

Chew Valley School - Pupil premium strategy statement 2016-17

1. Summary information					
Academic Year	2016-17	Total PP budget	£120,615	Date of most recent PP Review: Please note the school commissioned a formal Pupil Premium Review, working with BANES, in May 2017	
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	
In-school barriers	
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 all students in receipt of PP at KS4 in particular and across all subjects 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.
External barriers	

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 (this can include working with students from Y7-11)	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	Review and Lessons Learned
B. Improved overall Attainment8 and Progress8 outcomes for students eligible for PP (this can include working with students from Y7-11)	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"> 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). Use SISRA Analytics to do this (provide opportunities for training and support) Develop a visual student progress board. Lead faculties 	ASL (with SLT and Middle Leaders)	The overall awareness of the progress of disadvantaged students has been dramatically heightened at Key Stage 4. June 2017 sees the 1-year anniversary of the school working with SISRA Analytics and all Heads of Faculty/Dept have engaged with this. It has also formed the focus of review meeting dialogue; early in the year, mid-year and during link meetings, Student progress has been made more visual in the staff room and key offices. This will continue next year, (Results/P8 TBC)
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"> PP AC line managed by SLT responsible for PP and afforded involvement in decision making around PP eligible students. PP AC to maintain regular contact with students receiving PP funding to explore any individual barriers to learning 	KAR / ASL in consultation with GAB.	A member of staff to act as an access coordinator for Pupil Premium has been established as of Term 6 of 2016-17. This role has been advertised to parents (making engagement a key element) through a professionally designed flyer and shared during the new intake evening for Y6 pupils (6 th July). Initial meetings with students to explore pastoral needs are now taking place.

<p>B. Improved overall Attainment8 and Progress8 outcomes for students eligible for PP (this can include working with students from Y7-I I)</p>	<p>Development of Literacy across the curriculum (to benefit all including PP eligible students)</p> <p>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"> Literacy focussed teaching CPD offered to all teachers as part of training Using KS2 scaled scores, CATs and NFER data, a cohort of students supported by Learning Support Team (some of which are eligible for FSM) 	<p>GRJ/PHH</p> <p>SENCo</p>	<p>A Teaching and Learning group to raise awareness of how literacy skills manifest themselves in individual subjects has been delivered via Twilight sessions during the year. This has been for all teaching staff. The group leader will be extending this provision looking at whole school literacy to support the needs of staff and students for the coming academic year. This will become a more formal position to coordinate whole-school literacy.</p> <p>A literacy catch-up group in Y7 has been run (includes several students on PP/LAC register) and all students have improved Wide Range Achievement Test scores in spelling and reading. This provision will be aligned with the English Faculty for the new intake (along with groups for numeracy/lower attainment in Maths)</p> <p>A successful reading support event was coordinated for parents/carers of Y7 students who were identified and targeted as requiring support in this area. A Reading and literacy information evening was delivered for parents, and over 40 students received 3 books each to read at home. Survey feedback was positive.</p>
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	Review and Lessons Learned
A. Improved Progress8 score for English by the end of Key Stage 4	Intervention sessions for English offered to all in receipt of PP. Blend of 1:1 and small groups based on needs of cohort.	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.	<ul style="list-style-type: none"> Clearly identify all students currently in receipt of PP and those new to receiving FSM. Transfer records to a new PP tracking sheet to enable recording of key information including date of interventions and attainment data. Set up PP Team meetings to review sessions and access (to occur termly). 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. 	ASL/ Head of English & KJR	<p>Pupil Premium team meetings have now been established which involves the English Intervention teacher. This enables good and clear communication about student progress. Due to purposeful changes to working patterns the teacher is now able to attend Faculty Meetings and feedback about students and for main class teachers to have input with each other. It is perceived that attendance to sessions has also improved (as students do not have to rely on transport home after school or miss extracurricular activities).</p> <p>Based on internal working at grade reports, in the Y11 cohort 7 students improved by a grade at least, with a further 7 maintaining performance or improving with support following a dip earlier in the year. (FINAL EXAM RESULTS TBC)</p> <p>It is acknowledged that some students declined the support offered, in consultation with parents/carers. Exit surveys from students are very positive.</p> <p>In future there is opportunity to deploy the gained time capacity in a specific and targeted manner to some KS3 students.</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"> • Clearly identify all students currently in receipt of PP and those new to receiving FSM. • Transfer records to a new PP tracking sheet to enable recording of key information including date of interventions and attainment data. • Set up PP Team meetings to review sessions and access (to occur termly). • Intervention staff to liaise with subject faculty during calendared meetings to feedback on student progress and 	<p>ASL/ Head of Maths & AH</p>	<p>See above for further information within the section on English intervention. Within Maths there are sets so where capacity is gained there could be targeted support in future for s short-term booster sessions with students who are at the periphery of setting arrangements to improve their chances of access.</p> <p>Based on working at grade reports, fewer Y11 students made improvements in-year in terms of grade increases compared with English (though there were 2). But almost all maintained grade performance during the year. (FINAL EXAM RESULTS TBC)</p>
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C. Improved access to resources/materials and appropriate curriculum.	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.	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.	<ul style="list-style-type: none"> • Ensure placements provide a working environment suited to the needs and interests of the students. • Regular liaison with external course providers. • Contact with parents to ensure placements are a success. 	KAR/PE	Despite this provision being expensive, it has proved to be essential for a very small minority of students this year. This has been to provide a curriculum pathway that we cannot offer at CVS, particularly when school place becomes at risk due to exclusion and breakdown of alternative school placements. This provision is very carefully considered and where it does continue the cost-benefits are taken into account. There are examples this year of students who have had a positive year and can now access the world of work with practical training and skills (e.g. motor vehicles, trades work), and others who have improved behaviour over time to make their school place more secure.
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Total budgeted cost £83,020

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	Review and Lessons Learned
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	<ul style="list-style-type: none"> • Middle leaders made aware of the opportunities available to support learners and have access to corresponding eligibility lists. 	CLT (in liaison with SLT budget holder)	This has been an important extended area to the spending strategy this year and it is likely to continue next year with added impetus and awareness raised with subject leads so they can make informed requests for funding. This year the school has begun to

		Technology and Maths (calculators) for example.	<ul style="list-style-type: none"> Where materials are provided the improved attainment and participation should be considered in tandem. 		<p>accommodate support in this area by purchasing:</p> <ul style="list-style-type: none"> Science revision guides for all students on PP register in Y7-9. They cover a whole Key stage so this gives them longer term access for a subject which tests frequently. Alternative text book materials for students (targeted) to improve support in class. 'New' model calculators in Maths as demo/practise tools for students who don't have them so they are used to a standard device for learning Materials and ingredients to enable students to fully participate in Technology subject practical elements
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"> Removed barriers to provision for students eligible for PP. Increased level of student involvement and engagement with opportunities on offer. 	Head of Performing Arts / Head of Music / LAMDA coordinator	Students involved have different needs and have benefitted in different ways; students have been empowered and developed self-confidence and abilities to communicate and present. There is a focus on presenting, speaking and body language. Student gain the opportunity to become emotionally aware and empathetic too. 3 students achieved Grade 4 distinctions this year with view to

					study at Grade 5. Another has just started and achieve Grade 1.
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-confidence, improved resilience and problem-solving and opportunity to develop in the face of emotional and physical challenges.	<ul style="list-style-type: none"> • Trip leaders to consider cohort attending and those eligible for PP. Should inform School Bursar • School bursar and team to support parents with requests for financial support in the first instance – monitoring allocation. 	D of E coordinator / School Bursar	Students who would ordinarily have been unable to access visits due to financial constraints have been supported to be able to attend residential trips to Barcelona, to attend a Year 7 residential camp experience, to attend theatre performances, to participate fully in Physical Education courses around BMX biking to enrich and improve a GCSE course, and to attend art gallery visits. All of these have been important opportunities to enrich the standard school curriculum offer and also provide students with experiences to gain important life skills and to bond with peers from school in unfamiliar settings. This is a provision we would look to continue and support parents with (where the rationale for the visit has benefit).
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	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"> • Fortnightly meetings between Attendance Improvement Office and AHOY to discuss cohort attendance. • All attendance issues monitored and students in receipt of PP to be carefully tracked by AHOY and any additional 	Attendance Improvement Officer/AHOYs	Attendance of disadvantaged students remains stubbornly low this year based on attendance monitoring data (~88.5% Terms 1-4), however the school has set out a clear approach to try to address this with first day calling and with increased thresholds (below 92%) for alerts and interventions during attendance monitoring. This must continue next year and barriers to attendance explored more with

	support return to school.		support coordinated appropriately.		intended intervention (a potential opportunity for an Access Coordinator). Non-teaching Assistant Heads of Year will be in place across KS3 for Sept to provide more support and in addition student profiles to explore barriers to attendance are proposed co-led by the new AHT for Students and Inclusion.
Total budgeted cost					£15,000