

Chew Valley School - Pupil premium strategy statement 2017-18

1. Summary information					
Academic Year	2017-18	Total PP budget	£122,485	Date of most recent PP Review: A formal Pupil Premium review was conducted in May 2017 (in conjunction with the Local Authority)	
Total number of students (as per DfE Jan 2017 census funding allocations document)	927	Number of students eligible for PP	131 (14.13%)	Date for next internal review of this strategy	June 2018

2. Recent progress and attainment (2016-17 data)			
	Students eligible for PP (Chew Valley School)	All Students (Chew Valley School)	All Students (England State Funded)
Progress 8 score average (Key Stage 4)	-0.89	-0.45	-0.03
Attainment 8 score average (Key Stage 4)	33.3	45.0	46.3
Progress 8 score English component (Key Stage 4)	-0.48	-0.21	
Progress 8 score Maths component (Key Stage 4)	-0.6	-0.33	
CVS Assessment without Levels C+ grades (Y7 July)	74.4%	82.5%	
CVS Assessment without Levels C+ grades (Y8 July)	73.5%	83.6%	
CVS Assessment without Levels C+ grades (Y9 July)	60.3%	81.2%	

3. Barriers to future attainment	
A.	Student literacy and numeracy skills are, in some cases, an area for development for disadvantaged students. While the profile on entry of intakes is in-line with, if not exceeding, the national performance at KS2 there are opportunities to make progress to achieve potential in-line with non-disadvantaged students. This is true of students in Y7-11 and a key opportunity area to work in.
B.	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. In addition, student participation in extracurricular activities and events is an area which can be improved (this may enable students to then become more immersed within the culture of school life).
C.	Lower attendance rates on average experienced by students in receipt of FSM along with associated potential pastoral needs. This has an impact on academic performance in all year groups but has been most noticed by the end of KS4.

4. 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
Improved overall Attainment8 and Progress8 outcomes for students eligible for PP (this can include working with students from Y7-11)	Continue the use of data analysis software (SISRA Analytics) to track, monitor and intervene with KS4 cohorts. This will also better facilitate the work of the English and Maths intervention teachers at KS4 (see section ii. Targeted Support) At KS3 continue to disseminate key information following reporting points but include additional cohort breakdowns (prior attainment and SEND for example).	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 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) • Lead faculties through progress discussions and support action planning processes for Teaching & Learning of students in receipt of PP. • Mid-year action planning meeting will be held which will require detailed knowledge of cohort performance – this will be facilitated through the use of SISRA along with class teacher knowledge. 	ASL (with SLT and Middle Leaders)	The school received a 2 nd audit conducted by SISRA Analytics representatives on the use of the software which was positive and commended the setup and running of the service. It is used for all KS4 data analysis feedback round to staff, Governors and now partners in the Lighthouse Schools Partnership Trust. From September it will be used to support the new Heads of House structure in informing about progress and supporting intervention. Final P8 figures TBC
Improved overall Attainment8 and Progress8 outcomes for students eligible for PP and address lower attendance rates on average experienced by students in receipt of FSM along with associated potential pastoral needs.	PP Access Coordinator appointment (this role is now in place as of September 2017)	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. Staff have visited local schools with similar posts to share best practice.	<ul style="list-style-type: none"> • Ensure the role is clearly shared with parents and carers of new intake (flyer material to go out at intake events) • Explain the new role to all staff during new term INSET. • PP AC to develop an action plan to provide an overview of interventions and strategies in place on a term by term basis. • PP AC to liaise directly with Heads of Year to inform decision making around targeted support for students. • PP AC will meet with SLT link fortnightly to discuss progress with issues. 	ASL/RM	A very positive first year for this role with a great deal of work conducted by the member of staff in post. Mentoring provided for a range of students from Y7 to 11. Regular parental contact via email, phone and face to face meetings for identified students. Breakfast clubs hosted for students. Supporting students into extra-curricular provision, providing resources and supporting the purchasing of materials. For 18-19 the allocated time for the Access Coordinator will increase from 0.3 to 0.5.

<p>Develop literacy and numeracy skills across the school. Where our students are above national average on arrival at school, work to ensure this performance is at least maintained (and preferably improved upon)</p>	<p>Development of Literacy across the curriculum (to benefit all including PP eligible students)</p> <p>Development of Numeracy across the curriculum (to benefit all including PP eligible students)</p> <p>Y7 Literacy and Reading early intervention and support to continue</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> <p>The school is working increasingly closer with cluster Primary schools and there is opportunity to support in this area and develop all through literacy and numeracy programmes.</p>	<ul style="list-style-type: none"> • A formal position of Literacy coordinator appointed for September 2017 (to work closely with Head of Faculty for English and DHT) • A formal position of Numeracy coordinator appointed for September 2017 (to work closely with Head of Faculty for Maths and DHT) 	<p>PHH/GRJ/KAR</p> <p>CAB/TIH/KAR</p> <p>SENCo/HAK</p>	<p>Literacy CPD programme delivered by coordinator to all staff via twilight INSET sessions 5 times during the year. Literacy foci also shared during weekly briefing sessions.</p> <p>Numeracy coordinator completed outreach work to local Primary phase schools to support transition and knowledge of moving between phases.</p> <p>Due to personnel changes these positions will not continue in the same manner next year.</p>
<p>Improved student outcomes by the end of KS4 (but also across school), as a result of developing the workforce.</p>	<p>Contribute to the school's CPD budget where training and courses can demonstrate that they have direct contributions to Teaching and Learning (key areas around Feedback, Questioning, Challenge, and Pace)</p>	<p>As noted by the Standard for teachers' professional development document released by the DfE in 2016, "effective teaching requires considerable knowledge and skill which should be developed as teachers' careers progress". CPD should have a focus on improving and evaluating student outcomes, it should include collaboration and expert challenge, and must be prioritised by school leadership. Dylan Wiliam notes in his research that teacher quality has a clear impact and the best approach is to develop staff already in our schools.</p>	<ul style="list-style-type: none"> • AHT (Staff Development) to oversee overall school training and development budget having direct oversight over the types of courses requested and agreed to. • DHT (working with other key staff) to develop the Teaching and Learning provision at the school; could include external school visits to observe best practice, INSET and associated training that could then be shared with colleagues to improve the quality of provision for all students. • DHT to implement a staff self-audit to help prioritise Teaching and Learning and training priorities of the teaching workforce. 	<p>KS/KAR</p>	<p>Coaching models introduced with Teacher Coaches introduced which have been a useful peer resource for staff during the year. Teaching and Learning sessions on kagan activities and active participation delivered to all staff to consider challenge in lessons (which will continue as a focus for 18-19); delivered by a visiting teacher across two training days. Learning Development Groups organised by DHT with a full end of year review conducted to ensure needs of staff are matched to delivery for 18-19 with staff suggesting sessions they would like to offer vs. those they would like to receive.</p>
<p>Total budgeted cost</p>					<p>£18,813</p>

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
<p>Improved Progress8 score for English by the end of Key Stage 4. Where Key Stage 3 students are supported the aim should be to fill skill gaps identified and/or provide an opportunity for a student to access a higher/extension group or set.</p>	<p>Intervention sessions for English offered to all in receipt of PP when possible (focus will be on Y10 and Y11 with opportunities to support KS3 students where this would bridge skill gaps). 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. Continue the use of a tracking system to enable recording of key information including date of interventions and accompanying commentary (tracker started in 2016-17). Progress Intervention teacher to attend all English Faculty meetings and have opportunity to discuss work with main class teachers. Feedback in both directions about student progress. Intervention teacher to review skills of students after each 'teaching block' to make decisions about course continuation. Progress (around data and evidence through student work) to be discussed at PP Team Meetings 	<p>ASL/ Head of English & KJR</p>	<p>Focused work continued throughout year with positive response from students (feedback collated on 'Exit' from Y11 by teacher). In year tracking suggested many students matching or exceeding aspirational benchmarks in English with others working toward them well. Final outcomes TBC.</p> <p>Work done to ensure Y9 students were afforded opportunity for a support block during academic year in Terms 5/6 also as a booster into GCSE.</p>

<p>Improved Progress8 score for English by the end of Key Stage 4. Where Key Stage 3 students are supported the aim should be to fill skill gaps identified and/or provide an opportunity for a student to access a higher/extension group or set.</p>	<p>Intervention sessions for Maths offered to all in receipt of PP when possible (focus will be on Y10 and Y11 with opportunities to support KS3 students where this would bridge skill gaps). 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. Continue the use of a tracking system to enable recording of key information including date of interventions and accompanying commentary (tracker started in 2016-17). Progress Intervention teacher to attend all Maths Faculty meetings and have opportunity to discuss work with main class teachers. Feedback in both directions about student progress. Intervention teacher to review skills of students after each 'teaching block' to make decisions about course continuation. Progress (around data and evidence through student work) to be discussed at PP Team Meetings 	<p>ASL/ Head of Maths & AH</p>	<p>As above for English. In addition the contact hours were increased this year and due to increasing need and demand in the area this may be continued.</p>
<p>Improved access to resources/materials and appropriate curriculum. Where required, bespoke college or work placements may be explored to benefit students.</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"> Ensure placements provide a working environment suited to the needs and interests of the students. Regular liaison with external course providers to ensure satisfactory experiences for students and that this is appropriate. Contact with parents to ensure placements are a success. 	<p>KAR</p>	<p>A sizeable proportion of funding is spent on mid to long term alternative provision but only in the instances when it is of best interest to the students concerned. School has made good use of the Wheels Project, Aspire, Urban Pursuit and some key home tutoring this academic year. Elements of this will continue into 18-19 with projects already being established with Horse World for example. A connection with a Curriculum Link fund is also to be established to support students.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£83,672</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	Review and lessons learned
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"> Explain to all staff the sorts of funding requests that will be welcomed, why these may benefit students and how they can pursue this (use an early INSET day opportunity) Where materials are provided the improved attainment and participation should be considered in tandem. 	CLT (in liaison with SLT budget holder)	<p>This year has seen the greatest number and variety of requests to support students by staff using their knowledge of learners as the year progresses. This followed a clear launch of the use of the funding during September's INSET day.</p> <p>The school has been able to successfully support:</p> <ul style="list-style-type: none"> Purchasing of accessible reading materials Covering costs of music and instrument tuition Drama and LAMDA fees (with excellent outcomes) Cultural visits including Bristol Museum and to support participation in residential camps. Revision guides have been fully funded for all relevant subjects where ordered.
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. The LAMDA results achieved by students have been very strong with many continuing to work up toward higher grades.	<ul style="list-style-type: none"> Removed barriers to provision for students eligible for PP. This academic year improve the profile of the provision by advertising the opportunity to all parents (funded) LAMDA coordinator tracks students involved, and achievements through examination grading performances. 	Head of Performing Arts / Head of Music / LAMDA coordinator	<ul style="list-style-type: none"> Purchasing of accessible reading materials Covering costs of music and instrument tuition Drama and LAMDA fees (with excellent outcomes) Cultural visits including Bristol Museum and to support participation in residential camps. Revision guides have been fully funded for all relevant subjects where ordered.
Improved access to resources/materials and appropriate curriculum.	Outdoor Education, trips and visits; funding support. Sports coaching opportunities.	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	<ul style="list-style-type: none"> Trip leaders to consider cohort attending and those eligible for PP. Where any opportunity is offered if students eligible for PP are not involved then staff should consider "Why not?" and "is there a solution?" Should inform School Bursar (and ASL) where funding is required School bursar and team to support parents with requests for financial support in the first instance – monitoring allocation. 	D of E coordinator / PE staff / School Bursar	<p>This year has also seen an improvement use of funding to support Outdoor education and Leadership with money put toward DofE fees and to support the Grassroutes Student Leadership courses for Y8 and Y9.</p> <p>Impact Mentoring has also been a worthwhile service used which</p>

		improved self-confidence, improved resilience and problem-solving and opportunity to develop in the face of emotional and physical challenges. Sports participation has been noted in some research to improve student attendance and retention also.			has combined Olympic weightlifting with an in and out of school mentoring service for vulnerable students. A number of these initiatives will be continued next year if available and where the in-year funding allows. Some up front costing for support like Impact Mentoring and new approaches such as Brightsparks from Bristol Rugby will be costed up front.
Improved attendance overall for students eligible for PP.	School attendance officer to be overseen by new AHT for Students. Working closely with Heads of Year and Assistant Heads of Year attendance to be closely monitored and students causing concern to be addressed urgently.	As identified by the DfE in their Research Report on attendance, there is a link between student achievement and 'overall absence'. The work of all staff overseeing student attendance will be crucial to attendance rates of all students,	<ul style="list-style-type: none"> • Link meetings held between AHT (Students) and pastoral middle leaders to discuss key students • Early contact and intervention where concerns are noted 	HAK/Attendance office/HOYs/AHOYs	A change in personnel has taken place during this academic year with a new Attendance Officer in place at front of house in the school and as part of the Lighthouse partnership an Educational Welfare Officer in place for part of the week. This will continue through Lighthouse for next year.
Total budgeted cost					£15,000