

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) 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 | Caldew School |
| Number of pupils in school | 1004 (882 Y7-11) |
| Proportion (%) of pupil premium eligible pupils | 19% (21%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Sept 2023-July 2026 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Vicki Jackson |
| Pupil premium lead | Yvonne Nordon |
| Governor / Trustee lead | Clem Coady |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £161700 |

Part A: Pupil Premium Strategy Plan

Statement Of Intent

Our vision is that Caldew School is a place ‘where every student is successful today and prepared for tomorrow’. Our Pupil Premium strategy plays a significant role in this vision, as its ultimate objective is to ensure that we realise the ‘every student’ aspect of this ambition.

It is driven by the absolute moral imperative that ‘no young person, by virtue of their birth, should necessarily achieve less than others’ (Sir John Dunford) and the belief that the educational opportunities that we provide can transform our students’ lives.

Our Pupil Premium strategy’s objective is to provide an effective academic curriculum, excellent pastoral care and valuable enrichment opportunities to allow students to achieve the best possible outcomes.

We recognise the impact that high-quality teaching has on students’ progress and strive to ensure that all students receive the best teaching: quality of education should not be a lottery. Our school development plan’s focus on the following areas is informed by our research and self-evaluation to ensure that we meet all of our students’ needs:

- Clarity of sequencing and challenge for all students in our curriculum intent
- Adaptive teaching to respond to the strengths and needs of all students
- Developing literacy and numeracy levels as tools to access the curriculum and future life
- Teaching to promote recall: students knowing more and remembering more

These ‘Quality of Education’ strategies are reinforced by our ‘Every Student Achieves’ priorities. Our work must be driven by ‘assessment, not assumption’ (Marc Rowland) so that we address the specific barriers to achievement for our students, whether this is attendance, literacy or engagement. As a result, developing more rigorous assessment to track students and identify those in need of intervention is a key priority in this area.

The impact of strategies will be monitored at student and cohort level through rigorous self-evaluation, deliberately biased towards students who may be more likely to underachieve. If we are getting it right for our most vulnerable students, it will be right for everyone. Evaluation will also be more secure, based on substantial evidence, allowing plans to be evaluated thoroughly and refined meaningfully to inform change in our school for our students.

Challenges

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

| Challenge | Detail of Challenge |
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| 1 | Attendance: The attendance of some disadvantaged students is low, limits their progress and widens existing gaps. We need to understand why their attendance is low and support them to attend school regularly in order to achieve. We need our curriculum to identify and fill gaps in learning. |
| 2 | Prior Attainment: Fewer disadvantaged students reach the expected standard at the end of KS2, leading to further and sustained underachievement if they do not catch up and keep up. Engagement during remote learning was lower for some disadvantaged students, meaning that existing gaps have widened. Our teaching needs to be adaptive in order to plan for and respond to students' needs. |
| 3 | Literacy & Numeracy: More disadvantaged students have lower levels of literacy and numeracy, posing further barriers to learning and achievement. Our teaching needs to strengthen these fundamental skills, with effective intervention for students who need more support. |
| 4 | Engagement: Some students are not consistently engaged in school or learning (sometimes demonstrating behaviour which leads to fixed term suspensions). We need to develop their resilience and metacognitive skills to increase their ability to persevere in order to succeed. |
| 5 | Low aspirations: Some of our students have low expectations of themselves and their achievement, with low aspirations for their futures. Some do not see Key Stage 5 as an attainable pathway. We need to support their achievement and maximise their engagement in CEIAG opportunities. |

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 |
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| To improve the attendance of disadvantaged students to be in line with non-disadvantaged students nationally | Appropriate interventions lead to improved attendance for individuals Attendance is at least 95%* Persistent absence is below 13%* (*Compared to pre-COVID national data) |
| To raise the attainment of disadvantaged students so that they achieve well | Interventions, including school-led tutoring programmes, have a positive impact on students' progress Positive Progress8 for disadvantaged students |

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| <p>To improve students' literacy and numeracy skills so that they can achieve well across the curriculum</p> | <p>Literacy and numeracy data and monitoring show improvement as a result of effective literacy and numeracy teaching, including interventions Positive Progress8 for disadvantaged students (in Maths, English and overall)</p> |
| <p>To improve the engagement of disadvantaged students</p> | <p>Appropriate interventions lead to improved engagement and behaviour for individuals Reduction in incidences of poor behaviour Reduction in Fixed Term Suspensions and Permanent Exclusions for disadvantaged students</p> |
| <p>To ensure that students make informed choices about the next stages of their lives</p> | <p>All students will progress to destinations, with no students NEET Increase in uptake of Level 3 courses</p> |

Activity In This Academic Year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £5700

| Activity: | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Review curriculum intent to ensure it provides clear guidance to teachers about what should be taught in all subjects. It should be clear and sequenced and challenging for all students.</p> <ul style="list-style-type: none"> Curriculum review audits CPD and development work on curriculum intent | <p>Ofsted framework (Updated July 2022): 'leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND or high needs, the knowledge and cultural capital they need to success in life'</p> | 2 |
| <p>Develop adaptive teaching to respond to the strengths and needs of all students prior to the lesson (proactive) and during the lesson (reactive).</p> <ul style="list-style-type: none"> Participation in RADY project CPD on adaptive teaching CPD and development work to identify and address key misconceptions | <p>Ofsted framework (Updated July 2022): 'Teachers (...) check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approached.'</p> | 1, 2, 3, 4 |
| <p>Develop literacy and numeracy levels as all students need these tools to access the curriculum and future life.</p> <ul style="list-style-type: none"> Vocabulary lists in all subjects CPD on teaching tier 2 and 3 vocabulary in the classroom CPD on reading strategies to promote comprehension (Before, during and after reading strategies) | <p>Following EEF guidance report- Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Disciplinary literacy, vocabulary and reading (Priorities 1-3)</p> | 3 |
| <p>Design teaching to help promote recall- students knowing more and remembering more</p> <ul style="list-style-type: none"> Develop framework for study skills and revision CPD on retention and retrieval strategies | <p>Ofsted Framework (Updated July 2022): 'Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.'</p> | 1, 2 |

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| <ul style="list-style-type: none"> Retention and retrieval planned and sequenced within subject curriculum | | |
| <p>Develop summative assessment so that it is rigorous, accurate and provides data that can be used by leaders to track students' progress and identify students in need of intervention.</p> <ul style="list-style-type: none"> Data package CPD and development work on using assessment to raise achievement | <p>The use of standardised tests to support diagnostic assessment, identifying those who may benefit from intervention or additional support.</p> <p>Ofsted Framework (Updated July 2022): 'teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.'</p> | 2, 3 |

Targeted Academic Support: Intervention and Tutoring

Budgeted cost: £98500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Numeracy Strategy: implement and embed a whole school numeracy teaching and intervention strategy to address the gaps which exist on entry | <p>EEF Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver'; our numeracy interventions will be delivered by a specialist HLTA. 'Short sessions of around 30 minutes or so, several times a week are most effective' so the intervention timetable will be based on this model. The intervention curriculum links to the Maths curriculum, supporting pre-teaching, including vocabulary, so links to the evidence on the positive impact of oral language interventions.</p> | 2 & 3 |
| <p>Reading intervention programmes at both KS3 and KS4:</p> <ul style="list-style-type: none"> • Phonics CPD (Ruth Miskin) and Read, Write, Inc Fresh Start resources • Fluency • HLTA Literacy | <p>EEF Toolkit: Teaching Assistant Interventions (+4 months); Reading Comprehension Strategies (+6 months)</p> <p>As above, but with literacy specialist STA. Intervention is based on regular, short, 1:1 reading sessions or small group interventions based on the Reciprocal Reading model, which is underpinned by metacognition. Our evaluation of 1:1 and Reciprocal Reading interventions showed that students' standardised literacy scores increased by twice as much as those who had no intervention.</p> | 2 & 3 |
| <p>Establish Caldew Achievement Zone as high quality, bespoke provision</p> <ul style="list-style-type: none"> • Inclusion Coordinator • Learning Mentor • TA (funded by SEND) • 14 hours of teaching • Curriculum (ASDAN short courses) | <p>EEF Toolkit: Metacognition and Self-Regulation (+7 months)</p> <p>Dedicated provision tailored to students' individual needs.</p> <p>EEF Toolkit: Small Group Tuition (+4 months)</p> <p>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class</p> | 1 & 4 |

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| | <p>teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | |
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Wider Strategies: Attendance, Behaviour and Wellbeing

Budgeted cost: £63200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Provide breakfasts to students | Some students leave home early and have long journeys to school. Pre-school and morning breaktime support allows students to have breakfast. | 1, 4 |
| Address the barriers to low attendance through targeted support, informed by Sol Attendance package, coordinated by Associate Headteacher for attendance | <p>EEF Toolkit: Parental Engagement (+4 months); EEF Toolkit: Mentoring (+2 months)</p> <p>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps... There is some evidence that personalised messages linked to learning can promote positive interactions.' We are funding additional capacity specifically for disadvantaged students and their families. If students do not attend school, they will underachieve.</p> <p>Our experience also shows that working directly with students, with regular mentoring, attendance improves. Our approach is based on the DFE's 'Improving School Attendance' guidance.</p> | 1 |
| Address the barriers to positive engagement in school by supporting whole school behaviour procedures, delivering behaviour and engagement interventions <ul style="list-style-type: none"> • Pastoral Manager • Commando Joe's Programme | <p>EEF Toolkit: Behaviour Interventions (+4 months); EEF Toolkit: Mentoring (+2 months)</p> <p>'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.'</p> | 4 |
| Support students' wider participation in all aspects of school life through financial support (Trips, visits, uniform etc.) | <p>EEF Toolkit: School Uniform (+? Months)</p> <p>Whilst 'there is little robust evidence that introducing a school uniform will, by itself, improve academic performance, behaviour, or attendance... There is a belief ... that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.'</p> <p>Students should have the opportunity to participate fully in all aspects of school life. (See below re: trips.)</p> | 4 & 5 |
| Provide music lessons for disadvantaged students who want to learn an instrument | <p>EEF Toolkit: Arts Participation (+3 months)</p> <p>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.'</p> | 2 & 5 |

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| | <p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.'</p> | |
| Raise aspirations of disadvantaged students in KS3 and KS4 through additional CEIAG or targeted support to maximise participation in and benefit of CEIAG opportunities for all | <p>EEF Toolkit: Aspiration Interventions (+? months)</p> <p>'Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</p> <p>Essentially, increased attainment and achievement are the means to raise aspirations so targeted CEIAG activities are only effective in conjunction with effective teaching and learning and targeted academic interventions.</p> | 5 |

Total budgeted cost: £167400

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 2022 to 2023 academic year.

| Aim | Outcome |
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| To improve the attendance of disadvantaged students to be in line with non-disadvantaged students nationally | <ul style="list-style-type: none">• Data from FFT shows that FSM6 attendance is in line with national data for similar groups, but still low compared to non-disadvantaged peers• Case studies show positive impact of attendance strategy on specific students, but this is not consistent• Positive impact of short-term reward scheme (eligibility to enter a raffle, based on each full week's attendance). Success based on mentoring by staff, as much as incentive of raffle. Does not discriminate as tickets awarded on a weekly basis, allowing for discretion of unavoidable absence.• Attendance remains a significant barrier to achievement and therefore remains a priority for the Pupil Premium strategy. |
| To raise the attainment of disadvantaged students so that they achieve well | <ul style="list-style-type: none">• P8 for disadvantaged students was -0.79 (P8 for all was -0.19), with English P8 -0.71 (all -0.30), Maths P8 -0.94 (all -0.42), Ebacc P8 -0.68 (all 0.00), Open P8 -0.16 (all -0.85).• Intervention informed by baseline assessments. Quality of baseline testing improved, with further improvements planned for 2024-2025.• Key priorities for teaching and learning shared: high expectations; making students think; asking questions. Monitoring focused on the effective teaching and learning strategies that will lead to progress. Monitoring of implementation shows strategies are in place within and across subjects. Lessons designed with activities to promote thinking. Teachers use questioning to check for understanding at class and individual level. Where most effective, this is targeted and probing, clarifying misconceptions.• School-Led Tuition: delivered in school, face to face- much more positive levels of engagement and better communication between subject teachers and intervention teachers. Impact on some individuals significant.• Student Voice/ Work Sampling: students were able to explain some vocabulary around topics. Tier 3 practice is stronger than Tier 2.• HoDs able to track progression through books; curriculum intent being followed, with departmental plans for development. |
| To improve students' literacy and numeracy skills so that they can achieve well across the curriculum | <ul style="list-style-type: none">• The curriculum has been developed to identify reading opportunities and key vocabulary in LTP.• Reciprocal reading training delivered, but not embedded in practice. Simplified steps of before, during and after reading. Need to develop specialist phonics knowledge.• Literacy: 1:1 Catch Up Reading with LMB, following reciprocal reading methodology. School-Led Tutoring with RMB.• Standardised score data shows some gains for students included in the intervention. However, these are not big enough gains or quick enough gains. The intervention needs to be more closely matched to need: phonics, fluency and comprehension. Phonics and fluency being developed for 2024-2025.• Numeracy: Revised strategy based on principles of small group pre-teaching (vocabulary, underpinning knowledge); positive impact seen in staff and student voice. Baseline testing for numeracy now in place. |
| To improve the engagement of | <ul style="list-style-type: none">• Suspensions still a concern for disadvantaged students; Refocus room's purpose changed, with emphasis on intervention programmes to address behaviour. Wellspring's review very positive about Refocus. |

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| disadvantaged students | <ul style="list-style-type: none"> • Learning Mentor working with individuals and families through Early Help process |
| To ensure that students make informed choices about the next stages of their lives | <ul style="list-style-type: none"> • All Year 11 PP students have had a 1:1 interview with an unbiased level 6 Careers Leader. Currently all PP students have a plan for post 16. • Year 11 student survey positive about CEIAG. • Careers leader working with students at risk of NEET or those not aspiring to Level 3 courses who should be. Visits and activities taking place. • Year 10 Work Experience carried out successfully. |