



Chew Valley School

Pupil Premium Report for Chew Valley School 2020-2021. Review of Pupil Premium spend 2019-2020.

SUMMARY INFORMATION 2019-2020			
Date of most recent pupil premium review:	October/November 2020 – school improvement partner visit	Date of next pupil premium review:	March 2021 – Challenge Partners second visit
Total number of pupils:	966 (in Y7-11)	Total pupil premium budget:	£164,737.50
Number of pupils eligible for pupil premium:	189 (20%)	Amount of pupil premium received per child:	£871.62

STRATEGY STATEMENT

The overall aims of Chew Valley School's pupil premium strategy is to

- **To raise achievement of disadvantaged students**
- **To ensure that all disadvantaged students have access to transparent, appropriate and structured, high-quality, provision to enable success in the classroom.**

The strategy adopted at Chew Valley School in recent years has involved several strands of which the following has worked well:

- Use of software to improve knowledge of students and their rates of progress at all levels.
- Provision of a PP Co-ordinator to support parents and carers in accessing provision and support for their child.
- HLTA (literacy) appointed to SEND department but some PP monies allocated to fund this to support small groups of PP students in the SEND/PP crossover group.
- BrightSparks, Bristol Bears Eagles Project and Impact Mentoring interventions.
- Funding of offsite WEX, HERS education for a small minority of students.
- Providing lap tops for those students without them during lockdown.

The strategies that have proved less successful in terms of PP outcomes are:

- CPD training where courses demonstrated that they had a direct contribution to Teaching and Learning. Although the cpd was shared amongst staff and cascaded down in to classrooms, the impact of the cpd was not obvious in student outcomes.
- 1-to-1 numeracy and literacy interventions- focused on KS4. While outcomes (in terms of P8 scores) for PP students are slowly increasing, analysis has shown that the intervention did not provide a big enough shift in outcomes.

During the coming year, the following strategies will be utilised:

- T&L focus on 'Quality First Teaching' in the classroom in as wide a variety of classrooms as possible and with a specific focus on meeting the needs of all learners.
- Interventions provided by access co-ordinator and HLTA – a strategic and efficient use of this role will be required by using data from monitoring points more to direct interventions and linking interventions to cpd.
- Funding (and training requirements met for key staff in school) to ensure the emotional well-being of PP students: Brightsparks, Bristol Eagles Project, Impact Mentoring, Mentoring Plus, Careers Advisor, THRIVE co-ordinator, attendance administrator, safeguarding and welfare manager.
- More systematic and shared use of software packages to ensure teachers are fully aware of the progress of students both in lessons and also after major monitoring points and take appropriate action.
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BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Ensuring that students have access to QFT provision consistently across the school . Funds will be used for this in terms of courses and software to support teaching and learning but also beyond this with renewed school focus on elements of professional development around T&L, remote teaching and associated leadership and boys' achievement.
B	Literacy and numeracy skills require developing in order for students to be as successful as possible in terminal examinations in particular numeracy skills . Being mindful of entry profiles of cohorts and the diversity of the needs of individual students to help close the gap.

ADDITIONAL BARRIERS

External barriers

C	Ensuring the attendance of students is monitored and tracked rigorously so that students are in school and attending lessons.
D	Student participation in extracurricular activities, trips and events is an area which we will continue to work on this year wherever possible.
E	Emotional resilience and well-being of some disadvantaged students. Funding will continue for specific intervention around leadership, belonging and affiliation with the school community.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improved overall Attainment8 and Progress8 outcomes for students eligible for PP	The outcomes for the 2020-2021 cohort will have improved to be within the average confidence limits for the whole cohort.
B	Improved attendance rates for students eligible for PP	Where attendance for students drops below 90% there is a fast response and a robust follow up to ensure the student is supported to attend school or a provision that best suits their needs.
C	All students will have access to QFT more consistently across the school that is tailored to close the gap for all students, but with a focus on male underachievement	The performance of boys across the school will improve to be closer to female achievement. This will directly impact on PP scores.
D	Bespoke packages offered to those students who require support for personal, social, careers and emotional development	A more cohesive approach to the 'package' offered to students in need of support around personal development, behaviour and welfare.

PLANNED EXPENDITURE FOR 2020-2021

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Staff T&L	A more consistent approach to QFT across the school both virtually and in the classroom	<ul style="list-style-type: none"> ○ Whole school reviews carried out during 2019-2020 and SLT SEF all stated some inconsistency in QFT across the school. ○ All research suggests that improving teaching raises outcomes for all and disproportionately for disadvantaged students (Education Policy Institute Report, November 2020). ○ The English department concentrated specifically on closing skills gaps during 2018-2019 and this department achieved better than others in the Summer 2019 external examinations. ○ To ensure that there is consistency when teaching is carried out online. 	<ul style="list-style-type: none"> ○ T&L improvement strategies cascaded down to department RAPPs and regularly evaluated. ○ The CV6 lesson embedded in classroom practice. ○ Each member of teaching staff concentrating on a component of the CV6 – incorporated in all teachers' appraisals. ○ Weekly T&L briefings where these strategies are constantly reinforced – staff are not allowed to 'forget' the whole school aim. ○ LWs carried out weekly to ensure CV6 being implemented by staff and areas for concern addressed quickly should they arise. ○ Staff training for Microsoft Teams lessons provided for all staff at the start of the year. 	PHC/KAR	Ongoing review taking place throughout the year.

Revision Guides/KS3 work books	All departments within school will have access to PP funding to buy revision guides and other resources for PP students in KS4 and where appropriate KS3.	<ul style="list-style-type: none"> ○ This strategy ensures that all disadvantaged students will have access to the required revision/workbook materials for their examination subjects or learning in lessons or remotely. 	<ul style="list-style-type: none"> ○ All students will have access to the same materials to help them achieve their FFT benchmarks. 	KIH	Week 2, Term 2 to ensure all KS4 students are equipped for their GCSE courses and all isolating students have access to either lap top or workbooks
Appropriate curriculum alterations/out-of-school provision provided for small groups of students.	All students will be kept safe and have access to an appropriate curriculum and appropriate qualifications.	<ul style="list-style-type: none"> ○ Although appropriate alternative provision has been provided for a small number of students in the past, they have not been able to access appropriate qualifications. 	<ul style="list-style-type: none"> ○ Students will be on suitable study plans (online-based) that are communicated back to school and that will afford them success. 	HAK/KAR/VCB	Regular external meetings attended by the safeguarding and welfare manager, SENDCO and/or AHT lead. Online resources monitored by AHT/VIB/Pastoral staff.
Total budgeted cost:					£55,000

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupil Premium Co-ordinator and HLTA (literacy) meet regularly and use data to inform SMART interventions for small groups and individual students.	A more systemic approach to intervention will be implemented by using reporting data to create student groups.	Data used in a responsive manner to inform where interventions are required to help close a specific gap.	<ul style="list-style-type: none"> ○ Data will inform decision-making with regard to where intervention is targeted for those students in receipt of the PP. ○ Regular briefings between AHT and PP co-ordinator. ○ More regular meetings with PP co-ordinator and HLTA will enable a smarter approach to small group literacy work across the school. ○ Provision mapper started that will monitor and evaluate the cross-school provision for disadvantaged students including SEND. ○ HLTA will report on KS4 groups separately within SIMS. 	KIH	At each monitoring point.

<p>Maths 'tutor'</p>	<p>Maths tutor employed to allow for interventions in both key stages</p>	<p>The numeracy gap on entry in to school can be closed. Those students struggling with KS4 maths gain extra support.</p>	<ul style="list-style-type: none"> ○ Data will inform decision-making with regard to where intervention is targeted for those students in receipt of the PP. ○ Regular briefings between AHT and PP co-ordinator. ○ More regular meetings with PP co-ordinator and tutor will enable a smarter approach to small group numeracy work across the school. ○ Provision mapper started that will monitor and evaluate the cross-school provision for disadvantaged students including SEND. 	<p>KIH/KAR/CPH</p>	<p>At each monitoring point</p>
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<p>Funding of various software packages</p>	<p>Data used smartly and efficiently to inform targeted interventions and an improvement of the reporting system in school – particularly around KS4 assessments.</p> <p>Class teachers have access to high quality exam question databases that can be used to put together workbooks/homeworks.</p>	<ul style="list-style-type: none"> ○ Development of what we ask teachers to grade at each monitoring point in KS4 so that the data received during Y10 and up to the mocks give a true picture of progress and attainment rather than grade inflation earlier on in the GCSE course. ○ SISRA Analytic and data analysis more widely used by MLs or class teachers to inform their practice and close the gap. ○ Students have access to high quality materials that will allow them to perfect their 'exam technique'. [noted by observer during Challenge Partners in November 2019]. 	<ul style="list-style-type: none"> ○ Reporting criteria communicated to parents/carers via parents evening and also FAQs sheets. ○ key underperformers identified so that targeted support can take place in and outside of the classroom. ○ Students will have increased awareness of their current attainment ○ Class teachers and subject leaders will have greater awareness of underperforming groups within their subject area. 	<p>PHC/KIH</p>	<ul style="list-style-type: none"> ● At each monitoring point ● Student voice during challenge partners review in March 2020 ● Department reviews
<p>Total budgeted cost:</p>					<p>£51,474</p>

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Improve attendance across the school with a particular emphasis on disadvantaged students by increasing the team that will follow up absence: attendance officer, Noble Education, FSM 'rewards'</p>	<p>Attendance for the most vulnerable will be improved and closer to the attendance for non-vulnerable students. Where students become school refusers, the school provides support in finding effective provision for these students.</p>	<p>Attendance is a whole school focus, in the past year better tracking and interventions have been put in to place where attendance dropped below 90%. Attendance across the school is now over 95% so the new systems have already improved attendance levels across the school.</p>	<p>Absence tracked daily by attendance officer and feedback to pastoral team for action where it drops to critical levels. Noble Educational Welfare service to be used for extreme cases and will provide reports on interventions carried out.</p> <p>Attendance levels tracked regularly to monitor improvements or where levels drop.</p>	<p>HAK</p>	<p>Ongoing and regular meetings held with AHT/HOH/Educational Welfare Service.</p>

<p>A focus on students' personal development, behaviour and welfare at all key stages in the school.</p>	<p>Targeted disadvantaged students will participate in coaching/mentoring programmes that will allow for the development of happy, healthy and empowered learners.</p>	<p>Traditionally, there have been large cohorts of students who have not felt affiliated to the school or whose individual circumstances meant that there were large barriers to their academic achievement. Over the past year, the input from external mentoring experts has achieved much in improving the relationship of these groups of students and their families with the school. This year, we have a relatively large proportion of disadvantaged students who have applied for CVS 6th Form.</p> <p>This is coupled with the increasing numbers of students attending Chew Valley School with complex needs that required ongoing interventions to ensure success in school. Interventions used: Brightsparks, Bristol Eagles Girls' Project, Impact Mentoring Weiglifting, THRIVE, Careers Work, Mentoring Plus, homework and breakfast club run by PP Co-ordinator.</p>	<ul style="list-style-type: none"> ○ Reports from the mentors and coaches involved in the programmes are received by teacher leads regularly. ○ Attendance on the programmes is linked to house points, attendance and behaviour of some of the students involved. ○ Feedback given to AHT from THRIVE practitioner, Safeguarding and Welfare Manager Officer and Mentoring Plus. ○ One to one interviews for all disadvantaged students with a senior leader prior to mocks to check on preparation for the mock exams and also to discuss post16 destinations. Follow up interviews after the mocks. ○ All disadvantaged students to have 121 careers interview with follow up throughout the year. Y10 disadvantaged students to have priority interviews in summer term. Notes from these interviews reviewed. 	<p>HAK/KIH/RM</p>	<p>Impact is reviewed termly by leads. The interventions will be evaluated and changed according to students' needs every term.</p>
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Improved access to materials, sporting fees, performing arts lessons and trips.	Trips and resources needed for lessons and learning and participation in extracurricular activities is available to all.	Funding will continue to be put in to place for disadvantaged students to be able to access all trips, extracurricular activities and extra courses offered by departments, eg, music lessons and drama lessons. This enables disadvantaged students to access learning beyond the classroom.	<ul style="list-style-type: none"> ○ All trip/sporting/performing arts letters will contain information that directs parents/carers to the correct place to be able to access extra financial help for trips and other requests for monies from school for resources such as extra art packs. ○ PP coordinator will meet with each Y7 PP student in order to garner information about outside interests and thus match students with appropriate opportunities within school. ○ PP Co-ordinator will communicate with home so that parents know what they can ask for help with ○ Leaflet with the contact details of the PP co-ordinator will be sent out to all new parents and will also be available on the website. 	KIH	Regularly through meetings with KIH and PP Co-ordinator to ensure we have a knowledge of what the wider school is offering to students.
Funding provided for transport for Easter revision school/Y11 catch-up strategy.	Students will be able to attend interventions outside of normal term time.	Numbers of disadvantaged students attending out of normal hours provision has been low in past years.	<ul style="list-style-type: none"> ○ Large proportion of the disadvantaged cohort will attend after school Y11 catch up sessions and Easter revision school. 		Attendance of disadvantaged students at various events will be monitored throughout Terms 3 and 4.
Total budgeted cost:					£63,256

Evaluation of Pupil Premium spend: 2019-March 2020.

Action	Intent	Impact	Spend
Improve approach to staff T&L	A more consistent access to QFT	<ul style="list-style-type: none"> CV6 lesson increasingly embedded in classroom practice so that there is a consistent approach to lesson structure/planning. Each member of staff uses one of the 6 as a focus for the year and included in appraisals so that the drive continues for the whole year. Each member of staff has prompts for interactions with disadvantaged students in the classroom to help influence positive relationships and learning behaviours. LWs identified areas where improvement was required so that bespoke support for individual teachers was put in to place where needed. Evidenced in Challenge Partners Review of Feb 2020 "There was clear evidence of scaffolding resources being used to support both SEND and disadvantaged students" 	£44,300
Appropriate curriculum alterations/alternative provision provided for small groups of students.	All students kept safe and have access to an appropriate curriculum and appropriate qualifications	<ul style="list-style-type: none"> X4 Y7-10 students accessed HERS X3 students accessed Academy 21; x1 student ais now in 6thform as a full time student. X2 students accessed Rock Steady. X1 Impact Mentoring (out of school), x1 student avoided PEX due to this move. X1 Mentoring Plus (out of school). X1 Horseworld X1 one to one tutoring Eng/Maths X3 Y11 students accessed HERS/Academy21. X3 achieved Eng Lang and x2 achieved Maths GCSE. 1 student now attending full time 6th form. 	
Use of software: SISRA, MINT class, Hegarty Maths, Exampro (science)	Improved awareness of in-year grades and trends in grades, and thus improved attainment scores.	<ul style="list-style-type: none"> All subject leads trained in SISRA so that leaders more aware of achievement of groups within their department. Maths and English 'crossover' groups identified early so that interventions put in to place before mock exams. Exampro used in science to construct homework booklets. Evidence in Challenge Partners Review "A Year 11 physics lesson showed the use of six-week block homework booklets to revise Year 10 work, as articulated by the head of faculty. Students were aware of the aim and felt that this was a helpful approach." Hegarty Maths particularly well used 	£36,559

		<p>during lockdown - with this platform having the largest engagement with students during the shut down period. 75% of Y10 students completed remote Maths lessons via this platform.</p> <ul style="list-style-type: none"> MINT seating plans used by every teacher so that the seating arrangements for disadvantaged students is thought through and well-planned. 	
HLTA literacy appointed to learning support department, but using some allocation of PP funds.	To facilitate increased standards of literacy for students who are not yet achieving national standards.	<ul style="list-style-type: none"> Excerpt from report following a review of SEN provision by the MAT "8 pupils from Y7 led by HLTA. This was superb provision. The materials were being used skilfully and it was evident just how much progress had been made and confidence gained". X30 disadvantaged students received interventions from HLTA throughout year. X4 LAC/adopted from care received bespoke 1 to 1 intervention packages; x2 Y11 disadvantaged students were able to gain entry level English in the summer of 2020. 	
Student access co-ordinator	Improved affiliation with school; improved attainment scores for Y11 disadvantaged students.	<ul style="list-style-type: none"> Regular contact with 32 families during lockdown so that barriers could be identified and appropriate support given. All FSM students received a lap top to use during lockdown. Implemented 88 (Y7-10) students attending 'Into University' sessions throughout the year. Implemented weightlifting project for 24 students in Y7-10. Initial data appears to show a high impact in terms of attitude scores awarded by teachers during monitoring points. Presentation of 'keynote' INSET on the PP so that there is a greater awareness of barriers of these students to teachers. 	
Attendance Officer/EWO/FSM reward strategy	Improve attendance	<ul style="list-style-type: none"> 1 disadvantaged student issued penalty notice. 1st calls made to all vulnerable students. X6 disadvantaged students received EWO input so that attendance improves or appropriate support put in to place. 	£73,416
Funds provided for external intervention programmes.	Improved personal development in	<ul style="list-style-type: none"> The numbers of students accessing each programme are as follows: Brightsparks – x12 Y9 male student 	

	terms of behaviour, leadership skills and welfare	<p>to promote teamwork, leadership and self-reliance.</p> <p>Bristol Bears Eagles Project: x8 female students to promote teamwork, leadership and self-reliance.</p> <p>GrassRoutes: x10 Y9 female students to promote leadership, teamwork and to increase aspirations</p> <p>Mentoring Plus (in school) x10 to provide 1:1 mentoring for KS3 and KS4 students.</p>	
Improved access to materials, computer hardware, sporting fees, performing arts lessons and trips.	Improved attendance of vulnerable groups; swift action where attendance does not improve	<p>The following resources were paid for:</p> <ul style="list-style-type: none"> • KS4 revision guides/lesson resources were paid for in – drama, English, maths, science, history, geography, art. • KS3 x10 packs of workbooks bought and distributed to students over lockdown. • All Y11 FSM students had access to lap top – before Govt lap tops distributed. 42 lap tops in total distributed during lockdown to disadvantaged students before Govt-funded resources sent out. • X4 students helped financially and with uniform in Cheerleading. • X4 students – music lessons. • X3 lambda lessons • Uniform and stationary provided as necessary throughout the year. • Food for breakfast clubs facilitated by the Student Access co-ordinator 	
Safeguarding Manager	Close monitoring of students with IHCPs	<ul style="list-style-type: none"> • Home visits/1 to 1 sessions carried out. 	
Careers Advisor	Improved careers education and guidance for vulnerable students	<ul style="list-style-type: none"> • All disadvantaged students prioritised for careers support so that there are no NEETs. • Home visits made over the exam results period so that all students have access to appropriate post 16 pathways. X3 non-attending disadvantaged students had home visits throughout the lockdown period to ensure that they had appropriate college placements for September. 	