

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 academic year) 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	Carrington School
Number of pupils in school	974
Proportion (%) of pupil premium eligible pupils	27
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	16 th December 2022
Date on which it will be reviewed	October 31 st 2023
Statement authorised by	Kerry Oakley
Pupil premium lead	Sarah Robinson
Governor / Trustee lead	Mr Matt Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235415
Recovery premium funding allocation this academic year National Tutoring Programme funding	£65964
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

- Our expectations at Carrington School are that the attainment of all students, irrespective of background or the challenges they face, is comparable with that of non-disadvantaged students within school and nationally.
- We recognise that disadvantaged students may face a wide range of barriers that may impact on their learning. Our mission is to equip these students with the skills they need to look after their social, emotional and well-being needs, whilst developing resilience for them to become active, independent and well-rounded citizens of the future.
- Our strategy is to use Pupil Premium funding to directly improve student outcomes through high quality teaching, intervention and resources, whilst ensuring that our efforts are sustainable in order to secure higher attainment for our disadvantaged students.
- We aim to engage students and enhance the outcomes of every ability to close the achievement gap by broadening opportunity and experience for students to close the culture capital gap.
- Ultimately this will enable students to reach and to aspire to their dreams or discover new dreams through increasing student cultural capital

Key principles

- Staff are fully aware of every pupil premium student in their charge.
- Staffing is stable
- Teacher with expert subject knowledge use quality first teaching to close achievement gaps.
- All staff to receive relevant training to support them in their teaching to close the achievement gap
- Where appropriate students will be provided with extra curriculum and social opportunities to support their progress and that these students will fully engage with these opportunities.

Challenges

This details some of the key challenges to achievement that we have identified across the range of our disadvantaged pupils. It is important to note that different challenges will apply to different pupils.

Challenge number	Detail of challenge
1	Quality differentiation and adaptive teaching, marking and feedback needs to be consistently good to ensure PP students benefit from strategy
2	NTP home tutoring or other online support requires suitable a home broadband and learning environment with home support. PP homes are less likely to have all three
3	Mathletics, Tassomai and GCSEpod require independent use by students. Less support from home for independent learning in PP households may reduce impact
4	Some experience of low literacy levels compounded by lack of reading outside school in homes with fewer books and PP students are more likely to be in this situation
5	Consistency of identification and following up with extra / differentiated support across the whole curriculum
6	Unique programmes take students outside of their normal comfort zones – increased probability of PP students not taking advantage of new experiences

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
That pupil premium achievement is as high non-pupil premium	2023 - 2025 Pupil premium students make expected national ks2-ks4 progress for non-pupil premium
Quality first teaching	All pupil premium students are identified by staff In book looks the standard of work produced by pupil premium and non-pupil premium student will not be evidenced. Homework monitoring shows that the completion of independent learning show no difference between PP and non pp

	<p>In learning walks pp students are fully engaged and staff have high expectation and encourage students to engage in all lessons.</p> <p>Mix ability in KS3 to eliminate the heavy loaded lower ability classes</p>
<p>Broadening opportunity and experience for students to close the culture capital gap.</p>	<p>Pupil premium students will fully engage with the excellence programme.</p> <p>School trips and excursions: pupil premium students will be given priority booking for these as well as support with the funding of the cost of attending these activities where needed. The successful outcome is that the % of PP students on every trip is at least representative of the %PP in the relevant cohort.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£23000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD of teaching on quality first teaching principles; Series of staff training sessions including historic data and evidence; whole school book look; cross-curricular discussion about categories; departmental discussion and PP teaching development, placement of PP students in seating plans.	Collaborative learning + 5 months impact (EEF) Feedback + 6 months Metacognition +7 months impact (EEF) Learning walk evidence (SRO) showing where discrepancies between PP and nonPP students are.	1, 4
Raising Aspiration middle leader	Coordinator – which will follow the EFF guide to pupil premium Autumn 2021, following the 4-step approach to strategy: 1 Diagnose your pupil needs 2 using evidence to support your strategy 3 Implementation of strategy 4 monitor and evaluate strategy	1, 2, 3, 4, 5
Learning walks and book looks with feedback to develop PP supportive teaching strategies	Mastery (in maths) +5 months Individualised instructions (and differentiation) +4 Within class attainment grouping +2 months	1, 4
Mixed ability teaching in KS3 – removal of PP	EEF state that setting has a low positive impact for high ability setting, hence the MNO groups, and a	1, 4

heavy low ability groups

negative impact on low ability students, hence the mixed ability P, Q, R and S groups.

From 2020 the curriculum structure is;

a. % of PP students in each year group

Year group	Number	%PP
7	56	27
8	43	22
9	42	24
10	39	21
11	48	24

b. % of PP students in each band

2022-2023	Top M, N, O	Mixed 1 P, Q	Mixed 2 R, S	Stream 9/10 / R4
Y7	17%	31%	49%	N/A
Y8	8%	33%	33%	N/A
Y9	5%	35%	31%	45%
Y10	7%	29%	31%	60%
Y11	12%	27%	35%	63%
2021-2022	Top M, N, O	Mixed 1 P, Q	Mixed 2 R, S	R4
Y7				
Y8	7%	43%	35%	83%
Y9	14%	35%	23%	#DIV/0!
Y10	13%	38%	38%	50%
Y11	23%	32%	50%	64%

2020-2021	Top M, N	Mixed O, P, Q, R, S		R4
Y7	3%	40%		#DIV/0!
Y8	11%	28%		67%
Y9	9%	35%		0%
Y10	27%	35%		64%
Y11	20%	28%		50%

The top sets in each year group, have lower than school average PP students. In Year 7 this is primarily based on prior attainment data, showing that currently and historically, PP students have a lower prior attainment – gaps

	<p>have arisen in KS1 and 2. The PP percentage in M,N and O group is higher in year 11 than years 8-10. In year 7, there are 4 groups rather than 3 (M, N, Q and R). This increased capacity could be the reason that the percentage of students in the top bands is higher in this year group. This suggests that PP students are showing their ability and are having the chances to move into the top sets.</p> <p>In 2021-2023, the mixed sets have relatively equal percentages of the PP students, showing a more equal distribution and the removal of main stream PP heavy “sink” sets.</p> <p>The % of PP students in R4 (alternative provision) is higher than the school average.</p> <p>Stream 9 provides a small group setting for students in KS3 who are struggling with main stream, supporting them with teaching and strategies to cope better within main stream. The Autumn 2022 cohort has a lower %PP (45%) than the 2021 cohort which comprised of 78% PP students.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£215000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
“Lesson 8” Intervention lessons; mainly KS4	Small group Tuition + 4 months Extending school +3 months	1
Homework club	Extending school +3 months Homework +5 months	2, 3
Use NTP for Key Stage 4 students (6:1 ratio online)	Small group Tuition + 4 months Extending school +3 months Autumn 2022 Year 11; NTP online English Literature and maths. 30 students, in school using period 8. Post mock exams; online English and maths. Students form study groups and complete tuition at home.	2, 4

	<p>In Spring / Summer 2021; Year 11; continuation and completion of both NTP programmes started in Autumn. Year 10; NTP online English Literature maths (small group);</p> <p>In previous years, (using in school data), NTP and small group tuition have shown varying degrees of improvement. In English Literature, the average improvement was +0.20 grades per student. This compared to nonPP improvement of +0.18 grades over the same period. The rate of improvement showed negligible difference, however, the selected students were selected as they were making less progress per student prior to the intervention.</p> <p>In Maths; the small tuition group made +0.05 against non-small tuition group -0.41 grades. This is a difference of nearly ½ a grade per student in the small group tuition cohort.</p>	
Post-KAD identification of students who will benefit from academic and/or pastoral support, including photos published to staff	Mentoring +2 months	1, 4
GL assessment reading tests	Identification of students with literacy needs, to inform support strategies	
Accelerated reader	Reading comprehension strategies +6 months	4, 5
Success @ arithmetic	Teaching assistant intervention +4 months	1, 3, 5
HLTA's in maths and English	Teaching assistant intervention +4 months Small group or one to one tuition +4 and +5 months, respectively	1, 3, 4, and 5
Intervention tutor, 0.4 timetable	Tutor to run intervention for students with literacy and dyslexia needs. Feedback +6 months Individualised instruction +4 months One to one tuition +5 months / small group tuition +4 months Phonics +5 months	1, 2, 4, 5

	Reading comprehension +6 months	
Forest School	Outdoor adventure learning Physical activity +1 month	5
Stream 9 and Stream 10	Small group with support. Behaviour interventions +4 months Feedback +6 months Reducing class size +2 months Small group tuition +4 months Social and emotional learning +4 months	1, 4
Provision of study materials	Homework +5 months	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£87700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of enrichment trips and Excellence programme	Art participation + 3 months impact on progress (EEF) Physical Activity + 1 month impact on progress (EEF)	5
Pheonix project – an engagement, well being and academic support project	Collaborative learning approaches+5 months Mentoring +2 months Social and emotional learning +4 months	5 and 6
Pastoral leaders monitor, reward and contact to improve PP attendance	Students with attendance of less than 95% are less likely to achieve 5 or more GCSE grade 4 or above. In 2021/22, whole school attendance was 0.3% above national average, with PP attendance 0.6% below the average for PP students. So far, in 2022/23, the pattern is replicating with whole school attendance +0.5% compared to national average, but PP attendance -1.0% below.	5
Home-school link work identifies vulnerable and hard to reach families;	Parent engagement impact +4 months	5

builds in strategies to enable students to reach potential		
Place2Be	Social and Emotional learning +4 months impact on progress	5
ELSA sessions	Social and Emotional learning +4 months impact on progress	5
Relate Counselling x 3 days (1:2:1) – range of students across all Year Group as need arises	Social and Emotional learning +4 months impact on progress	5
YMCA x 3 days (1:2:1) – range of students across all Year Group as need arises	Social and Emotional learning +4 months impact on progress	5
YMCA x 1 day (groups) – Year 9 and Year 10, last half term was Year 8 and also Year 10	Social and Emotional learning +4 months impact on progress	5
SparkFish x 1 day (1:2:1) – Year 7 (we have provided £200 of ACE funding to support this charity)	Social and Emotional learning +4 months impact on progress	5
BeME Project x 1 day (groups) – Year 8 and Year 9	Social and Emotional learning +4 months impact on progress	5
Provision of equipment where families have financial hardship, ensuring students have full participation in curriculum and extra-curricular activities, including the ability to access online independent learning work at home.	Homework +5 months	3
Provision of enrichment activities such as music lessons and DofE	Arts participation +3 months	5

participation to widen cultural experiences		
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Total budgeted cost: £ 325700

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 2020 to 2022 academic years.

Intended outcome	Impact 2022
<p>Pupil premium achievement is as high as non-pupil premium</p>	<p>GCSE (including RE results)</p> <p>Improvements</p> <p>Increase in progress by 1/10th of a grade per student per subject</p> <p>Increased attainment by 6/10ths of a grade per student per subject</p> <p>%4+ in English and maths increased by 6% whilst the gap reduced by 10%.</p> <p>%5+ in English and maths increased by 6%.</p> <p>However</p> <p>Widening progress gap (although the gap has widened commensurate with the national change)</p> <p>Wider attainment gap (although the gap is now lower than the national gap)</p> <p>Wider gap in %5+ in English and maths by 4%</p> <p>With the inclusion of the RE GCSE sat and achieved by students in 2021, the raw progress and attainment of PP students improved in direct comparison to 2019 (the last set of validated results).</p> <p>The Pupil premium progress gap in 2022 is slightly wider than that of 2019. Nationally, there was a widening of this gap and the difference for our students was close to that of the national change.</p> <p>The employment of a Raising Aspirations co-ordinator and the means to track all provision for PP students is beginning to show positive outcomes in class. All teachers in 2021-2022 received training covering identification of and strategies to support PP students -with reference to the EEF toolkit.</p> <p>Evidence from learning walks and book looks show minimal discernible difference in work completion and standards of work completed when comparing PP and nonPP students. Where there is variation, this is more often found in writing focussed subjects.</p> <p>The curriculum structure has developed to remove PP heavy “sink sets”. There is a more even distribution of PP students across sets, with classes taught more often as broad mixed ability. In 2019, there were two bands, with tight setting within each band and each class set using attainment data. There is still a need to improve the number of PP students in the extension sets, which shows that although there are improvements in</p>

	<p>standards of in class work relative to nonPP student standards, this is still to manifest in sustained outcomes.</p> <p>From 2021 – present, a number of students have received online English and maths tutoring using the NTP programme. The outcomes have been mixed. However, as a minimum, cohorts undergoing this programme have made the same progress as similar students not undergoing this programme. As students are selected due to their progress being less than that of similar students, this indicates a closing of the progress gaps. One maths cohort did make better progress (by ½ a grade per student) than similar students. There is enough positive evidence to suggest a continuation of the programme.</p>
<p>Quality first teaching</p>	<p>Quality First teaching is the most important tool with which PP engagement and outcomes will improve. Evidence from book looks and learning walks through 2021-2022, show a decreased gap in student engagement and standards of work within lessons.</p> <p>There were some significant staffing issues, particularly in English and maths, through 2021-2022 which will have affected this provision negatively. Currently, both of those core departments are fully staffed and students are receiving good quality provision. An independent monitoring visit by a NLE in September 2022 confirmed this through lesson observations, book scrutiny and learning walks.</p> <p>In 2021-2022, all staff were involved in training to look at and develop in class strategies that will close gaps in the classroom. The evidence stated above, implies that these strategies are beginning to have a sustainable positive effect.</p>
<p>Broadening opportunity and experience to close the cultural capital gap</p>	<p>As the COVID restrictions have been removed, a full programme of extra-curricular and curriculum support activities has been introduced. Where families are in need, this is fully funded by the school. The intended outcomes of this programme are to increase engagement in school life and provide wider experience, taking students from their comfort zone.</p> <p>An example of this is the Pheonix project, targeted at PP students in Year 8 and providing extra-curricular experiences with academic mentoring.</p> <p>In 2022 PP attendance was in line with PP attendance nationally. Stream 9 and Stream 10 classes have been set up to provide small class teaching for those students who need it and are at risk of becoming PA without this level of support. These are high in %PP composition and, in comparison to other AP models, provide the</p>

students with opportunity to study a full suite of option subjects if they are able.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.