

# Chew Valley School - Pupil premium strategy statement 2018-19

1. Summary information					
Academic Year	2018-19	Total PP budget	£142,120	Date of most recent PP Review: <b>A formal Pupil Premium review was conducted in May 2017 (in conjunction with the Local Authority)</b>	
Total number of students (as per DfE Jan 2018 census funding allocations document)	943	Number of students eligible for PP	152 (16.11%)	Date for next internal review of this strategy	June 2019

2. Recent progress and attainment (2017-18 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)	TBC	TBC	TBC
Attainment 8 score average (Key Stage 4)	TBC	TBC	TBC
Progress 8 score English component (Key Stage 4)	TBC	TBC	
Progress 8 score Maths component (Key Stage 4)	TBC	TBC	
CVS Assessment without Levels C+ grades (Y7 July)	TBC	TBC	
CVS Assessment without Levels C+ grades (Y8 July)	TBC	TBC	
CVS Assessment without Levels C+ grades (Y9 July)	TBC	TBC	

3. Barriers to future attainment	
A.	Ensuring that students have access to quality first teaching and learning provision all across the school. Funds will be used for this in terms of resources and software to support teaching and learning but also beyond this with renewed school focus on elements of professional development around teaching and learning and associated leadership (linked to school development plan).
B.	Development of literacy and numeracy skills in order for students to be as successful as possible in terminal assessments. Being mindful of entry profiles of cohorts and the diversity and needs of individual students.
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. 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). This was strengthened last year with more and diverse support offered. This will continue but with specific intervention around leadership, belonging and affiliation with the school community.

#### 4. Planned expenditure

##### 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?
Improved overall Attainment8 and Progress8 outcomes for students eligible for PP ( <b>this can include working with students from Y7-11</b> )	<ul style="list-style-type: none"> <li>✓ Use of SISRA Analytics (3<sup>rd</sup> year of initial contract)</li> <li>✓ Use of seating plan software</li> <li>✓ Online revision tools for KS4</li> <li>✓ House Progress board (RAG system) for ASL Office and House office.</li> </ul>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A new Subject Area review process in place which considers not only exam outcomes, but an analysis of teaching and learning provision, behaviour and wellbeing and also leadership and management. This will inform faculty development plans and CPD offer for</li> <li>• Lead faculties through progress discussions and support action planning processes for Teaching &amp; Learning of students in receipt of PP.</li> <li>• 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.</li> </ul>	ASL (with SLT and Middle Leaders)	<p>SISRA involved in review settings throughout the year and in formal line management meetings.</p> <p>MINTClass involved in observation procedures.</p> <p>Launch and rewards associated with software like SAM Learning.</p> <p>QLA by MAZE Education provided to English and Maths staff by ASL.</p>
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.	<ul style="list-style-type: none"> <li>✓ Increased provision from PP Access Coordinator (to 0.5)</li> </ul>	<p>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. This role has had a great impact in terms of support students and their parents in 2017-18. While this is difficult to measure the previous review document outlines the multitude of ways in which this role has developed and deployed interventions during the year. Due to the increasing number of disadvantaged students at Chew Valley we would value more provision here.</p>	<ul style="list-style-type: none"> <li>• Ensure the role is clearly shared with parents and carers of new intake (flyer material to go out at intake events) as 17-18.</li> <li>• PP AC to develop an action plan to provide an overview of interventions and strategies in place on a term by term basis. These are shared with Heads of House and SLT and act as live working documents.</li> <li>• PP AC will meet with SLT link fortnightly to discuss progress with issues.</li> </ul>	ASL/RM	<p>Ongoing – via fortnightly link meetings with SLT member and termly Pupil Premium team meetings held after school.</p>

<p>Develop quality of Teaching and Learning and enhance CPD provision for staff</p>	<p>✓ Contribute to the school's CPD budget where training and courses can demonstrate that they have direct contributions to Teaching and Learning (linked to school development plan of 2018-19)</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"> <li>• AHT (Staff Development) to oversee overall school training and development budget having direct oversight over the types of courses requested and agreed to.</li> <li>• DHT (working with other key staff) to develop the Teaching and Learning provision at the school.</li> <li>• DHT to implement ab end of year audit heading into 18-19 to shape the Learning Development Group offer.</li> </ul>	<p>KS/KAR</p>	<p>KS to oversee requests as they are made.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£36,146</b></p>

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>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><b>This is an ongoing intervention carried forward from previous years.</b></p>	<ul style="list-style-type: none"> <li>✓ Intervention sessions for English offered to all in receipt of PP when possible (focus will be on Y10 and Y11).</li> <li>✓ Small group work will be the preferential mode of delivery.</li> <li>✓ KS3 support will be made available as and where resources can allow.</li> </ul>	<p>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>• 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).</li> <li>• 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.</li> <li>• Intervention teacher to review skills of students after each 'teaching block' to make decisions about course continuation.</li> <li>• Progress (around data and evidence through student work) to be discussed at PP Team Meetings</li> </ul>	<p>ASL/ Head of English &amp; KJR</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>To facilitate an increased standard of literacy for students who are not yet achieving National Standards. To also develop literacy across the curriculum.</p>	<ul style="list-style-type: none"> <li>✓ HLTA Literacy appointed to the SEND Departments, allocation of some PP funds for this.</li> </ul>	<p>The demands of reformed qualifications has appeared to place an even greater emphasis on both written and spoken word, with an increase in the percentage of marks awarded from written papers for practical based subjects. Given the diverse literacy needs of our students (based on entry and reading profiles) this an area to monitor and support. All EEF research areas linked to literacy (1:1 tuition, oral language interventions, and phonics and reading strategies) all suggest moderate to high impact when used well.</p>	<ul style="list-style-type: none"> <li>• HLTA Literacy to be ultimately responsible to the SENCO but to liaise closely with Head of English and AHT with responsibility for Pupil Premium funds.</li> <li>• Job description to clearly outline expectations associated with post.</li> <li>• Any work involving students directly to support tracking of student progress.</li> </ul>	<p>HLTA Literacy to work with Head of English and SENCO</p>	<p>Ongoing through line management and June/July 2019</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><b>This is an ongoing intervention carried forward from previous years.</b></p>	<ul style="list-style-type: none"> <li>✓ Intervention sessions for English offered to all in receipt of PP when possible (focus will be on Y10 and Y11).</li> <li>✓ Small group work will be the preferential mode of delivery.</li> <li>✓ KS3 support will be made available as and where resources can allow.</li> </ul>	<p>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>• 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).</li> <li>• 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.</li> <li>• Intervention teacher to review skills of students after each 'teaching block' to make decisions about course continuation.</li> <li>• Progress (around data and evidence through student work) to be discussed at PP Team Meetings</li> </ul>	<p>ASL/ Head of Maths &amp; ANH</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>Focussing on students' personal development, behaviour and welfare to make use of bespoke mentoring support packers to ensure students develop leadership skills, develop their resilience and are encouraged to become affiliated with their school and communities.</p>	<ul style="list-style-type: none"> <li>✓ Funds provided for the Bright Sparks programme delivered by the Bristol Bears Rugby Community Foundation.</li> <li>✓ Running of the Bristol Bears' Eagle Project.</li> <li>✓ Funds provided for Impact Mentoring</li> </ul>	<p>Bright Sparks is a life-changing programme aimed at young-people who are risk of persistent non-attendance, exclusion or poor choices. It is a 38 weeks placement based within school young people to engage in practical and classroom based activities. The programme has evidence strong outcomes in improving students' life choices and behaviours. The Eagle Project is a 12 week programme aimed at girls in Y8-10, to develop their leadership and team work skills, enhancing their confidence and resilience through the medium of rugby.</p> <p>Impact Mentoring (first used during 17-18) provides bespoke, tailored mentoring and physical activity for young people, focussing on emotional wellbeing and developing positive identities.</p>	<ul style="list-style-type: none"> <li>• Students identified for the targeted support using key knowledge from Heads of House and AHT Students &amp; Inclusion.</li> <li>• AHT Students &amp; Inclusion to act as key contact for Bristol Rugby and Impact Mentoring partners.</li> <li>• Reports and evaluation provided regularly (e.g. Impact Mentoring report after every session around students supported) which enables adjustments to programmes.</li> <li>• All programmes also afford parental involvement and engagement where relevant and beneficial to the student.</li> </ul>	<p>HAK/HoHs</p>	<p>Ongoing and also July 2019</p>

<p>Improved access to resources/materials and appropriate curriculum. Where required, bespoke college or work placements may be explored to benefit students.</p>	<ul style="list-style-type: none"> <li>✓ For a very small minority a workplace or off site placement may be sought matched to needs and interest to support educational progress</li> <li>✓ A proportion of the funding could be met through their PP entitlement</li> </ul>	<p>Students in receipt of PP who were finding the mainstream curriculum a challenge during their Key Stage 4 studies 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. It is acknowledged this provision can be expensive so must be matched to needs. Support from Curriculum Link funds could be applicable also.</li> <li>• Regular liaison with external course providers to ensure satisfactory experiences for students and that this is appropriate.</li> <li>• Contact with parents to ensure placements are a success.</li> </ul>	<p>KAR/ASL HAK/RM</p>	<p>Ongoing – contact with course and work experience providers.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£88,974</b> (Plus Curriculum Link support)</p>

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?
Improved access to resources/materials and appropriate curriculum.	<ul style="list-style-type: none"> <li>✓ Funded resources including (but not limited to) revision guides, lesson materials and/or ingredients to be provided or subsidised (dependent on overall costs)</li> </ul>	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>• 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)</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)	Ongoing (financial requests document now set up to log all requests, reasons for request and suggested impact)
Improved access to resources/materials and appropriate curriculum.	<ul style="list-style-type: none"> <li>✓ To facilitate and support uptake of peripatetic music lessons and London Academy of Music &amp; Dramatic Art courses</li> </ul>	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"> <li>• Removed barriers to provision for students eligible for PP.</li> <li>• This academic year improve the profile of the provision by advertising the opportunity to all parents (funded)</li> <li>• LAMDA coordinator tracks students involved, and achievements through examination grading performances.</li> </ul>	Head of Performing Arts / Head of Music / LAMDA coordinator	July 2019
Improved access to resources/materials and appropriate curriculum.	<ul style="list-style-type: none"> <li>✓ Outdoor Education, trips and visits funding support.</li> <li>✓ Sports coaching opportunities.</li> </ul>	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	<ul style="list-style-type: none"> <li>• 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?”</li> <li>• Should inform School Bursar (and ASL) where funding is required</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 / PE staff / School Bursar	July 2019

		these learning environments include 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.			
				<b>Total budgeted cost</b>	<b>£17,000</b>