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	985
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (**3-year plans are recommended**)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Barry Doherty
Pupil Premium lead	Yvette Armistead (KS4 and KS5) Lisa De Bruyn (KS3)
Governor / Trustee lead	Jill Judson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,990
Recovery premium funding allocation this academic year	£38,916
School-led Tutoring Funding	£23,490
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	£194,396

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 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	[EEF "Effective Professional Development"](#)	1,2,3,4,5

| students through universally high expectations and providing quality first teaching and learning | DfE report "Supporting the attainment of disadvantaged pupils: articulating success and good practice" | |
| 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 |

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: £194,396 *(Pupil Premium £131,990; School-led tutoring £23,490; Recovery funding £38,916)*

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in 2021 to 2022.

Intended Outcome 1: SIDP1-Achieving: **More students achieve a standard pass in core GCSE exams.**			
Performance Measure	**2018**	**2019**	**2022**
All Progress	+0.07	*-0.09*	+0.25
DA Progress 8	-0.98	-0.58	-0.15
All Attainment 8	48.5	48.4	55.6
DA Attainment 8	26.9	35.6	44.9
All % Grades 5 to 9 English	65%	70%	82%
DA % Grades 5 to 9 English	19%	42%	66%
All % Grades 5 to 9 in Mathematics	59%	62%	70%
DA % Grades 5 to 9 in Mathematics	14%	37%	48%
All % Grades 5 to 9 in English and Mathematics	54%	53%	68%
DA % Grades 5 to 9 in English and Mathematics	10%	37%	45%

Impact and reflection: this data indicates that our disadvantaged students are achieving higher GCSE scores and are making stronger progress during their 5 years of study at Chipping Norton School compared with previous cohorts. There has been a 3 fold increase in the number of strong passes in both Mathematics and English for our disadvantaged students. This data indicates that disadvantaged students at Chipping Norton School have significantly improved life chances and a brighter and more hopeful future ahead.

Intended Outcome 2: SIDP1-Achieving: **Increased access to the curriculum for DA students**

Impact and Reflection: Lesson observations and drop-ins recorded that high quality T&L (TEMP) was evident in a number of departments with a key focus on SENDA students. CPDL has focused on producing and refining high quality teaching and learning activities such high value tasks which will be of benefit to DA students.

Intended Outcome 3: SIDP2-Belonging -Improve attendance and punctuality of disadvantaged students.

Impact and Reflection: At CNS, overall attendance in the academic year 2021-2022 remained above national average but continued to fall short of pre-pandemic levels (+95%) in a number of year groups.

Intended Outcome 4: SIDP2-Belonging -Improve engagement in wider school enrichment activities

Impact and Reflection: DA students experienced quality first teaching and learning in all lessons. Subject teachers prioritised first checks for DA and SENDA students. Attendance in wider school enrichment activities such as extra time clubs, remained variable.

Intended Outcome 5: SIDP3-Reading: Improve literacy skills of disadvantaged students

Impact and Reflection: Literacy catch-up and acceleration programmes: Year 7 DA students made good progress on the Read Write Inc. 'Fresh Start', Inference Programmes. Accelerator reading programme: 78% (52/67) of KS3 students eligible for PP regularly engaged with the programme and made progress.

Externally provided programmes

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