

## Pupil Premium Strategy Statement: Chipping Norton School 2020-21

1. Summary Information					
<b>School</b>	Chipping Norton School				
<b>Academic Year</b>	2020-21	<b>Total PP Budget</b>	£111,735.00	<b>Date of Most Recent PP Review</b>	October 2020
<b>Total Number of Pupils</b>	969	<b>Number of Students eligible for the PP</b>	2020-2021:151 (16%) 2019-2020:139 (14.5%) 2018-2019:145 (14.9%)	<b>Date of Next PP Review</b>	October 2021

2. Attainment and Attendance: Historic and Targets									
	2018 Actuals		2019 Actuals		2020 Actuals		2021 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	
<b>Progress 8</b>	-0.98	+0.24 (Est)	-0.58	-0.11	N/A	N/A	-0.25-0	+0.20	
<b>% Grades 9 to 4 in English</b>	50%	80%	53	85	68	86	65	85	
<b>% Grades 9 to 4 in Mathematics</b>	41%	81%	53	84	50	86	65	85	
<b>% Grades 9 to 4 in English and Mathematics</b>	36%	76%	53	80	45	84	60	82	
<b>Attendance (Y7-11)</b>	91.0%	95.59%	89.96%	95.21%	88.08%	94.64%	91%	95%	
<b>Persistent Absence (Y7-11)</b>	29%	11.9%	30.47%	9.97%	39.69%	13.98%	30%	10%	

## 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 [research](#), key Ofsted [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><b><u>Universal high expectation culture across CNS. This will involve:</u></b></p> <ul style="list-style-type: none"> <li>• Fine-tuning quality assurance at departmental and team level to explicitly compare students eligible for the PP against all others.</li> <li>• 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.</li> <li>• The introduction of ‘excellence as standard’ to reinforce high expectations in terms of teaching and learning, especially in the consistent implementation of TEMP across departments, and pastoral support.</li> <li>• The introduction of weekly guidance team meetings where multiple stakeholders review the support available to most vulnerable students, including students eligible for PP.</li> <li>• Assistant Heads of Year working collaboratively with Heads of Year in every year group to provide additional support and guidance to students eligible for PP in terms of attendance, behaviour and wellbeing.</li> <li>• Increased support of Family Support Workers to provide additional pastoral support to students, and families of students eligible for PP in terms of attendance and well-being.</li> <li>• The implementation of a new attendance strategy with a clear focus on improving attendance of students eligible for PP.</li> <li>• Implementation of new reward and sanctions strategy to support students eligible for PP to help meet excellence as standard.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Case review through guidance team meetings produces quality information that can be cascaded to relevant teaching and associate staff. This assists all staff in supporting students eligible for PP to make improved progress.</li> <li>• Improvement in the attendance of eligible PP students closing the gap between PP and Non-PP students to bring closer in line with National Average.</li> <li>• Decrease in the number of poor behaviour incidents such as the number of detention and FTE recorded by students eligible for PP.</li> <li>• Increase in the number of rewards (achievement points; fantastic Friday nominations) which students eligible for PP receive.</li> </ul>	<p>2 8 9 10</p>
B.	<p><b><u>Bespoke 18-week revision tasks known as the Get Ahead Programme (GAP) for students eligible for the PP running from January to June 2021. This will involve:</u></b></p> <ul style="list-style-type: none"> <li>• Weekly tasks designed by subject specialists in English Language, English Literature, Mathematics, Biology, Chemistry, Physics, and any other subject with ten or more students eligible for the PP. Lead: AKT/YA</li> <li>• Completion of weekly tasks closely monitored by tutors/mentors and rigorous enforcement of completion overseen by SLT. Lead AKT/YA.</li> <li>• Engagement with revision booklet of core subjects to improve literacy skills within each core subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft activities from each department shared and quality assured by late November 2020</li> <li>• GAP launched with pupils and their parents and carers before Christmas and commenced in January 2021.</li> <li>• Overwhelming evidence of engagement amongst the vast majority of pupils and evidence exists to demonstrate all avenues explored to demand engagement.</li> <li>• Outcomes amongst students eligible for the PP evidently higher and gaps with non-eligible pupils closing rapidly.</li> </ul>	<p>2 7 8 9</p>
C.	<p><b><u>A knowledge rich KS3 curriculum that is disproportionately more advantageous for students eligible for the PP. This will involve:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Associated assessment policies and practices redeveloped to improve teachers’ pedagogy so that assessment is <i>of</i> learning, <i>for</i> learning and <i>as</i> learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All teachers understanding, confidence and success in supporting students eligible for the PP to overcome identified weaknesses and make more rapid progress.</li> <li>• All teachers have a greater understanding of the overlap between students eligible for PP and SEN students, and provide appropriate</li> </ul>	<p>1 3 4 5</p>

	<ul style="list-style-type: none"> <li>A review of SEN profiles to provide a more detailed understanding of student need with a key focus of identifying students with overlap between those eligible for PP and SEN.</li> </ul>	<p>lesson adaptations to support PP students to make more rapid progress.</p> <ul style="list-style-type: none"> <li>All teachers have access to detailed information within PP/SEN profiles.</li> <li>Outcomes of students eligible for the PP rising more rapidly than all other groups of pupils.</li> </ul>	
<b>D.</b>	<p>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"> <li>A review of the Nurture Programme and its provision to students in KS3 to allow more vulnerable students to access mainstream education.</li> <li>Redesign of the broader KS3 curriculum to better accommodate the need for literacy / numeracy mastery, alongside greater knowledge acquisition. Lead: AKT</li> <li>Explore broadening the GCSE / Level 1 and 2 curriculum offers, to better meet the needs and interests of all pupils, in particular those eligible for the PP and those with special educational needs.</li> <li>A review of intervention strategies offered to support the learning and progress of students eligible for PP.</li> </ul>	<ul style="list-style-type: none"> <li>The provision of new or amended courses at KS4.</li> <li>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.</li> <li>Falling incidents of poor behaviour and related disengagement and rising levels of attendance amongst students eligible for the PP.</li> <li>Outcomes of students eligible for the PP rising more rapidly than all other groups of pupils.</li> </ul>	<b>6 9 10</b>

#### 5. Planned Expenditure for the 2020-21 Academic Year (£111,735)

Proportion	Expenditure	Staff Lead
90%	Subsidise the salaries of The Nurture Team, five assistant heads of year and up to two Family Support Worker.	SENCo / LDB / YA
6%	Support Fund: To support students eligible for the PP with trips, extra-curricular clubs, music lessons, books, equipment, uniform and so forth.	LDB / YA
1.5%	SEN support	SENCO/LBD/YA
1.5%	Alternative provision	LBD/YA/AKT
1%	Summer school	LBD/YA

## 6. Review of Expenditure for the 2019-20 Academic Year

During 2019/2020, 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 **2020**. 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.

Desired Outcomes	Chosen actions / approaches	Evaluation of Impact	Lessons Learned
<p>Universal high expectation culture across CNS.</p>	<ul style="list-style-type: none"> <li>• Fine-tuning quality assurance at departmental and team level to explicitly compare students eligible for the PP and all others. (SIP 2) Lead: AKT</li> <li>• 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</li> <li>• Introduction to “excellence as standard” in both teaching and learning and, pastoral and tutoring.</li> <li>• Raising expectations against standards – close scrutiny and monitoring of behaviour in lessons; during tutor time and movement around the school site.</li> <li>• Robust analysis of attitude to learning and attendance data by HOYS/AHOYs following data captures.</li> <li>• Interventions devised to support the learning of all students, especially those eligible for PP through attendance at homework clubs; tutor and HOY reports to monitor progress in terms of behaviour and attitude to learning especially in students eligible for PP</li> <li>• Offer of practical funding support for uniform and equipment to ensure students eligible for PP are able to meet the high expectations in terms of dress, appearance and equipment for learning.</li> <li>• To support rich cultural experiences through funding or part funding of trips until March 2020.</li> <li>• To include those students eligible for PP are encouraged to engage within student voice through student council representation.</li> <li>• To provide enrichment opportunities to raise aspirations for all students including those eligible</li> </ul>	<ul style="list-style-type: none"> <li>• As part of the amended MPI document, department teams were provided with data at each x2 capture points that allowed tracking of PP compared to non-PP. This led to a sharper focus on where PP progress was weakest and a focus on actions to improve this.</li> <li>• More focussed quality assurance actions (in particular work scrutiny) during departmental reviews focussed on comparing the books of PP to non-PP to identify where there were differences. This has led to a sharper focus on high expectations for all.</li> <li>• New Behaviour for Learning Policy has been written and disseminated.</li> <li>• PP attendance was 88.08% (as of 13<sup>th</sup> March 2020)</li> <li>• There were 74 students in LT supervision of this 26 were students eligible for PP between September 2019-March 2020.</li> <li>• There was a total of 47 days of fixed term exclusions for 20 students eligible for PP between September 2019-March 2020. Of these 20 students 8 incurred multiple FTEs.</li> <li>• There was a total of 628 after school detentions issued between September 2019 and March 2020. Of these 46% (287) were students eligible for PP.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the national lockdown we were unable to fully evaluate the impact of many of the chosen actions. We recognise the move towards excellence as standard lacked momentum and was not delivered at a fast-enough pace which was hindered due to the partial closure of school. This now forms part of Year 3 of the strategy.</li> <li>• Attendance data was not as strong as hoped due to the implications of circulating COVID -19 within the community in the months of January-March 2020.</li> <li>• After school detentions have been successful in reducing the number of students sanctioned for inappropriate behaviours however, the data highlighted that a disproportionate number of disadvantaged/PP students were being placed in detention compared with non-PP students.</li> <li>• This has led to a review of how best to engage AHOYs and family support workers to deepen links and relationships with students eligible for PP and families.</li> </ul>

	for PP for example through the funding of extra time activities for year 7 students, and to ensure the inclusive involvement of all students, in particular those eligible for PP, in county wide initiatives such as the “Have your Say Day” run by TVP.		
Bespoke 18-week revision tasks known as the Get Ahead Programme (GAP) for students eligible for the PP running from January to June 2020. This will involve:	<ul style="list-style-type: none"> <li>Using information from the Mock exams in November 2019, each subject designed a GAP programme which involved – Weekly revision tasks that centred on securing core knowledge. Tasks were set with clear explanation and models provided.</li> <li>Increased accountability was achieved through careful monitoring. Testing of this knowledge with low risk, high challenge recall tests.</li> <li>These actions were designed to disproportionately impact on PP ensuring departments took a spaced approach to revision so as not to overwhelm PP students</li> </ul>	<ul style="list-style-type: none"> <li>Students eligible for PP: Attainment 8 – Increased from 30.7 to 34.3</li> <li>Students eligible for PP: % Grade 9-4 English – Increased from 54% to 68%</li> <li>Students eligible for PP: % Grade 9-4 Maths – Increased from 41% to 50%</li> <li>The GAP programme was designed and launched on time in January 2020 with students and parents/carers.</li> <li>All GAP tasks were quality assured.</li> <li>Tasks were designed to ‘chunk’ revision to enable students (particularly PP) to start earlier and focus on bespoke revision tasks. This replaced homework and buy in from students was high.</li> <li>Where this was most effective the tasks were low threat, explicit, memory recall focused, easy to monitor completion and tested with Low stakes MCQ or similar to increase accountability.</li> <li>From Jan -March 2020 - Completion was monitored by the class teacher and support provided for individuals eligible for PP via the PP mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Unfortunately, due to the constraints of lockdown, students were unable to experience the full GAP programme.</li> <li>Whilst the GAP was significantly improved there are still elements and subjects where this can be even sharper. In particular in identifying the “weaker” areas of knowledge from Mock exams and relentlessly focussing on these in the spaced fashion of the GAP</li> <li>Subject leads need to build in a safety net for students that may miss a task due to genuine reason, so eligible for PP students do not feel overwhelmed and/or fall behind.</li> <li>Best practice relating to methods of memory recall used for GAP tasks, close monitoring and testing to be shared across all departments.</li> </ul>
To provide a knowledge-rich KS3 curriculum that is disproportionately more advantageous for students eligible for the PP	<ul style="list-style-type: none"> <li>The vast majority of subject departments are on track to meet the 3 Year SIP of overhauling all SOW in KS3 by 2021, with a significant number having rolled this developmental work into KS4 and even 5. Lead AKT</li> <li>Associated assessment policies and practices redeveloped to improve teachers’ pedagogy so that assessment is <i>of</i> learning, <i>for</i> learning and <i>as</i> learning. (SIP 2) Lead: AKT</li> <li>Our framework for teaching and learning focuses upon those aspects of classroom practice that we feel will benefit all students but will disproportionately benefit our eligible for PP students. By decluttering explanations, prioritising clarity, providing scaffolds and supports, sharing</li> </ul>	<ul style="list-style-type: none"> <li>Staff are aware of our expectations and minimum requirements in the writing of Knowledge-Rich SOW.</li> <li>Academic register actions rolled over into year two of the SIP: this will focus upon oracy and literacy, especially in the literacy family of subjects.</li> <li>All Year 7 SOW have embedded assessment practices involving the explicit testing of agreed knowledge linked directly back to the KO which will disproportionately benefit PP students who may not have acquired the same knowledge as their peers through KS2.</li> <li>There have been significant improvements in particular in the decluttering of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of KOs – LT have a clear sense of where all KOs are located but students do not have the kind of access that they need (and this will disproportionately impact disadvantaged pupils).</li> <li>Continued review of the Assessment policy has been moved to Year 3 of the SIP to ensure we are very clear on how to make changes to benefit all stakeholders.</li> <li>In term 1, our focus when in the classroom was to support the teacher, providing feedback only</li> </ul>

	<p>differentiated models and insisting upon strong silence, access and challenge should improve. Though the learning needs of eligible for PP students are many and varied, some are more prone to being distracted, overwhelmed or absent. Our emphasis on TEMP seeks to remove distraction, prioritise what is essential and create the circumstances for regular practice. Lead DXG</p>	<ul style="list-style-type: none"> <li>Lesson drop ins that have taken place during Term 1 reveal that there have been some improvements in the quality of teaching and learning. Lessons are now more likely to contain decluttered slides and explanations; well-designed tasks; and practice where scaffolds and supports enable success. Our tracking of lesson drop ins shows that of the 73 lessons visited for 10 minutes, 47 (65%) met our criteria for High TEMP learning.</li> </ul>	<p>when useful and challenging only when things are significantly amiss. This approach to SLT drop in observations was successful and 'low threat' and so we will continue with something similar in term 2, shifting the focus to supporting vulnerable learners and their engagement in lessons. Drop ins for term 2 will be framed in this way.</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>Clear identification of key issues for students eligible for PP in KS3 and KS4. These are long - term pathways for nurture children; 14-19 curriculum pathways and curriculum need for some students who are eligible for PP and/or SEN.</li> <li>We have introduced 2 vocational pathway option subjects for the current Year 10 as a response to student need in this cohort. These courses were also selected as potential suitability for some high need students eligible for PP and SEN going forward in 2020-21 options process.</li> <li>We plan to evaluate the KS4 provision and options process to ensure improved subject options for all eligible for PP and SEN students.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Catch up and acceleration programmes: The lead LSA for Cognition and Learning, has undertaken interventions to support year 7 students' literacy acquisition (Read Write Inc. 'Fresh Start', Inference Programme) running two programmes from October 2019-Feb 2020. Of the targeted 17 students, 4 were students eligible for PP and 13 were non-PP students. Progress shown in their reading ages: students eligible for PP was 7 months compared with non-PP students which was 18.7 months. However, progress from their screeners from start to end of programme was +28% for students eligible for PP and +10.5% for non-PP.</li> <li>Accelerator reading programme: 91% of 55 students eligible for PP regularly engaged with the programme undertaking online quizzes. Year 7 PP students reported +0.10 growth in reading age, but a gap of 11 months remains behind rest of cohort. Year 8 PP students reported a +0.05 growth in reading age but a gap of 1 year and 5 months remains. This highlights a need for greater literacy intervention for a number of these students.</li> <li>The immediate impact on the current Year 10 students for which the vocational courses were introduced is seen by levels of attendance and engagement of the students which provides impact due to effective IAG and the right students on the right qualifications.</li> <li>However, it is too early to comment on the academic progress but anecdotally engagement in core lessons has improved for some.</li> </ul>	<ul style="list-style-type: none"> <li>A review of literacy and numeracy interventions for students eligible for PP.</li> <li>The current nurture provision is under review by stakeholders.</li> <li>Long term strategy and life plans for nurture children needs to be reviewed and developed further.</li> <li>Review of the KS4 curriculum offer. The exploration into broadening the GCSE/ Level 1/2 offer within the curriculum has been moved to Year 2/3 of SIP.</li> <li>The wider issue of evaluation of pathways for some of our lowest prior attainers or most vulnerable from Years 7-11 and beyond is more challenging due to a lack of alternative provision.</li> </ul>