



## Claremont High School Academy Trust Pupil Premium Strategy Statement and Impact Report

1. Summary information					
<b>School</b>	Claremont High School Academy Trust				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£282, 370	<b>Date of most recent PP Review</b>	November 2016
<b>Total number of pupils</b>	1270	<b>Number of pupils eligible for PP</b>	302	<b>Date for next internal review of this strategy</b>	March 2017

2. Current attainment (last cohort of KS4 results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% Achieving EBAC</b>	41	52
<b>Progress 8 score average (from 2015/16)</b>	0.43	0.35
<b>Attainment 8 score average (from 2015/16)</b>	52.4 (impact of IGCSE English!)	57.26

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
<b>B.</b>	PP boys in English are making less progress at KS3 and KS4 than non-PP boys
<b>C.</b>	FFT Multi-Alert students (students who are PP and also have other demographic factors that may affect their progress in school) are a focus area at KS4
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	There is a bigger gap in attendance rates between PP and all other students in year 10 than any other year group- this will have a detrimental effect on their GCSE foundation year

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
<b>B.</b>	Improved rates of progress across for PP students in English	PP students in English make accelerated rates of progress so that they at least meet external expectations by the end of the year. Teacher targets for PP students are set high to raise aspirations
<b>C.</b>	Students identified as Multi-Alert to achieve at least expected progress at the end of KS4	Progress of multi-alert students to at least meet external targets, with a particular focus on core subjects
<b>D.</b>	Increased attendance rates for pupils eligible for PP in current year 9	Overall attendance among pupils eligible for PP improves from 90% to 95% to be in line with 'other' pupils.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	Literacy project to run during tutorial time	<p>We want to offer high quality teaching to all these pupils to drive up results.</p> <p>Literacy in tutorial time will ensure that students see literacy as something that will benefit them across all subjects and not just something specific to English</p>	<p>Learning Walks and book looks to be carried out by literacy coordinator</p> <p>Reading logs for all year 7 students</p> <p>Increased staffing in English to increase student teacher ratio</p> <p>TLRs in and Teaching and Learning areas to ensure a focus on literacy is across the whole school and not just in English. This will include whole school and departmental CPD sessions</p>	Head of English/Literacy Coordinator	Jan 17
<b>Total budgeted cost</b>					£39,000
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?

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Improved outcomes for multi-alert students	Close monitoring of this cohort of students at Inclusions Board  Booster classes  Study skills courses	It is important to monitor the progress of these students closely so that intervention and support can be timely in order to maximise the impact on outcomes.  Monitoring at Inclusions Board means that relevant professionals will have an in-put in strategies developed	Agenda for Inclusions Board will ensure regular updates  Rigorous checking of progress at 3 main data drops within the school calendar	Head of KS4	Jun 17
Improved progress for high attaining PP pupils	Individual Rapid Improvement Plans for students who have underachieved at Progress Checks or Mock Exams	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from our FUSC coordinator and T and L leads.	Monitoring of RIPs when established Use of data to check and monitor progress	Head of KS4, Co-ordinator of most-able	Mar 17
<b>Total budgeted cost</b>					£4,000 for 'More-Able' co-ordinator TLR £1,000 for 'FUSC' resources and potential trips to universities
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates for year 9 PP	PSAs will monitor these pupils and follow up quickly on absences. PPMs will chase absences of these students as a priority	<ul style="list-style-type: none"> <li>- Close the attendance gap between PP and non PP students</li> <li>- Monitor the progress of Pupil Premium Students in all subjects</li> <li>- Provide personalised alternative opportunities in the curriculum</li> </ul>	PSA to have time built into their timetable for monitoring these students  Attendance lead within school to produce attendance reports on these students termly and liaise with PPMs and Heads of School to chase up	Heads of School, PP Coordinator, Attendance lead	Jan 17

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			Learning Staff Costs, including providing PSAs for KS3 and KS4 to focus on chasing attendance of PP students		
<b>Total Budget Cost: (Two PSAs and Other Key staff)</b>					<b>£115,000</b>

**Other Planned Expenditure with a breakdown of costs involved.**

<b>Item:</b>	<b>Cost:</b>	<b>Objective:</b>
Staffing in the core curriculum	£35,300	<ul style="list-style-type: none"> <li>- To increase student teacher ratio in English, maths and science</li> <li>- Deliver a more personalised curriculum to disadvantaged students</li> </ul>
School Counsellor	£27,000	<ul style="list-style-type: none"> <li>- To support vulnerable students - part of emotional well being</li> </ul>
1:1 Tuition KS3	£20,000	<ul style="list-style-type: none"> <li>- Raise attainment at KS3. All students below L4 in English to participate</li> </ul>
Extended Schools Provision	£15,000	<ul style="list-style-type: none"> <li>- Revision Classes for all Pupil Premium students in Year 11</li> </ul>
Extended Library Opening Hours	£3,500	<ul style="list-style-type: none"> <li>- To have the library available for students to access ICT and resources as well as a private study area</li> </ul>
Emotional Well – Being Resources /	£419	<ul style="list-style-type: none"> <li>- To support Pupil Premium students who display social emotional behavioural difficulties in overcoming barriers to their learning</li> </ul>
Alternative Academic Off Site Support	£2016	<ul style="list-style-type: none"> <li>- To motivate and aspire Pupil Premium students using an alternative curriculum ( Right Track and Tribal)</li> </ul>
Pupil Premium Capitation	£20,000	<ul style="list-style-type: none"> <li>- To ensure that students have access to resources such as revision tuition, study guides, stationary and master classes</li> <li>- Fund equipment that students need to access school</li> <li>- Pay for school trips for disadvantaged students</li> </ul>

**Total Panned Expenditure 2016/2017: £282,235**

**Amount Left for 'other provisions': £135**

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Item</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve attainment across the curriculum	Learning Staff Costs, including providing PSAs for KS3 and KS4 to focus on chasing attendance of PP students	See attendance tables in appendix  See progress tables for KS4	Use of PSA was very effective in chasing and monitoring attendance  This year they will have the time to do this specifically built into their timetables in order to increase effectiveness	£115,000

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Staffing in the core curriculum	To increase student teacher ratio in English, maths and science Deliver a more personalised curriculum to disadvantaged students	We reduced the progress gap in both English and Maths and the gap remains well below national average	Narrow focus so that it takes account of a smaller target cohort- this time focus should be on PP boys and PP high attainers	£74,300
<b>ii. Targeted support</b>				
<b>Item</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
School Counsellor	Supporting vulnerable students	Provision to support emotional well-being of our disadvantaged students, and this in turn will make them more able to learn effectively and succeed academically.	This seemed to be effective in raising aspirations of our vulnerable students	£27,000
<b>iii. Other approaches</b>				
<b>Item</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Extended Schools Provision	Additional revision classes for all Pupil Premium Year 11 students at key points throughout the year, with a focus on the Easter holidays	Raising attainment and progress of these students preparing for their GCSE exams.	This proved to be a very successful strategy and internal progress check data suggested a positive impact in raising the progress of these students in English and Maths	£15,000
Extended Library Opening Hours	To have the library available to students to access ICT and resources as well as a private study area	The ICT facilities available to students meant that they could complete coursework and internet research. This had a positive impact on ensuring that these students were up-to-date on all of their school work, especially in the run up to exams		£3,500

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'More Able Co-ordinator	To monitor and ensure that More Able Pupil Premium students make appropriate levels of progress	Our % A/A*s at GCSE significantly increased in 2016 and remains well above national average	More targeted and specific support for these students earlier in the year, e.g. setting up RIPs in the first term	£,4000
Emotional well-being resources	Pastoral Intervention courses, including how to cope with stressful situations and managing study skills	Supported Pupil Premium students who displayed social and emotional difficulties in overcoming barriers to their learning.  This in turn helped students to fully access the curriculum and achieve their full potential		£419
Alternative Academic Off Site Support  (e.g. Right Track, Ashley College and Jubilee Academy)	Preventing barriers to learning for all PP students, wither by providing individual PP students with an alternative provision from which to access the full curriculum in a in a smaller environment or by ensuring that barriers to learning are removed from their lessons	Supported individuals students in achieving, including ensuring that one particular PP student achieved a C grade in his core subjects at Jubilee Academy.		£2016.50



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Pupil Premium Capitation	<p>To ensure that students have access to resources such as revision tuition, study guides, stationary and master classes</p> <p>Fund equipment that students need to access school</p> <p>Pay for school trips for disadvantaged students</p> <p>To ensure that Pupil Premium students make rapid and sustained progress in all subject areas</p>			£20,000
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## Appendix 1: Attainment and Progress Overview KS4

Pupil Groups	Total No.	English			Mathematics			Science			Languages			Humanities		
		No	Sch	Nat	No	Sch	Nat	No	Sch	Nat	No	Sch	Nat	No	Sch	Nat
Disadvantaged Pupils	64	61	1004.2	1000.0	61	1002.7	1000.0	59	1003.0	1000.0	45	1000.6	1000.0	57	1004.7	1000.0
Non-Disadvantaged Pupils	182	158	1005.2	1000.0	158	1005.0	1000.0	157	1004.5	1000.0	138	1001.7	1000.0	156	1003.9	1000.0

Subject	Value Added	All	Disadvantaged Pupils	Non-Disadvantaged Pupils
English	School	1004.9	1004.2	1005.2
	National	1000.0	998.5	1000.6
	Significance	Sig+	Sig+	Sig+
Maths	School	1004.4	1002.7	1005.0
	National	1000.0	998.2	1000.5
	Significance	Sig+	Sig+	Sig+
Science	School	1004.1	1003.0	1004.5
	National	1000.0	998.7	1000.6
	Significance	Sig+	Sig+	Sig+
Languages	School	1001.4	1000.6	1001.7
	National	1000.0	999.4	1000.3
	Significance	Sig+	No Sig	Sig+
Humanities	School	1004.1	1004.7	1003.9
	National	1000.0	998.1	1000.9
	Significance	Sig+	Sig+	Sig+

**Appendix 2:** Attendance Figures for all year groups at the end of the 2016 Academic Year

Year	Pupil Premium	Presence %	Year Gap %
7	PP	94.2	2
	ALL	96.2	
8	PP	93	2.5
	ALL	95.5	
9	PP	90.1	4.3
	ALL	94.4	
10	PP	94.3	1.4
	ALL	95.7	
11	PP	94.9	0.9
	ALL	95.8	