

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	Cantell School
Number of pupils in school	1167 (at grant allocation)
Proportion (%) of pupil premium eligible pupils	36% (at grant allocation)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Harry Kutty
Pupil premium lead	Kat Cox
Governor / Trustee lead	Peter Hilditch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400145
Recovery premium funding allocation this academic year	£70000
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	£470145

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Lower average reading age on entry
2	Lower average prior attainment on entry
3	Lower average attendance
4	Difficulty engaging with parents for some students (for a range of reasons)
5	Average wellbeing is slightly lower and anxiety slightly higher (unlikely to be a significant difference) as per ImpactEd surveys, but that is with a lot of pastoral support already in place for the PP cohort, so potential to deteriorate if that support is removed
6	Lower aspirations held by many PP students

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
Reduce the percentage gap between PP and Non PP students securing a positive progress 8 score	Reduce to 10%
Reduce the attainment 8 gap between PP and Non PP students	Reduce to 5 points
Reduce the 5+ English and Maths gap	Reduce to 7%
Improve attendance to national average	Attendance in line with national average
Reduce PP NEETs	Aim for zero NEETs

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: £ 109143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of The Cantell Connected Curriculum – to ensure our students are developing their metacognition skills within our three established teaching and learning priorities.</p>	<p>From the EEF teaching and learning toolkit. Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence.</p>	<p>2</p>
<p>Development of The Cantell Connected Curriculum - focus on sequencing, attack words and checking for understanding, to support our students knowing more, remembering more and applying more. Targeted CPD support for all groups of staff to enhance their role within curriculum development.</p>	<p>“Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.”</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#non-eligible-pupils</p> <p>These particular three priorities were chosen because there is a range of research to suggest that they will enable students to know more and remember more. They were also initially identified as areas for development from learning walks and external visits. Since being introduced, a range of quality assurance has shown that they are having a positive impact and we just need to get total consistency across the school.</p>	<p>2 & 3</p>

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

Budgeted cost: £ 276523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cantell CARE approach (Curriculum supporting Aspiration supporting RESilience) to ensure no child is left behind from the pandemic, with a specific focus on nonEAL PP pupils and KS4 students. This will include engaging with parents and providing intervention, where necessary.	Refer to Covid catch-up strategy	3,4,5 & 6
KS3 literacy intervention - targeted groups get additional literacy lessons in curriculum time, small group tuition after school and online resources to support their literacy skills.	From the EEF teaching and learning toolkit. Reading comprehension strategies - Very high impact for very low cost based on extensive evidence	1,2 & 5
Reading for pleasure intervention – plan to work with Southampton Hub from the University of Southampton to recruit volunteers to read with small groups of students every morning.	DfE Research evidence on reading for pleasure Education standards research team May 2012 – page 9 benefits of reading for pleasure.	1,2 & 5

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

Budgeted cost: £ 84479

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare - Emotional and mental health support Students are prioritised by need but, where possible,	Strategies that have been used within Cantell successfully over a number of years – success	3,4 & 5

<p>PP students will be triaged first and allocated the appropriate support from one of: Non-teaching year leader mentoring Jo Pringle – Mental health support Nick Guise-Smith – Life coach Bethan Edge – Mental health 4 MHST Public Health team No limits CAMHS</p> <p>Girls mentoring by trained teaching staff</p>	<p>measured by parent, student and teacher feedback.</p> <p>From the EEF teaching and learning toolkit. Mentoring - Low impact for moderate cost based on moderate evidence, but in our context results seem promising from as measured from ImpactEd surveys, so worth persevering and continuing to monitor.</p>	
<p>Engagement with parents – ensuring parents are able to support their children at home, both academically and pastorally. • Non-teaching year leaders (to enable frequent and swift contact home). • Embed parent evening systems to maintain and further improve parental engagement in a way that allows pupil premium lead to move on to wider parental engagement strategies in future academic years.</p>	<p>From the EEF teaching and learning toolkit. Parental engagement - Moderate impact for very low cost based on extensive evidence.</p> <p>Non-teaching year leaders have been used in our context over a number of years with a very high success – particularly with safeguarding our most disadvantaged students.</p>	4

Total budgeted cost: £ 471100

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.

Last year marked the end of a previous pupil premium strategy plan, below is the assessment of how successfully the intended outcomes of that plan were met

Progress 8 – Intended outcome was to reduce the percentage gap between PP and Non PP students securing a positive progress 8 score to 10%.

- 2019: PP 48%, Non-PP 73% GAP 25%
- 2020: PP 53%, Non-PP 65% GAP 12%
- 2021: Not available

We were close to our intended outcome in 2020 and saw a significant improvement from the year before

Attainment 8 - Intended outcome was to reduce the A8 gap between PP and Non PP students to 5 points

- 2019 - PP 40.6, Non-PP 51.6 GAP 11.0 points
- 2020 - PP 41.9, Non-PP 49.5 GAP 7.6 points
- 2021 - PP 36.9, Non-PP 49.1 GAP 12.2 points

We were close to our intended outcome in 2020, but then saw a decline with the 2021 cohort who were much more severely impacted by the pandemic than the 2020 cohort.

Grade 5+ in English and maths - Intended outcome was to reduce the 5+ English and Maths gap to 7%

- 2019 - PP: 29.3%, Non-PP: 44.0% GAP 14.7%
- 2020 - PP: 32.5%, Non-PP: 43.2% GAP 10.7%
- 2021 - PP: 14.7%, Non-PP: 46.0% GAP 31.3%

We were getting closer to our intended outcome in 2020, but then saw a decline with the 2021 cohort who were much more severely impacted by the pandemic than the 2020 cohort.

Attendance – Intended outcome was to improve attendance to national average

- 2020 attendance for FSM was 91.4%, 0.6% above national average.

- 2021 attendance for FSM to May was 87.6%, which had dropped below national average, but was being skewed by vulnerable students that didn't attend during the school closures. Our FSM attendance from Sept 21 to 10/12/2021 was 90.6%, which is in line with national and very pleasing.

EBACC entries - Intended outcome was to achieve an equal proportion of PP and Non PP pathway one students following an EBACC suite of options. Data is not currently available for the pathway one students, but for the entire 2021 leavers cohort PP 11.8%, Non_PP 28.7%

The patterns we have seen as a result of the pandemic are replicated nationally, but it is not acceptable for the pandemic to have a greater impact on the most disadvantaged and we are still committed to closing the gaps. The engagement of PP students since they have been able to return to school has been excellent. The school community is passionate about building on the progress we made with closing the gaps in a timely matter so that our students have the best possible life chances.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
English faculty used "Write by You" - a six week writing intervention with a small group of girls in year 9	Sarah Tinsley
Free Music Lessons for PP students	Southampton Music Service

Further information (optional)

Engagement with 'No limits' used to support PP students, but no cost.