

Chace Community School

Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016/17	Total PP budget	£352,250	Date of most recent PP Review	Oct 2015
Total number of pupils	1294	Number of pupils eligible for PP	375	Date for next internal review of this strategy	External review Summer Term 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
Progress 8 score average	-0.62	0.12
Attainment 8 score average	38.52	52.56
% of students achieving the English Baccalaureate	14	29
% of students achieving a good pass in English and Maths	30	69

3. Barriers to future attainment for pupils eligible for Pupil Premium	
In-school barriers	
A.	The performance of disadvantaged students in maths is much lower than for other students. In 2016 their P8 score for the maths element was -0.95 compared to -0.64 for the whole cohort.
B.	The performance of boys in 2016, including those who were disadvantaged has been worse than that of girls. The PP score for girls in 2016 was -0.06 and was -0.52 for the boys.
C.	In 2016 the students with the highest prior attainment had a P8 score of -0.46 compared to the whole school value of -0.29. Within the group of students with the highest prior attainment those students who were disadvantaged had a Progress 8 score of -0.80.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The rates of absence among disadvantaged students are significantly higher than for other students at the school. These gaps need to be narrowed as national statistics show that there is a strong correlation between attendance and attainment at GCSE.
E.	Disadvantaged students arrive at our school with a lower KS2 APS than non-disadvantaged students. This gap tends to widen during secondary school. To prevent this we need to raise aspirations among disadvantaged students to help them make accelerated rates of progress and catch up with their peers.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes and narrow gaps for disadvantaged students in maths CP3c	<ul style="list-style-type: none"> SEND and Pupil Premium and meet or exceed their FFT50 targets for % Achieving A*-C. The gap between disadvantaged students and the whole cohort in terms of Progress 8 in Maths is reduced. The progress 8 score for disadvantaged students in 2017 is greater than the score achieved in 2016
B.	Improve outcomes for Boys CP3a	<ul style="list-style-type: none"> Boys meet or exceed the FFT50 target in each subject for %Achieving A* - C. The progress 8 score of boys is greater than that for boys in 2016. The gap in terms of Progress 8 score between girls and boys has narrowed since 2016
C.	Improve outcomes for the most able CP3b	<ul style="list-style-type: none"> Students with high prior attainment meet or exceed the FFT50 target for % achieving A*-C and A* - A Pupil premium students with high prior attainment meet or exceed the FFT50 target for % achieving A*-C and A* - A
D.	Improve attendance and reduce persistent absence – narrowing gaps for disadvantaged students CP2c	By July 2017 Attendance data shows a reduction in persistent absence and an increase in whole school attendance to 95% in years 7-11 (94.31% 2014-15 and 94.8%in 2015-16). Tracking of SEND and disadvantaged students will impact on improved attendance for these groups overall compared to 2015-16
E.	Raise aspiration, resilience and promote a growth mindset CP5a	Behaviour monitoring will show that students are adopting better pro-school attitudes. The gap in attainment between disadvantaged and all students will be narrowed compared to 2016.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching 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?
A. Improve outcomes for all students in English and Mathematics	To employ additional maths and English teachers so that we can have smaller class sizes for those with the greatest needs.	Be able to provide more bespoke learning support to those students who find Maths and English more challenging.	Monitor the progress of students half termly after each data drop.	AKU/JH	June and September 2017
A,B,C,D,E. Effectively track and monitor the progress and outcomes of key groups including PP students.	Additional SLT time to support the development and implementation of improved monitoring and tracking of key groups of pupils, in particular PP pupils	Better data about student attainment and progress will allow us to effectively identify underachievement and target interventions appropriately.	Set up a series of data drops during the year and ensure the key information is circulated to all staff. Ensure parents are kept up to date with their student's progress via regular reports.	PJO	Half Termly after each data entry
E.Raise aspiration, resilience and promote a growth mindset CP5a	Continue to support HoLs and RSLs by using registration, L4L, assemblies and signage to promote a growth mindset to learning. Use school briefings and <i>Research Bulletin</i> to disseminate best practice in promoting pro-school culture. Give individual support to teachers to create positive learning environments and good behaviour.	Research by Carol Dweck and others suggests that students who adopt a growth mindset make better progress at school and are more resilient when faced with challenges and setbacks.	Regular monitoring through learning walks, book scrutinies and lesson observations.	CLT Team	June and September 2017
Total budgeted cost					£174,591

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?
A.Improve outcomes and narrow gaps for disadvantaged students in Maths	Review and refine pupil premium provision with emphasis on impact; to include 1:1 and 1:2 tutoring particularly in maths. Online maths tutoring for PP run by MYTUTOR, commencing November 2016.	There is a lot of evidence that this approach improves student attainment. This is based on customer reviews and reviews of this approach which have been published in national newspapers.	On-going review of student attainment each half term after each data entry	AG	Half termly and in September 2017
B.Improve outcomes for Boys CP3a	Roll out KS4 'Progress Coaching' to Yrs 8+9 (maximum group number of 6), particularly focusing on disadvantaged boys. Years 8-9 Pilot of 'Boys Achievement Project' – Owen Clark 'Kickstart' 4-8 students	Linked to the evidence for the growth mindset this approach seeks to raise the aspiration of the targeted students	Regular monitoring by the staff lead	HH	July 2017
C.Improve outcomes for the most able CP3b	Trial use High Starter P-16 mentors to work with High Starter KS3 and KS4 students to raise aspirations (include presentation/work standards, revision tips, options and 'post-Chace' plans, University visits, outside speakers – promoting the <i>Chace University</i>) having a robust mentoring programme for high starters in place by Spring 2017.	Linked to the evidence for the growth mindset this approach seeks to raise the aspiration of the targeted students	Regular monitoring by the staff lead	HH	July 2017

E.To ensure equality of access to school visits, enrichment day activities, extracurricular activities and AG&T enrichment activities.	Subsidies for PP students to help pay for activities and resources	All PP students had equality of access to resources and activities. This is a basic requirement if these students are to attain as well as their peers	Invite all faculties to bid for funds to provide resources for PP students. Ensure all PP students attend activities related to their courses.	PJO	July 2017
E.Support year 7 students with complex learning needs and help prepare them for secondary school.	A dedicated programme of study for a small group of eligible students. This runs each afternoon.	These students receive a programme of study specifically targeted to their individual needs. Other students benefit from greater teacher time in their regular lessons when these students have been removed to be taught separately.	Ensure the course is scheduled and that students are assessed regularly using the Boxall profile to ensure they are making progress	JM	July 2017
E.To support the Additionally Resourced Provision (ARP for students with complex needs).	Additional resources in SEN faculty to support the LA Additionally Resourced Provision (ARP) and SEN students	This programme improves the chances that the identified students will be able to access further education placements.	Monitor the quality of the sessions through work scrutinies and lesson observations	SENCO	July 2017
E.To improve the outcomes at GCSE for all students.	Easter Revision Sessions	This is particularly important for PP students whose families may not be able to afford other forms of revision support such as tutoring.	Ensure a balanced programme of study sessions is scheduled and monitor the quality of what is delivered. Ensure PP students attend the sessions.	AG	September 2017
E.To improve the reading ability of targeted students	A range of reading strategies have been used with targeted students aimed at improving their reading ages.	These interventions have had a positive impact in helping students make significant gains in this area over recent years. The majority of students improve their reading ages by more than 12 months during the academic year.	Measure student reading ages several times during the year to measure progress.	SENCO	July 2017
Total budgeted cost					£86,811.80

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?
D.Provide counselling services in-house to support vulnerable learners	Employ a school counsellor	More immediate access to appropriate support/agencies for students. Large number of students with BESD and vulnerable needs being supported. Increased staff awareness of groups and individual students' needs and strategies to support students.	Regular line management meetings with the counsellor to monitor how the provision is being accessed and its effectiveness.	SW	Monthly through line management meetings with the counsellor.
D.Improve attendance and reduce persistent absence – narrowing gaps for disadvantaged students CP2c	Parental Support Advisor	This intervention is primarily targeted at pupil premium students. The effect has been to reduce the rates of absence and persistent absence among PP students	Monitoring attendance data.	KB	Weekly
D.Ensure all students have a good breakfast before they start the school day, especially those from disadvantaged families.	Breakfast Club	A targeted group of disadvantaged students are invited to the club. They receive a free breakfast each day. The effectiveness of this strategy is difficult to quantify. However the selected students say that they enjoy attending the club and find it beneficial.	Monitoring attendance data of students to the sessions.	KW	Weekly
D.To provide alternative provision to pupils for whom mainstream curriculum is unsuitable to their learning needs.	Alternative provision (Southgate College & Capel Manor)	Improvement in attendance rates and reduction in fixed term exclusion rates for these students demonstrates improved engagement with learning. Other students benefit through greater teacher time in lessons now that these pupils have been removed.	Ensure the right students are identified and matched with suitable courses.	JL	September 2017
Total budgeted cost					£92,307.13
Overall Total Cost					£353,709.93

6. Review of expenditure				
Previous Academic Year		2015 -16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To give greater support to students with greater learning needs in English and Mathematics. A number of these students are disadvantaged.	To employ additional maths and English teachers so that we can have smaller class sizes for those with the greatest needs.	<p>This strategy is proving effective at KS3. In Maths the students with the greatest needs have lessons in groups of 4-6 students. At KS4 the strategy was less effective as shown by the GCSE results.</p> <p>In English the approach has been to divide 8 forms into 10 equally sized classes at KS4 and teach students in mixed ability groups. This strategy has been less effective in 2016-17 as seen in the GCSE results.</p>		£79,382.00
Provide small group teaching to those pupils at risk of underachieving in English and/or Maths.	English/Maths Intervention	Raise the attainment of pupil premium students in Maths and English as measured in their GCSE results in 2016	<p>The intervention in English proved reasonably successful with 69% of the year group achieving an A*-C grade at GCSE. However the performance of PP students was worse in 2016 than in 2015 when measured using their progress 8 score.</p> <p>In Mathematics intervention proved ineffective and the results in 2016 were 11% lower than in 2015. The performance of pupil premium students was significantly worse than in 2015 when measured using Progress 8.</p> <p>A new approach to intervention is being developed for 2016-17 based on the lessons learnt this year.</p>	£75,027.00
Additional SLT time to support the development and implementation of improved monitoring and tracking of key groups of pupils, in particular PP pupils	Accurate data regarding the progress of vulnerable groups including PP pupils is produced 3 times per year and facilitates the targeting of appropriate interventions	The quality of the data is dependent on the accuracy of teachers predicted grades at KS4 and their assessments at KS3. Issues were identified in 2016 and the quality of the recorded data will need to be improved in 2017.	The strategy of collecting and disseminating data to all staff will continue in 2016-17. The moderation of assessment data in faculties will be improved in 2016-17 to ensure better quality data on which to base intervention strategies.	£30,973.00

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure equality of access to school visits, enrichment day activities, extracurricular activities and AG&T enrichment activities.	Subsidies for PP students to help pay for activities and resources	All PP students had equality of access to resources and activities	This is fundamentally what the funding is for and we will continue this practice during the next academic year.	£25,000.00
A daily programme of extended school support, catch-up, revision and extension activities aimed at underachieving pupils in all year groups but specifically at PP pupils.	Extended After school clubs	The activities were offered to all PP students and registers were taken.	The clubs and revision sessions provide opportunities for all students but especially those from Pupil premium families who may not be able to resource similar provision in other ways.	£20,000.00
Support year 7 students with complex learning needs and help prepare them for secondary school.	A dedicated programme of study for a small group of eligible students. This runs each afternoon.	These students receive a programme of study specifically targeted to their individual needs. Other students benefit from greater teacher time in their regular lessons when these students have been removed to be taught separately.	This is effective as measured using the Boxall profile. Students who follow this programme in year 7 find it easier to integrate into mainstream lessons in year 8.	£21,390.00
To support the Additionally Resourced Provision (ARP for students with extreme BESD and SEN statement students).	Additional staffing in SEN faculty to support the LA Additionally Resourced Provision (APR) and SEN students	Students leaving in Yr 11 access further educational placements. Students accessing mainstream lessons. Less disruption in mainstream classes around the school.	This approach continues to be effective in helping SEN/BESD students to access learning and will continue in 2016-17.	£6,725.00
To improve the outcomes at GCSE for all students.	Easter Revision Sessions	The results in 2016 suggest that this strategy had little impact.	Additional revision sessions accessible to all students should continue in 2016-17. However a new approach which ensures better outcomes for students should be implemented.	£7,500.00

To improve the reading ability of targeted students	A range of reading strategies have been used with targeted students aimed at improving their reading ages.	These interventions have had a positive impact in helping students make significant gains in this area. The majority of students improve their reading ages by more than 12 months during the academic year.	This approach continues to be effective in helping targeted students to improve their reading and will continue in 2016-17.	£37,736.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Provide counselling services in-house to support vulnerable learners	Employ a school counsellor	More immediate access to appropriate support/agencies for students. Large number of students with BESD and vulnerable needs being supported. Increased staff awareness of groups and individual students' needs and strategies to support students.	This approach has been beneficial in supporting both vulnerable and disadvantaged students and enabled them to maintain	£25,968.00
To provide extra capacity to support individual pupils and their families in improving attendance and liaising with support agencies.	Parental Support Advisor	This intervention is primarily targeted at pupil premium students. The effect has been to reduce the rates of absence and persistent absence among PP students	This is an effective strategy to help us improve attendance and we will pursue it again in 2016-17	£23,796.00
Raise aspirations of disadvantaged students in year 11	Mentoring programmes	In one programme a targeted group of underachieving students are given individual mentors who meet with them regularly over a period of 6 months to guide, support and advise them during the academic year. Other programmes have targeted key groups of students in different year groups including PP students	This strategy did not significantly raise the attainment of the targeted students during the academic year and will not be pursued during 2016-17	£14,943.00
Ensure all students have a good breakfast before they start the school day, especially those from disadvantaged families.	Breakfast Club	A targeted group of disadvantaged students are invited to the club. They receive a free breakfast each day. The effectiveness of this strategy is difficult to quantify. However the selected students say that they enjoy attending the club and find it beneficial.	This is an effective strategy to help us improve student wellbeing and we will pursue it again in 2016-17	£6,000.00

To provide alternative provision to pupils for whom mainstream curriculum is unsuitable to their learning needs.	Alternative provision (Southgate College & Capel Manor)	Improvement in attendance rates and reduction in fixed term exclusion rates for these students demonstrates improved engagement with learning. Other students benefit through greater teacher time in lessons now that these pupils have been removed.	This strategy has been effective for many years and will be continued in 2016-17	£15,000.00
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