



Pupil Premium Strategy Statement

Countesthorpe Leysland Community College

1. Summary information					
School	Countesthorpe Leysland Community College				
Academic Year	2018-19	Total PP budget	£218 000	Date of most recent PP Review	December 2018
Total number of pupils	1430	Number of pupils eligible for PP	228	Date for next internal review of this strategy	December 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average 2018	-1.03 (-0.7 own data)	0.13
Attainment 8 score average 2018	30.68	49.96

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Levels of literacy and numeracy are lower for disadvantaged students on entry to the College in Year 7 than compared to non-disadvantaged students. (41% of Disadvantaged students have a reading age below their chronological age compared to 37% of Non-Disadvantaged. In Maths the gap is 35% compared to 32% respectively.)
B.	Behaviour for learning of an average of 15% of Disadvantaged students in each year group is preventing them from achieving
C.	PP Students make less progress than other students across the College due to their attendance being below 95%, lack of resources at home including access to IT, low aspirations and a lack of parental engagement with their College and their learning. This is covered in our spending.
D.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance for PP Students is below the target of 95% for all students which means that they fall behind	
F.	Lack of access to a wide variety of experiences can limit understanding and access to the curriculum	
G.	Low level of parental engagement	
H.	Evidence of a fixed mindset in our PP students which leads to a lack of aspirations and underachievement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading and learning skills of disadvantaged students so that their literacy levels are in line with their chronological age.	>80% of disadvantaged students have Reading Ages commensurate with their chronological age by the end of Year 7 and increasingly so in the following years.
B.	PP Students catch up and match outcomes for other students in all subjects but particularly the Open Basket.	2018s GCSE results for the Open Basket showed a gap in the performance between non Disadvantaged students and Disadvantaged students was -1.26 compared to a national average gap of +0.08, this year the gap will be no more than -0.5 with an aim of moving towards there being no gap in performance.
C.	Behaviour for learning issues addressed through quality first teaching, liaison with the BSC and liaison with parents	QA for lesson observations, marking and feedback show that all students are making good progress and where this is not the case support is put in place for the teacher. Clear behaviour plans are in place for harder to reach students
C.	Disadvantaged students to develop a growth mindset and be more motivated to aim high and achieve their aspirations. This will help to accelerate their progress made from their relative starting point to ensure that they attain well.	Increased exposure to /participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Disadvantaged students take part in extracurricular visits to the theatre, London, universities and high level apprenticeship providers
D.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Last year attendance for Disadvantaged students was 91% as an average for each year group. This year those Disadvantaged students who attend CLCC (rather than external provision) will have an average attendance of 95%
E.	Improve the engagement with learning of disadvantaged students, further closing the gap relative to other students in school.	Data shows that the gap between Non-Disadvantaged and Disadvantaged students is constantly closing. Where this is not

		the case, support is rapidly provided for both the member of staff and the student.
E.	Improved engagement of parents of disadvantaged students with the College.	This will vary from individual-to-individual dependent upon the parent and their previous engagement with the College. However it hoped that attendance to Academic Parents' Evenings increases from 65%

5. Planned expenditure

Academic year

2018-19

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 reading skills of disadvantaged students, and engagement in reading.	Individualised Reading Programme with HLTA/PP Literacy Co-ordinator	Literacy is key to understanding and making progress. A disproportionate number of PP students arrive with literacy skills below their chronological age.	1-1 reading sessions 2/3 times per week with HLTA, regular review of progress made creating a roll-on roll-off programme	DTH	Half Termly
A. Improved reading skills of disadvantaged students, and engagement in reading	Homework Club and Reprographics (inc. printing facilities for students to print coursework/homework)	With the need to differentiate for PP students on a daily basis, using assessment to inform teaching, staff have unlimited printing resources so as to not limit PP students' progress. Also, students have ample printing credit so as they can maximise their progress also. Homework, secondary (+5 months)	PP/NPP progress gaps across subjects are minimised, and continue to close.	DTH/ TAs/HoDs	Tuesday and Thursday
A. Improved quality of written work of disadvantaged students, but particularly WTB boys.	Participation in the local Teaching School Alliance writing project.	Nationally and locally WTB boys are underachieving; particularly those who are disadvantaged. This is an opportunity to share good practice to move this matter forward.	Key member of staff identified to lead the project who is not SLT nor English specialist. Time for member of staff to share strategies with a key group/	DTH/DFI	Half Termly
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school.	Classroom teachers Cover Supervisors	Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. No specific reference	Analysis of interventions show them to be effective in raising achievement.	SLT/HoDs	Data Meetings
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school.	PiXL Strategies: DTT PLC Smith Proforma	High quality targeted feedback is proven by the EEF to enable students to make rapid progress (+8months)	Learning walks, work scrutiny and student voice	SLT/HoDs	Half Termly

B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school	Classroom Teachers Learning Mentors Behaviour Support Co-ordinator	There is a negative behaviour gap between PP/NonPP students, with PP students as a cohort having more behaviour incidents per year than NonPP. This gap is closing with the behaviour of PP students improving over the past two years, but needs to continue to close further to move towards impeccable behaviour. Behaviour interventions (+3 months) Meta-cognition and self-regulation (+8 months)	Behaviour incidents of PP students to improve relative to last year, with gap with NonPP students to continue to close; motivation grades of PP students to improve in each year group relative to last year.	DTH/KRU	Half termly
C..Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	PIXL Classroom (where appropriate) Seating Plans	PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. Individualised instruction (+3 months)	Use of data in classrooms will be QA'ed by HoDs and SLT; seating plans will be a requirement of lesson observations to observe differentiation for PP students.	CAI/DTH	Half Termly
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Consistency of Teacher Feedback	Uniformity of presentation of written feedback, in terms of green pens, highlighters etc. encourages PP students to engage with feedback more. Feedback (+8 months)	PP/NPP progress gaps across subjects are minimised, and continue to close.	CAI/SLT/HoDs	Calendared Learning Walks, Work Scrutiny and Lesson Observations
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	Assessment and tracking	Data analysis is timely and in depth, so as staff can be held to account, interventions can put in place and evaluated to ensure they are effective. No specific reference	Analysis of interventions show them to be effective in raising achievement.	TGA/DTH	Calendared Data Inputs
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	Use of SISRA Analytics	All classroom staff across the college have access to SISRA, so as data is used effectively to close achievement gaps. No specific reference	Analysis of interventions show them to be effective in raising achievement	CAI/TGA/DTH/HoDs	Calendared Data Meetings

C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	CPD Programme	First-wave teaching and learning and classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this. No specific reference	Staff to feedback CPD outcomes to their colleagues, including through Thursday morning Teaching and Learning briefings. PP/NPP progress gaps across subjects are minimised, and continue to close.	KCH	Calendared meetings for Departments, Houses and Whole Staff
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Total budgeted cost £105 000

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?
A. Improved reading skills of disadvantaged students, and engagement in reading.	English Literature set texts bought for all PP students in Years 10 and 11	This allows the students access to the content of the course, to allow them to study the texts both in lessons and outside of school. No specific reference	Outcomes of English Literature public exams in the summer. Contribute to Basics attainment gap closing, relative to last year's outcome	ALA	Data Meetings GCSE Results
A. Improved reading skills of disadvantaged students, and engagement in reading.	Reading Incentive	PP students typically read less, and therefore this strategy allows them material to negate them falling further behind their NPP peers. Reading comprehension strategies (+5 months)	Gaps in motivation grades between PP/NPP students in KS3 to close as the year progresses.	DTH	Termly
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	SLBP/Work Experience	Identified PP students get work experience or an alternative provision. This has worked successfully in the past, and hence an increase in use of this intervention this year. Behaviour interventions (+3 months)	Attendance and behaviour of these students figures of the students attending these interventions, as well as progress across the curriculum.	KRU/Head s of House	Termly
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Brilliant Club subscription	The Brilliant Club will help the more able students to broaden their horizons and engage with University type learning and therefore improve their knowledge of University education. Aspirational interventions (limited evidence of impact)	Progress of the more able students who partake in the Brilliant Club project to be monitored across their subjects, to evaluate impact of project; ambition with regards future pathways of these students.	KCH	Easter 2018

C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Revision packs	Providing high quality resources for the PP students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)	Basics attainment gap to close, relative to last year's outcome.	HoDs	Termly Data Meetings
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Academic Mentoring	To combat the barrier to learning that PP students face of lacking academic organisation; providing guidance for students to prepare them for their public exams. Mentoring (+1 month)	Outcomes of students who have had academic mentoring to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of public exams in the summer.	DTH/AHO	Calendared Data Points
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Funding to purchase necessary ingredients for Disadvantaged students to partake in curriculum Cooking lesson	PP students in past years have often not brought in the money for ingredients for cooking lessons, and therefore have not been able to learn in lessons. No specific reference	PP students to participate fully in Food lessons and learn well.	DTH/CHA/ KRA	Termly
D. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Hardship Fund	At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those PP students whose family circumstances mean they are in need of support. No specific reference	Attendance gaps, progress gaps, Attitude to Learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between PP/NPP students	DTH/Head s of House	Termly
Total budgeted cost					£84 000
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?
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school	Year 6 transition	PP students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the college. No specific reference	Progress of Year 7 is monitored through tutors and motivation grades	HoH	
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school	Rewards	Incentivise PP students in both KS3 and KS4 to learn well in lessons, be punctual and model positive behaviour for learning. Behaviour interventions (+3 months)	No gaps in tracking of Merits given; motivation grades of PP students in KS3 to show improvements.	DTH/KRU	Half Termly

D. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance Improvement Officer	Attendance gaps exist in all year groups, between PP/NPP students. These closed overall last year, but the positive causation between attendance and achievement mean that the work of the Attendance Improvement Officer is crucial in closing these gaps. Parental involvement (+3 months)	Attendance gaps between PP/NPP to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of PP cohorts to improve, relative to the same year group the previous year.	KRU	Half Termly
E. Improved engagement with parents of PP students with the College.	Parents' Evenings – telephone calls to book appointments with subject teachers or to arrange meetings with PP team instead of all subject teachers to discuss progress.	Encouraging parents to come into school to hear feedback from subject teachers. Parental involvement (+3 months)	Increased attendance at parents' evenings for PP students; closing of the Parents' Evening attendance gap. Improved engagement of parents with the College depending on individual circumstances.	DTH/HoH/PP team	After each Parents' Evening
Total budgeted cost					£ 29 000

