust has just 3 service children in Primary school bringing in total budget of £930, as a result to get the best out of the funding we have concentrated on the pastoral time of which the DfE recommends has the greatest impact on these students. Please see below details of what has been offered / currently offered at the school.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We use our SPP to contribute towards the following:</p> <ul style="list-style-type: none">• Monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress• Intervention strategies and support are put into place to support their learning should they require it (based on attainment data when comparing to non-pp students)• Extra-curricular activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults.• Additional scaffolding by subject teachers both remotely and in class as part of the 'Calder Way' teaching and learning programme• Establishing links to outside agencies, welfare organisation and service communities that will support the needs of all pupils and families and the school

	<p>As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>In addition, we have used our SPP to fund initiatives such as enhanced curriculum provision including focus on:</p> <ul style="list-style-type: none"> • reduction in anxiety in some situations and improvement in relationships at home • ability to maintain self-esteem through family transition • improvements in friendships • improved concentration and participation in class • Attendance in line with non-PP • improved self-esteem • building resilience • Increased monitoring in remote learning • Building strong productive relationships with parents of SPP.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Providing extra support through extended form times for literacy and emotional support via the form tutor / referral.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.