



## 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>	2017/2018	<b>Total PP budget</b>	£256,190	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	1562	<b>Number of pupils eligible for PP</b>	274	<b>Date for next internal review of this strategy</b>	Nov 2018
2. Current attainment (last cohort of KS4 results)					
			<i>Pupils eligible for PP (your school)</i>	<i>National Average 'All'</i>	
<b>% Achieving EBAC</b>			31 (above national average 'other')	20	
<b>Attainment 8 score average (from 2016/17)</b>			44.6 (above national average 'other')	44.2	
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>	Behaviour gap between PP and non-PP pupils, with PP pupils accounting for higher % of negative behaviour points in each year group.				
<b>B.</b>	PP pupils in Maths are making less progress by KS4 than non-PP				
<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				
4. Outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reduce the number of negative behaviour points accumulated by PP pupils	The % of negative behaviour points for PP pupils will reduce by at least 10% in every year group. We will close the gap between PP and non-PP in behaviour points.
<b>B.</b>	Improved rates of progress for PP pupils in Maths	PP students in Maths to make at least expected progress against their FFT20 targets, with upper band PP pupils meeting the FFT5. 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 according to FFT20 (upper band to aim for FFT5), with a particular focus on core subjects
<b>D.</b>	Increased attendance rates for pupils eligible for PP in current year 10	Overall attendance among pupils eligible for PP improves from 90% to 95% to be in line with 'other' pupils.

5. Planned expenditure					
Academic year		2017/18			
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 progress and attainment results for PP pupils, specifically in Maths, including narrowing the gap with non-PP. Ensuring significant levels of progress for multi-alert pupils.	Combination of teacher focus on PP strategies within lessons, and targeted intervention support outside of lessons (but still with subject specialist) Ensuring that aspirations of PP pupils are high and they are supported within lessons to achieve these goals.	Evidence suggests that pupils make more progress in productive learning environments where they are challenged and supported. The rationale behind keeping interventions with a subject specialist is based on our own school evidence of finding this to be a more successful approach than removing the pupil from the lesson for intervention.	TLRs in Teaching and Learning across all departments will have a responsibility for monitoring PP pupils. They will all be made aware of the individuals of concern in terms of behaviour.  At each progress check, Pp pupils in Maths will be monitored and compared to non-PP. Where any underachievement is identified, this will be raised with HoD or Head of KS and strategies will be put in place to address the existing gap. Regular communication between Maths department and TFA/Inclusions team.	TFA	Nov 17 Feb 18 July 18
<b>Total budgeted cost</b>					£107,920 (equivalent to 3 new teachers- 1 in each of the core subjects)
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improve behaviour of Individual PP pupils with an overall aim of improving outcomes for these pupils.</p> <p>Improved outcomes for multi-alert students</p> <p>Improved outcomes for individuals with highest negative residual at the end of year 10 (current year 11)</p>	<p>Personalised individual plans for 3 PP pupils in each year group achieving most negative points.</p> <p>Close monitoring of this cohort of students at Inclusions Board</p> <p>Booster classes</p> <p>Study skills courses</p>	<p>There is significant evidence linking behaviour to outcomes. Our aim is to improve the behaviour of some of these individual pupils in order to maximise their time spent productively in lessons (e.g. by reducing time in isolation or exclusion)</p> <p>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.</p> <p>Monitoring at Inclusions Board means that relevant professionals will have an in-put in strategies developed</p>	<p>PPMs and HoDs will take an active role in monitoring the behaviour of these individual pupils. PSAs for each Key Stage will work with the selected pupils in group sessions, tailoring to specific needs of the individual.</p> <p>Agenda for Inclusions Board will ensure regular updates</p> <p>Rigorous checking of progress at 3 main data drops within the school calendar</p>	<p>TFA/CRD</p>	<p>Nov 17 Feb 18 July 18</p>
<p>Improved progress for high attaining PP pupils</p>	<p>Individual Rapid Improvement Plans for students who have underachieved at Progress Checks or Mock Exams (particular focus on Maths and on individual PP pupils raised as a consistent concern)</p>	<p>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.</p>	<p>Monitoring of RIPs when established Use of data to check and monitor progress</p>	<p>Head of KS4, Co-ordinator of most-able</p>	<p>Mar 18</p>
<b>Total budgeted cost</b>					<p>£4,000 for 'More-Able' co-ordinator TLR £1,000 for 'FUSC' resources and potential trips to universities</p>
<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>

PUPIL PREMIUM STRATEGY AND SPENDING REPORT 2017/2018

Increased attendance rates for current year 10 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>	<p>PSA to have time built into their timetable for monitoring these students</p> <p>Attendance lead within school to produce attendance reports on these students termly and liaise with PPMs and Heads of School to chase up Learning Staff Costs, including providing PSAs for KS3 and KS4 to focus on chasing attendance of PP students</p>	Heads of School, PP Coordinator, Attendance lead	Dec 17 Jan 18 June 18
<b>Total Budget Cost:</b>					<b>£67,000</b>
<b>(Two PSAs and Other Key staff, including Associate positions in pastoral)</b>					

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

Item:	Cost:	Objective:
School Counsellor	£26,000	- To support vulnerable students - part of emotional well being
Literacy programme	£7,000	- Raise attainment at KS3. All students below L4 in English to participate
Pupil Support Provision	£15,000	- Revision Classes for all Pupil Premium students in Year 11
Extended Library Opening Hours	£3,500	- To have the library available for students to access ICT and resources as well as a private study area
T and L leads	£1000	- To support Pupil Premium students who display social emotional behavioural difficulties in overcoming barriers to their learning
Alternative Academic Off Site Support	£5000	- To motivate and aspire Pupil Premium students using an alternative curriculum ( Right Track and Tribal)
PP breakfast study sessions (including paying subject specialists to run sessions)	£300	- Support PP pupils in subjects where they are identified as underachieving at progress checks throughout the year.
Trips	£2,000	- To support educational school trips for PP pupils to enhance their educational and social school experiences.
Careers support through WEX	£5000	- To ensure that PP pupils have access to careers advice and guidance, [particularly at KS4

PUPIL PREMIUM STRATEGY AND SPENDING REPORT 2017/2018

SAM Learning	£1000	- To ensure that PP pupils have access to this resource to work independently
Music Tuition	£1000	- To provide PP pupils with the ability to learn maintain the ability to play a musical instrument.
Move-It club	£500	- To support the healthy lifestyle goals and physically well-being of pupils
Study Skills courses and Mindfulness training	£1, 370	- To support KS4 pupils in independent learning and revision strategies as well as coping with stress during the exam period.
<b>Total Planned expenditure</b>	<b>£248,690</b>	-
<b>Pupil Premium Capitation Budget</b>	<b>£7, 500</b>	- <b>To ensure that students have access to resources such as revision tuition, study guides, stationary and master classes</b> - <b>Fund equipment that students need to access school</b> - <b>Individualised one-to-one support at KS4 when appropriate</b>

6. Review of expenditure				
Previous Academic Year		2016/2017		
i. Quality of teaching for all				
Item	Chosen action/approach	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)	Cost

<p>Improved Year 7 literacy progress</p>	<p>Literacy project to run during tutorial</p>	<p>Reading logs checked regularly and parents contacted for any concerns. This was successful in encouraging reading of year 7 pupils.</p> <p>Literacy learning walks and books looks suggested clear progress of year 7 PP pupils.</p> <p>Year 7 paired reading programme: 70% of pupils met or exceeded target grade in English by end of year with 30% 1 level below. Year 7 Lit Programme intervention run by CBirch: 56% of pupils identified as -2 levels in PC2 have now met their FFT5% target.</p> <p>Pupil feedback on literacy programme suggests that majority of pupils felt it had helped them to improve their literacy skills.</p>	<p>Use of more rigorous and consistent strategies to monitor the impact of this would have helped to assess impact on outcomes, e.g. baseline tests at the beginning of the scheme and at the end.</p> <p>This programme needed to have better quality of pupil chosen at start of year to ensure full success of programme.</p> <p>This intervention needs to begin earlier in the year to maximise on this outcome but this is challenging when year 11 is the focus for intervention by teachers</p>	<p>£115,000</p>
<p>Staffing in the core curriculum</p>	<p>To increase student teacher ratio in English, maths and science Deliver a more personalised curriculum to disadvantaged students</p>	<p>The gap between PP and Non-PP in Maths and English remains significantly smaller than national average. Some of our top achieving subjects for PP pupils were the core: Triple sciences achieved an ALPs grade 2 for PP English literature ALPs grade 3 for PP Maths ALPs grade 4 for PP</p> <p>English % grade 4 or above met the FFT5% (81%) for grade 4 or above and exceeded the FFT5% grade 5 or above (69% compared to 81%)</p>	<p>Focus more on other Ebacc subjects as well as the core to increase overall attainment 8 for PP pupils and % achieving the Ebacc.</p>	<p>£74,300</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Improving outcomes for multi-alert pupils</b></p>	<p>Close monitoring of this cohort of pupils at Inclusions Board Booster classes Study Skills courses Tailored approach to individual interventions</p>	<p>70% of multi-alert cohort met or were close to meeting (within 0.5 of a grade) their overall target grade across all subjects (using total residual)</p>	<p>Focus more on impact that behaviour has on the outcomes of some of these pupils. If we had been able to more effectively address some of the negative behaviours displayed by the pupils who significantly underachieved we may have been able to support them more in achieving their targets.</p>	

<b>Improve Progress of high PA band pupils</b>	Individual Rapid Improvement Plans for students who have underachieved at progress Checks or Mock Exams.	Only 1 upper band PP pupils underachieved in total residual across all subjects	Start RIPs earlier on in the academic year, basing selection on end of year 10 grades. Closer monitoring of these pupils following March mocks- making sure that all pupils on a RIP attended Easter booster sessions.	
<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
'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

<p>Emotional well-being resources</p>	<p>Pastoral Intervention courses, including how to cope with stressful situations and managing study skills</p>	<p>Supported Pupil Premium students who displayed social and emotional difficulties in overcoming barriers to their learning.</p> <p>This in turn helped students to fully access the curriculum and achieve their full potential</p>		<p>£419</p>
<p>Alternative Academic Off Site Support  (e.g. Right Track, Ashley College and Jubilee Academy)</p>	<p>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</p>	<p>Supported individuals students in achieving, including ensuring that one particular PP student achieved a C grade in his core subjects at Jubilee Academy.</p>		<p>£2016.50</p>
<p>Pupil Premium Capitation</p>	<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>	<p>Provisions provided throughout the year for all key stages were effective in ensuring the inclusion of disadvantaged students, including extra-curricular enrichment opportunities as well as academic resources to support attainment.</p>	<p>Although there is no specific funding allocated to KS5, we are aiming to include years 12 and 13 in access to resources available through our PP funding.</p>	<p>£20,000</p>

## Appendix One: Evidence

Highest Performance for PP
Biology Chemistry Computer Science English Literature German Physics

### Attendance Overview

Group	% Attendance	PP % Attendance	Gap
Year 7	96.6	95.3	1.3
Year 8	96.1	93.7	2.4
Year 9	95	93.2	1.8
Year 10	95.1	90.6	4.5
Year 11	96.1	94.2	1.9
Totals	95.8	93.3	2.5

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>	31 (above national average 'other')	42
<b>Attainment 8 score average (from 2016/17)</b>	44.6 (above national average 'other')	53

- For English language we meet the FFT20 aspirational targets for PP pupils in %grade 4 or above
- For English Literature we exceed the FFT20 for both grade 4 or above and grade 7 or above
- For Maths we exceed the FFT20 for grade 7 or above

#### Target areas:

- Maths % pass
- English literature grade 7 or above
- Narrowing the gap in headline measures