

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	Cansfield High School
Number of pupils in school	1036 (293 in receipt on PPG)
Proportion (%) of pupil premium eligible pupils	28.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020 – 2021 / 2021 – 2022 / 2022 – 2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	G Baker
Pupil premium lead	D Forshaw
Governor / Trustee lead	L Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273850
Recovery premium funding allocation this academic year	£41180
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	£315030

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Cansfield High goes beyond simply narrowing the gap between those who are economically advantaged and those who are not. We are determined to ensure that all pupils, irrelevant of background or prior attainment, have the skills and qualifications so that they may realise their potential and achieve their dreams.

We aim to diminish the difference and give students the opportunity to become the best version of themselves will be fulfilled through the following areas of focus:

- Raise the profile of pupil premium with all staff, students, parents and Governors
- Narrow the gap academically by raising the attainment of pupil premium students
- Ensure high-quality teaching coupled with high expectations
- Provide opportunities to widen life experiences

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In order for our pupils to excel academically and well-rounded members of society, we have adopted a three pronged approach to mitigate the impact of disadvantage through teaching, targeted interventions and wider strategies.

Teaching priorities for current academic year

Measure	Activity
Priority 1	Secure quality first teaching for all students, setting high expectations and delivering strong academic outcomes.
Priority 2	Improve levels of literacy for PP students across all year groups, supported with the buy-in and embedding of Accelerated Reader across KS3 to increase reading for pleasure.
Barriers to learning these priorities address	Student engagement with reading, writing and speaking.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils
Priority 2	Improve attendance rates of PP students to match Non-PP students.
Barriers to learning these priorities address	Ensuring students have continuity in lessons and are not losing curriculum time to specific interventions. Students not realising the value of education and not engaging with support and interventions.

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed our pupil aspiration improving the life experiences, aspirations and engagement in the curriculum for disadvantaged students, whilst tracking and targeting

Measure	Activity
	disadvantage attendance for extra-curricular clubs, teams and events.
Priority 2	Improving parental engagement, including giving parents the tools to support their child at home.
Barriers to learning these priorities address	Low aspirations of disadvantaged students. Lack of parental engagement from some parents, lack of resources at home and lack of skills to fully supporting their child at home.

Challenges

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

Challenge number	Detail of challenge			
1	Attainment and Progress			
There remains an attainment gap between disadvantaged students and those not disadvantaged, although this gap has narrowed over recent years.				
Headline Data	Summer 2018	Summer 2019	Summer 2020 [Not comparable data]	Summer 2021 [Not comparable data]
Attainment 8	3.53 Gap -0.87	3.79 Gap -0.91	4.16 Gap -1.07	4.18 Gap -0.81
Ebacc Entry	19.1%	9.8%	12.7%	27.8%
Basics 4+	31.9% Gap -32.9%	46.3% (+14.4%) Gap -22.7%	54.5% (+8.2%) Gap -25.5%	50.0% (-4.5%) Gap -13.8%
Basics 5+	17.0% Gap -21.4%	17.1% (+0.1%) Gap -25.5%	30.9% (+13.8%) Gap -20.6%	27.8% (-3.1%) Gap -14.2%
2	Attendance			
For many years the attendance gap had narrowed between disadvantaged students and those not disadvantaged. However, the impact of COVID-19 has negatively impacted on this and the gap widened in 2019 – 2020, which has begun to narrow again in 2020-2021.				
	Attendance	PP	Non-PP	Gap
	16-17	91.62%	96.50%	-4.88%
	17-18	91.55%	96.33%	-4.78%
	18-19	93.06%	96.98%	-3.92%
	19-20	89.36%	96.02%	-6.64%
	20-21	87.83%	93.55%	-5.72%
3	Behaviour			
We continue to set high expectations for all our students and look to instil responsibility and reflection of behaviour through our behaviour systems. Our Pupil Premium students are disproportionately represented in those students with fixed term exclusions and time in isolation.				
Fixed Term Exclusion Comparisons 2020 - 2021:				
8 out of 12 students who have a fixed term exclusion this year are PP (66.7%) with 37 out of 52 belonging to these students (71.2%). Of the PP students two of these students have been permanently excluded, one had a package of alternative provision from the Engagement Centre and a bespoke curriculum with 1-2-1 tutors to support reintegration back at Cansfield full-time, one student attended the Progress School and another was in Year 11 and has now left. The other three students had intensive pastoral support on a daily to support them.				
Isolation Comparisons 2020 - 2021:				

Autumn Term 1 - 78 days in total for 32 PP students compared with 55 days in total for 23 Non-PP students (58.2% of students are PP with 58.6% of the total days). This shows a decrease of 8.5% in the percentage of PP students for Autumn Term 1 in the previous academic year.

Autumn Term 2 - 89 days involving 28 PP students compared with 78 days involving 22 Non-PP students (56% of students are PP with 53.3% of the total days). Again, this shows a decrease in the percentage of PP students for Autumn Term 2 in the previous academic year by 9.0%.

Spring Term 1 - Partial school closure and no students attending school were placed in isolation.

Spring Term 2 - 32 days involving 14 PP students compared with 23 days involving 14 Non-PP students (50.0% of students are PP with 58.2% of the total days). No comparison data due to partial school closures in March 2020.

Summer Term 1 - 90 days in total involving 21 PP students compared with 16 days involving 14 Non-PP students (65.6% of students are PP with 84.9% of the total days). No comparison data due to partial school closures in March 2020.

Summer Term 2 - 73 days in total involving 26 PP students compared with 56 days involving 25 Non-PP students (51.0% of students are PP with 56.6% of the total days). No comparison data due to partial school closures in March 2020.

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Parental Engagement

Our Pupil Premium students are disproportionately under represented at parent events, including parents' evenings and parental engagement events.

Events 2020 - 2021	No. of students PP	% of students PP
Year 7 Parents Evening	56 / 184	30.4%
Year 8 Parents Evening	17 / 124	13.7%
Year 9 Parents Evening	27 / 109	24.8%
Year 10 Parents Evening	24 / 133	18.0%
Year 11 Parents Evening	21 / 127	16.5%
Year 7 and 9 Updates and Next Steps	10 / 87	11.5%
Year 8 and 10 Updates and Next Steps	7 / 80	8.75%
Year 11 Updates and Next Steps	4 / 46	8.7%
Year 11 Update and No Summer Exams	5 / 59	8.5%
Year 9 Options Evening	18 / 76	23.7%

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Aspirations beyond Ashton / Wigan are low

We aim to improve the aspirations of our disadvantaged students through our rewards and leadership opportunities across school. Beyond this we give students the opportunity to access trips whenever possible, and fund this for Pupil Premium students.

Rewards Comparisons 2020 – 2021:

Pride of Cansfield	No. of students PP	% of students PP
Overall	666 / 2399	27.8%
Year 7	171 / 568	30.1%
Year 8	99 / 439	22.6%
Year 9	146 / 437	33.4%
Year 10	118 / 470	25.1%
Year 11	132 / 485	27.2%

Awards	No. of students PP	% of students PP
Headteacher's Award	4 / 20	20.0%
Sam Learning Competition	5 / 13	27.8%
AHOY Attainment / Progress	2 / 16	12.5%
Young Artist of the Year Finalist	1 / 4	25.0%

Subject Rewards	No. of students PP	% of students PP
Creative of the Week	34 / 118	28.8%
Citizen of the Week	8 / 13	61.5%
Einstein of the Week	51 / 165	30.9%
English Expert of the Week	174 / 553	31.5%
Historian of the Week	22 / 131	34.9%
Linguist of the Week	57 / 222	25.7%
Mathematician of the Week	318 / 1203	26.4%
Performers of the Week	26 / 67	38.8%
Philosopher of the Week	9 / 56	16.1%

Student Leadership Comparisons 2020 - 2021:

Year 11 Senior Leadership Team	No. of students PP	% of students PP
Head Boy / Girl	0 / 2	0.0%
Deputy Head Boy / Girl	1 / 8	12.5%
Senior Prefects	6 / 43	14.0%
Prefects	6 / 40	15.0%

Student Leaders	No. of students PP	% of students PP
Year 9 PALS	4 / 17	23.5%
Year 10 PALMS	3 / 18	16.7%
Student Parliament	11 / 62	17.7%

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
Students to make progress in-line with their peers nationally regardless of their starting point.	Achieve national average for progress for all students.
Students attain grades in-line with their peers nationally regardless of their starting point.	Achieve national average for attainment for all students.
Students perform well in basics, and have the literacy and numeracy skills to begin adulthood.	Achieve national average English and maths 5+ scores.
Disadvantaged students enjoy school, feel they belong and are engaged in lessons.	Improve attendance to national average.
Improve aspirations and increase post-16 options for disadvantaged students.	Match national average EBacc entry for all students.

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)

Approach	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Acting Deputy Headteacher leading on Groups of Learners - Oversee all PP students in school to reduce barriers to learning and raise attainment, including three CPD sessions on Pupil Premium.	NFER – Whole-school ethos for attainment for all / High quality teaching / Clear, responsive leadership / Data driven and responding to evidence.	1
Contribution towards Assistant Headteachers for Outcomes and Data (Core and Foundation) - To monitor and improve student attainment and progress with particular focus on and monitoring of PP students, including CPD sessions on literacy, numeracy and quality first teaching and effective feedback.	NFER – Whole-school ethos for attainment for all / High quality teaching / Clear, responsive leadership / Data driven and responding to evidence.	1
Contribution towards additional teacher in English and Maths - Additional staffing providing additional groups at KS4 increasing the amount of teacher support students receiving in the classroom.	NFER – Deploying staff effectively. EEF – Reducing class size.	1
Build a library of classic texts - Over the five years at Cansfield we will support students to build their own library of classic texts at home by purchasing them a book each academic year.	NFER – Whole- school ethos for attainment for all. EEF – Reading comprehension strategies.	1
Recovery Premium Spend		
Contribution towards additional teacher in Science - Additional staffing providing additional groups at KS4 increasing the amount of teacher support students receiving in the classroom.	NFER – Deploying staff effectively. EEF – Reducing class size.	1
Study Skills Sessions - To promote strategies for revision and study to raise attainment.	NFER – Whole-school ethos of attainment for all / Meeting individual learning needs. EEF – Aspiration intervention.	1

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

Approach	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Senior Assistant Headteacher for pastoral and student welfare - Oversee pastoral provision for PP students including pastoral, safeguarding and attendance.	NFER – Clear, responsive leadership / Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Behaviour intervention / Mentoring intervention.	2, 3
Contribution towards Acting Deputy Headteacher leading on Groups of Learners - Oversee all PP students in school to reduce barriers to learning and raise attainment, including parental engagement events.	NFER – High quality teaching / Clear, responsive leadership / Data driven and responding to evidence / Deploying staff effectively / Meeting individual learning needs. EEF - Mentoring intervention.	1, 4
Contribution towards Assistant Headteachers for Outcomes and Data (Core and Foundation) - To monitor and improve student attainment and progress with particular focus on and monitoring of PP students.	NFER – High quality teaching / Clear, responsive leadership / Data driven and responding to evidence / Deploying staff effectively / Meeting individual learning needs. EEF – Mentoring intervention.	1
Contribution towards five Academic HOY - To oversee PP students in year group, working closely with students and staff to improve attainment and reduce barriers to learning.	NFER – Data driven and responding to evidence / Deploying staff effectively / Meeting individual learning needs. EEF – Mentoring intervention.	1, 4, 5
Contribution towards five Pastoral HOY - To oversee PP students in year group, working closely with students and staff to improve behaviour, attendance and promote student wellbeing.	NFER – Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Behaviour intervention. Mentoring intervention.	2, 3, 4, 5
Contribution towards one Senior Pastoral Leader - To monitor and support pupil premium students where there are any pastoral or safeguarding concerns.	NFER – Clear, responsive leadership / Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Behaviour intervention / Mentoring intervention.	2, 3, 4, 5
Contribution towards two Attendance Officers - To monitor and improve student attendance with particular focus on and monitoring of PP students, including meeting with students, parents and making home visits.	NFER – Data driven and responding to evidence / Addressing behaviour and attendance.	2
Contribution towards Senior Learning Coaches - Focus on improving attainment for students who may be struggling in the classroom with progress or behaviour.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Metacognition and self-regulation.	1, 3

Contribution towards Learning Coaches - Focus on improving attainment for students who may be struggling in the classroom with progress or behaviour.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Metacognition and self-regulation.	1, 3
Contribution towards Careers Advisor - Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Aspiration intervention.	1, 2, 3, 5
Specialist English Intervention - 1 to 1/small group work to support borderline students across all grades	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – 1-2-1 tuition / Literacy intervention.	1
Specialist Maths Intervention - 1 to 1/small group work to support borderline students across all grades	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – 1-2-1 tuition.	1
Revision materials - Provision of revision books and funding for revision to raise attainment	NFER – Whole-school ethos of attainment for all / Meeting individual learning needs. EEF – Aspiration intervention.	1
Contribution towards Librarian - Targeting support for students identified through student voice and engagement in library to promote and develop a love of reading and improve literacy.	NFER – Whole-school ethos of attainment for all / Deploying staff effectively / Meeting individual learning needs. EEF – Literacy intervention.	1, 5
Peripatetic Lessons - 1 to 1/small group private instrumental lessons providing tuition not available to them.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Aspiration intervention.	1, 5
Achievement for All - Improve student outcomes through coaching, access to specialist resources, specific interventions based on a detailed action plan reviewed regularly.	NFER – Clear, responsive leadership / Data driven and responding to evidence / Meeting individual learning needs.	1, 3, 4
Recovery Premium Spend		
National Tuition Programme - 1:3 tuition in English and maths for 15-week block.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – 1-2-1 and small group tuition.	1
School-Led Tuition Grant English, maths and science 1:3 tuition for 15-week block.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – 1-2-1 and small group tuition.	1

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

Approach	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Acting Deputy Headteacher leading on Groups of Learners - Oversee all PP students in school. Monitoring participation in extra-curricular clubs, events and trips.	NFER – Clear, responsive leadership / Data driven and responding to evidence. EEF – Aspiration intervention.	5
Trip to Colomendy - All PP students in Y7 will be given the opportunity to attend Colomendy with team building activities.	EEF – Aspiration intervention / Outdoor adventure learning.	3, 5
Trip to France - All PP students in Y7 will be given the opportunity to attend a trip to France, raising their cultural capital.	EEF – Aspiration intervention.	1, 5
Lake District / Conway Castle visit - Students in Y7 / 8 will be offered the opportunity to go to the lake district or Conway castle to complement our knowledge rich curriculum and improve student cultural capital.	EEF – Aspiration intervention.	1, 5
Science and Industry museum trip - All PP students in Y8 will be given the opportunity to attend a trip to the Science and Industry Museum to raise aspirations and complement our knowledge rich curriculum.	EEF – Aspiration intervention.	1, 5
Maths in a real-context - All PP students in Y9 will be given the opportunity to attend a trip to Blackpool pleasure beach to raise aspirations and understand Maths in the real world.	EEF – Aspiration intervention.	1, 5
Theatre trip - All PP students in Y10 will be given the opportunity to attend the theatre.	EEF – Aspiration intervention.	1, 5
Sporting Scholarship - Provide PP students with a sporting scholarship to access clubs, training and equipment not accessible to them.	EEF – Aspiration intervention.	1, 3, 5
Arts Scholarship - Provide PP students with the arts scholarship to access resources, workshops, events and experiences not available to them.	EEF – Arts Participation / Aspiration intervention.	1, 3, 5
Performing Arts Scholarship - Provide PP students with a performing arts scholarship to access clubs, training and equipment not accessible to them.	EEF – Arts Participation / Aspiration intervention.	1, 3, 5
Musical Scholarship - Provide PP students with a musical scholarship to access workshops, tuition and equipment not accessible to them.	EEF – Arts Participation / Aspiration intervention.	1, 3, 5

Whole school rewards - To promote attendance, punctuality and progress in formal assessments.	EEF – Aspiration intervention.	1, 2, 3, 5
Equipment - To provide students with equipment generally not accessible to them including stationary, scientific calculator, ingredients, remote learning equipment, etc.	EEF – Aspiration intervention.	1, 3
Contribution towards CANW counsellor - Focus on supporting student’s mental health and well-being particularly in the aftermath of Covid-19 lockdown periods.	EEF – Social and emotional learning.	2, 3, 5
Contingency fund for subject trips - Allowing PP students to access experiences not available to them, promoting engagement and progression within a particular subject.	EEF – Aspiration intervention.	1, 3, 5
Contingency fund for sporting clubs outside of school - Support students with subs, etc to improve their self-esteem and aspirations.	EEF – Aspiration intervention.	1, 3, 5
College/University trips - To raise aspirations of students, engage them further in the curriculum and provide experiences for students to make informed decisions about their journey after Cansfield.	EEF – Aspiration intervention.	1, 3, 5
Uniform including PE kits - Assistance with uniform costs to promote inclusion by raising attainment, attendance and social capital.	EEF – School uniform.	1, 2, 3, 5
Transport - Ensure that transport to school is not a barrier to attendance. Provide transport for vulnerable students to attend clubs, smart classes and arrive in good time to all morning public examinations.	NFER – Whole-school ethos of attainment for all / Clear, responsive leadership / Meeting individual learning needs.	1, 2, 5

Total Pupil Premium Budgeted Cost: £ 273 850

Staffing £233850

Additional allocation £40 000

Recovery Premium £41 180

School-Led Tuition Grant £34 425

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.

Outcomes Impact:

Headline Data	Summer 2018	Summer 2019	Summer 2020 [Not comparable data]	Summer 2021 [Not comparable data]
Progress 8	-0.71	-0.75	-0.32 (sisra)	N/A
Attainment 8	35.28	37.92	41.58	41.81
Basics 4+	31.9%	46.3% (+14.4%)	54.5% (+8.2%)	50.0% (-4.5%)
Basics 5+	17.0%	17.1% (+0.1%)	30.9% (+13.8%)	27.8% (-3.1%)

Additional Support Comparisons 2020 - 2021:

Interventions	Number of students PP	Percentage of students PP
Years 7 – 9 Bridging Form	46 / 74	62.2%
Chromebook Loan	97 / 186	52.2%
4G Router	7 / 7	100.0%
IDL Literacy and Numeracy	117 / 171	68.4%
Read, Write, Ink	13 / 19	68.4%

Academic Interventions 2020 – 2021:

Interventions	Number of students PP	Percentage of students PP
Creative Revision	77 / 358	21.5%
English Revision	4 / 17	23.5%
Languages Revision	11 / 67	16.4%
Humanities Revision	8 / 45	17.8%
Maths Revision	69 / 385	17.9%
National Tuition Programme	273 / 273	100.0%
Performance Revision	31 / 160	19.4%
Science Revision	77 / 441	17.5%

Attendance Comparisons 2018 – 2021:

Attendance	PP	Non-PP	Gap
17-18	91.55%	96.33%	-4.78%
18-19	93.06%	96.98%	-3.92%
19-20	89.36%	96.02%	-6.64%
20-21	87.83%	93.55%	-5.72%

Fixed Term Exclusion Comparisons 2020 - 2021:

8 out of 12 students who have a fixed term exclusion this year are PP (66.7%) with 37 out of 52 belonging to these students (71.2%). Of the PP students two of these students have been permanently excluded, one had a package of alternative provision from the Engagement Centre and a bespoke curriculum with 1-2-1 tutors to support reintegration back at Cansfield full-time, one student attended the Progress School and another was in Year 11 and has now left. The other three students had intensive pastoral support on a daily to support them.

Isolation Comparisons 2020 - 2021:

Autumn Term 1 - 78 days in total for 32 PP students compared with 55 days in total for 23 Non-PP students (58.2% of students are PP with 58.6% of the total days). This shows a decrease of 8.5% in the percentage of PP students for Autumn Term 1 in the previous academic year.

Autumn Term 2 - 89 days involving 28 PP students compared with 78 days involving 22 Non-PP students (56% of students are PP with 53.3% of the total days). Again, this shows a decrease in the percentage of PP students for Autumn Term 2 in the previous academic year by 9.0%.

Spring Term 1 - Partial school closure and no students attending school were placed in isolation.

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Summer Term 2 - 73 days in total involving 26 PP students compared with 56 days involving 25 Non-PP students (51.0% of students are PP with 56.6% of the total days). No comparison data due to partial school closures in March 2020.

Behaviour and Welfare Interventions 2020 - 2021:

Interventions	Number of students PP	Percentage of students PP
CANW Drop-in	83 / 175	47.4%
Form Tutor Card	10 / 23	10.0%
Governors' Panel	18 / 22	81.8%
Mental Health First Aider	16 / 43	37.2%
Pastoral Head of Year Card	31 / 57	54.4%
Pastoral Head of Year Praise Card	10 / 12	83.3%
Transition Wigan Athletic Project	26 / 57	45.6%
Wellbeing Project	3 / 11	27.3%

Parental Engagement Comparisons 2020 – 2021:

Events 2020 - 2021	No. of students PP	% of students PP
Year 7 Parents Evening	56 / 184	30.4%
Year 8 Parents Evening	17 / 124	13.7%
Year 9 Parents Evening	27 / 109	24.8%
Year 10 Parents Evening	24 / 133	18.0%
Year 11 Parents Evening	21 / 127	16.5%
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Year 8 and 10 Updates and Next Steps	7 / 80	8.75%
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Rewards Comparisons 2020 – 2021:

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Year 9	146 / 437	33.4%
Year 10	118 / 470	25.1%
Year 11	132 / 485	27.2%

Awards	No. of students PP	% of students PP
Headteacher's Award	4 / 20	20.0%

<i>Sam Learning Competition</i>	<i>5 / 13</i>	<i>27.8%</i>
<i>AHOY Attainment / Progress</i>	<i>2 / 16</i>	<i>12.5%</i>
<i>Young Artist of the Year Finalist</i>	<i>1 / 4</i>	<i>25.0%</i>

<i>Subject Rewards</i>	<i>No. of students PP</i>	<i>% of students PP</i>
<i>Creative of the Week</i>	<i>34 / 118</i>	<i>28.8%</i>
<i>Citizen of the Week</i>	<i>8 / 13</i>	<i>61.5%</i>
<i>Einstein of the Week</i>	<i>51 / 165</i>	<i>30.9%</i>
<i>English Expert of the Week</i>	<i>174 / 553</i>	<i>31.5%</i>
<i>Historian of the Week</i>	<i>22 / 131</i>	<i>34.9%</i>
<i>Linguist of the Week</i>	<i>57 / 222</i>	<i>25.7%</i>
<i>Mathematician of the Week</i>	<i>318 / 1203</i>	<i>26.4%</i>
<i>Performers of the Week</i>	<i>26 / 67</i>	<i>38.8%</i>
<i>Philosopher of the Week</i>	<i>9 / 56</i>	<i>16.1%</i>

Student Leadership Comparisons 2020 - 2021:

<i>Year 11 Senior Leadership Team</i>	<i>No. of students PP</i>	<i>% of students PP</i>
<i>Head Boy / Girl</i>	<i>0 / 2</i>	<i>0.0%</i>
<i>Deputy Head Boy / Girl</i>	<i>1 / 8</i>	<i>12.5%</i>
<i>Senior Prefects</i>	<i>6 / 43</i>	<i>14.0%</i>
<i>Prefects</i>	<i>6 / 40</i>	<i>15.0%</i>

<i>Student Leaders</i>	<i>No. of students PP</i>	<i>% of students PP</i>
<i>Year 9 PALS</i>	<i>4 / 17</i>	<i>23.5%</i>
<i>Year 10 PALMS</i>	<i>3 / 18</i>	<i>16.7%</i>
<i>Student Parliament</i>	<i>11 / 62</i>	<i>17.7%</i>

Careers Engagement Comparisons 2020 - 2021:

<i>Provision</i>	<i>No. of students PP</i>	<i>% of students PP</i>
<i>Astronomy University Virtual Talk</i>	<i>10 / 43</i>	<i>23.3%</i>
<i>Brilliant Club</i>	<i>3 / 11</i>	<i>27.3%</i>
<i>Careers Advice – College Applications</i>	<i>17 / 34</i>	<i>50.0%</i>
<i>Careers Cafe</i>	<i>22 / 72</i>	<i>30.6%</i>
<i>Careers Interview</i>	<i>121 / 317</i>	<i>38.2%</i>
<i>Decision in Law Workshop</i>	<i>3 / 22</i>	<i>13.6%</i>
<i>Engineering in Space Virtual Talk</i>	<i>1 / 6</i>	<i>16.7%</i>
<i>Medical Mavericks</i>	<i>10 / 27</i>	<i>37.0%</i>
<i>Medicine Work Experience</i>	<i>2 / 12</i>	<i>16.7%</i>
<i>Routes to Law Workshop</i>	<i>7 / 19</i>	<i>36.8%</i>
<i>Virtual Work Experience</i>	<i>3 / 25</i>	<i>12.0%</i>

Extra-Curricular Comparisons 2020 - 2021:

<i>Provision</i>	<i>No. of students PP</i>	<i>% of students PP</i>
<i>Badminton</i>	<i>24 / 130</i>	<i>18.5%</i>
<i>Book Club</i>	<i>2 / 3</i>	<i>66.7%</i>
<i>Boxercise (google meet)</i>	<i>4 / 14</i>	<i>28.6%</i>
<i>Creative Well-Being Drop-In</i>	<i>52 / 96</i>	<i>54.2%</i>
<i>Cultured Cansfield</i>	<i>6 / 32</i>	<i>18.8%</i>
<i>Dance Club</i>	<i>14 / 44</i>	<i>31.8%</i>
<i>Dodgeball</i>	<i>17 / 100</i>	<i>17.0%</i>
<i>Drama Club</i>	<i>16 / 55</i>	<i>29.1%</i>
<i>Duke of Edinburgh</i>	<i>5 / 25</i>	<i>20.0%</i>
<i>Euro Highlights Club</i>	<i>48 / 179</i>	<i>26.8%</i>
<i>Fell-Good Yoga (google meet)</i>	<i>3 / 14</i>	<i>21.4%</i>

<i>Gardening Club</i>	<i>20 / 116</i>	<i>17.2%</i>
<i>Girls Football Project Planning (google meet)</i>	<i>2 / 17</i>	<i>11.8%</i>
<i>HIIT (google meet)</i>	<i>1 / 14</i>	<i>7.1%</i>
<i>Journey to Japan – Amine Drawing</i>	<i>20 / 53</i>	<i>37.7%</i>
<i>Journey to Japan – Crafts</i>	<i>10 / 29</i>	<i>34.5%</i>
<i>Journey to Japan – Mixed Media Visuals</i>	<i>13 / 44</i>	<i>29.5%</i>
<i>Journey to Japan – Photography</i>	<i>6 / 61</i>	<i>9.8%</i>
<i>Maths Club Key Stage 3</i>	<i>53 / 171</i>	<i>31.0%</i>
<i>Music Club</i>	<i>100 / 256</i>	<i>39.1%</i>
<i>Newsletter Club</i>	<i>17 / 37</i>	<i>45.9%</i>
<i>Rounders</i>	<i>42 / 200</i>	<i>21.0%</i>
<i>Science Club</i>	<i>46 / 217</i>	<i>21.2%</i>
<i>Sports and Science Workshop</i>	<i>1 / 11</i>	<i>9.1%</i>
<i>Table Tennis</i>	<i>9 / 41</i>	<i>22.0%</i>
<i>Wigan Athletic Girls Football</i>	<i>6 / 54</i>	<i>11.1%</i>

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
Achievement for All	Achievement for All Charity

Catch-up Funding 2020 – 2021 Review

Total spend £81653

Maths and English teacher £33 541 each – One-year contract supporting the progress of students in maths and English, with smaller group sizes and form time interventions.

Impact data:

	<i>English 2019</i>	<i>English 2020</i> [Not comparable data]	<i>English 2021</i> [Not comparable data]
<i>P8</i>	-0.68	-0.52 (<i>sisra</i>)	N/A
<i>4+</i>	57.7%	61.8%	57.4%
<i>5+</i>	39.0%	45.5%	40.7%

	<i>Maths 2019</i>	<i>Maths 2020</i> [Not comparable data]	<i>Maths 2021</i> [Not comparable data]
<i>P8</i>	-0.74	-0.25 (<i>sisra</i>)	N/A
<i>4+</i>	58.5%	63.6%	59.3%
<i>5+</i>	22.0%	38.2%	40.7%

National Tuition Programme £5998.40 – Academic Heads of Year organised a 14-week tuition block for targeted students after school for tuition to take place.

Impact data:

Y7 - 57.1% improved, Y8 - 50% improved, Y9 - 77.3% improved, Y10 - 11.1% improved their predictions and 44.4% stayed consistent.

Purchase Chrome books £8572.60 – Ensured all students without access to technology at home were supported with the use of a chrome book, and internet where necessary.

Impact data:

All students were able to access their learning from home in periods of lockdown or self-isolation. 97 students (52.2%) who loaned a chrome book are disadvantaged.

Summer School 2020 – 2021 Review

Total spend £24 627.34

Year 6 students joining Cansfield in September 2021 had the opportunity to attend a week-long summer school programme (9th August 2021 – 13th August 2021), which focussed on the following aims:

- Teambuilding activities to support transition from Year 6 to Year 7, allowing students to settle seamlessly in September.
- English and Maths Masterclasses focusing on the skills that students will require for their first term in Year 7.
- Subject experience sessions for Science, Humanities, Languages, Performance and Creatives.

Summer School Spend Breakdown:

Focus	Details	Total
Maths	Mocktail / Tower ingredients (ASDA)	109.90
Maths	Mocktail / Tower lesson resources (Amazon)	114.80
English	Passport to Adventure resources (Amazon)	234.46
Creative	Driftwood signs and symbols resources (YPO)	213.79
Creative	Photography resources (Petty cash)	19.74
Languages	French lesson resources (Petty cash)	20.05
Languages	Was fuer Eis moechtest du essen? resources (Petty cash)	42.67
ID Badges	Name tags for students (Lanyards tomorrow)	59.20
Team building	Tetrahedron Challenge resources (Amazon)	631.8
Team building	Games resources (Petty cash)	20.20
Refreshments	Bottled water (Euro office)	23.60
Refreshments	Break and Lunchtime food and drinks (Mellors)	2732.46
Celebration event	Ice-cream van (Steve's Whippy)	250.00
Celebration event	Assault course, photo booth and dance arcade game (SJ Leisure)	715.00
Celebration event	Pizza (Dominos)	521.34
Printing		78.33
Staffing Total	Senior Leadership Team / Teaching / Learning Support / Admin and First Aid Support / Cleaning / Site staff	18840.00
Total		24627.34

Daily Attendance Figures:

Day	Total Students Attended
Monday	146 / 224 (65.2%)
Tuesday	150 / 224 (67.0%)
Wednesday	147 / 224 (65.6%)
Thursday	143 / 224 (63.8%)
Friday	147 / 224 (65.6%)

Student Voice Summary:

I enjoyed the summer school

Strongly Agree	97 students / 68.8%
Agree	44 students / 31.2%
Disagree	0 students / 0.0%
Strongly Disagree	0 students / 0.0%

Action points for students who disagreed or strongly disagreed:

- No actions as all students enjoyed the summer school.

I know my way around the building better

Strongly Agree	69 students / 48.9%
Agree	70 students / 49.6%
Disagree	2 students / 1.4%
Strongly Disagree	0 students / 0.0%

Action points for students who disagreed or strongly disagreed:

- Pastoral Head of Year to check in with students on Monday 6th September and Tuesday 7th September to ensure the two students who disagreed are able to successfully navigate around the building.
- Pastoral Head of Year to inform form tutors of the two students who disagreed on Friday 3rd September during the Year Team meeting to target extra support during form time on Monday 6th September and Tuesday 7th September.
- Deputy Head teacher and Student Leadership Lead to inform Year 9 PALs who are in 7C and 7I to support the two students who disagreed around the building during the first week.

I feel better prepared to start Cansfield in September

Strongly Agree	72 students / 51.1%
Agree	67 students / 47.5%
Disagree	2 students / 1.4%
Strongly Disagree	0 students / 0.0%

Action points for students who disagreed or strongly disagreed:

- Pastoral Head of Year to check in with students on Monday 6th September and Tuesday 7th September to ensure the two students who disagreed have no barriers to settling in well.
- Pastoral Head of Year to inform form tutors of the two students who disagreed on Friday 3rd September during the Year Team meeting to target extra support during form time on Monday 6th September and Tuesday 7th September.
- Deputy Head teacher and Student Leadership Lead to inform Year 9 PALs who are in 7C and 7L to support the two students who disagreed by checking in on them during the first few days.

State somebody new you have made friends with during summer school

139 students (97.2%) stated at least one new friend they have made at summer school.

Action points for students who did not state a new friend they have made:

- Pastoral and Academic Head of Year to check in with students on Monday 6th September and Tuesday 7th September to ensure they are not alone during non-structured times.
- Pastoral Head of Year to inform form tutors of the four students on Friday 3rd September during the Year Team meeting to target extra support getting to know / making new friends in their form during form time on Monday 6th September and Tuesday 7th September.
- Deputy Head teacher and Student Leadership Lead to inform Year 9 PALs who are in 7C and 7D to support the four students, helping them to establish new friendships.

The session I enjoyed most:

Sessions	Total	Sessions	Total
All (not an option on survey but students added this)	8	Maths	8
Art	10	PE	31
English	5	Photography	31
French	7	Science	20
Geography	4	(blank)	1
German	11	Grand Total	141
History	5		

My favourite thing about summer school was:

Student Comment	Grand Total
?	2
Absolutely everything!	1
All sessions were fun	1
All the opportunities	1
Amazing food and fun lessons	1
Celebration Event	7
Different sessions that were taught	1
Doing different sessions	1
Doing new sessions like German and Photography	1
Dominos	1
Everyone was kind / nice	3
Everything	3
Food	1
Football	1
Getting to know new staff	5
Getting to know new staff and students	29
Getting to know new staff and students and learning my way around	9
Getting to know new staff and students and the celebration event	1
Had fun	1
Having a tour and doing sessions	1
Learning my way around	5
Lunch	3
Made up Macbeth spell	1
Making friends and getting to know teachers	2
Making mocktails in Maths	2
Making new friends	21
Making new friends and having fun	2

Making new friends and learning my way around	4
Making new friends and meeting teachers	1
Meeting new staff and learning my way around	1
Meeting new students	4
Meeting new students and old friends	1
MHM, Learning my way around	1
Mr Dickinson making everyone laugh in photography	1
PE	1
Phone zone	1
Photography / Photoshop	5
Seeing my friends	1
Table tennis	4
The experiment with Mr Parry in Science	4
The sessions and how fun they were	1
Trampolining	4
Writing a poem in English	1
Grand Total	141

One thing that would make summer school even better would be:

Student Comments	Grand Total
?	3
Air conditioning in the sports hall	1
Another tour	1
Better teachers...Oh wait you can't do that because they're already amazing	1
Chairs pulled forward in theatre	1
Computing	1
Cooking	3
Dodgeball	1
Door stops	1
Eat better things	1
Finding our own way around school	1
Finishing the day later	1
Football everyday	7
Free ice-cream everyday	1
Friends in my group	9
Going to sessions with staff after the tour	1
Having more fun	1
I don't know, I found summer school very fun and now I have less worries	1
If every new starter was at summer school	1
If I put my hand up more in class	1
Information on clubs	1
It cannot be better	1
It couldn't have been better!!!	1
Knowing someone in my group	2
Longer break / lunch times	13
Longer sessions	1
Make things fun	1
More German sessions	1
More PE	1

More PE and History	1
More PE and Sci	1
More phone zones and softer cookies	1
More sessions a day	3
More students attended	1
More time at summer school	2
More time at summer school and wifi	1
More trampolining	1
Not learning	1
Nothing	50
Nothing everything was amazing!	1
Nothing I enjoyed everything that I do	1
Nothing I liked how it was	1
Nothing I loved everything	1
Nothing I loved it	1
Nothing it was amazing	2
Nothing it was amazing :-)	1
Nothing it was great	1
Nothing it was really good	1
Nothing would it already really good thanks a lot	1
Seeing other students	1
Start a bit later in the day and have more sessions	1
Started a bit later in the day	1
Started a bit later in the day and have more sessions	1
Swimming	3
(blank)	1
Grand Total	141

Action points for consideration in future summer schools:

- Increase break time to 20 minutes and lunch time to 45 minutes.
- Ensure students can play football at break and lunch time.
- Plan a sports day event including tournaments in football and dodgeball.
- Optional swimming session at the leisure centre.
- All seats pulled forward in theatre.
- Students to make their own way to sessions after the second tour.
- Scavenger hunt around school close to the end of the summer school promoting independence.
- Extend the day