



Pupil Premium Handbook

2022-2023



Trust Vision Statement

All pupils, in all schools, are entitled to reach their full potential despite their socioeconomic circumstances. As a Trust, we provide opportunities without barriers, increase resilience and place inclusivity at the heart of all we do. Resources are effectively deployed to ensure that every child has an equal opportunity to achieve and succeed to the highest standard.



All schools accelerate the progress of pupils eligible for Pupil Premium funding by:

Using an evidence-based approach, with reference to the EEF Toolkit, to publish a statement that identifies whole school strategies which have a sharp focus on improving outcomes for disadvantaged pupils.

Ensuring that there is an unerring focus on ensuring that learning and teaching across the school is of the highest quality, with the progress of disadvantaged pupils prioritised.

Involving all staff in identifying barriers to learning for individuals as well as groups of pupils.

Delivering academic and pastoral interventions that are data-driven, timely, and regularly reviewed.

Implementing, tracking and monitoring a bespoke Pupil Premium Pledge that ties the Trust Ambitions to the needs of the disadvantaged pupils in each school.

Involving governors, parents/carers and all other stakeholders in the joint commitment to ensure that funding is used to maximise impact on raising achievement for disadvantaged pupils.

The Trust wishes to see the following outcomes for Pupil Premium funded pupils:

6 Ambitions:



1. Reading skills are regularly audited and appropriate action taken to develop confidence and competence as well as a love of reading.



2. Engagement with a learning environment that supports confident communication through an embedded oracy strategy.



3. Engagement with digital technology that develops pupils' creative thinking skills.



4. Impactful teaching across the full curriculum with specific focus on the four elements of effective learning.



5. Intervention and support to overcome barriers to learning resulting in achievement at least in line with all other students.



6. High aspirations for the future, supported by extended opportunities that are tracked for fairness, equality and impact.

In addition:

- Improved attendance, including minimal persistent absence.
- Improved behaviour resulting in a limited number of exclusions.
- Improved engagement of families.
- High quality welfare and pastoral care.
- Well-developed skills and personal qualities.
- Effective transition at each key stage.

Caludon Pupil Premium Pledge

The purpose of the Pupil Premium Pledge is to ensure that all PP students at Caludon are prioritised for interventions and enrichment activities, whilst being kept at the centre of the wider learning and teaching strategy.

At the beginning of the school year, it is clear where we need to be with the Pledge by January and then again by April, before the end of the year accountability measure. This helps to keep the Pledge at the forefront of the school agenda. The Pupil Premium Pledge highlights key elements of the school's Pupil Premium Strategy Statement.

1. All KS3 PP students' reading skills are regularly audited to develop confidence and competence as well as a love of reading.
2. PP students engage with a learning environment that supports confident communication.
3. PP students engage with digital technology that develops their creative thinking skills.
4. PP students receive impactful teaching in all subjects with specific focus on the four elements of effective learning.
5. PP students receive the intervention and support required to overcome barriers to learning and achieve at least in line with all other students.
6. PP students are encouraged to have high aspirations for their future, supported by extra-curricular activities and careers related learning.
7. PP students have the correct equipment and uniform to be ready to learn and take pride in their education.
8. PP students know that they have the support of pastoral staff to attend well, feel happy and make good progress.
9. PP students have a parent/carer that attends meetings or school events and feels well supported by the school.
10. PP students actively participate and enjoy success in our rewards and house system.

Success Criteria for the Pupil Premium Pledge:

1. At least 90% of PP students meet age related expectations for reading with support for the lowest 10%.
2. PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks.
3. PP students are able to cite examples of where digital technology has aided their learning.
4. 90% of learning and teaching across the school is at least 'good'.
5. The progress of PP students improves across the academic year. Support is in place for PP students who are underachieving where appropriate.
6. All Gatsby benchmarks are met for PP students.
7. PP students have correct equipment (pen, pencil, ruler, eraser, pencil case) and full school uniform, worn with pride.
8. PP students are able to talk positively about their welfare and the support that is in place. Where attendance is low, clear, impactful strategies are in place for each PP student.
9. The overwhelming majority of PP students have a parent/carers that has attended at least one face to face meeting and one school event across the year. There is evidence that parents/carers of PP students feel well supported by the school.
10. PP students' participation and success rates in our rewards and house system are in line with non-PP.



At Caludon...

Leaders systematically track PP student progress each term and oversee the steps being taken to improve outcomes. Leaders quality assure the evidence (academic and pastoral) to show impact for PP students.

Staff analyse data (academic and pastoral) for PP students after each data collection. Staff use the faculty QA process, identify underperformance and proactively intervene to ensure that PP students make good progress.

Using Arbor, staff ensure that seating plans identify students' potential barriers to learning and are actively used to inform 'in class' interventions.



Reading

- PP students are prioritised for literacy interventions, typically through small group provision if they are not at or above their expected reading age.
- A love of reading and literacy at Caludon is fostered through fortnightly library lessons, Bedrock Literacy, Reading for Meaning and Literacy Ambassadors.



Oracy

- Voice 21 strategies are high profile at Caludon, with embedded oracy opportunities across the curriculum. PP students are prioritised for extra oracy opportunities such as 'Confident Communicators' workshops.



Creative Learning

- Students are keen to learn and are able to talk about what and how they learn, including how digital technology is used to support this. The overwhelming majority of PP students make good use of a one to one ipad for learning.



Impactful Teaching

- Teachers plan lessons which reflect a challenging well sequenced curriculum. Students are asked to 'Think Hard' and demonstrate their learning through CODE (Challenge, Ownership, Dialogue, Engagement). Feedback helps move learners on and at least meets the requirements of school policy. Strategies to ensure PP students are supported in their journey to independent learning are embedded.



Achievement

- The achievement of PP students is prioritised, with underperformance being identified and acted upon, using a range of evidence-based strategies. These strategies are monitored for impact and redesigned if necessary.



Aspirations

- The Achievement Points/House system is high profile and PP students are motivated by it. The relative awarding of points PP to Non-PP students is evaluated.



Attendance (including Persistent Absence)

- In 2021/22, PP students at Caludon attended school more regularly than disadvantaged pupils nationally.
- PP students are prioritised for attendance support and interventions at every stage of the Caludon attendance process.
- Data-driven Strategic Student Support meetings identify and target pupils whose attendance is of concern.
- Rewards, competitions and incentives promote and celebrate high attendance.

Parental Engagement

- Communication with parents/carers through phone calls, email and Arbor increases parental engagement of PP students.
- Parents/carers of disadvantaged students who do not book online to attend parents' evening receive a reminder and follow up phone call to encourage good attendance and active engagement.

Interventions (academic and pastoral)

- Students are identified through the faculty data analysis process for interventions which are evaluated for impact.
- PP students are prioritised for tutoring and small group intervention where appropriate.
- Additional interventions for pastoral concerns are managed through year leaders. They are bespoke and monitored for impact.

Personal Development (including enrichment and progression)

- PP students participate in enrichment activities in line with their peers.
- PP students may receive financial assistance for educational visits, as appropriate.
- Tracking and monitoring of trips and extra-curricular activities for PP students happens throughout the year, on a centrally held record.
- Careers education and a rich PSHE curriculum are strong within the school and PP students are prioritised for Careers interviews with our Careers advisor.





Best Practice Strategies

- Clear strategic and responsive leadership.
- Whole school ethos of achievement and progress for all.
- High quality teaching for all.
- Addressing behaviour and attendance.
- Meeting individual needs.
- Deploying staff effectively.
- Data driven response to evidence.

