



## CBSC pupil-premium strategy statement 2019-22

### School overview

Metric	Data
School name	Carshalton Boys Sports College
Pupils in school	1426 pupils
Proportion of disadvantaged pupils	27%
Pupil premium allocation 2020-21	£308,465
Academic year or years covered by statement	2019-20 to 2021-22
Published date	01.11.2019
Most recent review date	01.06.2020
Next review date	01.11.2020
Statement authorised by	Simon Barber
Pupil premium lead	Matthew Sadler
Governor lead	Sue O'Neill

### Disadvantaged pupil performance overview for last academic year<sup>†</sup>

*†based on provisional data from the DfE. Finalised data will be published in January 2021.*

	Disadvantaged students			Whole cohort		
	2019	CAG 2020	Final 2020	2019	CAG 2020	Final 2020
Progress 8	-0.60	TBC		-0.30	TBC	
Ebacc entry	32%	51%		35%	61%	
Attainment 8	38.2	TBC		41.6	TBC	
5+ in EM	31%	31%		38%	48%	

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	September 22
Attainment 8	Achieve national average for attainment for all pupils	September 22
Grade 5+ English/Maths	Exceed average English and maths 5+ scores for similar schools	September 22
Other	Achieve chronological age in reading ages for all pupils by Year 9	September 22
Ebacc entry	Achieve and exceed national average EBacc entry for all pupils	Achieved
COVID-19 recovery	Rebuild engagement in learning for all students	December 20

#### Teaching priorities for current academic year

Measure	Activity
Priority 1	The development of a HAPS PP achievement programme at every key stage.
Priority 2	Recruitment, retention and professional development of English, maths and science teaching staff.
Barriers to learning these priorities address	Priority 1: Low aspiration, limited support at home, gaps in cultural capital, historical misconceptions amongst staff. Priority 2: The need for accelerated progress in numeracy, literacy and scientific understanding amongst our more disadvantaged students.
Projected spending	£150,000

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	Universal access to home-learning resources to support independent learning (IT hardware, internet access, paper, pens, books, textbooks).
Priority 2	Embedding and evaluation of the new SEN structure – is targeted provision with subject-specific teaching assistants having an impact on progress.
Barriers to learning these priorities address	Priority 1: Disengagement during lockdown, poor attendance and lack of independent work. Priority 2: Low engagement and understanding amongst LAOE disadvantaged students.
Projected spending	£90,000

#### Wider strategies for current academic year

Measure	Activity
Priority 1	Improving attendance programme with a continued focus on disadvantaged students' attendance.
Priority 2	PSHE programme to combine with school visits and extra - curricular provision to support SMSC education.
Barriers to learning these priorities address	Priority 1: Low attendance and strong correlation with persistent absenteeism Priority 2: Identified gaps in terms of social and cultural capital
Projected spending	£40,000

#### In-year flexible funding for projects for current academic year

Measure	Activity
Priority 1	Create a flexible fund that staff can access for innovation projects that address disadvantaged students' under-performance.
Barriers to learning these priorities address	Determined on a case by case basis
Projected spending	£25,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is dedicated to HAP PP students and not taken up with behavioural or operational matters.	Clear calendaring of HAP PP events. Responsibility for HAP PP provision clearly detailed in SLT responsibilities
Targeted support	Measuring the impact of SEN TA in-class and small group provision.	The new SENCO is a member of the Leadership Team and evaluation of impact is a key part of his brief.
Wider strategies	Challenging home circumstances mean that engagement in extra-curricular and better attendance programmes is difficult to achieve.	DP, LCOs, PSWs and the attendance team will have fortnightly meetings to share strategies.
Flexible-funding	The impact of initiatives is not considered or evaluated.	Member of SLT to act as a 'gate keeper' of funding and all staff to complete an evaluation report.

## Review: last year's aims and outcomes

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 2018-19 (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