

# Carr Manor Community School

## 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	Carr Manor Community School
Number of pupils in school	1487
Proportion (%) of pupil premium eligible pupils	30%
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	2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lucie Lakin
Pupil premium lead	Craig Wheaton
Governor / Trustee lead	Graham Brownlee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£525,127 (23/24)
Recovery premium funding allocation this academic year	£119,773
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	£644,900

# 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	In 2022/2023 the Attainment 8 score was 39.73 for disadvantaged pupils compared to 50.72 for non-disadvantaged. The Progress 8 score for the whole cohort was +0.47, compared to +0.27 for disadvantaged pupils. Our aim is to close this gap.
2	The SATs mean for our current Year 7 cohort is 102.2 for disadvantaged pupils and 106.5 for non-disadvantaged pupils. This shows disadvantaged pupils

	come in below national average and are already significantly behind non-disadvantaged pupils.
3	40% of disadvantaged pupils have SEN needs compared to 60% of non-disadvantaged pupils with SEN needs. These SEN pupils require extra support to achieve their potential.
4	33% of children at Carr Manor live in the 10% most deprived postcodes in England. 65.7% of those are disadvantaged pupils. These pupils lack enrichment opportunities and face social and economic challenges which affect their attainment.
5	<p>Our observations through coaching and safeguarding 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. The recent cost of living crisis is also putting increased strain on families. Our safeguarding figures show concerns in the following areas</p> <p>1<sup>st</sup> September 2021 – 31<sup>st</sup> July 2022  Contact with other agencies = 132  Crime = 9  SEMH = 193  Home concerns = 146  Social care = 66</p> <p>1<sup>st</sup> September 2022-31<sup>st</sup> July 2023  Contact with other agencies = 145  Crime = 22  SEMH = 159  Home concerns = 133  Social care = 89</p> <p>1<sup>st</sup> Sept 2023 – December 2023 – Autumn term only  Contact with other agencies = 64  Crime = 12  SEMH = 80  Home concerns = 87  Social care = 49</p>
6	Attendance data in 2022/23 indicates that disadvantaged pupil attendance was 86.30% compared to 91.73% 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 (42.14 in 2021/22 and 39.73 in 2022/23). Disadvantaged pupils will also have a positive Progress 8 score in line with the whole school cohort. Progress 8 for disadvantages pupils in 2022 was +0.11 and +0.27 in 2023. 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 CEAIG 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: £225,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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

## Targeted academic support (e.g. tutoring, one-to-one support and structured interventions)

Budgeted cost: £225,715

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: £193,470

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 trips.	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	7, 8

	pupils to become lifelong learners and global citizens.	
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**Total budgeted cost: £644,900**

# 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 - 2023 academic year.

### Attainment

Nationally disadvantaged pupils achieve lower grades than non-disadvantaged pupils. Our aim is for there to be no difference.

In 2022 our Attainment 8 score for the whole cohort was 48.63 (KS2 APS = 102.11)

In 2023 our Attainment 8 score for the whole cohort was 47.56 (KS2 APS = 101.77)

In 2022 our Attainment 8 score for disadvantaged pupils was 42.14 (KS2 APS = 99.38)

In 2023 our Attainment 8 score for disadvantaged pupils was 39.79 (KS2 APS = 99.18)

The 2023 Attainment 8 results show that there is still a gap to close. We want to do this to allow more disadvantaged pupils to study A-Levels and Level 3 qualifications.

### Progress

Nationally disadvantaged pupils make less progress than non-disadvantaged pupils. Our aim is for there to be no difference.

In 2022, the Progress 8 score for the whole cohort was +0.36

In 2022, the Progress 8 score for disadvantaged pupils was +0.11

In 2023, the Progress 8 score for the whole cohort was +0.47

In 2023, the Progress 8 score for disadvantaged pupils was +0.27

In 2023, the Progress 8 score for disadvantaged pupils in English was +0.13

In 2023, the Progress 8 score for disadvantaged pupils in Maths was +0.31

In 2023, the Progress 8 score for disadvantaged pupils in Ebacc subjects was +0.45

In 2023, the Progress 8 score for disadvantaged pupils in Open subjects was +0.14

The 2023 results showed that our priorities and support strategies allowed disadvantaged pupils to make greater progress than in 2022. Our focus on extra support for disadvantaged pupils both in school and online was an effective strategy. There is still work to do to close all the gaps and our current 3-year plan is designed to address this.

\*It is hard to compare 2022 results to 2023 results due to the government allowing greater leniency to GCSE grades in 2022 (Covid support for pupils with results)



## 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)