

Pupil Premium Strategy Statement: Chipping Norton School 2018-19

1. Summary Information					
School	Chipping Norton School				
Academic Year	2018-19	Total PP Budget	£119,000	Date of Most Recent PP Review	September 2018
Total Number of Pupils	909	Number of Students eligible for the PP	134 (14.7%)	Date of Next PP Review	September 2019

2. Attainment and Attendance: Historic and Targets									
	2016		2017		2018		2019 Targets		
	Students Eligible for the PP	Students Not Eligible for the PP	Students Eligible for the PP	Students Not Eligible for the PP	Students Eligible for the PP	Students Not Eligible for the PP	Students Eligible for the PP	Students Not Eligible for the PP	
Progress 8	-0.53	-0.03	-0.22	+0.22	-0.98	+0.24 (Est)	-0.50	+0.35	
% Grades 9 to 4 in English	21%	77%	65%	89%	50%	80%	60%	88%	
% Grades 9 to 4 in Mathematics	37%	79%	47%	87%	41%	81%	60%	88%	
% Grades 9 to 4 in English and Mathematics	21%	72%	35%	83%	36%	76%	50%	80%	
Attendance (Y7-11)	90.8%	95.95%	90.9%	95.61%	91.0%	95.59%	92%	96%	
Persistent Absence (Y7-11)	31%	9.35%	28%	10.1%	29%	11.9%	26%	15%	

2. Identified Barriers to Future Attainment (For Students Eligible for the PP)

This table is based on a thorough evaluation of last year's strategy (see Part 6) and consideration of local and national initiatives. In addition to challenging ourselves with some [new thinking](#) about underachievement amongst disadvantaged groups, alongside powerful [new research](#) and Government funded [research](#).

No.	Identified Barrier	Strategy Reference (see Section 5 below)
1.	Literacy and numeracy skills significantly lower on entry in Year 7 than average.	C
2.	Uneven culture of high expectations of all pupils in every regard: achievement, attendance, behaviour and engagement	A and B
3.	Disproportionately high correlation between students eligible for the PP and students with special educational needs (SEN) – leading to more complex pedagogical strategies required by teaching staff.	C
4.	KS3 curriculum structure with insufficient flexibility to respond to the complex needs of students eligible for the PP.	C
5.	KS3 curriculum content with insufficient focus on knowledge acquisition, academic register and extended writing.	C
6.	KS4 curriculum pathways	D
7.	Full engagement of all students eligible for the PP in an early, comprehensive and closely monitored GCSE revision programme.	B
8.	Lower than average parental engagement.	A and B
9.	Significantly lower attendance amongst students eligible for the Pupil Premium.	A, B and C
10.	Comparatively higher incidence of challenging behaviours, leading to higher than average rates of detentions, isolation and fixed term exclusions.	A and D

4. Strategies Agreed to Improve Outcomes for Students Eligible for the PP (These do not summarise all interventions currently undertaken at CNS)

No.	Desired Outcome	Success Criteria	Barriers Addressed
A.	<p>0-12 months: Universal high expectation culture across CNS. This will involve:</p> <ul style="list-style-type: none"> • Fine-tuning quality assurance at departmental and team level to explicitly compare students eligible for the PP and all others. (SIP 2) Lead: AKT • Review of the existing behaviour and appearance policies and practices. Leading to the establishment of very high and non-negotiable classroom, corridor and canteen expectations of all pupils at all times. (SIP 4) Lead: NH • Pilot a diagnostic PP case review in Year 7/8. This case review will involve a meeting of all stakeholders, to forensically examine all information relating to the individual student and why they are failing to make progress. 	<ul style="list-style-type: none"> • Quality assurance used to monitor rapid reduction and then the eradication of discernible differences in achievement, attendance, behaviour and engagement, between students eligible for the PP and all others. • Case review produces quality information that can be cascaded to relevant teaching and associate staff. This assists all staff in supporting students to make progress. 	<p>2 8 9 10</p>
B.	<p>0-12 months: Bespoke 18-week revision tasks known as the Get Ahead Programme (GAP) for students eligible for the PP running from January to June 2019. This will involve:</p> <ul style="list-style-type: none"> • Weekly tasks designed by subject specialists in English Language, English Literature, Mathematics, Biology, Chemistry, Physics, RE and any other subject with ten or more students eligible for the PP. Lead: GET • Completion of weekly tasks closely monitored by PP Mentors and rigorous enforcement of completion overseen by senior staff. Lead: GET 	<ul style="list-style-type: none"> • Draft activities from each department shared and quality assured by late November 2019. • GAP launched with pupils and their parents and carers before Christmas and commenced in January 2019. • Overwhelming evidence of engagement amongst the vast majority of pupils and evidence exists to demonstrate all avenues explored to demand engagement. • Outcomes amongst students eligible for the PP evidently higher and gaps with non-eligible pupils closing rapidly. 	<p>2 7 8 9</p>
C.	<p>0-36 months: A knowledge-rich KS3 curriculum that is disproportionately more advantageous for students eligible for the PP. This will involve:</p> <ul style="list-style-type: none"> • Schemes of work rewritten to flow from newly designed knowledge organisers that emphasise the need to acquire core knowledge, develop academic resister and produce more effective extended writing. (SIP 1) Lead: DXG • Associated assessment policies and practices redeveloped to improve teachers' pedagogy so that assessment is <i>of learning, for learning and as learning</i>. (SIP 2) Lead: AKT 	<ul style="list-style-type: none"> • All pupils, including students eligible for the PP, receive their curriculum entitlement to a curriculum that is knowledge-rich, that enables written and spoken communication and complex thinking. • All teachers understanding, confidence and success in supporting students eligible for the PP to overcome identified weaknesses and make more rapid progress. • Outcomes of students eligible for the PP rising more rapidly than all other groups of pupils. 	<p>1 3 4 5</p>
D.	<p>0-36 months: Re-evaluation of the KS3 and KS4 curriculum and associated pathways to ensure all pupils, especially students eligible for the PP and pupils with special educational needs enjoy and are engaged in an appropriate curriculum experience. This will involve:</p> <ul style="list-style-type: none"> • Review of catch up and acceleration programmes in Years 7 and 8 with the SEN, English and Mathematics teams. Lead: SENCo • Redesign of the broader KS3 curriculum to better accommodate the need for literacy / numeracy mastery, alongside greater knowledge acquisition. Lead: AKT 	<ul style="list-style-type: none"> • The provision of new or amended courses at KS4. • Redesign of our Key Stage 3 curriculum for those disadvantaged, low prior attaining and special educational needs pupils for whom the current diet is too onerous and does not accommodate the need for intensive development and recovery of literacy, oracy, numeracy and confidence levels. • Falling incidents of poor behaviour and related disengagement AND rising levels of attendance amongst students eligible for the PP. 	<p>6 9 10</p>

	<ul style="list-style-type: none"> Explore broadening the GCSE / Level 1 and 2 curriculum offer to better meet the needs and interests of all pupils, in particular those eligible for the PP and those with special educational needs. Lead: AKT 	<ul style="list-style-type: none"> Outcomes of students eligible for the PP rising more rapidly than all other groups of pupils. 	
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5. Planned Expenditure for the 2018-19 Academic Year (£119,000)			
Proportion	Expenditure	Notes	Staff Lead
80%	Subsidise the salaries of: 3 days of KS3 and KS4 mentors, literacy and numeracy intervention LSAs, senior leads and pastoral support staff.	The core roles and responsibilities of KS3 and KS4 mentors is as follows: KS3 – supporting behaviour for learning, ready to learn, attendance. KS4 – focus on engagement in lessons, homework, supporting attendance at clinics, one to one mentoring, revision. Supporting interventions.	GET
1.5%	Curriculum Innovation Grants	Each department may apply for a small grant to fund an innovative project or additional resources to improve outcomes for students eligible for the PP.	GET
8.5%	Support Fund	To support students eligible for the PP with trips, extra-curricular clubs, music lessons, books, equipment, uniform and so forth.	GET
4.0%	Alternate Provision	Alternate provision for some KS4 students.	GET
3.5%	SEN Subsidy	To subsidise the SEN budget for students eligible for the PP who also have special educational needs.	SENDCo
2.5%	Summer School	For Year 6 students eligible for the PP, prior to starting at CNS.	GET

6. Review of Expenditure for the 2017-18 Academic Year

During 2017/18, there were three parts of the Pupil Premium Strategy, beneath the headings of (i) quality of teaching for all, (ii) targeted support and (iii) other approaches. Table 2 on Page 1 illustrates that in terms of raw outcomes there was little evidence to demonstrate the closure of gaps relating to either achievement or attendance amongst students eligible for the PP in Year 11 / Class of 2018. Robust data relating to students eligible for the PP in the lower years is less valuable owing to the absence of numerical data and the reliance on teacher assessment.

6a. Quality of Teaching for All *(2017-18 PP Strategy Part 1)*

Desired Outcomes	Chosen actions / approaches	Evaluation of Impact	Lessons Learned
No KS3 student has a reading age below their chronological age, including PP students.	<ul style="list-style-type: none"> By continuing with Literacy Coordinator and intervention lead and literacy teacher. 	<ul style="list-style-type: none"> Evidence from Accelerated Reader programme (AR) presents a mixed picture: Year 7 PP pupils with a reading age below their chronological age fell from 48% to 34%, Year 8 PP pupils with a reading age below their chronological age remained static at 58%, Year 9 PP pupils with a reading age below their chronological age rose from 74% to 79%. However, evidence from the Literacy Interventions for a small number of PP pupils shows that Year 7 PP pupils with a reading age below their chronological age fell from 67% to 0% and Year 8 PP pupils with a reading age below their chronological age fell from 100% to 50%. 	<ul style="list-style-type: none"> Generic approaches to improving literacy are less effective. Small group and 1-1 intervention is more effective and has more impact. The target was overly ambitious and did not focus specifically on those students with very low reading ages and therefore unable to access the mainstream curriculum.
Numeracy levels improve for PP students in line with non PP.	<ul style="list-style-type: none"> By (i) employing Numeracy TA to lead on numeracy interventions, (ii) introduction of Maths Mastery in year 7 to boost PP progress and (iii) deploying SENCO to support quality first teaching. 	<ul style="list-style-type: none"> Work scrutinies demonstrate that pp books were targeted /prioritised. Feedback from PP focus groups indicate that challenge in lessons increased and PP first check continued to happen. Gap between PP and NPP numeracy levels fell amongst Year 7 students. 	<ul style="list-style-type: none"> PP-first check remains the simplest and most important day-to-day strategy to establish high expectations. Maths Mastery: the focus on the accuracy of maths language and reasoning has led to higher expectations of students, who are expected to be able to explain their maths reasoning with clarity and confidence. Collaborative work in the maths department has led to a greater consistency of approach.
Teaching continues to build relationships with PP students and recognise individual barriers to learning. All PP students are able to access the curriculum in all areas	<ul style="list-style-type: none"> By (i) First Check, (ii) PP work scrutinies (iii) lead PP data use, (iv) quality staff development programme (CPD) focussing on work of Allison and Tharby/ 	<ul style="list-style-type: none"> See whole school outcomes (Table 2, Page 1). Work scrutinies demonstrate that PP books were targeted /prioritised. Feedback from PP focus groups indicate that challenge in lessons increased and PP first check continued to happen. 	<ul style="list-style-type: none"> PP-first check remains the simplest and most important day-to-day strategy to establish high expectations.

<p>and make expected progress. High expectations results in increased confidence and participation of PP students.</p>	<p>SOLO Taxonomy to introduce high levels of challenge in lessons and Growth Mindset.</p>		<ul style="list-style-type: none">• PP work scrutinies focus on teachers' compliance needs to be replaced with a focus on eradicating all discernible differences in students work.• Staff CPD programme remains a priority given GCSE outcomes.• SOLO taxonomy theories not widely used or embedded.
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6b. Targeted Support

(2017-18 PP Strategy Part 2)

Desired Outcomes	Chosen actions / approaches	Evaluation of Impact	Lessons Learned
<p>Increased engagement of all PP students in all aspects of learning at CNS to secure improved PP progress.</p>	<ul style="list-style-type: none"> Two PP Mentors allocated to mentor both KS3 and KS4 students and offer 1:1 support (2.5 days KS4 & 3 days KS3). Pastoral support workers to engage PP students and parents. Isolation room coordinator continues to monitor PP referrals and to address behaviour for learning issues. School counsellor to support PP referrals students with issues of engagement and mental health. 	<ul style="list-style-type: none"> Isolation room occupancy: 59 out of the 161 (37%) students who spent <u>at least one session</u> in the Isolation Room were eligible for the PP (36%). <u>Recidivism rates</u> show: <u>Year 7</u> PP pupils in isolation 5+ times = 31% Non PP pupils in isolation 5+ times = 6%. <u>Year 8</u> PP pupils in isolation 5+ times = 19% Non PP pupils in isolation 5+ times = 4%. <u>Year 9</u> PP pupils in isolation 5+ times = 15% Non PP pupils in isolation 5+ times = 28%. <u>Year 10</u> PP pupils in isolation 5+ times = 18% Non PP pupils in isolation 5+ times = 28%. <u>Year 11</u> PP pupils in isolation 5+ times = 12% Non PP pupils in isolation 5+ times = 15%. <u>Overall</u> PP pupils in isolation 5+ times = 17% Non PP pupils in isolation 5+ times = 19%. Senior Staff Detention: 165 out of the 708 Senior Staff Detentions were students eligible for the PP (23%). KS3 PP mentor reported some positive changes in behaviour (fewer incidents recorded for some students and more engagement in lessons). Good attendance at snack club and Mindfulness sessions. Variable success with PP students engaging with counsellors. Mentoring successful with those who engaged. Improved attendance at 'Road To Success' sessions. Still some students (high level) refused to engage. So need to consider other strategies. A focus on behaviour at KS3 (year 7 particularly) worked well. Focus on addressing behaviour in lessons and settling students quickly removed some issues. 	<ul style="list-style-type: none"> Students eligible for the PP remains very disproportionately likely to misbehave, miss school or in other ways not engage in the wider life of the school. Interventions and strategies are highly successful with those individuals who develop strong rapport with a key worker or commit to making significant improvements.
<p>Interventions enable PP students to achieve better in all GCSE subjects, but especially in core subjects.</p>	<ul style="list-style-type: none"> Curriculum learning support assistants continue to provide targeted, subject specific work for PP students. Part of intervention team managed by HODs of core subjects. RSL meeting to oversee MPI framework and monitoring of progress data. 	<ul style="list-style-type: none"> See whole school outcomes (Table 2, Page 1). 	<ul style="list-style-type: none"> Classroom engagement is broadly very good amongst all groups of students. However... September's RSL meetings reveal a universal acknowledgement that students eligible for the PP were disproportionately less likely to engage in the revision programmes or booster sessions

	<ul style="list-style-type: none"> • Employ cross phase teacher to provide 1:1 support. • SEMH LSA in place to support progress of KS3 and KS4 PP students finding access to the curriculum hard. 		<p>and did not engage with the various revision programmes.</p> <ul style="list-style-type: none"> • GCSE outcomes are unlikely to rise significantly amongst students eligible for the PP unless (a) a 'no-opt-out' and comprehensive revision programme is introduced <i>and</i> (b) additional courses are introduced that fully engages all groups of students.
<p>Improved PP attendance rates and reduced persistent absence for PP students. (Over 95% and PA improves).</p>	<ul style="list-style-type: none"> • Use of Attendance Diamond across whole school. • All students record weekly attendance figure and monitor self-monitor increases or decreases in attendance. • More focussed intervention by HOY and focussed work of Attendance Officer. 	<ul style="list-style-type: none"> • PP attendance unchanged (90.9% / 91.0%). Meanwhile the attendance amongst students not eligible for the PP was 95.61% in 2016/17 and 95.59% in 2017/18. • Persistent Absence amongst students eligible for the PP saw a slight rise (28% / 29%). Meanwhile, Persistent Absence amongst students not eligible for the PP was 10.1% in 2016/17 and 11.9% in 2017/18. • PP attendance – slight improvement (2016/17 – 90.9%. 2017/18 – 91.01%) Persistent absence rates still too high for PP students and a slight increase on 2016/17. 	<ul style="list-style-type: none"> • Increased focus and time given to attendance likely to have a disproportionately positive impact on those students with historically high levels of attendance. • Range of very strong attendance interventions must continue but supplemented by a more engaging curriculum that motivates all students to engage in the life of the school. • The 95%+ target was overly ambitious to complete in one year and instead incremental steps attached to specific students would be better suited to seeing a year-on-year improvement.

6c. Other Approaches**(2017-18 PP Strategy Part 3)**

Desired Outcomes	Chosen actions / approaches	Evaluation of Impact	Lessons Learned
PP students are fully equipped to be effective learners and to make good progress.	<ul style="list-style-type: none">• Tutors undertake First Check with PP students at the start of the day. Tutors are aware of barriers to learning for PP students.• Teachers make sure that PP students are ready to learn in lessons.• Support for educational visits, equipment, revision guides, intervention strategy.	<ul style="list-style-type: none">• Mentoring of PP students was variable across tutor groups.• Some PP profiles updated by tutors but not consistent across all tutors.• Behaviour and attendance data indicates continuation of a highly visible gap between students eligible for the PP and those who are not.	<ul style="list-style-type: none">• PP Profiles were of very varied quality and lacked an incisive summary of appropriate interventions. Instead focusing on very generic information for teachers and others.
All PP students embrace the mission statement 'Be Ready, Be Respectful and Behave Impeccably'			