

Pupil Premium Approach – Trinity School 2019 to 2020

Changes to the regulations surrounding review of our Pupil Premium strategy due to Covid-19 mean that this plan will not be reviewed until the end of the financial year 2021. Trinity School has reviewed which activities can continue and which need to be paused due to Covid-19. We have also planned the use of our Covid catch-up premium alongside spending from September 2020. Details of this can be found on the document entitled 'Trinity School Pupil Premium Planning Document 2020 to 2021.'

To be reviewed April 2021

Pupil premium strategy and catch-up funding statement – TRINITY SCHOOL, CARLISLE

1. Summary information					
School	Trinity School				
Academic Year	2018/19	Total PP budget (Est)	218578	Total Catch-Up budget (Est)	18000
Total number of pupils	245	No. of pupils eligible for PP	245	No. of students eligible for CU	Approx 100
Date of most recent PP Reviews	Nov 2018		Date for next internal review of this strategy	Feb 2020	

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Literacy and Numeracy Skills	
B.	Thinking skills and a willingness to be challenged	
C.	Expectations and a lack of work intensity	
D.	Curriculum engagement and lack of aspiration	
E.	Learning behaviours and learning how to behave	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Low attendance of a group of PP students in all year groups is having a detrimental effect on their academic progress.	
H.	Mental health issues and social problems	
3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in Literacy and Numeracy for Key Stage 3 students eligible for PP	Students eligible for PP in Key Stage 3 catch up in year 7 and continue to make progress in year 8 and 9.
B.	Improved rates of progress for students at the end of Key Stage 4	Gap between PP students and non-PP cohort is narrowing and is closer to the national average.
C.	Behavioural issues of identified group in all year groups addressed.	Positive A2L scores are improved to 90%. The existing 10% gap between PP/non, is reduced to below 5% The schools target of

		5:1 positive to negative ratio is the same for PP students as non-PP students.
D.	Increased attendance rates for students eligible for PP.	Attendance of the disadvantaged group is 90.8% or better.

4. Planned expenditure

Academic year **2019/2020*** includes carry forward from school budget

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(s)	Estimated Cost
A,B,C	CPD Questioning and Challenge strands to support challenge and raising of expectations of students linked to thinking, independence and metacognition.	This project is based on a strand from the EEF guidance report (promoting and developing metacognitive talk in the classroom) and research suggests +7 months progress from this type of approach. We know that we need to promote thinking and independence with students.	<ol style="list-style-type: none"> 1. Written into CPD programme. 2. Use of grids. 3. Led by SLT. 4. All staff have this as Teaching and Learning appraisal objective. 	AHP	SLT time £10,700
A	Mastery Maths Programme through Maths Hub	EEF evidence suggests Mastery learning gives +5 months progress for students.	<ol style="list-style-type: none"> 1. Year 1 training through Maths Hub complete 2. Now the beginning of Year 2 dissemination 3. Department consolidating with the White Rose Maths Scheme 	APD/MCO	Nil – fully funded

A	Departments to create literacy/numeracy curriculum for start of Year 7	Literacy interventions show +4 +5 and +6 extra month progress from EEF T and L toolkit	<ol style="list-style-type: none"> 1. ML conference launch. 2. Expectations shared of the Trinity numeracy and literacy strands 3. Year 7 first half term task done. 4. Best work collected and shared 	AHP/departments	SLT time already accounted for
A	Learn to learn to include a literacy module	Literacy interventions show +4 +5 and +6 extra month progress from EEF T and L toolkit	<ol style="list-style-type: none"> 1. AHP to plan module. 2. CPD for staff teaching L2L 3. Curriculum adapted 	AHP	SLT time already accounted for
B	Basic expectations set and shared with students	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. Group of staff to work on expectations. 2. Shared with all staff. 3. Shared with students and parents. 4. Launch in September 5. Frequent reminders and checks that all are using. 	DMC/SMA/departments	Nil
B	Tutor evening with Year 7/10 to share WAGOLLS and WARBOLLS with parents	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. Led by SLT 2. Tutors and Year team well informed 3. Parental feedback to QA 	AHP/JLE/MCO/GBA	SLT time already accounted for
B	Introduction of SLANT – whole school and wider learning behaviours in Y7 L2L	EEF evidence suggests that this approach can lead to up to +7 months extra progress	<ol style="list-style-type: none"> 1. SLANT video filmed 2. Launched with all students week 1. 3. Assemblies to promote with students 4. Promote with parents. 5. L2L curriculum adapted 6. L2L key ideas shared with all staff 	AHP/JHW/JKE	SLT time already accounted for

B,C	Year 7 Diploma	Year 7 is a focus for us and this will complement the EEF approach of 5:1 positive to negative ratio that we are employing as a strategy whole school	<ol style="list-style-type: none"> 1. JLE/IBA to decide criteria 2. Launch assembly 3. Activities 4. Collect information 5. Rewards given 	IBA/JLE	SLT time accounted for
B	Introduce VESPA model in Year 8 tutor time and in Year 10/11 assembly programme	Year 8 have been identified as a group where greater intervention is required. Evidence from other schools suggest that VESPA has improved outcomes.	<ol style="list-style-type: none"> 1. Assemblies created and delivered according to timelines and parent meetings 2. Activities created and used in tutor time by SBL with Y8 	SBL/AHP	SLT time already accounted for
C	Introduce elements from the EEF guidance report on behaviour such as 5:1,	This is based on a strand from the EEF guidance report (improving behaviour in schools) and research suggests +3 months progress from this type of approach. We know that we need to encourage positive behaviour for some students.	<ol style="list-style-type: none"> 1. Launch with ML as inclusion strand 2. Launch with whole staff 3. Share evidence with staff 4. Regularly return to using stats 	PCH	Nil
B	Curriculum review	We will take into account the evidence from EEF on organising your school as far as possible under budget constraints	<ol style="list-style-type: none"> 1. Address engagement of departmental curriculum through regular QA and ML meetings 2. Check curriculum offer leads to appropriate next steps for all students. 	AGU/departments	£19,644

B	Rewards coordinator	This will complement the EEF approach of 5:1 positive to negative ratio that we are employing as a strategy whole school	<ol style="list-style-type: none"> 1. Post advertised and interviews held. 2. Strategy in place 3. Line management through SLT 	MRY/AGU	£2000
B,C	Careers Y9 options and sixth form taster days	Although raising aspirations is not recommended via EEF we recognise that pathways to life after school are essential and link to the Vision part of the VESPA model	<ol style="list-style-type: none"> 1. Curriculum review at GCSE 2. Revamped options evening 3. Y11 students offered one day sixth form taster day. PP first 	AGU/AEW/AWI/CHM	SLT time accounted for
B	Aspire to STEM partnership	Science EEF subject guide and CPD through STEM have proven results. Both Mats and Science are areas where we need to see higher attainment for PP students.	<ol style="list-style-type: none"> 1. AGU to lead second year of this project. 2. SMC to engage with EEF report and share with team. 	AGU/SMC	STEM fully funded and SLT time already accounted for accounted
Total budgeted cost					£32350
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 and review timing	Estimated Cost
B	Continuation of 'Home Groups' for supporting students with particular needs and those with low PA	Data from Home groups in Y11 last year showed individual successes for students with severe learning needs. The use of Sulp and other such initiatives also benefits students and EEF evidence shows that social and emotional interventions can improve progress by +4 months on average.	<ol style="list-style-type: none"> 1. Plan curriculum and students to be part of HG. 2. CPD for those teaching HG, particularly those new to teaching HG. 3. Sulp course to be shared with staff who teach HG through CPD to ensure the approach is used in all lessons. 	GBR	£25290 (50% charged to PP)
B	Early progression interviews and use of Inspira.	EEF research states that children from poorer backgrounds are more likely to be uncertain about what qualifications are needed to access their chosen career. We have found that students who know their long term goals are more motivated to work hard and succeed. This approach worked with a small number of students last year.	<ol style="list-style-type: none"> 1. Inspira contacted and quote obtained. 2. Students identified. 3. Careers interviews begin much earlier. 	AEW	Funded elsewhere

To be reviewed April 2021

B	Redeployment/refocus of HLTA in Maths and English to ensure correct focus in Y8 to 11	According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment."	<ol style="list-style-type: none"> 1. Discussions with line managers of ATR/MPU 2. Principles of subject specific HLTA created and shared. 3. Hours for one-to-one created. 4. Students chosen and areas of weakness identified for catch-up. 5. Teaching begins 6. Progress monitored. 	AGU/JHA/KTH/GBA/ATR/???	£40,058 SLT time accounted for
B,C	Curriculum review on an individual basis and use of alternative provision	Ofsted focus on curriculum suggests this should be an area of focus.	<ol style="list-style-type: none"> 1. RAP meetings identify students at risk. 2. Liaison with Zone for alt provision internally and appropriate pathways. 3. Monitoring of impact and use of personal tutoring. 		SLT time accounted for
B	RAP (Rapid progress) meetings – including the use of the Horsforth Quadrant	An identified issue was that we focused on the wrong students and too many. Use of the Horsforth Quadrant should enable clear focus on correct students. Other PIXL schools have reported success with this.	<ol style="list-style-type: none"> 1. Regular meetings with reviews at the start of each meeting. 2. Current predictions used to update information and planning. 3. Distribution to interventions through these meetings 4. Both pastoral and academic team involvement. 	AGU/GBA/GBR/MCO/PCH/CH M/SMC	Leadership time - accounted for above
B, C	Targeted parental events	Parental engagement delivers up to +3 month progress (EEF)	<ol style="list-style-type: none"> 1. Year 8 and 9 parents invited to SLT evening instead of tutor evening. 2. Targeted conversation 	SLT/SBL/JWA	Leadership time – accounted for above

A – Improved Year 7 literacy	Programmes designed to improve literacy –IDL, patron of reading programme	Similar EEF projects (REACH, switch-on reading) show gains of +3 and +6 months on average. Internal data suggests that all programme have improved progress of students in previous years.	<ol style="list-style-type: none"> 1. Identify students in Year 7 from Year 6 data in summer term. 2. Schedule of interventions created. 3. Programmes happen. 	IBA/SBY/GBR/JLE	£20,295 (£5,600 from catch up)
A	Use of Accelerated Reader programme	Students statistically dip at transition and AR will be used to strengthen work done with students at transition. EEF evidence suggests +5 months progress for each strategy. AR was shown to have a positive impact in independent evaluation and local schools have used it good effect. Our own data from previous years shows positive progress. (see review of expenditure) We plan to target this much more to ensure that all students make progress.	<ol style="list-style-type: none"> 1. Ongoing use of AR with targeted groups 2. Monitoring of reading ages. 	KTH/IBA	£4,392 (AR from catch up)
A	One to one tuition in Maths and English in Y7	EEF evidence suggests that this can lead to +5 months progress. Internal qualitative data has shown this to be the case at Trinity School.	<ol style="list-style-type: none"> 1. Review roles of HLTA in Maths/English. 2. Target individuals who are underachieving from existing data and KS2 data. 3. Logistics of timing of lessons and material to be taught. 4. Progress checks more sophisticated and routine for hard data. 	IBA/ATR/MPU	£8107 (£6242 from catch up)

C,D	Specialist programmes for vulnerable students	Similar EEF projects (REACH, switch-on reading) show gains of +3 and +6 months on average. Internal data suggests that all programme have improved progress of students in previous years.	<ol style="list-style-type: none"> 1. Zone to source programmes appropriate for groups 2. Delivery as required 	PCH/ABK	£7500
B	Sixth form support	Peer tutoring gives an extra +5 months progress according to the EEF	<ol style="list-style-type: none"> 1. CHM to recruit and train volunteers as part of 'Give a Year to Trinity' programme 2. Mentors allocated 3. Mentoring begins 	CHM/AWI	Leadership time accounted for
B	Maths and English extra tuition	We have recognised the need to bolster basic skills for students for students who are absent and need to catch up. This enables successful progression routes for them.	<ol style="list-style-type: none"> 1. Recruitment of tutors. 2. Identify students and times. 3. Devise programme and room. 4. Tutoring begins 	AGU/EHA/LHP	£23450 SLT time accounted for
B	Catch up strategies	We have identified that for some PP students that have poor attendance catching up work for absence is difficult. We hope that making it easier for staff to share work will encourage students and create a positive interaction instead of a negative. Articles such as this: http://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/	<ol style="list-style-type: none"> 1. Department awareness of funding. 2. Bids made 3. Resources bought and distributed. 	ML/AGU	£8000 (£6000 for KS4 and £2000 for KS3)

		point to the need to compensate for issues and this is one way to do so. Departments will also be able to bid for revision guides and other resources as a way to support catch up.			
Total budgeted cost					£137,092
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 and review timing	Cost
C	Employment of associate tutors in key year groups	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. Advert and role decided and advertised. 2. Recruitment 3. Training begins. 	TBC	£2500
C, D	Zone provision for students at risk of exclusion and/or attendance problems	Specialist targeted programmes improve progress by +3 months according to EEF evidence. Evidence from our own internal data shows that this improves students' A2L.	<ol style="list-style-type: none"> 1. Students 'at risk' identified through pastoral teams 2. Provision provided 3. Progress of students monitored and impact 'back in class' assessed 	ABK/PTR/ZST/ANO	£48901
D	Employment of trained counsellor	Last year, compared to the previous year, there were many mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Use RAP meetings to prioritise students. 2. Monitor attendance for these students. 	ABK/TSM	£6458

D	Connect wellbeing initiatives	Last year, compared to the previous year, there were many mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Initiative promoted and staff volunteers recruited. 2. Connect spaces arranged and email set up. 3. Listening spaces operational. 	JWA/JSO	£2231 (inc. Chaplain extra hours)
C, D	Ad-hoc provision for individuals – music lessons, shoes, uniform and sports uniform, sanitary products, technology, trip support	Arts participation, enabling sports participation, adventure learning etc. all produce positive numbers of months progress (EEF) but we know that reducing barriers such as uniform and equipment leads to students that feel they belong.	<ol style="list-style-type: none"> 1. Encourage bids from departments and pastoral teams. 2. Track spending to remain consistent. 3. Compare progress of different spends to check effectiveness. 	AGU/ML/finance team	£3000
D - Improved attendance	Attendance measures – embed revised with action plans going forward and re-define caseload practices to take full advantage of LA support.	Evidence from IDSR last year and from our own data analysis shows that this is an area for improvement. NfER briefing for school leaders identifies addressing attendance as a key step. Action plans last year showed short term impact, but we need to move to LA support quickly for some cases where families and outside agencies are reluctant to take action.	<ol style="list-style-type: none"> 1. Review caseload and distribute cases as appropriate. 2. Action plans in place. 3. Regular reviews to move to the next level quickly. 4. Involvement of LA. 	PCH/APS	£5000 leadership time £11081 attendance officer
C	Introduce a wider scheme of KS4 rewards to engage students – passport to prom	Anecdotal evidence suggested that the reward system last year encouraged students. Although research based evidence suggests otherwise, a pilot project in Year 10 with a small group of girls suggests that this is worth pursuing with them into year 11.	<ol style="list-style-type: none"> 1. Assembly launch 2. Champions league data points identified, and data collected. 3. Prizes awarded. 	DMC/AGU/CHM	£1000

C- Improved behaviour	Positive setting policy for PP students and others to raise students' expectations of themselves.	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	1. ML to check group lists for potential issues and adjust accordingly. 2. PP students kept in elevated sets as far as possible	AGU	Leadership time - accounted for
Total budgeted cost					£80171
Overall cost					£249613

5. Review of Expenditure				
Academic year	2018/2019* Includes some costs from school budget to support these initiatives			
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	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)	Estimated Cost
A - Improved Year 7 literacy	Extension of reading and writing through talk project in English to whole school.	Good Work for the targeted student group showed clear improvements in their writing and test scores also improved. 71% of students with low prior attainment were on or above their flight path.	This is now a part of the Y7 English curriculum. The 'best work' approach at the start of Year 7 has been used as an extension of this.	£1,000 bursary

B – Improved rates of progress	CPD Questioning project to support challenge and raising of expectations of students and boys linked to thinking, independence and metacognition.	Good Learning walks show a higher proportion of 'no-hands' questioning and the quality of questioning has improved. Evidence from staff appraisals suggests that this has had an impact on the quality of teaching.	The use of an appraisal objective has been adapted for this year with challenge. Questioning requires further focus to ensure improvements are long term.	SLT time £7837 Camera + resources £1000
A – Improved Year 7 numeracy	Mastery Maths Programme through Maths Hub	Medium The training so far has been for one member of staff through the maths hub so the impact is for their classes only, so far. The next step of the project is CPD with others in the maths department. In data terms: 23 out of 28 targeted students are within tolerance on flight path.	To speed up this intervention the maths department have reviewed their curriculum and are now using the white rose maths scheme. This blends with challenge and mastery strands and should make sure more students are exposed to the techniques.	Nil – fully funded
B – Improved rates of progress	Senior development post to have an input to CPD planning and support plans with the aim of improving T and L across the school.	Good This member of staff led CPD and worked with a number of staff who all improved their practice.	The school has offered a part time post to the development post holder from last year to ensure continued input.	Bursary plus free time £5000
B – Improved rates of progress	Creation of a PP team made up of Senior staff to lead interventions and improvements in teaching and learning	Medium Teaching and learning interventions on an individual basis had impact, but the time constraints of this meant that a limited number of staff had intervention.	The teaching and learning team will continue but will build capacity with volunteers and development posts.	£27829

B – Improved rates of progress	Clockwork classrooms CPD with Carmel Bones to kick start the year	Very Good This CPD in September has extremely positive feedback from staff and many of the ideas were evidenced in learning walks and are still being used by staff. The teaching and learning team were able to extend this idea into 'clockwork thinking' CPD in January which was also well received. The links with Osiris CPD have made for an improvement in the practice of a number of staff.	Osiris continues as does the theme of clockwork classrooms, clockwork thinking, challenge and questioning using links to EEF guidance reports.	£1020
B – Improved rates of progress	Review of written marking using EEF guidance report	Good – but unfinished The school marking policy has been reviewed using the EEF guidance and now departments need to use what was agreed in their departmental policies.	Marking is of a good standard in many departments, but more is needed regarding work intensity of some students who are PP. Workload has been addressed.	Leadership time – accounted for above
Total budgeted cost				£43,686
ii. Targeted support				
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)	Estimated Cost

B - Improved rates of progress	Continuation of 'Home Groups' for supporting students with particular needs and those with low PA	Our Home groups continue to support students with severe learning difficulties. Comparison of P8 of PP students and non-PP show that PP students are doing better. Students were entered in Y11 for suitable qualifications and included GCSE where appropriate. All students achieved in all exams except one student who did not achieve in Maths.	We will continue this approach.	£23292 (50% charged to PP)
B – Improved rates of progress	Early progression interviews and use of Inspira.	Medium This did inspire students to make applications for apprenticeships and college and NEET figures are positive – only 2 students were NEET at the end of the year.	We will continue this approach but not from PP budget.	£1380
B - Improved rates of progress	Redeployment/refocus of HLTA in Maths and English to ensure correct focus	Good In Maths: Targeted students achieved 60% success on the topics they couldn't do previously. For those with full attendance the percentage increased to 69%. All students improved their baseline test score at an average percentage of 24%. We will continue this approach. In English: 71% of students with low prior attainment were on or above their flight path.	One to one work across all Key Stages has been improved by the targeted approach and redefining the role clearly. There is good impact data for the students worked with.	£49078

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C – Improved behaviour	Employment of student support worker to work with key students using SEL interventions.	Very Good The students support worker supported mainly students in year 10 and 11 and managed to improve attendance for some, including getting some in to do exams who had 0% attendance. Some students in Y11 now are attending much better due to this intervention.	We acknowledge that the serious nature of issues with some students in the cohort last year meant that overall P8 scores have remained static. This has led to a rethink about the students that we intervene with the most. As a Church of England school we try to support all, but realise that a targeted approach may be better. This has led to the creation of a team approach to the Zone and this is where the SSW will be based.	£29550
C/D - Improved behaviour and attendance	Use specialist programmes for groups of students identified through RAP meetings and interims or pastoral work generally. (Good together, brilliant club etc.)	This intervention did not happen due to the departure of a member of staff. Funds will be carried forward.		£3401 TLR (catch up funding) Programmes £7500
B - Improved rates of progress	RAP (Rapid progress) meetings	Medium The meetings were productive and brought about many interventions, but we focused on students who were poor attenders and had a significant number of personal issues, including health, bereavement etc. As above, we feel that although we had an impact with this cohort: success was in getting students in to school, ensuring they completed courses, using HHTS etc. so the impact on progress is not as great as hoped on reflection was unlikely to be due to the issues of the students involved..	We will adapt this approach using the Horsforth Quadrant to ensure that we move on students that we are able to in their learning. We will also move to include more subjects as well as pastoral leads so that the focus is on academic progress not simply pastoral issues.	Leadership time - accounted for above

B - Improved rates of progress	Boys' group	<p>Good with some Many of the boys involved were able to improve their behaviour (logs reduced, and achievements increased) but only 3 of the targeted group improved their progress.</p>	<p>We will target students differently, using the Horsforth Quadrant and RAP meetings. As previously stated we realise that we have spent too much time intervening with students who were unlikely to improve greatly. Intervention in behaviour are beginning much sooner with use of the Zone and actions in Year 8, alongside a whole school approach to ensuring that Year 7 are Trinity ready.</p>	<p>Leadership time – accounted for above</p>
A - Improved Year 7 literacy	<p>Programmes designed to improve literacy – sound training, IDL, patron of reading programme</p>	<p>Good 73% improved their reading accuracy of which 47% reached or exceeded the standardised 100 level. 47% improved in the fluency of their reading However, only 7% improved upon their reading rate and comprehension. 73% of students showed improvement on their spelling accuracy and age.</p>	<p>We will continue this approach.</p>	<p>£18528 (£5,600) from catch up £3000 (sound training from catch up)</p>
A - Improved Year 7 literacy	<p>Use of Accelerated Reader programme</p>	<p>Good 53 students were involved. Average progress was 4.3 months (females progressed 2.5 months and males 6.5 months) 44% made 6+ months progress 32% made 10+ months progress Max progress made was 24 months (Some students have negative reading age differentials which skews the progress average.)</p>	<p>We will continue this approach.</p>	<p>£4,392 (AR from catch up)</p>

A – Improved literacy and numeracy	One to one tuition in Maths and English	<p>Good In Maths: Targeted students achieved 60% success on the topics they couldn't do previously. For those with full attendance the percentage increased to 69%. All students improved their baseline test score at an average percentage of 24%. We will continue this approach. In English: 71% of students with low prior attainment were on or above their flight path.</p>	We will continue this approach.	£5950 (from catch up)
B - Improved Rates of progress	Classcharts and SEND CPD	<p>Good Evidence from learning walks show that staff are using the SEND idea of the week and this is evidence on class progress sheets. Classcharts has been a useful way for staff to have key information at their fingertips and to act on it.</p>	We will continue to use these approaches.	Funded from school budget
B – Improved rates of progress	EEF Smart Spaces Science project and Aspire to STEM partnership	<p>Good We were the control group for the EEF project. We have received much CPD through the STEM project, in both maths and science. CPD has been shared across departments. This has included leadership training. We have seen the impact of this in some maths and science classrooms.</p>	The STEM project has a second year to run. We need to make sure that there is consistency in use of the ideas and that improvements in teaching lead to improvements in outcomes.	Nil – bursary of £1000 to school for EEF and STEM project fully funded.
B - Increased rates of progress	Catch up strategies	<p>Good Departments are adept at ensuring that revision guides are bought for PP students. The Year 11 team, through RAP meetings, have also identified students whose attendance is low and revision guides were bought for them.</p>	We will continue this approach.	£6000

				Total budgeted cost	£152071
iii. Other approaches					
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)	Staff lead and review timing	Cost
C - Improved behaviour	Implement a revised set of strategies to increase ownership of classroom behaviour management.	Medium We have started this approach, sharing expectations with ML, but this is longer than a one year project.	We will continue this approach developing it to a set of expectations and behaviour and working with Y7 in L2L.	Leadership time – accounted for above.	
C – Improved behaviour	Implement Year group system and change the school day	Good This has created greater capacity for dealing with issues of behaviour.	We will continue with the year group system, but fund this from school budget.		£29550
C/D – Improved behaviour and attendance	Zone provision for students at risk of exclusion and/or attendance problems	Good There are a number of success stories in getting students in to school and some coming to sit exams after absences stretching back for four years.	We will continue this approach and create a larger Zone team as we know we have a growing number of students with issues who should have access to alternative provision, which is not available in Carlisle.		£22163
D – Improved attendance	Employment of trained counsellor	Good From January to July, 36 students have been referred to me. Out of those students 18 attended just one initial session. 18 students attended counselling for between 2 and 20 sessions. The average amount of sessions accessed by students was between 6 and 8.	There is a 9 month waiting list (at least) for CAMHS and this provision is essential.		£7500
D – Improved attendance	Group to work on resilience and prevention of mental health issues	Medium The group have met and moved ideas on slowly. There is now greater momentum to move things on faster	We will continue this approach		£1500

C/D – Improved behaviour and attendance	Ad-hoc provision for individuals – music lessons, shoes, uniform and sports uniform, sanitary products, technology, trip support	Good We consider each request on its merits and provide where there is a need. There are individual stories of support with laptop use, clothes and music lessons where students may have reduced attendance if support was not available.	We will continue with this approach	£3000
D - Improved attendance	Attendance measures – embed revised with action plans going forward and re-define caseload practices to take full advantage of LA support.	Good The numbers of students referred on and the numbers of successful plans has been positive. Holidays have remained a difficulty and the LA have been reluctant to prosecute.	We will continue this approach and also tighten up our letters to match the LA current response.	£4901 leadership time £13641 attendance officer
D - Improved attendance	Secure the 'wellbeing award for schools' accreditation alongside NHS partnership for mental health and wellbeing.	Medium This is underway but not complete. There are some initiatives in place and the profile has been raised, but more needs to be done.	We will continue with this approach	Leadership time accounted for £1260
C – Improved behaviour and attendance	Introduce a wider scheme of KS4 rewards to engage students with good attendance and punctuality, in particular the identified group of girls in Year 11	Poor This did not get under way until late so had a limited impact.	We will revamp this approach.	£1000
C- Improved behaviour	Positive setting policy for PP students and others to raise students' expectations of themselves.	Medium This was successful in English and partially successful in other areas. Science has been a particular problems due to the way the curriculum is timetabled.	We will continue with this approach and check setting in the Autumn term. Longer term timetabling issues will be addressed to avoid problems such as in Science.	Leadership time - accounted for

D – Improved attendance	Student leadership projects (e.g. diploma and student reception, peer mentors etc. etc.)	This did not happen.	Other peer tutoring models are being used instead,	Leadership time – accounted for £500 expenses and refreshments
Total budgeted cost				£85015
Overall cost				£280772

To be reviewed April 2021