

Chipping Norton School: Pupil Premium Strategy Statement

School overview (Executive Summary) [Click Here to access full version.](#)

Detail	Data
School name	Chipping Norton School
Number of pupils in school	970
Proportion (%) of pupil premium eligible pupils	16.2% (16.0%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Barry Doherty
Pupil premium lead	Yvette Armistead (KS4) Lisa De Bruyn (KS3)
Governor / Trustee lead	Jill Judson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,000
Recovery premium funding allocation this academic year	£22,000
School-led Tutoring Funding	£19,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,000

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our pupil premium strategy lies our “pupil premium promise” – that all students will experience quality first teaching, will have access to bespoke pastoral support where every child is known, understood, and cared for, and be provided with rich opportunity. Our primary goal for our disadvantaged students is to prepare them “to be the best they can be” by providing them with a knowledge rich curriculum which fuels their curiosity and affirms a compassionate, inclusive, and hopeful outlook on humanity and the future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	SIDP1 -Achieving: To reduce the attainment and progress gap between DA and non-DA students
2	SIDP1-Achieving: To increase enjoyment and engagement of the curriculum for DA students
3	SIDP2- Belonging: To improve attendance and punctuality of DA students
4	SIDP2 -Belonging: To improve the sense of belonging through consistency of experience of DA students in the classroom and within the wider school community
5	SIDP3 -Reading: To improve literacy skills of disadvantaged students

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
SIDP1-Achieving: More students achieve a standard pass in core GCSE exams	Reduction in the gap between DA and Non-DA students achieving grade 4+ in English, maths and two or more sciences
SIDP1-Achieving: Increased access to the curriculum for DA students	Quality first teaching and learning strategies (TEMP) are adapted by all staff to meet the specific needs of DA students.
SIDP2-Belonging: Improve attendance of DA students	Increase in % attendance of DA students in line with national average (95%). Reduction in % PA figure of DA students.
SIDP2-Belonging: Improve engagement in wider school enrichment activities	Increase in attendance and engagement of DA students in extra-curricular activities and enrichment opportunities
SIDP3-Reading: Improve literacy skills	Increase in reading ages of DA students.

Activity in this academic year - This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality professional development for all staff	EEF "Effective Professional Development"	1,2,3,4,5
Improve the progress and attainment of DA students compared with non-DA students through universally high expectations and providing quality first teaching and learning	EEF "Effective Professional Development" DfE report "Supporting the attainment of disadvantaged pupils: articulating success and good practice"	1,2,3,4,5

Improve reading and oracy skills of disadvantaged learners	EEF “Oral Language Interventions” EEF “Reading Comprehension Strategies” “Improving Literacy in Secondary Schools”	1,2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress of DA students in Maths -small group or 1:1 tuition	DfE “Education Recovery”	1, 5
Targeted LSA support in core subjects	“Teaching Assistant Interventions”	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the sense of belonging amongst disadvantaged students within the school community. For example through student voice, involvement in the house system, sixth form mentoring	Institute of Education at UCL EEF “Peer Tutoring” EEF “Parental Engagement”	1,2,3,4,5
Improve attendance of DA students in line with non-DA students	DfE ‘Improving school attendance’ DfE Research report (2016) EEF Guidance Report	1,2,3,4,5
Increase attendance of DA students at KS3 and KS4 Homework club	EEF report “Homework”	1,2,3,4,5
Increase attendance of DA students at “Breakfast Club”	DfE (2017)	1,2,3,4,5
Delivery of the B Week Tutor Programme – Wellbeing Wednesday	Healthy Minds	1,2,3,4,5
Provision for equipment and enrichment activities	Social Mobility Commission “An unequal playing field”	1,2,3,5
“The Brilliant Club”	Sutton Trust	1,2,3,4,5
Provision of resources (SEMH -TA)	Real training	1,2,3,4,5
Improve the technical support available to DA students:	EEF using digital technology to improve learning guide	1,2,3,4,5

Total budgeted cost: £ 164,000 (Pupil Premium £123,000; School-led tutoring £19,000; Recovery funding £22,000)

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in 2020 to 2021.

Review of Strategy Outcomes 2020-2021

Due to the disruption caused by the COVID-19 pandemic it has been difficult to provide a definitive measure of impact of the pupil premium strategy outcomes in 2020-2021.

Data: GCSE Outcomes – derived through Teacher Assessed Grades (TAGS)

	Target 2021		Actual 2021	
	Students Eligible for the PP	Students Not Eligible for the PP	Students Eligible for the PP	Students Not Eligible for the PP
% Grades 9 to 4 English	65	85	83	96
% Grades 9 to 4 in Mathematics	65	85	85	88
% Grades 9 to 4 in English and Mathematics	60	82	79	87

Commentary

The data is based on teacher assessed grades which were derived from a holistic grade awarded to students based on their performance in term 5 assessments, mock examinations, and NEA where appropriate. The evidence in the table above indicates a significant improvement between target and actual grades.

The introduction of bubbles/zones and the review of the behaviour for learning policy saw a reduction in the number of FTEs and the number of DA students in zonal detentions across all years.

Lesson observations and drop-ins conducted by members of the leadership team (and the SENCO) recorded high quality T&L (TEMP) in many departments with a key focus on SENDA students. For example, in term 5, the leadership team visited 138 lessons. Of these approx. 65% were observed to be lessons where vulnerable learners were engaged with their learning.

The introduction of weekly guidance team meetings ensured highly effective pastoral care for the most vulnerable students (many DA) with key professionals working collectively together to offer bespoke support. Attendance remained variable across all year groups due to the impact of the pandemic. However, in term 6 attendance figures in years 7, 12 and 13 were above national average (+95%) whilst the other year groups (despite being slightly below this) showed improvement.

Additional wider strategies that were put in place over the course of 2020-2021 included: support for funding for uniform, equipment, and in term 6 when restrictions were lifted, a geography field trip. Several of our DA students received additional SEN support in the form of visual stress tests and funding towards assessment with an Educational Psychologist. The recruitment of an English graduate supported several KS3 DA students with paired reading and support in English lessons. Employment of a vulnerable student co-ordinator has been instrumental in providing high quality individualised support for our CFC and PCFC.

With the support of a local charity Thrive and the DfE we were able to provide a chrome book, dongle, or data card all our DA students who did not have adequate IT access. Thrive also worked with our students and their families to provide additional resources such as food hampers and equipment for school.

Externally provided programmes

Programme	Provider
Accelerator Reading Programme	Renaissance
Fresh Start	Read, Write, Inc