



Carshalton Boys Sports College: Pupil Premium Strategy Statement 2016-17

Summary information					
School	Carshalton Boys Sports College				
Academic Year	2016-17	Total PP budget	£361K	Date of most recent PP Review	April 2017
Total number of pupils	1299	% of pupils eligible for PP	36%	Date for next internal review of this strategy	Sept 2017

Current attainment				
	PP CBSC 2014	PP CBSC 2015	PP CBSC 2016	Non PP (national)
% achieving 5A* - C incl. EM	43%	46%	49%	64.7%
% achieving expected progress in English / Maths	54% / 47%	62% / 63%	75% / 49%	75.8% / 73.4%
Progress 8 score average	N/A	N/A	-0.31	0.12
Attainment 8 score average	40.1	41.6	47.1	52

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
1.	PP students have, on average, lower reading age levels than non-PP students. This limits their ability to access the curriculum.
2.	PP students are more likely to receive behaviour points than non-PP students. They are more likely to be internally or externally excluded.
3.	PP students are more likely to have significant SEN needs than non-PP students.
4.	PP students are less likely to attend educational visits than non-PP students – both day trips and residential.
External barriers	
5.	PP students have, on average, lower attendance than non-PP students. They are more likely to be late and more likely to be a persistent absentee.
6.	Parental attendance of parents evenings and information evenings is lower for PP students than non-PP students.
7.	PP students are more likely to miss homework deadlines. They are less likely to have access to a stable internet connection at home.



1. Desired outcomes		Success criteria
A.	Narrow the gap in reading age and literacy levels in Years 7 and 8	All students will have a reading age that exceeds or is in line with their chronological reading age by the end of Year 8. This will be evidenced through Accelerated Reader testing on a termly basis.
B.	Narrow the gap in punctuality and attendance.	The gap between PP student attendance and national attendance will close by 0.5% in 2016-17 (currently 93.7% vs 94.8%)
C.	Narrow the gap in behaviour and exclusions.	Fewer behaviour incidents and internal/external exclusions recorded for PP students on SIMS (without changing recording practices or standards).
D.	Narrow the gap in homework completion.	Fewer instances of missed homework recorded for PP students on SIMS (without changing recording practices or standards). % of missed homework logs attributed to PP students to be in line with % of school roll.
E.	Increase parental engagement in school events.	Attendance record show that PP parental attendance to school events increases and proportion attending is in line with PP proportion within the targeted year group.
F.	Increase student engagement in school visits and school life.	The % of school visits taken by PP students will match the % of PP on the school roll in both day trips and residential visits.
G.	Address the gap in KS4 PP outcomes in mathematics.	Progress of PP students in mathematics will be a minimum of 15% closer to national expectations.
H.	Personalised assessment and intervention	Learning walks and departmental reviews will evidence that all students – with a focus on vulnerable groups – are benefiting from rigorous, personalised assessment processes in all of their subjects



2. Planned expenditure						
Academic year		2016-17				
Additional staffing resources						
Desired outcome	Action	Rationale and monitoring	Staff Lead	Jan 17	Apr 17	Sept 17
A – Reading age and literacy	Employment of an Accelerated Reader intervention officer .	Independent research and in-school evidence suggests that the AR programme leads to accelerated progress in reading age. The AR Intervention Officer will be responsible for the day to day running of the programme. This work will be monitored by the AP responsible for whole-school literacy.	ELM			
A – Reading age and literacy	Creation of TLRs within the English department with a focus on whole school literacy and AR .	One TLR holder will work across faculty areas to support the development of SPaG, subject-specific literacy skills and extended writing skills. The other will work with the AR Intervention Officer, monitoring the implementation and impact of the AR programme. The AP responsible for whole-school literacy will have oversight of this work.	ELM			
A – Reading age and literacy	Employment of an additional English teacher	Additional staffing in the English department will be used to run targeted sessions and small group intervention programmes with students who are not making good progress. These students are more likely to be pupil premium. This work will be monitored by the AP responsible for English.	ELM			
A – Reading age and literacy	Employment of SEN support staff for one-to-one and small group support	Pupil premium students are more likely to have special educational needs and so the work of our SEN team directly impacts the achievement of pupil premium students. One-to-one and small group has been shown to have a significant impact on the development of numeracy and literacy. This will be monitored by the AP with responsibility for SEN.	PMF			
B – Punctuality and attendance	Employment of an Attendance Officer	The attendance officer is responsible for day to day tracking of attendance, initial contact with home and attendance sanction systems. The students that the attendance officer works with are more likely to be pupil premium. Attendance and punctuality will be monitored by the DP responsible for attendance.	PDA			
B – Punctuality and attendance	Employment of an Education Welfare Officer	The EWO is employed on a performance-related contract with an aim to increase the attendance of students from hard-to-reach families. These students are more likely to be eligible for pupil premium. Attendance and punctuality will be monitored by the DP responsible for attendance.	PDA			



C – Behaviour and Exclusions	Employment of Learning Inclusion Centre manager and assistant	In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions. Evidence of previous referrals suggests that the majority of attendees will be eligible for pupil premium. Behaviour points and exclusions will be monitored by the DP responsible for behaviour.	PDA			
C – Behaviour and exclusions E – Parental involvement	Employment of dedicated Pastoral Support Workers for each year group.	Pastoral support workers provide daily behaviour support and engage regularly with parents. Evaluation of their work suggests it has led to a significant reduction in behaviour incidents. Parental feedback on their role is very positive. The majority of their time is spent with our more vulnerable students who are more likely to be pupil premium. The impact of their work will be monitored by the DP with responsibility for pastoral work.	PDA			
E – Parental involvement	Administration Team staffing	New strategies for parental engagement have resulted in additional time being dedicated to PP communication by the administration team. This has been key in increasing pupil premium engagement with school life. This work will be monitored by the Office Manager.	ERO			
G – KS4 Maths Outcomes	Employment of an additional maths teacher	Additional staffing in the Mathematics department will be used to run targeted sessions and small group intervention programmes with students who are not making good progress. These students are more likely to be pupil premium. This work will be monitored by the AP responsible for Maths.	JOL			
Monitoring and evaluation	Data team staffing	A significant amount of time is dedicated to PP monitoring and evaluation by our data manager. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by the VP with responsibility for data.	LDU			
Monitoring and evaluation	Finance team staffing	A significant amount of time is dedicated to PP communications, monitoring and evaluation by our finance team. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by our chief finance officer.	AWO			
Monitoring and evaluation	Senior Leadership Team staffing	A significant amount of time is dedicated to PP monitoring and evaluation by senior leadership team. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by the Vice-Principal.	JEG			
Total budgeted cost			£215,000			
Additional learning resources						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17



A - Reading age and literacy	Creation of a dedicated Accelerated Reader reading room for AR lessons and use outside of lesson time.	Independent research and in-school evidence suggests that the AR programme leads to accelerated progress in reading age. The creation of a dedicated space for AR lessons will lead to more focused lessons and increased progress.	ELM		
A - Reading age and literacy	Implementation of the Accelerated Reader programme with Year 7 and 8	Independent research and in-school evidence suggests that the AR programme leads to accelerated progress in reading age. The programme is more likely to have an impact on PP students who have, on average, lower reading ages and more limited access to books outside of school.	ELM		
A – Reading age and literacy C – Behaviour and Exclusions	Creation of a dedicated Inclusion Zone	Creating an integrated inclusion zone will lead to more effective collaboration between the SEN department and the Learning Inclusion Centre. As a disproportionate number of PP students have SEN and/or spend time in the Learning Inclusion Centre, this more effective collaboration will directly benefit them and help us understand the links between learning needs and behaviour more clearly.	PDA		
B – Punctuality and attendance	Implementation of an Attendance Rewards Programme	Funding for attendance rewards – fast passes, rewards trips, gaming prizes – have been cited by students as a real motivation for improving attendance. Those rewards for improved attendance are more likely to be won by PP students (who have lower attendance overall).	PDA		
D – Homework and access to resources	Use of the Show My Homework platform	SMH has received very positive feedback from parents and students in terms of allowing all stakeholders to stay on top of homework. Although the fact that it is web-based does not support those without a stable internet connection, it can be used very effectively by tutors, LCOs and PSWs in homework clubs.	PHB		
D – Homework and access to resources	Extended access to IT facilities	Survey results suggest that PP students are less likely to have access to IT facilities at home. Creating extended access to IT facilities allows all students – but a higher % of PP students – to complete homework and independent work in school.	PHB		
D – Homework and access to resources	Core subject textbooks for all students	All students have been given mathematics, science and English textbooks in KS3 and KS4. This has been provided as a universal benefit, free at the point of access. Universal benefits are shown to maximise access amongst the most needy. These textbooks can benefit class work, homework and independent learning.	JEG		
D – Homework and access to resources	GCSE textbooks for all students	All Year 10 and 11 students have been given subject specific textbooks in KS4 and KS5. This has been provided as a universal benefit, free at the point of access. Universal benefits are shown to maximise access amongst the most needy. These textbooks can benefit class work, homework and independent learning.	JEG		



D – Homework and access to resources	Chrome Book access in English and Maths	Many studies suggest that effective use of IT can increase engagement and with it student progress. Providing access to Chrome Books in all maths and English lessons has been highlighted by staff and students as key in the delivery of flexible, personalised lessons.	PHB			
E – Parental involvement	Paper letters and additional comms	The school’s move to email and other online platforms has been positively welcomed by parents but the parents of PP students were less likely to have an email account they regularly access. We now send paper letters home to all PP students unless we have evidence that they engage regularly with digital communications.	ERO			
G – KS4 Maths Outcomes	Purchase and implementation of Maths Watch / PiXL Maths / My Maths	These web based programmes can be used to support independent work and homework, giving students (and parents) guidance on how to approach mathematics questions. Surveys suggest that lack of independent work was a key factor in PP students’ underachievement in maths and these programmes will help to address this trend.	JOL			
H – Personalised assessment	Purchase and implementation of the Doddle Assessment tool	All of the work we have done suggests that personalised assessment is crucial to ensure all students makes good progress. The Doddle assessment tool is designed to help us ensure all students are receiving personalised feedback following rigorous assessment.	JEG			
Total budgeted cost				£74,000		
Additional learning activities						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17
A - Reading age and literacy	The Fresh Start literacy programme in Year 7.	The Fresh Start programme has been shown to increase students’ progress in literacy. It is accessed by a disproportionately high number of PP students as their literacy levels tend to be lower on entry.	ELM			
A - Reading age and literacy	The ‘Book at Breakfast’ Year 7 reading programme.	This programme aims to support all students whose reading age is two or more years below their chronological age by introducing a range of reading activities in a pre-school intervention session. AR test results will be used to monitor the progress of this group.	PAL			
D – Homework and access to resources	Year group homework club system	Compulsory homework clubs will run for students who show a pattern of missed homework. Membership of this group is disproportionately pupil premium.	LCOs			
E – Parental involvement	Year 7 Summer Transition School	This transition programme is designed to aid the transition from primary school to secondary school. Free and subsidised place are offered to targeted groups – e.g. pupil premium students.	PAL			
Total budgeted cost				£14,000		



Additional continued professional development						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17
H – Personalised assessment	Personalised Assessment INSET programme	Our work suggests that personalised assessment is crucial to ensure all students make good progress. This INSET programme centres on strategies to improve the rigour of assessment in our classrooms; successful implementation of the strategies outlined will have a significant impact on pupil premium achievement.	MAS			
Various	Partnership with Teach First	Teach First’s mission is to break the link between socio-economic background and educational achievement and so our partnership with them gets to the heart of our attempts to narrow the gap. This leads to benefits in teacher recruitment, training and leadership development.	SLB / JEG			
Various	Partnership with PIXL	Our partnership with PiXL results in the sharing of a vast array of strategies, many of which directly address some of our desired outcomes. They do specific work on closing the gap and English and maths achievement.	SLB / JEG			
Total budgeted cost			£18,000			
Additional spending on student welfare						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17
F – Engagement in school life	Subsidies for school visits	All students should have access to school visits that enrich the curriculum or are directly relevant to examination courses. This funding acts to ensure all students can attend these visits. This will be managed by the finance team with oversight from MAS.	MAS			
F – Engagement in school life	Subsidies for school uniform	Pupil Premium families are eligible for support and payment plans for school uniform to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from MAS.	MAS			
F – Engagement in school life	Subsidies for school equipment	Pupil Premium families are eligible for support and payment plans for school equipment to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from MAS.	MAS			
Various	Pupil Premium Projects fund	This funding is to be used to fund projects suggested by staff to deal with PP-relevant issues that emerge during the course of the year. This will be managed by the finance team with oversight from MAS.	MAS			
Total budgeted cost			£40,000			



3. Evaluation of impact 2015-16

Student outcomes suggest the gap has been narrowed; the percentage difference amongst those achieving a ‘good’ grade in English and Maths decreased by 5% between 2015 and 2016. This was achieved through ‘long term’s spending on attendance, literacy, SEN and pastoral support but also through in-year interventions made possible by additional staffing in English and Mathematics. The achievement of disadvantaged students – and the gap between PP and non-PP - is also significantly better than national averages (2015 statistics). The gap in **student progress** is still large. A lot of this difference can be attributed to the lack of progress made by PP students in mathematics.

The evaluation of outcomes will be added to with 2016 national data and progress data when validated.

Year 11 2015/16 – % achieving English and Maths at C or above

Group	2014	2015	2016	National 2016	National 2015
Whole cohort	60	61	59	62.6 / 58.6*	58 / 54*
Disadvantaged	51	48	50		38
Non-disadvantaged	64	67	64		65

*This is the national average for boys. This gender-specific figure is not available for PP and non-PP students.

Year 11 2015/16 – Attainment 8 Score and Grade

Group	2014		2015		2016		National 2016
Whole cohort	4.59	C-	4.79	C-	4.86	C	4.98 / 4.75* C
Disadvantaged	4.06	D	4.16	D	4.71	C-	
Non-disadvantaged	4.82	C-	5.1	C	4.96	C	

Year 11 2015/16 – Progress 8 Score

Group	P8 Score	Full Pots	National 2016
Whole cohort	-0.19	+0.08	0 / -0.17*
Disadvantaged	-0.31	+0.00	-0.4 (2015)
Non-disadvantaged	-0.12	+0.12	



The gap has been closed in terms of **attendance** – a result of whole-school attendance rewards policies, year group specific initiatives and targeted use of the attendance officer and Education Welfare Officer.

	2014-15	2015-16	National
All % sessions missed	5.7	4.7	5.2
PP % sessions missed	7.0	6.3	7.5
Non-PP sessions missed	3.9	3.9	4.4

The gap has been completely closed in terms of **exclusions** – a result of more targeted use of CLIC and the introduction of an SLT staffed internal exclusion room.

	2014-15	2015-16	National
Exclusions as % of school	14.1	5.30	6.62
PP %	23.6	5.15	17.49
Non-PP %	11.4	5.35	5.52

The gap has been narrowed in **engagement in school visits** – a result of improved communication with home, financial support where necessary and a move away from ‘first come first served’ excursions.

	2013-2014	2014-2015	2015-16
Individual student visits	3081	2912	3262
Students involved	1065 (88% of roll)	1150 (92% of roll)	1190 (95% of roll)
% FSM	13% (21%)	15% (18%)	15% (18%)
% PP	28% (39%)	30% (37%)	37% (39%)

Data relating to FSM students suggests the gap has not narrowed in **homework completion** although we do not have comparative data for PP students. This is referenced in the strategy for 2016-17.

	2013-14	2014-15	2015-16
Missed Homework	5154	6615	6742
% FSM	27% (21%)	27% (18%)	29% (16%)
% PP			46% (39%)



4. Mid-year evaluation of impact 2016-17

Year 11 2016-17 – predicted % achieving English and Maths at C/4* or above

Predicted grades suggest that the English/Maths attainment gap will narrow slightly.

Group	2015	2016	2017	National 2016	National 2015
Whole cohort	61	59	64*	62.6 / 58.6**	58 / 54**
Disadvantaged	48	50	56*		38
Non-disadvantaged	67	64	69*		65
Attainment Gap	-19	-14	-13*		

*In 2017 the new grading structure will be used. Nationally, the same proportion of students will achieve a 4 and above as received a C and above.

**This is the national average for boys. This gender-specific figure is not available for PP and non-PP students.

Year 11 2016-17 – predicted Attainment 8 Score and Grade*

Predictions suggest that the Attainment 8 gap will widen. This is due to a smaller proportion of disadvantaged students achieving the highest grades and lower performance in non-core subjects. This is being addressed through the subject-disparity action plan.

Group	2015		2016		2017		National 2016	
	Score	Grade	Score	Grade	Score	Grade	Score	Grade
Whole cohort	4.79	C-	4.86	C	4.57	C	4.98 / 4.75*	C
Disadvantaged	4.16	D	4.71	C-	4.23	C-		
Non-disadvantaged	5.10	C	4.96	C	4.77	C		
Attainment Gap	-0.94		-0.25		-0.54			

*The lower overall score is due to the reduction in point score at B and below for legacy GCSEs. The predicted average is in line with the previous cohort in terms of overall average grade.



Year 11 2016/17 – predicted Progress 8 Score*

Predicted grades suggest that the progress gap will narrow significantly. The difference in relation to the Attainment 8 score is explained by the lower attainment on entry of the PP cohort.

Group	2016	2017	National 2016
Whole cohort	-0.19	-0.71	0 / -0.17*
Disadvantaged	-0.31	-0.79	
Non-disadvantaged	-0.12	-0.68	
Progress Gap	-0.19	-0.11	

*Progress 8 Scores are not accurate in terms of absolute value – due to changing point scores and national benchmarks. However, the relative scoring of different groups holds some value in predicting the in-school gap.

Whole cohort attendance 2016-17

The gap continues to close in terms of **attendance** – a result of whole-school attendance rewards, year group specific initiatives and targeted use of the attendance officer and Education Welfare Officer.

	2014-15	2015-16	2016-17	National
All % sessions missed	5.7	4.7	4.9	5.2
PP % sessions missed	7.0	6.3	6.2	7.5
Non-PP sessions missed	3.9	3.9	4.4	4.4
Attendance Gap	-3.1	-2.4	-1.8	

Whole cohort exclusions 2016-17

The gap has been completely closed in **exclusions** – a result of improved behaviour, targeted use of CLIC and an SLT staffed internal exclusion room.

	2014-15	2015-16	2016-17	National
Exclusions % of school	14.1	5.30	0.46	6.62
PP %	23.6	5.15	0.59 (2)	17.49
Non-PP %	11.4	5.35	0.39(3)	5.52



The gap has been narrowed in **engagement in school visits** – a result of improved communication with home, financial support where necessary and a move away from ‘first come first served’ excursions.

	2013-2014	2014-2015	2015-16	2016-17
Individual student visits	3081	2912	3262	
Students involved	1065 (88% of roll)	1150 (92% of roll)	1190 (95% of roll)	
% FSM	13% (21%)	15% (18%)	15% (18%)	14% (14%)
% PP	28% (39%)	30% (37%)	37% (39%)	41% (37%)

Data relating to FSM students suggests the gap has not narrowed in **homework completion** although we do not have comparative data for PP students. This is referenced in the strategy for 2016-17.

	2013-14	2014-15	2015-16	2016-17
Missed Homework	5154	6615	6742	
% FSM	27% (21%)	27% (18%)	29% (16%)	22% (14%)
% PP			46% (39%)	48% (37%)



Total Pupil Premium Budget 2015-16	£432,000
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Category	Breakdown	PP Contribution	Purpose	Evaluation and plan for 2016/17
<i>These figures represent a contribution to salaries based on an estimate of time dedicated specifically to PP students.</i>	Attendance officer	£15K	Narrow gap in attendance/punctuality	Maintain programme
	Education Welfare officer	£20K	Narrow gap in attendance/punctuality	Maintain programme
	Learning Inclusion Centre staffing	£20K	Narrow gap in behaviour/exclusions	CLIC / SEN integration
	SEN support assistants	£40K	Narrow gap in literacy/numeracy	SEN Review
	Pastoral Support Officers	£40K	Address pastoral needs and engage parents	Senior PSW positions created
	Librarian	£10K	Narrow gap in literacy and academic progress	Sharper monitoring of reading age
	Literacy Intervention Officer	£5K	Narrow gap in literacy and academic progress	Sharper monitoring of reading age
	Additional English teaching staff	£25K	Narrow gap in literacy and academic progress	Focus on High Ability PP
	Additional Mathematics teaching staff	£25K	Narrow numeracy and academic progress gap	LM by Principal and Vice-Principal
	Data Manager	£10K	Gather date and track PP progress	Maintain programme
	Careers Adviser	£5K	Reduce % NEET and inform progression	CELP programme
	Work Related Learning Co-ordinator	£5K	Narrow gap in FE/HE progression	CELP programme
	UCAS and Aim Higher Co-ordinator	£2K	Narrow gap in FE/HE progression	CELP programme
	Finance Team Staffing	£10K	Manage PP funding and subsidies	Maintain programme
	Administration Team Staffing	£15K	Manage comms. with PP families	Personalised Comms Plans
	Vice Principal	£15K	Tracking and evaluation of PP spending	Specific ability group foci
Sixth Form mentors	£2K	Narrow gap in academic progress	Stop this programme	
Total for additional staffing resources		£264,000		
Additional learning resources	Extended access to IT facilities	£25K	Increase PP access to IT facilities	Advertise more widely – monitor use
	Universal Chrome book access in Maths	£30K	Increase PP access to IT facilities	Identify best practice
	Tassomai Science Revision tool	£2K	Narrow gap in science achievement	Launch with lower year groups
	My Maths / Maths Watch	£2K	Narrow gap in maths achievement	Build student engagement
	Show My Homework	£2K	Support independent work/home learning	Monitor PP usage at home / in school
	Accelerated Reader	£2K	Narrow gap in literacy / parental engagement	Sharper monitoring of reading age
	Revision guides and text books	£5K	Increase PP access to revision materials	Evaluate impact through student voice
Paper letters and additional comms	£10K	Narrow gap in parental engagement	Maintain programme	
Total for additional learning resources		£78,000		
Additional Learning Activities	Homework clubs	£10K	Narrow gap in homework completion	Earlier intervention / update groups
	Holiday and weekend workshops	£5K	Narrow gap in academic progress	Evaluate impact
	Year 7 Transition summer school	£5K	Support PP students in transition	Target more precisely at PP
	Fresh Start Reading Programme	£2K	Narrow gap in literacy	Use to inform wider reading practice



Total for additional learning activities			£22,000	
Additional CPD	Closing the Gap INSET programme	£5K	Share strategies across staff body	Develop into Personalised Assessment
	Partnership with Teach First	£10K	Share strategies with partner schools	Engage more staff in relationship
	Partnership with PiXL	£8K	Share strategies with partner schools	Engage more staff in relationship
Total for additional CPD			£23,000	
Student Welfare fund	Subsidies for school visits	£45K	Narrow gap in extra-curricular activities	Maintain current strategies
	Pupil Premium Projects fund		Support department and year group projects	Advertise more widely / evaluate
	Subsidies for uniform and equipment		Support PP students in access to basics	Maintain current strategies
	Subsidies for equipment		Support PP students in equipment funding	Maintain current strategies
Total for student welfare fund			£45,000	

Total Pupil Premium Budget 2015-16	£432,000
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