

1. Summary information					
Academic Year	2016-17	Total PP budget	£120,615	Date of most recent PP Review	n/a
Total number of students (as per DfE Jan 2016 census funding allocations document)	957	Number of students eligible for PP	129 (13.5%)	Date for next internal review of this strategy	June 2017

2. Recent progress and attainment (2015-16 data)			
	Students eligible for PP (Chew Valley School)	All Students (Chew Valley School)	All Students (England)
Progress 8 score average (Key Stage 4)	-1.10 (n=22)	-0.25 (n=194)	0.0
Attainment 8 score average (Key Stage 4)	42.45	51.54	48.2
Progress 8 score English component (Key Stage 4)	-0.72	-0.12	
Progress 8 score Maths component (Key Stage 4)	-0.71	-0.08	
CVS Assessment without Levels C+ grades (Y7 July)	71.69%	78.85%	
CVS Assessment without Levels C+ grades (Y8 July)	54.55%	76.73%	
CVS Assessment without Levels C+ grades (Y9 July)	64.71%	77.42%	

3. Barriers to future attainment	
<b>In-school barriers</b>	
A.	Providing all PP students with access to additional personalised learning in English and Maths, tailored to their current attainment and needs. In the past students in receipt of PP funding meeting a threshold measure may have received less direct access and are, on average, not achieving as highly as their peers.
B.	Raise profile of <b>all students in receipt of PP</b> at KS4 in particular and <b>across all subjects</b> to ensure improved performance in light of progress based landscape. This requires teaching staff to have clear knowledge and understanding of the subgroups within their classes and effective access to assessment date throughout the year.
C.	Access to learning resources and opportunities (some students may require additional financial support to enable access to materials and resources), in addition to this a small proportion of students may require very specific and bespoke curriculum design.
<b>External barriers</b>	
D.	Lower attendance rates on average experienced by students in receipt of FSM (90.9% for Terms 1-4 in 2015-16 compared to 94.7% all Y7-11) along with associated potential pastoral needs.

4. Desired outcomes at Chew Valley School for academic year 2016/17		Success criteria
A.	Improved Progress8 score for English and Maths by the end of Key Stage 4.	The component averages for Progress8 for English and Maths to show improvement (from -0.72/-0.71). This can be internally tracked and monitored using school data and provisional P8 estimates but will be finally known when DfE figures are released following the KS4 results publication for the cohort. An improved uptake of bespoke English and Maths tuition by PP students would also be a success. This can be tracked using a new monitoring document/register.
B.	Improved overall Attainment8 and Progress8 outcomes for students eligible for PP <b>(this can include working with students from Y7-11)</b>	Students eligible for PP have an improved Progress8 and Attainment8 score. In addition the internal monitoring data from key reporting sessions would be made more widely available and subject leads consider the progress of this cohort more explicitly during analysis.
C.	Improved access to resources/materials and appropriate curriculum.	Students eligible for PP are able to receive key learning materials for free or subsidised. Access to educational opportunities which enrich their curriculum are also supported financially (whether in whole or part would be dependent on costs).
D.	Improved attendance overall for students eligible for PP.	Overall attendance figures to improve to be more in line with students not receiving PP funding.

## 5. Planned expenditure

### i. Quality of teaching and learning for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved overall Attainment8 and Progress8 outcomes for students eligible for PP <b>(this can include working with students from Y7-11)</b>	To setup and introduce an intuitive data analysis package to enable Senior and Middle Leaders to monitor (and plan for) progress of key groups, including students eligible for PP. This will also better facilitate the work of the English and Maths intervention teachers at KS4 (see section ii. Targeted Support)	Knowledge of students is key and to enable teachers to support learners in the classroom to make progress a new approach to analysing and sharing data will be required. This will be crucial to support the progress of students eligible for PP throughout KS4 but will hopefully impact on all students. Teachers also would benefit from being empowered to access their classroom data for Y10 and Y11 and being able to isolate key groups when they require. PP boards within the staff room also enhance teacher knowledge and understanding of each cohort from Y7-11.	<ul style="list-style-type: none"> <li>• During initial exam reviews in T1 of 2016-17 ensure all Subject Leads consider performance of PP group from prior year (some may want to make this a focus as a result).</li> <li>• Use SISRA Analytics to do this (provide opportunities for training and support)</li> <li>• Develop a visual student progress board.</li> <li>• Lead faculties through progress discussions and support action planning processes for Teaching &amp; Learning of students in receipt of PP.</li> </ul>	ASL (with SLT and Middle Leaders)	<p>Following Exam Reviews</p> <p>Ongoing through discussion of use of data with key groups.</p> <p>On receipt of end of Key Stage 4 results data.</p>
B. Improved overall Attainment8 and Progress8 outcomes for students eligible for PP D. Lower attendance rates on average experienced by students in receipt of FSM (90.9% for Terms 1-4 in 2015-16 compared to 94.7% all Y7-11) along with associated potential pastoral needs.	PP Access Coordinator appointment	To support parents and carers in accessing additional provision or support for their child eligible for PP, an Access Coordinator would provide invaluable home-school liaison. Increasingly this key role would allow for support to be even more specific in its nature and bespoke to the needs of the 'whole child'. Barriers to learning can be diverse and are unique to the individual and the Access Coordinator would work to overcome these barriers with those they affect.	<ul style="list-style-type: none"> <li>• PP AC line managed by SLT responsible for PP and afforded involvement in decision making around PP eligible students.</li> <li>• PP AC to maintain regular contact with students receiving PP funding to explore any individual barriers to learning and communicate with stakeholder key to establishing success for students.</li> </ul>	KAR / ASL in consultation with GAB.	

<p>B. Improved overall Attainment8 and Progress8 outcomes for students eligible for PP <b>(this can include working with students from Y7-I I)</b></p>	<p>Development of Literacy across the curriculum (to benefit all including PP eligible students)  Y7 Literacy and Reading early intervention and support</p>	<p>It has been noted by Departments and Faculties delivering new courses that the literacy demands placed on students in their subjects is increasing (with greater emphasis on examined content in written papers, or use of key terms and spelling for example).</p>	<ul style="list-style-type: none"> <li>Literacy focussed teaching CPD offered to all teachers as part of training</li> <li>Using KS2 scaled scores, CATs and NFER data, a cohort of students supported by Learning Support Team (some of which are eligible for FSM)</li> </ul>	<p>GRJ/PHH  SENCo</p>	
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**Total budgeted cost    £22,595**

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved Progress8 score for English by the end of Key Stage 4</p>	<p>Intervention sessions for English offered to all in receipt of PP. Blend of 1:1 and small groups based on needs of cohort.</p>	<p>To ensure opportunity to progress is maximised and that teacher student contact is increased. Until 2016-17 some students may not have been offered support as they were already 'high attaining', we want to ensure they are pushed even further. The small group sizes will allow challenge and support to be targeted appropriately to all attainment profiles. The EEF Toolkit points out that intensive individual support can have up to 5 months of improved progress impact.</p>	<ul style="list-style-type: none"> <li>Clearly identify all students currently in receipt of PP and those new to receiving FSM.</li> <li>Transfer records to a new PP tracking sheet to enable recording of key information including date of interventions and attainment data.</li> <li>Set up PP Team meetings to review sessions and access (to occur termly).</li> <li>Intervention staff to liaise with subject faculty during calendared meetings to feedback on student progress and to ensure additional work matches and builds upon that of work occurring in the main classroom.</li> </ul>	<p>ASL/ Head of English &amp; KJR</p>	<p>Termly PP Team meetings  Student attainment data monitored through the year and end of year figures available for KS4 post-results.</p>

<p>A. Improved Progress8 score for Maths by the end of Key Stage 4</p>	<p>Intervention sessions for Maths offered to all in receipt of PP. Blend of 1:1 and small groups based on needs of cohort.</p>	<p>To ensure opportunity to progress is maximised and that teacher student contact is increased. Until 2016-17 some students may not have been offered support as they were already 'high attaining', we want to ensure they are pushed even further. The small group sizes will allow challenge and support to be targeted appropriately to all attainment profiles. The EEF Toolkit points out that intensive individual support can have up to 5 months of improved progress impact.</p>	<ul style="list-style-type: none"> <li>Clearly identify all students currently in receipt of PP and those new to receiving FSM.</li> <li>Transfer records to a new PP tracking sheet to enable recording of key information including date of interventions and attainment data.</li> <li>Set up PP Team meetings to review sessions and access (to occur termly).</li> <li>Intervention staff to liaise with subject faculty during calendared meetings to feedback on student progress and to ensure additional work matches and builds upon that of work occurring in the main classroom.</li> </ul>	<p>ASL/ Head of Maths &amp; AH</p>	<p>Termly PP Team meetings</p> <p>Student attainment data monitored through the year and end of year figures available for KS4 post-results.</p>
<p>C. Improved access to resources/materials and appropriate curriculum.</p>	<p>A minority of students in receipt of PP require a bespoke curriculum design to suit their needs. A proportion of the funding can be met through their PP entitlement.</p>	<p>Students in receipt of PP who were finding the mainstream curriculum a challenge during their Key Stage 4 studies (which at times could manifest itself as disengagement and undesirable behaviour) were enabled with skills and training through work environment placements organised to match their interests and career aspirations.</p>	<ul style="list-style-type: none"> <li>Ensure placements provide a working environment suited to the needs and interests of the students.</li> <li>Regular liaison with external course providers.</li> <li>Contact with parents to ensure placements are a success.</li> </ul>	<p>KAR/PE</p>	<p>Ongoing – contact with course and work experience providers.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£83,020</b></p>

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved access to resources/materials and appropriate curriculum.	Funded resources including (but not limited to) revision guides, lesson materials and/or ingredients to be provided or subsidised (dependent on overall costs)	In order to remove barriers to learning and facilitate equal access and opportunity we would like to allow students in receipt of PP funding to receive resources such as key learning guides and materials at no additional cost. This would also enable students to participate as fully as possible if they require equipment for Art, Food Technology and Maths (calculators) for example.	<ul style="list-style-type: none"> <li>• Middle leaders made aware of the opportunities available to support learners and have access to corresponding eligibility lists.</li> <li>• Where materials are provided the improved attainment and participation should be considered in tandem.</li> </ul>	CLT (in liaison with SLT budget holder)	June 2017
C. Improved access to resources/materials and appropriate curriculum.	To facilitate and support uptake of peripatetic music lessons and London Academy of Music & Dramatic Art courses	Arts Participation has been identified and defined as “involvement in artistic and creative activities such as dance, drama, music, painting or sculpture”. Effects on average have been positive according the EEF Toolkit though the key rationale here is to improve access to opportunities available.	<ul style="list-style-type: none"> <li>• Removed barriers to provision for students eligible for PP.</li> <li>• Increased level of student involvement and engagement with opportunities on offer.</li> </ul>	Head of Performing Arts / Head of Music / LAMDA coordinator	June 2017
C. Improved access to resources/materials and appropriate curriculum.	Outdoor Education, trips and visits; funding support.	Trips that are offered as part of the curriculum and are essential may be funded for students eligible for PP. Trips that are considered advantageous and may provide an enriching experience or support inclusion may be subsidised up to the sum of £100. Outdoor and adventure based learning experiences such as Duke of Edinburgh’s Award scheme participation fees can also be funded. The positive benefits on experiencing these learning environments include improved self-	<ul style="list-style-type: none"> <li>• Trip leaders to consider cohort attending and those eligible for PP. Should inform School Bursar</li> <li>• School bursar and team to support parents with requests for financial support in the first instance – monitoring allocation.</li> </ul>	D of E coordinator / School Bursar	June 2017

		confidence, improved resilience and problem-solving and opportunity to develop in the face of emotional and physical challenges.			
D. Improved attendance overall for students eligible for PP.	Attendance Improvement Officer to work closely with Assistant Heads of Year with frequent meetings to discuss attendance of key individuals in year groups. For students with persistent absence, contact to be made in a timely manner with home to investigate and support return to school.	As identified by the DfE in their Research Report on attendance, there is a link between student achievement and 'overall absence'. The work of the Attendance Improvement Office will be crucial to attendance rates of all students, however the liaison with AHOYs allows for careful monitoring of those students eligible for PP.	<ul style="list-style-type: none"> <li>Fortnightly meetings between Attendance Improvement Office and AHOY to discuss cohort attendance.</li> <li>All attendance issues monitored and students in receipt of PP to be carefully tracked by AHOY and any additional support coordinated appropriately.</li> </ul>	Attendance Improvement Officer/AHOYs	In liaison with DHT (Pastoral) following annual Behaviour and Attendance Review
<b>Total budgeted cost</b>					<b>£15,000</b>