

# Carr Manor Community School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Carr Manor Community School
Number of pupils in school	1477
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lucie Lakin
Pupil premium lead	Craig Wheaton
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£533,490 (21/22)
Recovery premium funding allocation this academic year	£77,048
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	£610,538

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum, particularly in SATs and GCSE subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with extra support to develop an independent lifestyle and gain social skills, whilst continuing to ensure that high quality guidance linked to character for learning and further education/destinations is available to all.

The approaches we have adopted complement each other to help pupils excel. 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.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	The 2020/2021 CAG Attainment 8 score was 42.67 for disadvantaged pupils compared to 50.54 for non-disadvantaged. This gap is similar to the gap shown in 2018/2019 and highlights the need for targeted support with these pupils.
2	The CATS mean for our current Year 8 cohort is 94.5 for disadvantaged pupils and 100.6 for non-disadvantaged pupils. This shows disadvantaged pupils come in below national average and are already significantly behind non-disadvantaged pupils.

3	44% of disadvantaged pupils have SEN needs compared to 56% of non-disadvantaged pupils with SEN needs. These SEN pupils require extra support to achieve their potential.
4	37% of children at Carr Manor live in the 10% most deprived postcodes in England. 44% of those are disadvantaged pupils. These pupils lack enrichment opportunities and face social and economic challenges which affect their attainment.
5	Our observations through coaching suggest that many disadvantaged pupils have struggled with social and emotional issues since the pandemic. Issues such as anxiety, depression and low self-esteem have been driven up by lost learning, reduced enrichment opportunities and concerns linked to future exams/post-16. Our safeguarding figure show an increase in cases. September 2020 - December 2020: Crime 6, Social Care 23 September 2021 - December 2021: Crime 11, Social Care 36
6	Attendance data in 2020/21 indicates that disadvantaged pupil attendance was 88.54% compared to 93.11% for non-disadvantaged pupils. Our observations indicate absenteeism is negatively affecting disadvantaged pupils.
7	Our observations suggest many pupils (especially disadvantaged pupils) lack self-regulation around challenging situations. This has resulted in a lack of confidence during the pandemic and anxiety around the exams and future destinations.
8	Through observations and conversations with families and pupils, we find that disadvantaged pupils have fewer opportunities to develop cultural capital outside of school. This has resulted in significant knowledge and literacy gaps resulting in pupils falling behind, especially in EBacc subjects.

## 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
Improved attainment for disadvantaged pupils and a closing of the gap to non-disadvantaged.	By the end of our current plan in 2024/25, the Attainment score for disadvantaged pupils will be 45.00 (42.67 in 2020/21). The gap between disadvantaged and non-disadvantaged will close year on year.
Improved literacy for disadvantaged pupils, especially reading and comprehension.	Whole through-school approach to improving literacy through a Reading Domains focus. This will be evidenced through teacher observations and book scrutiny.
Improved wellbeing for all pupils, including those who are disadvantaged.	Whole school focus on 'Peace Education' and an increase in safeguarding and pastoral support for all pupils. Targeted work with disadvantaged pupils around this. Pupil voice, parental surveys and teacher observations to show this success.

Improved attendance for all pupils, including those who are disadvantaged.	All pupils to achieve at least 96% attendance or above. Reduction in the number of Persistent Absence by 2024/25.
Successful post-16 placements for all pupils.	All pupils (including disadvantaged) will receive CEAG support and will secure post-16 destinations. This will be delivered through PDP lessons, in coaching, via guest speakers and through external visits. Closer links within the LLA.
Improved cultural capital for pupils.	Increase the number of external visits and opportunities for all pupils within the local community and outside of school (targeted support for disadvantaged pupils).

## 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: £213,688.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional capacity in the inclusion teams to allow greater emotional support for pupils.	Greater one-to-one support and guidance for pupils. Key areas to focus on are restorative approaches to building positive relationships to allow pupils to achieve their potential.	1, 2, 7
Additional capacity in the safeguarding team to support pupils.	Pupils requiring safeguarding support has increased and this support for pupils and families is essential to help pupils achieve.	3, 4, 5
Continued CPD opportunities through the National College subscription.	Staff training helps improve the quality of T&L. Improved wave one teaching can support pupils in making accelerated progress and links to reducing the need for targeted intervention.	1, 2
Leading on the Leeds Learning Alliance.	The LLA partnership gives Carr Manor pupils' additional opportunities to access outside agencies and resources. Disadvantaged pupils are targeted for these opportunities.	1, 2

Additional TLRs in literacy and through school development.	Whole school approaches (e.g. reading domains) help embed literacy skills, which links directly to improved academic success. Improving Cross Curricular Planning across all Key Stages links to developing a spiral curriculum for pupils.	1, 2
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## Targeted academic support (e.g. tutoring, one-to-one support and structured interventions)

Budgeted cost: £213,688.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a specialist Family Early Intervention Counsellor to support families	Safeguarding issues linked to mental health have risen over the pandemic and this is a direct action to address this need.	3, 5
RAP meetings to identify cohort requiring extra support.	Targeted support for disadvantaged pupils has proved to be a success. Tracking of disadvantaged cohorts can help identify early intervention. Intervention within lessons and after-school has helped close SEN, PP and ethnicity gaps. RAP meetings allow departments to share strategies around T&L and helps identify key pupils for extra support.	1, 2
Holiday clubs and intervention to support pupils both academically and with their mental and emotional health.	Increased engagement and enjoyment have been shown to increase attendance and attainment. Disadvantaged pupils are targeted to support development of cultural capital and their mental health.	1, 2
Whole school coaching program to focus on the Peace Education agenda.	Vertical coaching has proved to support pupils and provides close links to parental support and guidance.	7
Assertive mentoring for pupils based on current outcomes compared to prior attainments.	One-to-one support for pupils and families has proven to work.	1, 2
Purchasing of laptops and revision support materials for pupils.	Providing disadvantaged pupils with support material allows them to be successful and reduces the gap between disadvantaged and non-disadvantaged peers.	3

## Wider strategies (e.g. related to attendance, behaviour and wellbeing)

Budgeted cost: £183,161.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reward systems such as CFL badges, stickers, termly prizes, pop-up rewards, attendance prizes and ePraise.	Rewards link to our Enjoy and Achieve value and helps develop pupils Character for Learning. Pupil Voice supports this approach.	1, 2, 7
Additional capacity in the attendance team.	Good attendance links closely to academic success. Disadvantaged pupils have lower attendance. Through tracking, monitoring and targeting support we can have a positive impact on pupils' attendance and overall attainment.	1, 2, 6
Subsidised residentials, trips, experiences for all (especially disadvantaged pupils).	Disadvantaged pupils are less likely to have experienced these opportunities. By developing greater cultural capital pupils can develop greater understanding of the world around them	4, 8
Developing Character for Learning (CfL).	Coaching, Restorative Practice, Peace Education, Flexible & Further Learning, and Independent Learning all link to developing social skills and prepare pupils to become lifelong learners and global citizens.	7, 8

**Total budgeted cost: £610,538**

## 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 - 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021						
	National Average for disadvantaged pupils 2019	National Average for non-disadvantaged pupils 2019	CMCS disadvantaged pupils 2019	CMCS non-disadvantaged pupils 2019	CMCS disadvantaged pupils 2021	CMCS non-disadvantaged pupils 2021
Attainment 8 Score	36.7	50.3	39.0	47.4	42.7	50.5
Grade 4-9 (English and Maths)	38%	63%	48%	60%	60%	77%
Grade 5-9 (English and Maths)	25%	50%	25%	34%	36%	50%

The results show an increase in Attainment 8 between 2019 and 2021. Nationally disadvantaged pupils achieve lower grades than non-disadvantaged pupils. Our aim is for there to be no difference.

In 2019, disadvantaged pupils at Carr Manor Community School achieved in-line with or better than National Average (even though they started below National Average).

The 2021 results showed that our priorities and CAG systems allowed pupils to achieve higher grades than in 2019. Our focus on extra support for disadvantaged pupils both in school and online during the lockdowns was an effective strategy.

### Externally provided programmes

Below are 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

## Service pupil premium funding (optional)

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)