

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1041
Proportion (%) of pupil premium eligible pupils	25.8% (269 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Geoff Baker, Headteacher
Pupil premium lead	David Forshaw, Deputy Headteacher
Governor / Trustee lead	Hannah Holmes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,384
Recovery premium funding allocation this academic year	£ 78,851
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£351,235

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

However, 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, this 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 become 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.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Secure high quality for all students, setting high expectations and delivering strong academic outcomes.
2	Improving 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.
3	Improving literacy and numeracy across KS3 and KS4 for low attaining disadvantaged pupils.
4	Improving attendance rates of PP students to match non-PP students.
5	Improving the life experiences, aspirations and engagement in the curriculum for disadvantaged students, whilst tracking and targeting disadvantaged attendance for extra-curricular clubs, teams and events.
6	Barriers to attendance and learning are removed because disadvantaged students and parents have access to the uniform and resources they need to succeed.

## 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
Secure high-quality teaching for all students, setting high expectations and delivering strong academic outcomes.	<p>By the end of our current plan in 2024/25, 80% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2022 this figure was 32.6%.</p> <p>Termly progress data demonstrates expected progress is being made. PPE results demonstrate expected progress is being made. GCSE exam results (P8 scores show that PP pupils achieve in line with non-PP)</p> <p>Learning walks support the challenge of all students receiving high quality teaching.</p>
Improved reading comprehension among	Accelerated Reader records show an increase in reading and levels of challenge. Termly progress data demonstrates expected progress being made by PP and non-PP students.

disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved literacy and numeracy across KS3 and KS4 for low attaining disadvantaged pupils.	Achieve national average English and Maths 5+ for disadvantaged students.
Improve attendance rates of PP students to match non-PP students.	Disadvantaged pupils' attendance to be in line with non-PP 2018-19: Non-PP 96.98% PP 93.15%, Gap <b>-4.5%</b> 2019-20: Non-PP 96.02% PP 89.36% Gap <b>-6.66%</b> 2020-21: Non-PP 93.55% PP 87.83% Gap <b>-5.78%</b> 2021-22: Non-PP 93.34% PP 88.51% Gap <b>-4.83%</b>
Improve the life experiences, aspirations and engagement in the curriculum for disadvantaged students, whilst tracking and targeting attendance for extra-curricular clubs, teams and events.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Increased aspiration among disadvantaged pupils – NEET figures to remain low.
Barriers to attendance and learning are removed because disadvantaged students have access to the uniform and resources they need to succeed.	Attendance records show PP attendance is equal to the attendance of non-PP. Pupil survey results show improvement in engagement and aspiration in school. Parent engagement evenings to help increase the aspirations of parents of disadvantaged students so they can assist their children with revision at home.

## 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: **£162,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards 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, 5, 6
Contribution towards Assistant Headteachers leading on 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, 2, 3
Contribution towards additional teachers in English and Maths - Additional staffing providing additional groups at KS4 ensuring smaller class sizes in English and Maths and therefore increasing the amount of teacher support students receive in the classroom	Sutton Trust Research 2011‘The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.’ NFER – Deploying staff effectively. EEF – Reducing class size.	1, 3
Build a library of classic texts - Over the five years at Cansfield we will support students to build their own	NFER – Whole- school ethos for attainment for all. EEF – Reading comprehension strategies	2, 3, 5

library of classic texts at home by purchasing them a book each academic year.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£125,075**

Activity	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	4, 6
Contribution towards 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 – Clear, responsive leadership / Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Mentoring intervention	5, 6
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 three Covid Recovery Mentors - To oversee PP students 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.  The Education Policy Institute published a report in August 2020 which found disadvantaged children were over a year and a half behind their better off peers by the end of secondary school. 'On the eve of the pandemic this gap ... had begun to	1, 4, 5

	widen ... COVID-19 having exacerbated a whole host of deeply ingrained problems.' Natalie Perera –executive director of the Education Policy Institute.	
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. EEF Toolkit: Small Group Tuition	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. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. 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
Additional small group and one-to-one sessions for targeted students (supporting school led grant funding)		

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

Budgeted cost: **£63,910**

Approach	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards 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 and Y9 will be given the opportunity to attend a trip to Lille in France, raising their cultural capital.	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, 6
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. EIF report on adolescent mental health found good evidence that CBT intervention can reduce symptoms of anxiety and depression.	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, 6
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, 6

**Total budgeted cost: £351,235**

## 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 2021 to 2022 academic year.

#### Overview

Pupil Premium							
Number of Students				Percentage of Students			
PP	No	Yes	Grand Total	PP	No	Yes	Grand Total
Year 7	161	60	221	Year 7	72.9	27.1	100
Year 8	155	64	219	Year 8	70.8	29.2	100
Year 9	147	56	203	Year 9	72.4	27.6	100
Year 10	130	58	188	Year 10	69.2	30.8	100
Year 11	144	46	190	Year 11	75.8	24.2	100
<b>Grand Total</b>	<b>733</b>	<b>288</b>	<b>1021</b>	<b>Grand Total</b>	<b>71.8</b>	<b>28.2</b>	<b>100</b>

#### Data

Measure	Summer 2019		Summer 2020 [Not comparative data]		Summer 2021 [Not comparative data]		Summer 2022	
	PP	NON-PP	PP	NON-PP	PP	NON-PP	PP	NON-PP
<b>A8 score</b>	37.92 -9.09	47.01	4.16 -1.07	5.23	4.18 -0.81	4.99	42.57	56.78
<b>P8 score</b>	-0.84	-0.26	-0.32	+0.25	N/A	N/A	-0.10	+0.19
<b>% basics at 4+</b>	46.3% -22.7%	69.0%	54.5% -25.5%	80.0%	50% -13.8%	63.8%	45.7%	79.7%
<b>% basics at 5+</b>	17.1% -25.5%	42.6%	30.9% -20.6%	51.5%	27.8% -14.2%	42%	34.8%	67.8%

Our external assessments during 2021/22 suggested that the performance of disadvantaged pupils has improved since Summer 2019 which was the last set of comparative data that we have in key areas of the curriculum. EBacc entry in 2022 was 32.6%, which is higher than in 2019 when it was 9.8%. This figure puts us on track for our target of 80% of disadvantaged students being entered for the English Baccalaureate.

The Progress 8 score in 2022 of -0.10 was a significant improvement in the P8 score of disadvantaged students in 2019 which was -0.84. The final measure which saw a significant improvement in the performance of disadvantaged students was in the

basics at 5+. In 2019, 17.1% of disadvantaged students achieved a 5+ in Maths and English, in 2022 this improved to 34,8% an increase of 17.7%.

## Attendance

	Whole School Sept 2018 – July 2019		Whole School Sept 2019 – July 2020		Whole School Sept 2020 – July 2021		Whole School Sept 2021 – July 2022	
	PP	NON-PP	PP	NON-PP	PP	NON-PP	PP	NON-PP
<b>Attendance</b>	93.15%	96.98%	89.36%	96.02%	87.83%	93.55%	88.51%	93.34%
<b>Gap</b>	<b>-3.83%</b>		<b>-6.66%</b>		<b>-5.72%</b>		<b>-4.83%</b>	

## Attendance Sept – Dec 2021

Year Group	PP	NON-PP	Difference
Year 7	90.44%	94.23%	<b>-3.79%</b>
Year 8	89.39%	93.01%	<b>-3.62%</b>
Year 9	83.78%	92.96%	<b>-9.18%</b>
Year 10	88.09%	93.08%	<b>-4.99%</b>
Year 11	85.21%	91.19%	<b>-5.98%</b>

## Attendance Jan – April 2022

Year Group	PP	NON-PP	Difference
Year 7	90.59%	94.11%	<b>-3.52%</b>
Year 8	90.61%	92.64%	<b>-2.03%</b>
Year 9	85.02%	93.10%	<b>-8.08%</b>
Year 10	86.35%	92.63%	<b>-6.28%</b>
Year 11	83.33%	91.83%	<b>8.50%</b>

## Attendance April – July 2022

Year Group	PP	NON-PP	Difference
Year 7	90.22%	94.53%	<b>-4.31%</b>
Year 8	89.43%	92.17%	<b>-2.74%</b>
Year 9	86.89%	93.42%	<b>-6.53%</b>
Year 10	86.86%	92.35%	<b>-5.49%</b>

- The attendance gap for the whole school has narrowed and is now coming more in line with pre-pandemic levels.
- Year 7 PP students have the highest attendance rate at 90.22% and Year 10 have the lowest at 86.86%.
- The smallest percentage gap is Year 8 with -2.74% and the largest gap is with Year 9 at -6.53%

## Behaviour

BFL Autumn Term	PP Students Autumn Term		NON-PP Students Autumn Term	
	Number of PP Students	%PP Students	Number of NON-PP Students	% of NON-PP Students
Zero Points	118	40.2%	353	47.7%
C1	147	50.1%	330	44.5%
C2	90	30.7%	169	22.8%
C3	111	37.8%	159	21.4%
S3	81	27.6%	123	16.6%

Mobile Phone	14	4.7%	26	3.5%
Isolation	54	18.4%	53	7.1%

BFL Spring Term	PP Students Spring Term		NON-PP Students Spring Term	
	Number of PP Students	%PP Students	Number of NON-PP Students	% of NON-PP Students
Zero Points	109	37.7%	375	50.7%
C1	135	46.7%	295	39.9%
C2	101	34.9%	189	25.6%
C3	128	44.2%	185	25%
S3	96	33.2%	135	18.2%
Mobile Phone	23	7.9%	16	2.1%
Supervised Learning	49	16.9%	43	5.8%

BFL Summer Term	PP Students Summer Term		NON-PP Students Summer Term	
	Number of PP Students	%PP Students	Number of NON-PP Students	% of NON-PP Students
Zero Points	81	33.8%	291	48.9%
C1	131	54.8%	275	46.2%
C2	100	41.8%	173	29.1%
C3	108	45.1%	156	26.2%
S3	67	28%	83	13.9%
Mobile Phone	15	6.2%	12	2%
Supervised Learning	57	23.8%	48	8%

- There are just under 34% of PP students with zero behaviour points during the Summer Term a slight fall in comparison to the Spring term of just under 4%. In comparison 48.9% of non-PP students did not receive a single behaviour point during the Summer term.
- The widest gap between the behaviour of PP and non-PP students continues to be at the C3 level. Over 45% of PP students have been given a C3 detention in comparison to 26.2% of non-PP students.
- There is also a significant gap developing between the % of PP and non-PP students spending time in Supervised Learning.
- There are 845 PP students with TEN or more behaviour points, this is up slightly from Spring Term from 84.

### **Extra-Curricular and Enrichment**

Extra-Curricular Club	% of PP	% of NON PP
Art Club	43.3%	56.7%
Creative Writing Club	20%	80%
ECO Club	30%	70%
Gardening Club	38.1%	61.9%
History Club	22.3%	77.7%
Mandarin Club	28.3%	71.7%
Maths Club	28.4%	71.6%
Music Club	24.8%	75.2%
Science Club	26.9%	73.1%

### Trips

Trip	% of PP	% of NON-PP
Colomendy	21.9%	78.1%
Photography Field Trip	40%	60%
Wigan Athletic Game and Meal	45.5%	55.5%

### Parent Engagement Evenings

Event	No. of PP attended	% of PP attended	No. of Non-PP attended	% of Non-PP attended
Y7 Parent Engagement Evening	15	14.3%	90	85.7%
Y8 Parent Engagement Evening	4	9.1%	40	90.9%
Y9 Parent Engagement Evening	1	1.9%	53	98.1%
Y10 Parent Engagement Evening	4	9.5%	38	90.5%
Y11 Parent Engagement Evening	7	10.6%	59	89.4%

- Year 7 had the highest percentage of PP parents attend the Parent Engagement Evening with 14.3%.
- The lowest number was in Year 9 with only one parent of a PP student attending the evening.

### Parents Evening

Event	No. of PP attended	% of PP attended	No. of Non-PP attended	% of Non-PP attended
Y7 Parents Evening	30	19%	128	81%
Y8 Parents Evening	30	18.9%	121	80.1%
Y9 Parents Evening	28	18.7%	122	81.3%
Y10 Parents Evening	30	24%	95	76%
Y11 Parents Evening	22	16.9%	108	83.1%

- Year 10 had the highest percentage of PP parents attend Parents Evening.
- The lowest percentage of PP parents attending Parents Evening was in Year 11.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details

# Further information (optional)

<b>Additional activity</b>
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