

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	Caedmon College Whitby
Number of pupils in school	650 (11-16) 783 (11-19)
Proportion (%) of pupil premium eligible pupils	28% (181)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	S Boyd
Pupil premium lead	A Whelan
Governor/Trustee lead	C Zanelli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,850
Recovery premium funding allocation this academic year	£21,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,850

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

The strategy and underlying principles for addressing the needs of Pupil Premium students is to focus on the gaps that exist within their educational lives and put a plan in place to address these. Greater focus and attention will be given to students within school and in individual lessons, strategies in place to address gaps in vocabulary and literacy and tackling the higher than average level of absence.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of attendance when compared to non-disadvantaged and national averages. (2021 - 90% v 93%)
2	A lack of focus on the cohort within wave 1 teaching.
3	The disengagement of the disadvantaged cohort to events and opportunities during the year. Low level of engagement by parents/guardians in parent consultation, option/choices evenings and other whole college events.
4	Low levels of aspiration. Organisation and engagement with learning. Having an adult interested in their progress on an ongoing basis.
5	Below average reading age (Average 3 years below chronological age) Average School Age Score (SAS) 91.6.

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 amongst disadvantaged students.	The gap between PP and ALL students will narrow
Improved progress amongst disadvantaged students.	The gap between PP and ALL students will narrow
Improved attendance amongst disadvantaged students.	Improved attendance overall and a reduction in students PA.
Improved attendance and engagement of students in extra and wider curricular a	Tracking of engagement with external trips, sporting activities, internal clubs and events shows an improvement in the number of disadvantaged students taking part.
Improved engagement of parents of the disadvantaged students.	Improved attendance to events such as parents evening and open evenings. Where attendance has not been possible positive contact has been made at key times e.g. post-monitoring.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus teaching and support staff on the needs of disadvantaged students, including planning to meet individual needs. (Platinum Package)</p> <p>All staff to apply a range of strategies as identified within department action plans on improving the engagement and participation of students both in and out of lesson.</p>	<p>“Great teaching is the most important lever schools have to improve pupil attainment”</p>	2
	<p>“Teachers should be mindful of the differing needs”</p> <p>EEF High Quality Teaching</p>	4
	<p>“Pupil premium strategies are most effective when form part of efforts to improve whole-class teaching, and attend to wider challenges to learning”</p> <p>EEF guide to Pupil Premium</p>	2
	<p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes. Feedback can come from a variety of sources and over a variety of time scales.”</p>	2, 4
	<p>“Explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.”</p> <p>EEF teacher’s toolkit</p>	2
<p>“To improve pupil outcomes, careful attention should be paid to how PD is designed.”</p> <p>EEF Professional Development</p>	2	

Improve levels of engagement to support student progress and attainment	<p>“Wider participation in school life, especially in arts, has benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p> <p>EEF Participation strand</p>	3
	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	3, 4
	<p>“Flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.”</p> <p>EEF Parental Engagement</p>	3, 4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve reading age of students who are below expected levels;</p> <ul style="list-style-type: none"> Thinking Reading programme Lexia 	<p>“Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.”</p> <p>EEF Interventions</p>	5
<p>Build relationships with parents to better support student progress</p> <ul style="list-style-type: none"> Role of tutor in managing contact 	<p>“It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p> <p>EEF Parental Engagement</p> <p>“The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.”</p>	3, 4

<ul style="list-style-type: none"> Designated key worker where appropriate. 	<p>“There is no evidence that approaches with a single focus on improving academic attainment or performance are more effective, programmes with multiple objectives can be equally or more effective.”</p> <p>EEF Mentoring</p>	<p>4</p> <p>4</p>
<p>Engagement of parents through targeted invitation and follow up.</p> <ul style="list-style-type: none"> Positive engagement around all activities and events. Personalised invites Follow up contact 	<p>“tailoring communications to encourage positive dialogue about learning”</p> <p>“Ensuring there is provision for working parents.”</p> <p>EEF Parental Engagement</p>	<p>3</p>

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of disadvantaged students</p> <ul style="list-style-type: none"> Ongoing monitoring Early intervention 	<p>“Sending parents of students who are persistently absent personalised letters or texts can help improve attendance”</p> <p>EEF Working with parents</p>	<p>1</p>
<p>Build resilience of students</p> <ul style="list-style-type: none"> Identify students through tutors and pastoral staff 	<p>“Wider participation in school life, especially in arts, has benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p>	<p>3, 4</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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome
Whole school focus	<p>Training has been completed with all staff and the expectations for the 'Platinum package' is in place. There is some evidence of implementation from learning walks in 21-22 and early 22-23 but this is variable and further work needs to be done to both check and reinforce the expectation.</p> <p>At this stage there has been a limited impact on outcomes although this is hard to correlate due to range of other factors also employed; both positively and negatively towards attainment</p> <p>No widespread student voice completed at this stage and no baseline data for comparison purposes. Anecdotal feedback was vague and varied but the aim of the strategy was never to make it very explicit to the students being targeted. Student voice will need to be carefully constructed.</p>
Attendance focus daily attendance (PP) > 92% persistent absence (PP) < 18%	<p>Comparison data impossible to analyse due to the impact of self isolation and remote learning.</p> <p>Attendance data remains a concern and remains a priority for improvement across all students. Initial analysis would suggest disadvantaged students remain vulnerable to attendance issues in greater numbers and severity than non-disadvantaged.</p>
P8 for disadvantaged students > -0.40	<p>We have analysed the performance data using external results for 21-22. The aim to achieve a P8 score for the disadvantaged students was not achieved and although the score of -0.34 does represent a slight improvement on previous years. This</p>

however, is a difficult comparison to make due to the lack of external examinations and making comparisons to 2019 data has been discouraged by Ofsted and the DfE due to the variability of performances across the cohorts.