

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	Carlton le Willows
Number of pupils in school (7-11)	1574
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Jaspal Mehat
Pupil premium lead	Rod Bond-Taylor Associate Principal
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,360
Recovery premium funding allocation this academic year	£73,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£372,328

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our students, regardless of socio-economic background or challenging circumstances, make good or better progress; achieving academic outcomes that will enable them to pursue aspirational life choices and secure happy and fulfilling futures.

Our strategy aims to improve outcomes for all pupils across all abilities. Reading, progress and attainment data is used to drive raising achievement across the academy. Attendance and behaviour data is integral to informing wider strategies to ensure high levels of positive engagement across the academy. The academy's pupil premium strategy has been designed to overcome the challenges faced by our disadvantaged students enabling them to make good progress in all subjects and thus to afford the same life chances as their non-disadvantaged peers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Ensuring that an ambitious, knowledge rich curriculum is in place across all areas of school and that this is implemented consistently across all classrooms is essential. The curriculum offer is consistent for all pupils, with aspirational intended outcomes for all. High quality adaptive teaching is used to ensure that all pupils including those from disadvantaged background and those with SEND achieve highly.

Targeted intervention is used to support pupils identified through analysis of academic data. Directing classroom support to those who are not achieving in line with their peers as well as well as supportive intervention sessions afterschool and during tutor time.

Specialist support is coordinated through our SEN team and our safeguarding and well-being teams. Working with outside agencies to ensure that a holistic approach is taken in supporting our most vulnerable pupils to access school. Upholding high expectations for these pupils and raising aspirations.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Analysing the performance of KS3 pupils after each trust assessment. • Measuring impact towards the end of each term and publishing this on the academy website
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Using a reading RAG to identify the weakest readers in KS3 and intervene with impact

Alongside our academy learning principles, personal development and pastoral systems our "CLW priority First" approach mirrors the principles of quality first teaching with the needs of disadvantaged students and pupils with SEN being prioritised at each level with the intention of accelerating the progress of our most vulnerable learners.

Connect: Pupils are greeted by name, prioritised on the seating plan within classrooms and extra-curricular opportunities.

Check in: Pupils are prioritised for in class support, visited regularly and systematically throughout lessons. Books are prioritised for marking and work sampling.

Champion: Pupils are prioritised for positive contact home, praise and nominations for additional support or participation.



*CLW Priority First Approach*

## Challenges

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

Challenge number	Detail of challenge						
1	<b>Curriculum: Attainment and Progress</b> Disadvantaged pupils are not achieving as highly as non-disadvantaged pupils. This gap has widened since 2019.						
		2019		2022		2023	
		PP	Non-PP	PP	Non-PP	PP	Non-PP
	Average P8	0.00	0.57	-0.52	0.15	-0.50	0.35
	Grade 5+ En&Ma	54%	66%	35%	68%	42%	70%
Grade 4+ En&Ma	74%	81%	45%	87%	71%	88%	
2	<b>Literacy and Mathematics: Prior attainment</b>						

On entry, reading, writing, and mathematics skills are lower for PP pupils than 'others'.

*\*Covid-affected years. Data calculated from best result of teacher-assessed scaled scores and CATs tests in Year 7.*

Year	PP Avg. KS2 SS	Non-PP Avg. KS2 SS
7	101.7	105.4
8	103.5	104.8
9	101.5(*)	103.9
10	101.0(*)	103.7(*)
11	101.9	104.7

3

### Reading

Literacy skills of our disadvantaged students across key stage 3 and 4 are a barrier to the progress they make.

KS2 scores for disadvantaged students highlight an existing attainment gap exists when students start at the academy.

Year	Type	PP	Non-PP
7	Average KS2 Reading SS	101.9	105.5
	Average Reading SAS	97.6	105.0
8	Average KS2 Reading SS	104.0	105.0
	Average Reading SAS	102.8	106.9
9	Average KS2 Reading SS	102.2(*)	104.4(*)
	Average Reading SAS	101.2	107.8
10	Average KS2 Reading SS	101.4(*)	104.0(*)
	Average Reading SAS	101.6	108.2
11	Average KS2 Reading SS	102.3	103.9
	Average Reading SAS	-	-

4

### Attendance

Disadvantaged pupils' attendance in 2022-23 was 8.4% lower than non-disadvantaged pupil attendance in 2021-22. Some disadvantaged pupils have found the return to face-to-face learning challenging and persistent absence for the group has risen. The use of X codes (for Covid-related illness) covers the true attendance and impact on all pupils between 2020 and the end of the year in 2021.

	2020-2021		2021-2022		2022-2023	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attendance	94.6%	97.5%	91.3%	95.2%	84.4%	92.8%
Persistent Absenteeism	13.2%	6.9%	23.8%	7.9%	38.0%	15.2%

5	<p><b>Behaviour &amp; Engagement</b></p> <p>Data and observations suggest that some pupils from disadvantaged backgrounds are less likely than their peers to have consolidated the successful habits required for academic learning and/or soft skills helpful for life/work; for example self-control, fairness, attention, punctuality, meeting deadlines, being organised, adherence to rules. This results in a high proportion of pupils accessing education via an alternate provision to be disproportionately high for disadvantaged pupils.</p> <p>2022-2023 Data. The proportion of sanctions issued to pupil premium pupils is significantly above the proportion of the year group that are pupil premium.</p> <table border="1" data-bbox="363 633 1401 920"> <thead> <tr> <th></th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> <th colspan="2">Year 10</th> <th colspan="2">Year 11</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td><b>C4</b></td> <td>36%</td> <td>64%</td> <td>37%</td> <td>63%</td> <td>35%</td> <td>65%</td> <td>33%</td> <td>67%</td> <td>23%</td> <td>77%</td> </tr> <tr> <td><b>C5</b></td> <td>29%</td> <td>71%</td> <td>60%</td> <td>40%</td> <td>45%</td> <td>55%</td> <td>37%</td> <td>63%</td> <td>39%</td> <td>61%</td> </tr> <tr> <td><b>C6</b></td> <td>39%</td> <td>61%</td> <td>64%</td> <td>36%</td> <td>60%</td> <td>40%</td> <td>55%</td> <td>45%</td> <td>79%</td> <td>21%</td> </tr> </tbody> </table> <p>Permanent Exclusion Data: 4 PP, 5 Non-PP</p>		Year 7		Year 8		Year 9		Year 10		Year 11			PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	<b>C4</b>	36%	64%	37%	63%	35%	65%	33%	67%	23%	77%	<b>C5</b>	29%	71%	60%	40%	45%	55%	37%	63%	39%	61%	<b>C6</b>	39%	61%	64%	36%	60%	40%	55%	45%	79%	21%
	Year 7		Year 8		Year 9		Year 10		Year 11																																															
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP																																														
<b>C4</b>	36%	64%	37%	63%	35%	65%	33%	67%	23%	77%																																														
<b>C5</b>	29%	71%	60%	40%	45%	55%	37%	63%	39%	61%																																														
<b>C6</b>	39%	61%	64%	36%	60%	40%	55%	45%	79%	21%																																														
6	<p><b>Mental Health and Well Being</b></p> <p>Assessments, referrals, observations and discussions with students and families have identified social and emotional issues for many students included suspected or diagnosed mental health issues. We have seen a large increase in the number of students presenting with wellbeing needs such as heightened anxiety and low self-confidence. Our disadvantaged students make up a high percentage of this high anxiety vulnerable group with 32% of current pupils receiving CAHMS support through school being from a disadvantaged background.</p>																																																							
7	<p><b>Cultural Capital</b></p> <p>Assessments and observations of staff suggest that where pupils struggle to recall and retain learning this can be due to an earlier gap in knowledge or experience that provides knowledge to support context of new learning (cultural capital). This can place a burden on their cognitive load when in the classroom. This can impact upon pupils' confidence in the classroom and aspirations.</p>																																																							
8	<p><b>Home Learning</b></p> <p>Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'.</p>																																																							
9	<p><b>CEIAG</b></p> <p>Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and future career opportunities.</p>																																																							

## 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
<p><b>Curriculum Offer</b></p> <p>The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium.</p> <p>Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly.</p> <p>The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils.</p> <p>Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PROUD is in place. Pupils' work across the curriculum is of good quality. PP pupils are able to articulate what they are learning and why they are learning it.</p>
<p><b>Literacy and Numeracy</b></p> <p>PP pupils in KS3 achieve in line with, or even better than non-PP pupils in the Delta Academies Trust core common assessments. (December/June trust wide assessments)</p>	<p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using English and maths trust assessment results</p>
<p><b>Reading</b></p> <p>To Improve pupils reading ages and reading comprehension skills.</p>	<p>All new Year 7 and 8 pupils [2023 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3.</p> <p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using: a. Reading ages in October and March.</p>
<p><b>Attendance</b></p> <p>To sustain high attendance for all students, particularly our disadvantaged students.</p> <p>Academy wide attendance will be at least inline with the national average.</p>	<p>Attendance figures will be collated and shared weekly amongst:</p> <ul style="list-style-type: none"> <li>SLT</li> <li>Form tutors</li> <li>Pupils</li> </ul>

<p>Attendance of PP pupils will be above national average.</p> <p>The number of persistent absentees amongst disadvantaged pupils will be reduced.</p>	<p>Proactive strategies to tackle pupils poor attendance and persistent absentees are documented through the Academy inclusion tracker.</p> <p>Pupils are provided with weekly attendance stickers. Attendance is linked to half termly academy rewards events.</p> <p>Academy attendance data will be inline with targets below:</p> <p>CLW attendance 2022-2023: 91.0% 2023-2024 target: 95.0% CLW attendance PP 2022-2023: 84.4% 2023-2024 target: 92% 2022/2023 PA: 38.0% 2023-2024 target: 10.0%</p>
<p><b>Behaviour &amp; Engagement</b></p> <p>To support pupils from disadvantaged backgrounds to consolidated the successful habits required for academic learning and/or soft skills helpful for life/work.</p>	<p>The proportion of C4 and C5 sanctions within the disadvantaged pupils will be at least in line with the proportion of the school population who are not disadvantaged.</p> <p>A reduction of the number of disadvantaged pupils working on the alternate provision by cohort.</p> <p>Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9 are engaged by high quality lessons that deliver the academy's curriculum intent.</p> <p>Analysis of behavioural data – a reduction in the average number of negative behaviour events logged per pupil. Benchmark for PP pupils = 6.88 compared to 3.82 for all pupils.</p> <p>Analysis of behavioural data will show a reduction in the average number of C5 Reflections incidents logged per pupil. Benchmark for PP pupils (2022/23) = 1.25 compared to 0.45 for all pupils.</p> <p>Analysis of behavioural data will show a reduction in the average number suspensions logged per pupil. Benchmark for PP pupils (2022/23) = 0.57 compared to 0.12 for all pupils.</p>

<p><b>Well being</b></p> <p>The mental health of disadvantaged pupils improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place. Disadvantaged pupils can access appropriate external agencies for support with mental health.</p>	<p>Achievement, behaviour and attendance data shows that pupils identified as suffering with mental health issues are accessing support and improving throughout the year.</p> <p>Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome. Results from wellbeing surveys show an average wellbeing for all pupils across the school above the national average.</p>
<p><b>Cultural Capital</b></p> <p>Disadvantaged students are equipped with the skills and motivation to reduce cognitive load through consistent and purposeful deliberate practice and retrieval practice.</p>	<p>Attendance of disadvantaged pupils at extra-curricular sessions will be consistently increasing. This is regularly monitored and any barriers to engagement considered.</p> <p>PP pupils regularly attend a wide range of out of classroom experiences including after school clubs.</p> <p>Proportionate number of pupils who participate in extracurricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage with the academy, tutor, assembly and 'EPC' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p>
<p><b>Home Learning</b></p> <p>Home study and use of the knowledge organisers will equip pupils with the skills to study independently. Tasks used will support all pupils to retain and recall key knowledge and skills. Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge.</p> <p>Improved homework completion through the use of Knowledge Organiser (KO), SPARX and GCSEPod.</p> <p>Improved attendance at enrichment study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better-prepared for national tests in Year 11 because they have developed and sustained good study habits and</p>	<p>SPARX completion rates will be consistent across classes and year groups.</p> <p>SPARX completion rates will be above the trust-wide average.</p> <p>Pupil retention and recall will be improved. This will be reflected within summative assessments completed across the trust.</p> <p>Attendance at academic extra-curricular activities and enrichment is improved.</p>



enhanced their knowledge of the subjects they are studying.	
<p><b>CEIAG</b></p> <p>Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Pupils are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and Progress Education.</p> <p>This will lead to improved aspiration; reflected within our destinations data.</p> <p>National NEET 2022-2023: 2.8%</p> <p>Carlton le Willows NEET 2022-2023 = 1%</p> <p>National NEET PP 2022-2023 = 9%</p> <p>Carlton le Willows NEET PP 2022-2023 = 4%</p> <p>CLW target NEET 2023-2024: 0%</p>	<p>Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression pathway in mind.</p> <p>Monitoring and evaluation of tutor and EPC lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>The extent to which the Gatsby Benchmarks are met continues to improve to ensure high aspirations and careers education knowledge by the end of year 11. The Baker Clause is met, ensuring pupils have a wide range of options available to them post-16.</p> <p>NEET figures for pupils eligible for the Pupil Premium are better or below national level. The Academy continues to work towards the Quality in Careers Standard Award. This helps to ensure that high quality, impartial CEIAG raises the aspirations of disadvantaged pupils identified as being at risk of NEET.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance:	<a href="https://bounceforward.com/teach-resilience/">https://bounceforward.com/teach-resilience/</a>	1, 3
Behaviour:	EEF: Improving behaviour in schools  EEF: Behaviour toolkit	3,4, 5
Wellbeing:	EEF: Social and emotional learning toolkit.	3, 4, 5

Reading curriculum is embedded with regular assessment and interventions.  Literacy project for priorities for disadvantaged pupils: The Write way. Visit from an author.	EEF: Approaches to supporting literacy	1, 2, 6
Character Resilience Teaching at KS3	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3,4, 5, 6
Recruitment for reading intervention teacher.	EEF: Approaches to supporting literacy and numeracy	1, 2,
		1, 6
Teaching and learning strategy is designed to maximise pupils working memories.  Curriculum design where the key knowledge and skills is explicit and well sequenced.  Curriculum delivery is focused around the implementation learning principles.	EEF: Cognitive science approaches in the classroom.  EEF: Great teaching toolkit  EEF: effective professional development.	

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional in-class support in Maths and English at Key Stage 3 and 4.	<a href="https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</a>	1, 6,
Targeted small group intervention.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2, 6
School led tutoring	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 6

Intervention	EEF: Selecting interventions toolkit	1, 2, 4, 5, 6,
Direct instruction sessions afterschool for year 11 pupils.	EEF: Selecting interventions toolkit	1, 2, 6
Key stage 3 Homework clubs	EEF: Selecting interventions toolkit	1, 2, 4, 5, 6,
Key stage 3 English and maths homework and practice support afterschool.	EEF: Selecting interventions toolkit	1, 2, 4, 5, 6,
Guided Reading for all		1, 2, 6
Phonics interventions. Reading plus intervention.		1, 2, 6
Paired Reading and mentoring for targetted pupils.		1, 2, 6

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

Activity	Evidence that supports this approach	Challenge number (s) addressed
Targeted attendance support via increased capacity in the attendance team	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	6
Priority access to careers information advice and guidance. Progress Careers commissioned to support independent guidance.	<a href="https://www.tandfonline.com/doi/pdf/10.1080/02671522.2016.1271005">https://www.tandfonline.com/doi/pdf/10.1080/02671522.2016.1271005</a>	3, 4, 5

<p>Inclusion support to improve behaviour and reduce the use of fixed term exclusion.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>3, 4,5</p>
<p>Review uniform policy to ensure costs are kept low. Support for individual families and children in need.</p>	<p><a href="https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer">https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</a></p>	<p>3, 4, 5</p>

## 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. Our statement and offering has been updated as of 2023. The data below refers to impact of strategies in place for 2022-2023.

#### **Attainment and Progress:**

**Attainment 8 2021-2022: 37.4** compared to 55.6 for non-disadvantaged; gap of 18.2.

**Attainment 8 2022-2023: 40.6** compared to 53.4 for non-disadvantaged; gap of 12.8.

**Progress 8 2021-2022: -0.51** compared to 0.24 for non-disadvantaged; gap of -0.74.

**Progress 8 2022-2023: -0.50** compared to 0.35 for non-disadvantaged; gap of -0.85

The 2021-22 cohort had 54 disadvantaged pupils in official figures. Of these, 3 students were on alternative provision for the majority, if not all of Key Stage 4, and several others whose progress was strongly negative were affected by major external factors (i.e. safeguarding).

The 2022-23 cohort had 58 disadvantaged pupils in official figures. Of these, 3 were on alternative provision, several others had progress affected by major external factors (i.e. safeguarding)

#### **Attendance:**

**2022-23: 87.3%** compared to 94.3% for non-disadvantaged.

**Persistent Absence 2022-23: 37.4%** compared to 17.5% for non-disadvantaged.

**Whole Year 2021-22: 91.3%** compared to 95.2% for non-disadvantaged.

**Persistent Absence 2021-22: 23.8%** compared to 7.9% for non-disadvantaged.

The attendance gap between disadvantaged and non-disadvantaged has increased considerably on this same period last year.

## Further information

In addition to the use of Pupil Premium Funding, the academy will continue to use the following sources of funding to support the outcomes of disadvantaged pupils:

- Devolved behaviour funding
- Additional Family Needs and High Level Needs funding