

Carshalton High School for Girls

Pupil Premium Information

2019 - 2020



Pupil Premium

Carshalton High School for Girls is an inclusive learning community that places excellence and the success and happiness of our students at the heart of everything we do. There is a culture of staff going the extra distance for students and a real drive and determination to ensure that all our students reach their full potential and achieve outcomes that are at least in line with, if not exceed, those of their peers nationally.

“Pupils make good progress overall and in 2017 the progress of disadvantaged pupils was particularly good.”

Ofsted, November 2017

What is the Pupil Premium?

The Pupil Premium is a type of funding. The school receives the Pupil Premium each academic year from the government; the amount is determined by the number of students receiving Free School Meals (FSM) currently or within the last six years (Ever6), and the number of looked after children (LAC) within the school. The government provides this funding to ensure that students who receive Free School Meals or who are looked after achieve as highly as possible and in line nationally with their Non-Pupil Premium peers. 29.5% of our school population are currently FSM/EVER6 . The Pupil Premium funding is an essential part of us maintaining an achievement for all ethos; a guiding principle within the school.

Use of the Pupil Premium

The Pupil Premium is used at Carshalton High School for Girls to provide a range of intervention activities, improvement strategies, staff and staff time that ensures direct support for students who are entitled to Pupil Premium funding so that they thrive and succeed. The funding is discussed as part of the annual budget-setting process and the priorities are determined by the individual and group needs of students entitled to the funding. The provision and spending of the Pupil Premium fund is regularly monitored and analysed by SLT and Middle Leaders to ensure there are continued positive outcomes for students. Ineffective practices are removed and replaced with new strategies to ensure we are proactive and at the forefront of best practice with our spending in the removal of barriers to learning. The details of how we currently spend our Pupil Premium are outlined below.

Impact of the Pupil Premium Spending

From the data below we believe that the spending has been very effective and demonstrates a positive impact for Pupil Premium students. Whilst there are no doubt areas we can improve upon further, we are proud to say that as a result of the intervention linked to this spending we have shown improvement, both measurable and unmeasurable for our Pupil Premium students.



Carshalton High School for Girls: PP Students Strategy Statement 2019 - 20

Summary information					
School	Carshalton High School for Girls				
Academic Year	2018/19	Total PP budget	£305,705	Date of most recent PP Review	Jan 2020
Total number of pupils	348	% of pupils eligible	28.6%	Date for next internal review of this strategy	April 2020

Outcomes 2019

The outcomes for Disadvantaged Students have improved significantly and they are moving towards Non PP students. This shows that the many interventions highlighted in last year's strategic plan have had a positive impact. Research shows that any PP intervention takes 3 - 5 years to fully embed. Therefore there is a comprehensive need to carry on with the interventions for this year whilst still evaluating their effectiveness. Overall, Progress 8 and Attainment 8 figures for PP students continue to improve. The national average Progress 8 figures for PP students in 2019 were -0.44 for English and -0.36 for Maths. CHSG PP students met the national for Maths and succeed the English results by 0.38.

	Progress 8 results								
	2017	2018	2019	Eng 2017	Eng 2018	Eng 2019	Ma 2017	Ma 2018	Ma 2019
All	-0.07	+0.09	+0.04	-0.09	-0.21	+0.08	-0.16	-0.16	0
PP	-0.27	-0.44	-0.26	-0.60	-0.76	-0.06	-0.20	-0.20	-0.36
Non PP	+0.02	+0.38	+0.15	+0.02	+0.10	+0.14	-0.17	-0.17	+0.15

	Attainment 8 Results			
	2017	2018	2019 National Average	2019
All	44.2	46.38	46.55	46.68
PP	42.26	37.21	36.54	39.00
Non PP	45.48	51.03	50.15	49.64



	English and Maths Basic Results % Grade 4+				English and Maths Basic Results % Grade 5+			
	2017	2018	National average 2019	2019	2017	2018	National average 2019	2019
All	60%	63%	64%	63%	30%	39%	43%	42%
PP	53%	41%	44%	42%	26%	21%	24%	25%
Non PP	63%	74%	72%	71%	32%	49%	50%	49%

PP students at CHSG succeed the national average percentage for English and Maths basic results 5+. 44% PP students also achieved English and Maths Basic Results % Grade 4+.

Attendance 2018 - 2019

Attendance for PP students improved in 2018-19 as a result of whole school attendance interventions, year group interventions, rewards and the Attendance Officer. The PP attendance improved by 0.41% in 2018 – 19 and is above the national average percentage for PP students.

Group	2016 - 17	2017-18	2018-19
PP (CHSG)	93.2%	92.89%	93.3%
Nat PP	91.5%	91.9%	91.2% (estimated)
Nat All	94.8%	94.5%	94.6% (estimated)
Nat Non PP	95.4%	95.5%	97.0% (estimated)



What is Year 7 Catch-Up Premium?

The Catch-up premium is additional funding received for students who are deemed 'Not Secondary Ready' on arrival in year 7. Students who have not scored 100 in each of the Reading and Maths SATS tests are deemed 'Not Secondary Ready'. In 2018-19 Carshalton High School for Girls received £10,377 funding for these students. The amount that the school will receive for the 2019-20 cohort will be paid on the 1st March 2020. Of the students arriving in September 2018:

- 64 students (26% of all students) were deemed 'Not Secondary Ready'
- 28 PP (31% of all PP students) were deemed 'Not Secondary Ready'
- 13 SEN (65% of all SEN students) were deemed 'Not Secondary Ready'
- 18 students were below expected standard for English (Reading) only
- 16 students were below expected standard for Maths only
- 30 students were below expected standard for both Maths and English (Reading)

Use of the Year 7 Catch-Up Premium

This funding allows us to provide targeted support in the form of:

- Learning Support Assistant support in Maths groups
- Purchase Accelerated Reader
- Purchase additional Maths resources (including My Maths, Hegarty Maths and equipment)
- Purchase Twinkl membership
- Purchase additional English resources
- Fund Catch-Up Maths groups of only thirteen and ten students respectively (Year 7)
- Paired reading resources

Impact of the Year 7 Catch-Up Premium

All students eligible for Catch Up Premium were set aspirational targets similar to those students who had achieved the expected standard in order to demonstrate accelerated progress. By the end of Year 7 of the students eligible for the Catch-Up premium:

- **61%** of students (39/64) 'Not Secondary Ready' were making expected progress in English and Maths (against the aspirational target) by the end of Year 7.
- **81%** of students (39/48) below standard in English were making expected progress in English (against the aspirational target) by the end of Year 7.
- **89%** of students (41/46) below standard in Maths were making expected progress in Maths (against the aspirational target) by the end of Year 7
- **68%** of PP students (13/19) below standard in English were making expected progress in English (against the aspirational target) by the end of Year 7.
- **86%** of PP students (18/21) below standard in Maths were making expected progress in Maths (against the aspirational target) by the end of Year 7
- **64%** of PP students (18/28) below standard were making expected progress in English and Maths (against the aspirational target) by the end of Year 7.
- **80%** of SEN students (8/10) below standard in English were making expected progress in English (against the aspirational target) by the end of Year 7.
- **82%** of SEN students (9/11) below standard in Maths were making expected progress in Maths (against the aspirational target) by the end of Year 7
- **69%** of SEN students (9/13) below standard were making expected progress in English and Maths (against the aspirational target) by the end of Year 7

Barriers to future attainment		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills entering Year 7 are still lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7. Reading scores in particular from KS2 are below the National Average in 2019 (44.29% of year 7 PP students arrive with a reading score lower than national average).	
B.	Mathematical skills entering Year 7 are still lower for pupils eligible for PP than for other pupils. The percentage of students meeting the expected standard in Mathematics is below the National Average in 2019 (66% not meeting expected standard compared to 75% nationally meeting expected standard).	
C.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3 and Key Stage 4. This prevents high achievement and attainment in KS4.	
D.	There remains a gap in the progress of disadvantaged students in KS4 English and Maths. 2019 data reveals that there was a gap of 0.08% between PP and non-PP students in English and a gap of 0.21 between PP and non-PP students in Maths.	
E.	Disadvantaged students struggle with motivation and this can lead to poor levels of progress and attainment at KS4.	
F.	Lack of availability and access to resources, to include enrichment and cultural experiences.	
G.	PP SEND students are not making expected progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H.	Attendance rates for pupils eligible for PP are 93.3% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
I.	Lack of family engagement that can nurture and promote high academic aspiration.	
J.	Inability to purchase or replace uniform or other school equipment and academic support provision e.g. tuition including academic and music. Additionally some disadvantaged students do not eat an adequate breakfast in order to prepare them for school.	
1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for all students eligible for PP.	90% of pupils eligible for PP all year groups at least are making expected progress towards TGR. This will be evidenced using progress reviews, accelerated reader assessments and English written assessments in November, March and June. 80% of PP Catch up Students are making expected progress towards TGR.
B.	High levels of progress in numeracy for all students eligible for PP.	90% of pupils eligible for PP in all year groups at least are making expected progress towards TGR. This will be evidenced using progress reviews, accelerated reader assessments and Maths assessments in November, March and June. 80% of PP Catch up Students are making expected progress towards TGR.
C.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 SATS / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and senior team following progress reviews. Improved results and P8 score of +0.25 for PP HA students.
D.	Improve the progress of disadvantaged students in KS4 English and Maths.	Disadvantaged students achieve results in line or above the national average (National average 2019: Eng - 0.44 and Maths -0.36).

E.	Increased levels of motivation which has a direct impact on attainment and progress.	Increased motivation through use of age appropriate interventions appropriately applied for each year group. Behaviour trends show that in the academic year 2018-19 a PP student had an average of 18.86 behaviour points comparable to an average of 9.21 for non-PP students. In 2019-20 the gap should be reduced. Intervention strategies also employed to engage further with parents.
F.	To provide a broad and ambitious curriculum, to include access to extra-curricular activities.	The curriculum at CHSG encompasses opportunities for PP students to extend the cultural capital inside and outside of lessons. Increased attendance of PP students to school trips, extra-curricular activities and peripatetic music tuition.
G.	Improved outcomes for SEND PP students.	SEND PP students make better progress in all year groups.
H.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93.3% to 95% in line with 'other' pupils.
I.	Improved level of parental engagement.	Improved attendance of parental engagement to school events, improved communication.
J.	All students who require uniform/equipment will have their needs met, including those who need breakfast before school.	Students are equipt for school and lack of equipment/uniform does not impact on attendance.

Planned expenditure							
Academic year		2019/20					
Teaching Priorities							
Desired outcome	Barriers addressed by outcome	Chosen action/approach	Rationale	Staff lead	Jan 20	Apr 20	Sept 20
Raised awareness and identification of PP students	A, B, C, D, E, F, G, H, I, J	<p>All staff to know who PP students are in their lessons. (MintClass used by all staff to identify PP students.)</p> <p>Tutors closely monitor and support the needs of PP students.</p> <p>Barriers to learning identified for each individual student, allowing individualised support to be actioned.</p> <p>Continued awareness of accountability at all levels regarding disadvantaged students</p> <p>Achievement for all in all year groups</p>	<p>In addition, DfE guidelines on successful schools pointed out that schools used 'robust tracking systems 'as well as ensuring that class and subject teachers knew which pupils were eligible for the PP' as well as 'more successful secondary schools tended to focus on Year 7 as well as older year groups, less successful secondary schools were focusing their attention and resources on Years 10 and 11.'</p> <p>In contrast, interviewees in more 'successful schools saw pupils from PP backgrounds as individuals, each with their own set of challenges, talents and interests. They believed that all pupils have the capacity to succeed and that the school's role was to ensure success for everyone.' (DfE, 2014)</p>	ADR / AE / MJS			

<p>Disadvantaged students receive excellent teaching and are well supported in their learning.</p>	<p>A, B, C, D, E, F, G,</p>	<p>Continued focus on developing excellent teaching and learning.</p> <p>Whole school focus on metacognition, assessment and feedback and axillary knowledge as part of SoW.</p> <p>Deliver “Thinking Hard” strategies – develop the HA students. (Brilliant Club)</p> <p>Action research lead by Lead Practitioners – build evidence based learning.</p> <p>Effective knowledge building practice formulated by LOCT and shared across staff.</p> <p>Department meeting time/CPD to share findings and alter recommended strategies</p>	<p>Variation in practice promoting recall and retrieval of knowledge within and across subjects. Improved learning and hence teaching. Students make better links across lessons and units of work. Impactful teaching suited to girls standardised across school.</p>	<p>MJS / PD</p>			
<p>Meta Cognition and Self Regulation</p>	<p>A, B, C, D, E, F, G,</p>	<p>Teaching and learning focus across the school.</p> <p>Yr10 and Yr11 have study skills sessions via tutor time.</p> <p>Positively Mad – Revision focused workshops.</p> <p>Personal Academic Reviews (PARS)</p>	<p>Self-regulation will help students to manage their own motivation towards learning. The intention will be to give pupils a range of strategies to choose from during learning activities.</p> <p>EEF research shows that ‘Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress.’</p> <p>The tutor time program in Yr10/11 has a focus on study skills which provides practical ideas and templates on how students can develop independent learning skills and manage their time effectively. PP students will be monitored by tutors to ensure they are developing their learning skills</p>	<p>MJS / AE / PD</p>			

Improved Marking and Feedback	A, B, C, D, E, F, G,	<p>New marking and feedback policy.</p> <p>Analysis of differentiation during lesson observations</p> <p>CPD on Marking and Feedback</p> <p>Analysis of marking and feedback given to PP students in marking scrutiny CPD sessions</p>	<p>Use INSET days to deliver training. Marking Feedback included in New Staff Training programme.</p> <p>Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. DfE guidelines state that 'professional development as the quality of teaching is recognised to be the biggest factor in school improvement.</p> <p>EEF research shows that 'The effects of high-quality teaching are especially significant for pupils from PP backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.'</p>	MJS / PD			
Homework (Students)	A, B, C, D, E, F, G,	<p>Staffed after school homework support sessions.</p> <p>Use of Show My Homework monitored by MJS.</p>	<p>The continued targeting and coaching of PP students to aid them with homework.</p> <p>EEF research shows that 'on average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress) for students.</p>	MJS / Year Leaders			
Total budgeted cost					£275,877.29		

Targeted academic support							
Desired outcome	Barriers addressed by outcome	Chosen Action / approach	Rationale	Staff lead	Jan 20	Apr 20	Sept 20
Raise the progress of disadvantaged students in Yr11 to ensure disadvantaged students more students are achieving a strong pass at GCSE	A, B, C, D, E, F, G, H, I, J	<p>Strategies to initially identify and support under-performing pupils.</p> <p>After school masterclasses – lecture Revision sessions during school holidays.</p> <p>Introduce Tassomai online learning programme for Year 11 students</p> <p>Subject specific interventions and resources, such as – peripatetic music tuition, geometry sets and scientific</p>	<p>There is a gap attainment between non-PP and PP students. GCSE results 2019 data shows that non-PP students achieved a Progress 8 score of +0.14, whereas the Progress 8 score for PP students was -0.33. (GCSE results 2019 data also shows that PP SEN students achieved progress 8 score of -0.79.)</p> <p>Tassomai is an online learning and revision platform that uses quizzing to test and teach. The program's smart algorithm:</p> <ul style="list-style-type: none"> • Organises and spreads out learning • Personalises your content • Builds knowledge • <p>Researchers into revision and learning techniques found the best way to study and get knowledge to stick is:</p> <ul style="list-style-type: none"> • Work for concentrated short bursts • Frequently switch between topics 	PD / ADR			
Improved outcomes for high attaining pupils	A, B, C, D, E, F, G, H, I, J	<p>Dedicated MAGT Lead</p> <p>Use of data to analyse effectiveness of provision for HA students post Progress Reviews</p> <p>Develop the availability of subject specific reading beyond the curriculum.</p> <p>Create cross-Trust links to develop teaching and enhance offer to students, particularly at KS4 and KS5.</p> <p>Introduce opportunities from external agencies: Brilliant Club, My Tutor.</p>	<p>We want to provide extra support to maintain high attainment. PP HA students are underperforming; GCSE results 2019 data shows that this group achieved a progress 8 score of -0.86.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils, university visits and specific assemblies.</p> <p>Following each progress review a forensic analysis will take place on PP High Ability students to identify those who are not making progress. Following this analysis a programme of targeted intervention will be put into place to accelerate progress so they are in line with their High Ability peers.</p> <p>An aspirational programme will be created and developed throughout the year to raise the aspirations of the HA PP students.</p> <p>The Educational Endowment Foundation support small group tuition and additional tuition is an effective method to use PP funding and progress disadvantaged students.</p>	PD			

<p>Year 7 students receive intervention to support progress in literacy and mathematics.</p>	<p>A, B, C, F, G,</p>	<p>Maths sets are organised in the summer. Students who are the furthest away from being secondary ready are placed in small classes of 6-8 students are taught by the Director of Maths.</p> <p>Maths equipment offered to catch up students.</p> <p>Numeracy ninjas booklets to be completed weekly in tutor time by Year 7 students.</p> <p>Maths SOW has been adapted for 7mx5 and 7my5 to include recap of key skills from the last 3 years of primary school in order to fill the gaps in knowledge.</p> <p>Free writing and spelling tests to be completed by Year 7 students.</p> <p>The SEN department is to oversee intervention for those students who are graded as needing urgent intervention by Accelerated Reader.</p> <p>Year 10 Paired Reading will take place in the LRC, so that SY can oversee the intervention</p>	<p>Those who are deemed to be not secondary ready will be supported so that they can access the secondary curriculum. Students will feel confident and capable to learn at a secondary level. Students will be able to access the learning so that they make more than expected progress.</p>	<p>CJ</p>			
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<p>Increased levels of motivation which has a direct impact on attainment and progress.</p>	<p>E, H, I</p>	<p>"Be Her Lead" – Aspiration and resilience programme employed from year 7-11.</p> <p>"Girls on Board" – School wide programme used to support girls with social issues.</p> <p>Age appropriate interventions appropriately applied for each year group.</p> <p>Use of school assemblies to promote</p> <p>Guest speakers to raise aspirations – inspiration women.</p> <p>Raising the profile of rewards throughout the school.</p> <p>Strategies to support wellbeing, such as wellbeing conference.</p> <p>Parent information eveninas</p>	<p>Research shows that women are more likely to achieve when they are inspired and supported by other women. Be Her Lead develops valuable female role models in to school to mentor and support girls.</p> <p>Behaviour trends show that in the academic year 2018-19 reveal that a PP student had an average of 18.86 behaviour points comparable to an average of 9.21 for non-PP students.</p> <p>Achievement point data shows that in the academic year 2018-19 that a PP student received an average of 165 HAP's comparable to an average of 181 for non-PP students.</p> <p>The 5 year plan from the Sutton Trust (published in 2017) has identified the need for 'Access to universities, access to the Professions and Essential Life Skills' for PP students.</p> <p>This will be tied into motivational presentations from former students and excellent careers advice.</p> <p>Information evenings for PP parents will highlight their role in supporting the School to promote and develop the 3 areas above at home.</p>	<p>ADR / LCS</p> <p>Deputy Year Leaders</p>			
<p>Students have the correct equipment to learn.</p>	<p>F, J</p>	<p>Expenditure of PP funding on personalised approaches to break down barriers to learning. Resources such as revision guides, revision tools, geometry sets and scientific calculators to be provided.</p>	<p>To ensure all students are fully equipped with the materials needed to perform well at school</p> <p>PP students are given access to free stationery so that they are not disadvantaged in lessons.</p>	<p>LCS / ADR</p>			

Purchase of additional resources	J	Expenditure of PP funding on personalised approaches to break down barriers to learning	DfE guidelines show that most successful schools supply 'provision of materials or resources'. Students who study Food Technology or Music will have all or some of their requirements met. In addition, students in Year 11 will be given Revision guides to help their learning. These resources will benefit class work, homework and independent learning.	ADR			
Additional English and Maths Intervention	A, B, D	Extra classes in both English and Maths to reduce the class sizes and P6 for identified students Removal from lessons for additional English support Maths extra curricular catch up	Additional staffing in English and maths will be used to run targeted sessions and enable students to have greater access to the teacher and smaller group work. DfE guidance on successful schools stated 'paired or small group additional teaching' was a feature of the school's provision. EEF research points out 'that pupils in disadvantaged areas in the UK benefit from classes of fewer than 20 pupils'. Please see CHSG Response to KS3 Wasted Years document for further information on Catch up and interventions.	LCS / MA / NB			
Improved Literacy and Developed Reading Strategies (KS3)	A, B	Accelerated Reader programme	Accelerated Reader was shown to have a positive impact in an independent evaluation. This research coupled with in-school evidence suggests that the Accelerated Reader programme leads to accelerated progress in reading age.	LCS / CJ / NB			
Improved Literacy and Developed Reading Strategies (Whole School)	A, B, D	TLR within the English department with a focus on whole school literacy and Accelerated Reader. Staff CPD to focus on closing the vocabulary gap.	Evidence from studies undertaken by the EEF have highlighted that Reading Comprehension strategies can 'learning by an additional five months' progress over the course of a school year.' PP students are monitored in their usage of Accelerated Reader and encouraged to read more widely when identified as not reading at their potential level of literacy. They are targeted for intervention if they are not fully engaging with the programme or if they score a low level on the STAR reading tests. The TLR holder will work across faculty areas to support the development of SPaG, subject-specific literacy skills and extended writing skills.	LCS / NB			

Summer School	A, B, C, D, E, F, G, H, I, J	1 week Summer School for Year 6 Transition students with focus on teamwork, Literacy and Numeracy	<p>EEF research found that 'on average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not.'</p> <p>The Summer School programme is designed to aid transition from primary school to secondary school. Free places are offered to PP students. Feedback from parents has been very complimentary regarding the Summer School provision.</p>	LKS / CJ			
Total budgeted cost					£9,923.70		

Wider Strategies							
Desired outcome	Barriers addressed by outcome	Chosen action / approach	Rationale	Staff lead	Jan 20	Apr 20	Sept 20
Support for the social and emotional needs of PP students	E, H, I, J	<p>Employment of Full time student support staff to lead on:</p> <p>Emotional Support</p> <p>Anger management programme</p> <p>Self esteem support</p> <p>Access to School Nurse</p> <p>Educational psychologist</p>	<p>Pastoral support workers provide daily behaviour support and engage regularly with parents. DfE research indicates that schools 'need to support pupils' social and emotional needs, and address individual pupils' learning needs'. Evaluation of their work suggests that it has led to a significant reduction in behaviour incidents. It has also proved enormously popular with parents as feedback is extremely positive.</p> <p>DfE research shows that 'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.'</p> <p>EEF research found that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Monitoring of Student Support and their impact will be monitored by AHT responsible for Student Safeguarding and Wellbeing. All Student Support Staff have PP monitoring as part of their PD targets this year. PP monitoring is now embedded in the work of Student Support.</p>	LCS / CJ			

CEIAG	E, H, I, J	<p>Take your Daughter to Work Day</p> <p>Careers Fair at Year 8 Options Evening</p> <p>University Explorer Days</p> <p>Trips to Business groups</p> <p>One week Work Experience placement in Year 10</p>	<p>Studies have shown that by the time of leaving University individuals that have had up to eight experiences of the workplace are more employable. Our aim is to start this process in KS3 by allowing the students to spend a day at work with a family member.</p> <p>The Careers Fair at Year 8 Options Evening allows us as a school to create a link between the students' academic studies and their future employment. As the vast majority of the Year group and their parents are present at the event it gives the students opportunities to answer questions to employees in a variety of sectors. Regular visitors include the Police, Vetinarians, Animal grooming, Beauty, Law and the Judiciary. This encourages more informed decision making on which subjects to choose at GCSE based on preferred future employment. University visits prioritise PP students in Year 8. The School Society, added by TCS ensure PP students contact employers in preparation for the TYDTWD.</p> <p>Year 10 students spend a week off timetable in a relevant work experience placement. Before the placement starts, students follow specific preparation programme which involves writing their first ever CV. Visits from the Sutton Education Business Partnership conduct surveys with the students analysing their expectations and what they learned from the process.</p> <p>PP students are given priority for trips to business groups including Nestle, Sky and Citibank.</p>	LCS			
Increased attendance rates	E, H, I, J	<p>School Attendance Officer working with YL to closely monitor and improve attendance.</p> <p>Use of data to analysis PP students who are PA</p> <p>Regular meetings with Year leaders to identify PP students</p> <p>Improved communication with PP parents</p> <p>Analysis of 'lates' data to identify PP students</p>	<p>The attendance of disadvantaged students in 2018-19 was 93.3% comparable to 97.0% for non-PP students.</p> <p>The Attendance Officer is responsible for the day to day tracking of attendance and punctuality. They are the first contact with home and build relationships with parents to improve attendance NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>The Attendance Officer works closely with Year Leaders and SLT to monitor and improve attendance. They monitor PP students and PA PP students weekly.</p> <p>DfE guidance on successful schools stated that 'Regular attendance was a priority in more successful schools, with the importance of this being shared with all pupils and families.' In addition, Attendance at school is also related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). DfE also found that 'Schools with higher levels of pupil absence had lower performance among PP pupils than schools with otherwise similar characteristics' and 'higher levels of pupil absence were associated with poorer outcomes for PP pupils in both primary and secondary schools.'</p>	ADR / LCS PSM Year Leaders			

<p>Students receive broad and rich curriculum, to include access to extra-curricular activities.</p>	<p>E, H, I, J</p>	<p>The school curriculum allows students to receive a breath of knowledge, to include opportunities to extend their cultural capital.</p> <p>Disadvantaged students receive financial support to attend school trips.</p> <p>School provides a wide range of clubs and activities for students to join throughout the school including Music lessons, Art, Sports, Drama and D of E.</p> <p>Opportunities for students to be involved in the school community, i.e. contributing to school life/student leadership.</p>	<p>The Ofsted Framework 2019 has clear message that school leaders should have "clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice... The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills..."</p> <p>Ofsted (2019) also highlights that disadvantaged pupils should "acquire the knowledge and cultural capital they need to succeed in life."</p>	<p>AE / MJS / ADR</p>			
<p>Improved Parental Engagement and communication</p>	<p>I</p>	<p>Utilising all communication aids such as email, APP, website, letters and VLE to communicate work, homework and key information to PP parents and students.</p> <p>Parent support workshops.</p> <p>Appointment of Parental and Community Engagement officer.</p>	<p>PP students will be targeted for engagement at events and communication including parent evenings. By targeting PP parents and students and comparing involvement with Non PP to increase parental involvement.</p> <p>This linked with the traditional method of the pastoral setup invisage communication is targeted, precise and continuous.</p> <p>DfE guidance has stated the merits of 'parental engagement programmes' and EEF research states that 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.'</p> <p>"...a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost." EEF Research.</p>	<p>ADR / Year leaders</p>			
<p>Student and Parent Voice</p>	<p>E, I</p>	<p>Parental voice of PP students will be expanded upon by having a system of gaining views, publishing them and responding to them.</p>	<p>Publishing the results on-line and communicating them to parents should allow us to build futher relationships with parents. The system of feedback to respective staff, departments and year groups has been setup and will continue to be an integral part in increasing confidence with PP students.</p> <p>DfE guidlelines found that 'more successful schools used pupil voice, or set up one-to-one meetings to explore the challenges faced by individual pupils'.</p>	<p>ADR</p>			

		Surveying PP parents at events and through on-line means	Students voice for PP will continue to be achieved via the students council, student leadership group and our house and year structure.			
Disadvantaged students receive a suitable breakfast which prepares them to learn.	J	Free breakfasts for disadvantaged students.	Research has shown a direct link between the breakfast habits of children and their educational attainment. "Breakfast clubs provided children with a settled and enjoyable start to the school day" Front Public Health (2015)	ADR		
Total budgeted cost					£21,923.40	



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