

Pupil premium strategy statement – Carrington School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1002
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 20 th 2023
Date on which it will be reviewed	October 31 st 2024
Statement authorised by	Kerry Oakley
Pupil premium lead	David Martin
Governor / Trustee lead	Mr Matt Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265650
Recovery premium funding allocation this academic year	£69000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£334650

Part A: Pupil premium strategy plan

Statement of intent

At Carrington School we expect that the achievement and progress of all students, irrespective of background or the challenges they face, is in line with or better than that of non-disadvantaged students nationally.

We recognise that disadvantaged students face a wide range of barriers that may negatively affect 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, a variety of interventions, 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 cultural capital gap.

Key principles

- Staff are fully aware of every pupil premium student in their charge. This will ensure that staff are able to prioritise these students whenever it is appropriate.
- Carrington School take a “PP First” approach to ensure that students do not fall behind. This includes prioritising feedback to disadvantaged students, prioritising contact home to engage parents and carers, and prioritising discussion with disadvantaged students during pastoral times
- Staff development is key to ensure that all students enjoy high quality teaching in their lessons, taught by a stable set of staff.
- Teachers with expert subject knowledge use high quality teaching to close achievement gaps.
- All staff receive relevant training to support them in their teaching to close the achievement gap
- Students will be provided with enrichment opportunities to support their progress and broaden their experiences. We track and monitor engagement with these to ensure that we can support disadvantaged students in accessing them.

Challenges

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

Challenge number	Detail of challenge
1 - Engagement with lessons	Disadvantaged students were disproportionately likely to receive incidents for poor classroom behaviours (Low-level disruption, disturbing learning, lack of work). 3.66 incidents per disadvantaged student compared with 1.62 incidents for their non-disadvantaged peers. This indicates a lack of engagement with lessons.
2 - Lower prior attainment	Disadvantaged students arrive at our school with lower prior attainment. Disadvantaged students in Year 7 and Year 11 have average KS2 Sats scores that are 4 points lower than their non-disadvantaged peers. Years 8, 9, and 10 their average CAT4 scores are 10 points lower than their non-disadvantaged peers. The KS2 Sats scores are in line with the national average (3.9 points lower) but this previous lower attainment makes it harder for disadvantaged students to access the Key Stage 3 curriculum.
3 – Lower levels of literacy	Disadvantaged students arrive at our school with lower levels of literacy than their non-disadvantaged peers. The newly arrived Year 7 cohort have a KS2 Sats score for Reading that is 4.5 points lower for disadvantaged students when compared to their non-disadvantaged peers. This is also evident in reading ages where disadvantaged students have an average reading age that is 6 months less than their chronological age. Their non-disadvantaged peers have an average reading age that is 1 year 4 months higher than their chronological age.
4 – Lower GCSE performance	Disadvantaged students have not made as much progress (-0.87 Progress 8 score), when compared to non-disadvantaged students nationally (0.17 Progress 8 score).
5 - Access to digital resources	As our school increasingly relies on access to digital resources for homework and remote learning, we must ensure that students are able to access these resources. Our experiences through COVID have shown that disadvantaged households are less likely to have the resources in place to access these resources.
6 - Support with homework and independent learning	Disadvantaged students are less likely to have support and a suitable learning environment at home. This contributed to disadvantaged students receiving 0.89 homework incidents per student compared to 0.45 for their non-disadvantaged peers.
7 - Lower engagement with extracurricular	Disadvantaged students are less likely to be able to take advantage of extracurricular activities. From the point that we have started recording data, 20% of attendees at clubs are

opportunities within school	disadvantaged students, whereas they make up 27% of our students.
8 - Low attendance	Disadvantaged pupils had significantly lower attendance on average in 22-23 (86%) when compared to their non-disadvantaged peers (94%). This has dropped from 21-22 when it was 89%, whereas the attendance of non-disadvantaged students has remained steady. This provides significant barriers for students in continuing to access and make progress with the curriculum.
9 – Wellbeing	Disadvantaged students are more likely to require additional support with their wellbeing and mental health. Of the students accessing mental health wellbeing services in school, 43.6% are disadvantaged, whereas they make up 27.2% of the school population in general.

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
Improve academic outcomes in Key Stage 4 for disadvantaged students so that they are in line with or exceeding those of non-disadvantaged students.	Disadvantaged students to make expected national progress in line with non-disadvantaged peers nationally, and the in-school PP gap to improve to 0.
Improve engagement and progress of disadvantaged students in all years.	The net positive classroom incidents for disadvantaged students to be in line with non-disadvantaged students. KAD monitoring to show progress for disadvantaged students to be at least in line with non-disadvantaged students. Evidence during book looks and learning walks show clear learning journeys for each disadvantaged student and examples of adaptive teaching.
Broaden the opportunities and experiences for disadvantaged students to close the culture capital gap.	Engagement of extra-curricular activities (clubs, trips) to be in line with non-disadvantaged students.
Improve the wellbeing and engagement of disadvantaged students with school.	Attendance of disadvantaged students to improve to pre-pandemic levels (90.1%) and be in line with non-disadvantaged students.

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: £ 166500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD of teaching on high quality teaching principles. This includes:</p> <ul style="list-style-type: none"> - Community Groups on Closing the Gap to run during staff CPD. - Membership of the National College to provide staff with additional resources for training and developing teaching. - Membership of PiXL for additional training and support - Membership of SAfE - CPD on the “pupil premium first” approach 	<p>The EEF Pupil Premium guide indicates that investing in high-quality teaching should be a top priority. This investment in professional development will help develop this.</p> <p>Our in school evidence from last year indicated that progress gaps had reduced from the previous year.</p>	1, 2, 4
<p>CPD on adaptive teaching to support mixed ability teaching. The mixed ability teaching groups have been brought in to promote better attainment among low achieving students which had a higher proportion of disadvantaged students.</p>	<p>Setting or streaming has a small negative effect on low attaining students (EEF Pupil Premium Guide). To support this implementation staff will receive CPD to develop their skills with adaptive teaching.</p>	1
<p>Appointment of the specific role of Senior Leader – Aspire and Innovate. This senior leader will have responsibility for the monitoring of PP provision.</p>	<p>The EEF Pupil Premium guide includes monitoring and evaluation of the pupil premium funding and having a lead on the extended leadership team means this can be done more effectively.</p>	7 / All Indirectly

Appointment of a whole school literacy lead.	The EEF Toolkit indicates that explicitly teaching reading comprehension strategies can have the effect of 7 months' worth of additional progress. The appointment of a specific school lead means that these can be set-up and tracked more effectively	3, 4
Stream 9, Stream 10 and Stream 11 offer an alternative provision for students in Years 9, 10, and 11 to work in smaller groups.	The EEF Toolkit indicates that reducing class size can have the effect of 2 months' worth of additional progress. We also have internal evidence that supports the implementation of the "Streams" approach when compared to alternative ways. This is particularly noticeable when it comes to attendance and improvement in behaviour outcomes (exclusions have dropped by 52% for the students involved).	1, 2, 4, 8, 9

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

Budgeted cost: £ 94900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader running for identified students in Key Stage 3	The EEF Toolkit indicates that explicitly teaching reading comprehension strategies can have the effect of 7 months' worth of additional progress.	3, 4
Betelgeuse club for homework in the library. This runs 4 days a week and is supported by consistent members of staff.	The EEF Toolkit indicates that homework can have the effect of 7 months' worth of additional progress. Providing support in school helps to mitigate some of the barriers to completing homework that disadvantaged students may have outside of the school environment.	5, 6
A comprehensive programme of targeted intervention. This includes the clear identification of students, and lessons in GCSE	The EEF Toolkit indicates that extending school time can have the effect of 2 months' worth of additional progress. The use of	1, 2, 3, 4

subjects running weekly after school. We also employ academic support workers to support disadvantaged students in class.	academic support workers also allows for more timely verbal feedback, which the toolkit indicates can have the effect of 7 months' worth of additional progress. Our evidence from last year indicated that this targeted intervention made a difference of +0.55 grades in English and +0.6 grades in Maths when compared to students who were not targeted, with the effect being more pronounced for disadvantaged students.	
Use of the National Tutoring Programme for Key Stage 4 students (6:1 ratio online)	The EEF Toolkit indicates that small group tuition can have the effect of 2 months' worth of additional progress. We have also recorded data from previous instances of the programme which indicate improvement when compared to students who did not take part in the programme.	4
Funding for places with The Brilliant Club for higher attaining disadvantaged students	The EEF Toolkit indicates that evidence for this is unclear but our own work in school indicates that these have had a positive impact on students being empowered to make the right choices.	1, 7
Funding for the use of GL assessment reading tests	This helps us to identify students with literacy needs, to inform support strategies	2, 3
Forest School for students in Year 7	The EEF Toolkit indicates that physical activity can have the effect of 2 months' worth of additional progress.	1, 7, 8, 9
Provision of study materials such as revision guides	The EEF Toolkit indicates that homework can have the effect of 7 months' worth of additional progress. Providing support through study materials helps disadvantaged students to prepare better for their exams.	4, 6

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

Budgeted cost: £ 73250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phoenix project – an engagement, wellbeing and academic support project	The EEF Toolkit indicates that collaborative learning can have the effect of 6 months' worth of additional progress. The Phoenix project also takes includes social and emotional learning that can have the effect of 5 months additional progress.	1,6,7,8,9
Membership of the Behaviour Support Hubs programme to help promote and improve standards of behaviour in the school.	The EEF Toolkit indicates that behaviour interventions can have the effect of 3 months' worth of additional progress.	1
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.	8
<p>A range of social and emotional learning strategies including:</p> <ul style="list-style-type: none"> - Place2Be - ELSA sessions - Relate Counselling - YMCA (1-2-1) - YMCA (Small groups) - SparkFish - BeME Project 	The EEF Toolkit indicates that social and emotional learning can have the effect of 5 months' worth of additional progress with secondary schools.	8, 9
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.	Disadvantaged students are more likely to face barriers that their peers do not have in terms of accessing resources. Using the pupil premium funding to provide these helps remove the barriers.	1, 5, 6

Summer Schools in place to help with the transition of students from Primary to Secondary	The EEF Toolkit indicates that social and emotional learning can have the effect of 5 months' worth of additional progress with secondary schools.	7, 9
Provision of extracurricular trips and activities for raising aspirations <ul style="list-style-type: none"> - Surrey Stars - Surrey Scholars - Careers Fairs 	The EEF Toolkit indicates that evidence for this is unclear but our own work in school indicates that these have had a positive impact on students being empowered to make the right choices.	1,7
Provision and funding of enrichment activities. These include the timetabled excellence programme lesson, in school clubs along with trips and visits.	The EEF Toolkit indicates that arts participation can have the effect of 3 months' worth of additional progress.	7

Total budgeted cost: £ 334650

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
Pupil premium achievement is as high as non-pupil premium	<p>Year 11</p> <p>Improvements</p> <p>Increases detailed below are as a comparison to 2019 as national exams returned to 2019 grading;</p> <p>estimated progress increased by approximately 0.15 of a grade per student per subject.</p> <p>Increase in attainment 8 by approximately 1/4 of a grade per student per subject</p> <p>Estimated increases in progress for maths, EBacc and Open subjects</p> <p>5% more students achieved 5+ in English and maths</p> <p>Pupil premium students have increased gaps between attainment and the national average for pupil premium attainment, however, there is still a difference – hence the progress score.</p> <p>However</p> <p>There is an estimated widening achievement gap as non-pupil premium students improved their achievement in all categories by more than pupil premium students</p>

Although nationally, the disadvantage gap is also likely to happen with the inclusion of all pupil premium students the school gaps are still likely to be wider than national gaps.

There were a number of students who were pupil premium and outliers (10 out of 13). These students had a significant effect on the final results and include students who were in alternative learning placements and a couple of students who attended school but did not attend for any exams.

Without these students counting, the estimated progress is -0.46. in 2019, for pupil premium students this was -0.45. Attainment is also significantly impacted by these students. Without them counting, Attainment 8 is 38.10, for pupil premium students nationally in 2019 this was 36.68.

These figures show that there is an improvement in standards for those students who are in school and being taught. However, there is a need to reduce these numbers and, where disengagement happens, makes strategies to try and minimise the affect for the student and, hence, pupil premium achievement.

Finally, there is a repeating pattern in comparison to 2022. FSM girls and non-FSM PP boys achieved significantly worse than their counterparts. Therefore, identifying those students and diagnostically planning support will need to happen between 2023 and 2025.

In the lower years, 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. This is supported by post-KAD data that shows PP students making similar progress as nonPP students in years 7-9. This is slightly distorted as FFT20 targets are contextual. However, the combination of monitoring does show a positive change in the performance of PP students.

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 standards of in class work relative to nonPP student standards, this is still to manifest in sustained outcomes.

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>Quality first teaching</p>	<p>Quality First teaching is the most important tool with which PP engagement and outcomes will improve. As mentioned above, in the lower years, 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. This is supported by post-KAD data that shows PP students making similar progress as nonPP students in years 7-9. This is slightly distorted as FFT20 targets are contextual. However, the combination of monitoring does show a positive change in the performance of PP students.</p> <p>There were some significant staffing issues, particularly in English through 2022-2023 which will have affected this provision negatively. Currently, both of those core departments are fully staffed and students are receiving good quality provision.</p> <p>In 2022-2023, 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. After each data drop, staff identify the students they need to focus on to improve their focus. The introduction of Arbor will enable staff to refine and improve this process. Training will be delivered for staff to be able to do this effectively through 2023-2034.</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 Phoenix 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, 10 and 11 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 students with opportunity to study a full suite of option subjects if they are able. This model is one strategy that will help to address the issue mentioned above about outliers and disengagement.</p>

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.

