

# Pupil premium strategy statement CLCC

1. Summary information					
School	Countesthorpe Leysland Community College				
Academic Year	2018-19	Total PP budget	£218000	Date of most recent PP Review	January 2019
Total number of pupils	1430	Number of pupils eligible for PP	228	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving L9-5 incl. EM	<b>19%</b>	41% (50%)
% achieving L9-4 incl. EM	<b>39%</b>	63% (71%)
% achieving expected progress in English / Maths (+P8 score)	<b>36/36</b>	45/58
Progress 8 score average	<b>-1.03</b>	-0.25 (+0.13)
Attainment 8 score average	<b>30.68</b>	43.49 (49.96)

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Levels of literacy and numeracy are much lower for disadvantaged students on entry to the College in Year 7 than compared to non-disadvantaged students (57% / 25%)
<b>B.</b>	Behaviour for learning
<b>C.</b>	PP Students make less progress than other students across the College
<b>D.</b>	Behaviour of some students is difficult to manage and causes issues with learning, particularly in Years 8 and 10
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance for PP Students is below the target of 95% for all students which means that they fall behind

F.	Cohorts have changed over recent years with new challenges being brought into school	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading ability of PP students: Improve reading ages of PP students so that they can thrive in the curriculum	A1: 75% PP students RA within 2 years chronological (currently 43%)
<b>B.</b>	Improve teaching and learning so that PP students' needs are more consistently met, with focus on literacy: 1 Develop oracy in the classroom with the result that PP students (and non-PP) are better prepared for discussion and for writing formally 2 Improve writing of PP students so that they achieve in their curriculum and their exams 3 Develop reading skills in all subjects	B1: 100% faculties have oracy planned within SOL by September 2019 and this is instrumental in lessons B2: English on track Y7 from 58.2% to 80+%, Y8 from 69% to 80+%, Y9 from 81% to 90+%, Y10 from 39% to 80+%, Y11 from 45% to 60% B2: all KS4 subjects understand and teach their own writing styles but through a consistent use of language B3: 100% faculties have reading strategies planned within SOL by September 2019 and this is instrumental in lessons B: P8 of PP students from -1.04 to -0.75 in 2019 and -0.25 in 2020 B: Open Basket P8 from -0.84 to -0.4 (2019) and 0 (2020)
<b>C.</b>	Improve teaching and learning so that behaviour for learning supports good progress for all	Behaviour data shows the following improvements: Learning Walks and Lesson Observations an improvement in engagement from 89% to 97% and that the quality of teaching moves from 84% good or better to 100% good or better overall.  Learning walks show 100% of PP specific strategies in place. These include: <ol style="list-style-type: none"> <li>1. Every PP student is asked at least one question per lesson and only 'Right is right' accepted</li> <li>2. Seating Plans show PP students sat next to someone of the higher ability than them (or the same where they are the most able).</li> <li>3. Teachers check that PP students have responded to feedback during the lesson</li> <li>4. PP students' work is marked first</li> </ol> PP HLTA will actively work with Departments to ensure that support is in place with PP students to ensure that they make the same progress as their Non PP peers.

		<p>To ensure good progress of PP students we will aim for sets 1 and 2 particularly to be proportionately representative of PP students. It will be the role of class teachers and HLTAs to ensure that support is provided for these students to prevent their demotion</p> <p>As a result of these actions the following will be seen across the College:</p> <ol style="list-style-type: none"> <li>1. The number of merits will move from PP students achieving an average of 10% of merits per year group currently to 15% by July 2019 and 20% by October 2019.</li> <li>2. The number of behaviour points for incomplete homework will be a representative percentage (20%) from September 2019.</li> </ol>
<b>D.</b>	Improve behaviour of PP students	<p>Reduced exclusions from 50% of the number of exclusions made to 20% or less of the number of exclusions made</p> <p>Improved rewards from 12% of the cohort to at least 20%</p> <p>Reduced behaviour points from 40% of all behaviour point to less than 20% of all behaviour points</p>
<b>E.</b>	Improve attendance of PP students	<p>Attendance improved from 91% to 95%</p> <p>Associated impact on learning</p>
<b>F.</b>	Increase capacity to impact on PP achievement	This plan actioned and achieved

## 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?	Expected cost	Staff lead and monitoring
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				<b>When will you review implementation?</b>
A Develop a culture of reading	<ol style="list-style-type: none"> <li>1. Reading Events run throughout the year with authors coming into the College.</li> <li>2. All students in Yr 7 access the Library and take part in Reading lessons</li> <li>3. Literacy competitions run throughout the year to promote reading</li> <li>4. Liaison work with Primary Schools to ensure the culture of reading continues into Secondary</li> </ol>	Literacy is key to understanding and making progress. A disproportionate number of PP students arrive with literacy skills below their chronological age. EEF evidence shows that reading comprehension strategies can add an additional six months' worth of progress to a student.	Rewards/Prizes: £200  Photocopying: £200  Resources (new books): £500  Author visits £ 2300	Literacy Co-ordinator and Librarian to arrange Reading Events on a termly basis beginning in the summer term of 2019  DTH and Literacy Co-ordinator to arrange competitions on a termly basis.  Librarian to monitor the number of books being taken out on a monthly basis and report to DTH. House points will be awarded based on the % of PP students who taken out books  Student voice on author visits will taken following each visit and added to the College's QA process
B Develop literacy in the classroom	Oracy CPD and embedding in SOL [think-say-say formally-write]  Consistent writing structures in KS3  Implement literacy strategy which develops understanding through CPD of writing structures in all KS4 lessons  Reading CPD and embedding in SOL [reading strategies and reading accountability]  Students in Years 7-10 to have their reading age tested annually with support provided for those identified.	Students also need further practice in how to write in the correct register in order for them to attain the highest grades.  Literacy is not the sole responsibility of the English Department. Students need to be able to deconstruct subject specific vocabulary, have a clear understanding of what a particular instruction word/question word means in that subject and how to answer that particular question. Whilst there is no evidence to support this practice it will ensure that literacy remains at the heart of all that we do to raise attainment across the College	Cost of reading packages for all years: £6220  CPD – time for peer observations, printing costs: £1500	AP Teaching and Learning LT Half termly from its introduction via the College's QA calendar. Actions to be taken to address issues as appropriate.

<p>C and D Develop behaviour for learning</p>	<p>Develop and extend teaching strategies so that student accountability is high, leading to greater student ownership of their learning. Strategies to include:</p> <ol style="list-style-type: none"> <li>1. Accountability – no hands up / show me / Mini whiteboards</li> <li>2. Minimum expectations of 'no opt out' / right is right/all the way right / bouncing questioning</li> <li>3. Skilled use of PiXL Strategies: DTT/PLC/Smith Proforma</li> <li>4. Further development of Thinking Harder strategies</li> </ol> <p>Use more assembly time to share culture and create buy-in</p> <p>Behaviour policy: Continue to implement the new behaviour policy, with review and amendment and embed the graduated response to behaviour which will benefit PP students.</p>	<p>There is no EEF evidence for this strategy. However, currently there is too much passive learning taking place. Changing our approach to increase the accountability of students should lead to improved behaviour for learning and ultimately better outcomes.</p> <p>High quality targeted feedback is proven by the EEF to enable students to make rapid progress (+8months)</p> <p>There is no EEF evidence to support this strategy however it is important that students have a clearer understanding of what is happening in their College and why.</p> <p>The previous Behaviour Policy did not fully support students in terms of a graduated response. This new policy has a graduated response.</p>	<p>Time for training with staff as groups and as individuals for the implementation of these strategies: £2000</p>	<p>All staff, reviewed through QA programme of Learning Walks plus Performance Management</p> <p>SLT/HoDs Half Termly</p> <p>This Behaviour Policy will be reviewed at Easter and amended as necessary for the Summer Term</p>
<b>Total budgeted cost</b>				£12 920

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expected cost	Staff lead When will you review implementation?
<p>A Improve reading ability of PP students</p>	<p>Reading programme with Year 7-9 will include one extra session per week for PP students</p> <p>PP students will have the opportunity to buy books for the College library to encourage reading</p>	<p>The EEF state: ‘On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’ Evidence from the previous year show that the approach at CLCC meant that students made an average of an additional 12 additional months</p>	<p>Time of staff: 2 days per week @M6: £17000 3days per week for HLTA: £18000 Resources (including Lexia Licence):£2000</p>	<p>JSH will have oversight of the Reading Programme. This is now in place. Reporting to LT will be on a termly basis via DTH</p>

<p>D Improve behaviour of PP students</p>	<p>Graduated response to behaviour management has been introduced across the College.</p> <p>Additional and proactive response to behaviour will come in the form of key workers for PP students who will act as mentors/support to help address issues of behaviour. Mentors will</p> <ul style="list-style-type: none"> <li>• ensure first 'phone calls are made in the mornings to ensure PP students are in College</li> <li>• provide PP students with necessary SEMH support where possible to signpost them to the appropriate support network</li> <li>• provide opportunities for PP students to develop resilience and initiative as well as taking responsibility for themselves and their actions</li> <li>• Provide academic support and mentoring for PP students as appropriate</li> </ul> <p>Resources to be made available for them to draw on for PP students.</p> <p>PP Students will be given an individual budget to spend on equipment/trips as necessary to increase their ownership of the materials provided for them</p>	<p>Currently our PP students are proportionately over-represented in our behaviour and FTE figures. The College has made positive moves to address this issue.</p> <p>The EEF report that behaviour interventions can provide an additional three months' worth of progress. This combined with a greater individualised approach which EEF research shows can add a further additional three months' worth of progress.</p>	<p>5 days of HLTA £30000  </p> <p>Cost of Revision Guides/Uniform/Equipment: £1500</p> <p>Bursary for students: £8680</p>	<p>DTH/KRU with support of Senior Teachers when in post. This will be monitored on a weekly basis.</p> <p>DTH/Senior Teachers will have oversight of the HLTA mentors to ensure that their work is targeted. Senior teachers will monitor this on a weekly basis, DTH to monitor on a monthly basis.</p>
<p>E Improve attendance of PP students</p>	<p>Implement attendance policy ensure that identified key workers check on attendance of PP students and support the AIO in re-engaging these students with learning and attending the College. This will ensure that first day calls are made to all PP students with second day early calls made for PP students who missed the previous day. Parental meeting will take place for those PP students who have an attendance below 95%</p> <p>Launch 40 days straight competition for PP students who are at risk of missing 'Festival on the Field' in the summer term</p>	<p>There is a wealth of research that demonstrates the positive link between good attendance to good attainment. The College has recently rewritten its Attendance Policy and now needs to ensure that it is embedded into every day practice.</p>	<p>2 days of AIO support for PP students: £15000</p>	<p>KRU via weekly meeting and reporting back to DTH</p>

<p>F Increase capacity to impact on PP achievement</p>	<p>Appoint KS3 and KS4 senior teacher for PP for September 2019. This will allow the leadership a greater level of oversight of the performance of PP students but also ensure that there is a greater range of enrichment opportunities for PP students that is currently lacking from the College. This increase in capacity will also ensure that the targets set out in this Action Plan are met.</p> <p>Plan programme of CPD with staff Following relevant CPD, the College will instigate a policy of ensuring that:</p> <ul style="list-style-type: none"> <li>i. Sets 1 and 2 reflect the percentage of PP students across the cohort.</li> <li>ii. College seating plans ensure that PP students are sat next to someone of either a similar or higher ability than themselves</li> <li>iii. PP students will always be asked a question during a lesson that enables the teacher to judge their level of understanding</li> <li>iv. PP students work will always be marked first</li> </ul> <p>Develop middle leaders to lead PP within their subject/department to</p> <ul style="list-style-type: none"> <li>i. Support good practice</li> <li>ii. The implementation of the above policy</li> <li>iii. Monitoring the need for interventions and their subsequent impact</li> <li>iv. Monitoring homework completion</li> </ul>	<p>Currently the Senior AP has PP as one of their many responsibilities. Consequently there is not the capacity to ensure all enrichment opportunities are taken up. The appointment of two extra members who will have oversight of PP on a daily, operational level will increase capacity. Whilst there is no Education Endowment Foundation evidence available to support this decision, the commitment of the leadership team to this will ensure that PP and the raising of PP attainment will remain a high priority of the College.</p> <p>In order for staff to be secure in how to raise the achievement of PP students, it is necessary that they access regularly opportunities to share and learn proven good practice that they can use in the classroom. Research shows that student behaviour improves through high quality teaching that challenges and stimulates young people. Evidence from the EEF shows that collaborative learning and oral language interventions can both provide an additional 5 months' worth of progress. Additional the EEF have shown that within class attainment groupings can add an extra three months' progress to a student.</p> <p>As a result of this training further work will be required to ensure that they are clear on:</p> <ul style="list-style-type: none"> <li>i. What to monitor</li> <li>ii. How to monitor the impact of such strategies</li> </ul>	<p>2 x 1 Day @ L7: £22000</p> <p>Cover Costs: £1500</p>	<p>Governors through their meeting structure</p> <p>DTH/AP Teaching and Learning</p> <p>SLT/HoDs via learning walks and data inputs</p>
<b>Total budgeted cost</b>				£115 680

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expected cost	Staff lead When will you review implementation?
Further improve the outcomes for PP students	Provide enhanced staffing levels to support underachieving PP students in lessons and through subject specific intervention and academic mentoring	EEF research shows that 1-1 tuition can provide an additional 5months worth of progress that is used for a number of key PP students. In addition, a number of PP students have additional tuition in small groups. EEF evidence shows that this approach can lead to an additional 4 months' worth of progress	£51 093	DTH/TGA This process is already in place for the academic year 2018-19
	Develop targeted PP students' emotional intelligence social, communication and skills through ASDAN bespoke course, using French curriculum time`	The EEF toolkit does not reference this type of strategy, however the College has noticed an increasing need for such a resource.	£17 000	DTH to review this on a half termly basis
	Nurture Group for students who are not "secondary ready" and will not thrive in a totally mainstream setting	The changing nature of the College's intake has meant that there are an increasing number of students who for a variety of reasons arrive 'not secondary ready' This year we have introduced a 'Nurture Group' for 17 students. The idea being that 50% of their timetable is taught by the same teacher and that they 'graduate' into mainstream lessons through the year	£33 607	DTH to review this on a half termly basis
			<b>Total budgeted cost</b>	<b>£99 400</b>

## 6. Review of expenditure

Previous Academic Year

2017-18

### i. Quality of teaching for all

Desired outcome	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
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<p>Improving the quality of feedback, leading targeted intervention.</p>	<p>Development of Smith Proforma PLCs</p> <p>Sharing good practice both across the College and through the Collge’s network of schools via the Teaching Alliance and CLASS (local schools). Enhanced overall tracking and monitoring of student progress – intervention being targeted in a coordinated plan by core teachers.</p> <p>PP profiles created for individual students.</p>	<p>25% of Year 11 disadvantaged students had a positive subject progress index compare to 43% of non-disadvantaged students.</p> <p>The impact of sharing good practice across the College was variable. Whilst there were a number of opportunities for this to happen, analysis shows that such practices were not always adopted by departments.</p> <p>Work via CLASS and the Teaching Alliance brought little impact on raising attainment</p> <p>Staff have found this a useful tool and have been able to identify PP students quicker and recognise their needs.</p>	<p>Further work is needed on this area of work across the college to ensure consistency of approach. Data from the EEF clearly shows that students acting upon feedback enables them to make rapid progress (+8 months). This approach will be continued and developed further.</p> <p>This has not always led to the improvements hope for. A greater focus on this practice with a clearer monitoring schedule has been adopted.</p> <p>As a result of the PP Review in January 2019, it has been decided that the College will continue to work with its current partners but also to look further afield to share ideas and practice</p> <p>PP Profiles are not fully used by staff and need to be reviewed to ensure that they are ‘user friendly’ and acted upon.</p>	<p>Resources £750</p> <p>Cost of CPD (inc cover and transport £5000)</p>
<p>Improving the Attendance to the College .</p>	<p>Review and implement the new Attendance Policy.</p> <p>Reward those students with 95%+ attendance</p>	<p>The implementation of the policy has had limited impact upon raising levels of attendance across the College. This is partly due to the long-term absence of the AIO. PP attendance has moved from 87% to 91%, Non PP has remained at 94%</p> <p>Student awareness of the need for good attendance has increased.</p>	<p>Further work is need to ensure that the policy is being consistently applied. PP students need to have s key worker who can work with them to overcome the barriers that at times prevent them from attending College.</p> <p>Attaching attendance to rewards has worked well and will continue</p>	<p>£6 500</p>
<p><b>ii. Targeted support</b></p>				
<p>Improved engagement in lessons</p>	<p>Paired Reading Scheme</p>	<p>Year 7 – 45% of PP students had a reading age commensurate with their chronological age on entry, by the end of Year 7 this had risen to 60% If we removed the outlining students (4) this figure rises to 72% Year 9 – 60% of students in the scheme now have a reading age commensurate with their chronological age</p>	<p>As the year progressed it was felt that small group reading was having a greater impact with a reading age of 9yrs 5mths and above and so these students were moved to a group reading session.</p>	<p>Staffing: £36 000</p>

	<p>Creation of a Homework Club for PP students</p> <p>ASDAN for students who do not study MFL</p>	<p>compared with 48% of PP students at the beginning of the academic year. If outliers (4) are removed, this figure rises to 85%. Additionally the rate at which students gained behaviour points reduced</p> <p>The Homework Club runs after school on a Tuesday and Thursday until 4:15pm to support PP students with homework and provide IT support. Each year numbers start in the region of 5-6 KS3 students each session and increases as the year progresses to 30 students per session from February onwards PP Students represent 85% of those students who attend the club. Analysis of behaviour points shows that PP students represent 12% of the total number of students who have not completed homework on time. There is no previous data to make any comparisons</p> <p>This is offered to students in Years 8 and 9. Each group is made up of a minimum 80% PP students. The impact has been a reduction in behaviour points for these students and an opportunity to further enhance their literacy and numeracy skills</p>	<p>Further training with staff is needed to enable more TAs to use LEXIA to enable more students to access reading and comprehension strategies</p> <p>Whilst literacy is key to improving engagement, behaviour and achievement, this needs for developing so that departments are clear about what 'extra' we do for PP students</p> <p>This is a strategy which will continue</p> <p>This strategy will continue however it will be amended to take into account the students who were taught in the Nurture Group in 2018-19.</p>	<p>Staffing: £7000</p> <p>Cost of Registration £543.42 Staffing: £10000</p>
<p>Improved outcomes in English and Maths for PP students</p>	<p>Identified groups of students supported and support in literacy and numeracy through additional studies time.</p> <p>All students are assessed in entry into the College and again in Year 9</p>	<p>Disadvantaged students have improved confidence in literacy and numeracy skills. Year 11 December Mocks 21% of PP students were on track in English Language this rose to 30% in June exams. In Maths the number rose from 18% to 24% over the same period of time</p> <p>PP students receive an additional session per week in either small groups or 1-1 to help improve their reading and spelling. The impact of this approach has meant that by Year 10 100% of PP students have a reading age commensurate with their chronological age. (On entry 56% of PP students had a reading age commensurate with their chronological age)</p>	<p>The impact of this strategy has meant that disadvantaged students have not made sufficient progress. This may have been down to a lack of consistent teaching in some cases. The approach has since been altered in light of a curriculum review, with specialist teachers taking identified students for a period of time and the work now carefully monitored by the leadership team</p> <p>This scheme has proven to be successful and will therefore continue</p>	<p>Staffing: (2x M4 teachers) £74692 Resources and Reprographics: £600</p> <p>Staffing: £30000</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</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>
Providing disadvantaged students with the necessary resources to succeed in school	Financial support for educational visits Revision materials and other equipment	All disadvantaged students have been able to attend subject specific educational visits All students have been able to access revision classes and use the appropriate resources in lessons SIMS data shows no gap in between disadvantaged and non-disadvantaged students being recorded.	The College needs a clear policy about the amount that it will pay towards trips. This will continue, there is still a clear need for further QA in lessons as to the use of revision guides.	£16 860.80
Improving the SEMH of students to improve attendance and resilience.	Pastoral team to monitor attendance and mentor the students who present with SEMH issues.	All students (although disadvantaged students have priority) have access to specialist staff who works with students and families, to improve both progress, attitude to learning, behaviour and attendance. Attendance of disadvantaged students for 2017-18 was 86.9%, if outliers were removed this figure rises to 91.3%	The College has rewritten its attendance policy. Further work is needed in the area of attendance. This is being hampered by the absence of the Attendance Improvement Officer.	Staffing Costs: £40 000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The College has undertaken a Review of Pupil Premium of its own volition. This will help further a greater degree of clarity of the strategies used moving forward. As a result of this review a number of changes have already taken place by the College and further plans are in place in readiness for the next academic year (2019-20).