

# Chipping Norton School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. This is the final year of our 3 year plan.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Chipping Norton School
Number of pupils in school	1002
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£141,794
Recovery premium funding allocation this academic year	£39,744
School-led Tutoring Funding	£9,992.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£191,460.50

## 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. We seek to provide them with experiences which are high in cultural capital and ones which extend within the realms of the hidden curriculum. We aim to break down the challenges faced by our disadvantaged students so that they have the courage and confidence to acquire and apply new knowledge, ensuring that the education they receive gives them the freedom to choose their future and their destinations.

The strategy is informed by research mainly from the [EEF](#) which is aimed at addressing the academic gap which exists between disadvantaged and non-disadvantaged students through improving the delivery of teaching and learning in the classroom and the development of staff; targeted support through small group work or 1:1 tuition and embarking on wider strategies aimed at improving attendance; wrap-around support at the start and end of the day; provision of essentials, and support with extra-curricular activities and trips to name but a few.

The key principles which underpin the strategy reflect our whole school priorities outlined in our SIDP are:

**Everyone achieving**- ensuring clarity and consistency around quality first teaching; fully inclusive classrooms; evidence-based approach in deployment of LSAs; quality assurance of vulnerable learners; integrated careers programme and the use of student voice to drive teaching and learning and inclusive strategies.

**Everyone belonging** – creating an inclusive school environment, culture, and ethos where all students will thrive; EDI audit and review; improving attendance and engagement in wider school life; developing a recognition and celebration culture.

**Everyone reading** – review of our whole school reading for pleasure strategy; promoting school values, reading and oracy through tutor time; whole school and departmental reading and retrieval strategies; whole school approach to tight talking.

**Everyone connected** – modernisation of school IT infrastructure including provision of student devices.

These four key areas shape the culture and ethos at Chipping Norton School. By weaving and threading these key priorities through our strategy will ensure all students are provided with an education which fuels ambition, which is robust, sincere, and hopeful, providing our disadvantaged students with the best life chances possible.

### Challenges

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

Challenge number	Detail of challenge
1	<b>SIDP1 -Achieving:</b> To continue to reduce and then close the attainment and progress gaps between disadvantaged and non-disadvantaged students
2	<b>SIDP1-Achieving:</b> To increase enjoyment and engagement of the curriculum for disadvantaged students

3	<b>SIDP2- Belonging:</b> To improve attendance and punctuality of disadvantaged students
4	<b>SIDP2 -Belonging:</b> To improve the sense of belonging through consistency of experience of disadvantaged students in the classroom and within the wider school community
5	<b>SIDP3 -Reading:</b> 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
<b>SIDP1-Achieving:</b> More students achieve a standard pass in core GCSE exams	Continue to reduce the gap between DA and Non-DA students achieving grade 4+ in English, maths and two or more sciences
<b>SIDP1-Achieving:</b> Increased access to the curriculum for DA students	Quality first teaching and learning strategies are adapted by all staff to meet the specific needs of DA students. High TEMPO lessons incorporate our five standards which are Task Design, Explanation, Modelling, Practice and Oracy. They are the lens through which all other aspects of teaching and learning are viewed. Support and scaffolding are universally present for those from LPA backgrounds and stretch and challenge is evident for HPA students to ensure an ambitious curriculum can be accessed by all with a disproportionate benefit for DA students. Quality assurance through SOWs, curriculum plans, learning walks, staff and student voice and work sampling.
<b>SIDP2-Belonging:</b> Improve attendance and punctuality of disadvantaged students	Increase in % attendance and punctuality of DA students so that they are in line with or above national average (as per DfE data). DA students in line with non-DA students. Reduction in % PA figure of DA students.
<b>SIDP2-Belonging:</b> Improve engagement in wider school enrichment activities	Increase in attendance and engagement of DA students in extra-curricular activities and enrichment opportunities - extra time clubs (including homework and breakfast) and on school trips.
<b>SIDP3-Reading:</b> Improve literacy skills of disadvantaged students	Increase in reading ages of DA students. Increase in the use of tier 2 and tier 3 vocabulary as evidenced through observations, work sampling and student voice.

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
<p><b><u>Provide high quality professional development for all staff:</u></b></p> <ul style="list-style-type: none"> <li>• CPDL aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged students. Support, development, and training offered to early careers teachers</li> <li>• Specifically, an emphasis on clarity and consistency on: HOD and KSL Guides including routines for T&amp;L; HVTs; HIPs; LT cycles. HODs will have greater autonomy for CPDL on HVT's in terms of implementation and quality assurance.</li> </ul>	<p>The <a href="#">EEF "Effective Professional Development"</a> report (2021) states that "ensuring teachers are provided with high quality PD is crucial in improving pupil outcomes"</p> <p>For example: <a href="#">Research evidence (EEF)</a> shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly. This involves teaching students specific strategies for planning, monitoring, and evaluating their learning. Therefore, a CPDL focus on modelling by increasing precision when developing high value tasks and naming steps as the main teaching and learning component (breaking down the complex so that tasks become simpler to follow and accomplish) will further support the improvement of outcomes of our DA students. Research evidence where schools focused on metacognition and self-regulation strategies such as 'modelling their own thought processes' demonstrated +7 months progress. It is also thought that explicitly teaching DA students metacognitive strategies could encourage DA students to use them more frequently in the future.</p>	<p>1, 2, 3, 4,5</p>
<p><b><u>Improve the progress and attainment of DA students compared with non-DA students through universally high expectations and providing -</u></b> Quality-first teaching through the implementation of:</p> <ul style="list-style-type: none"> <li>• Effective use of T&amp;L strategies -TEMPO and SEN adaptations in lessons</li> <li>• Staff to prioritise first checks for DA and SEND students in lessons</li> </ul>	<p>The <a href="#">EEF "Effective Professional Development"</a> report (2021) states that "high quality teaching is pivotal in improving children's outcomes" and "research tells us that high quality teaching can narrow the disadvantage gap".</p> <p>The <a href="#">EEF</a> states that 'high quality teaching "is the most important lever schools have to improve outcomes for their students". "Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial".</p> <p>Research evidence from the <a href="#">EEF</a> finds that the potential impact of metacognition and self-regulation approaches can add +7 months</p>	<p>1,2,3,4,5</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>• Effective 18-week revision strategy: GAP programme for year 11 students which includes 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.</li> <li>• RSL meetings with senior leaders and HODS to identify key DA students and discuss appropriate intervention strategies</li> <li>• Effective use of data to inform learning and provide DA students with bespoke intervention</li> <li>• Senior team work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies</li> <li>• Prioritise DA students in leadership team lesson observations and through work sampling.</li> <li>• Monitor the adaptations and scaffolding for DA students</li> <li>• Provision of high-quality careers guidance to raise aspirations of DA students</li> <li>• Whole school and departmental student voice</li> </ul>	<p>additional progress. Effective teaching strategies include teachers modelling their own thought processes. This forms part of our TEMP model and CPDL for all staff (e.g., comparative modelling).</p> <p>The <a href="#">DfE report “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</a> (Nov 2015) identified as a building block for success to be “clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance”.</p> <p><a href="#">EEF</a> “researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.” Sir Kevan Collins states “<i>high-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes</i>”.</p>	
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<p><b><u>Improve reading and oracy skills of disadvantaged learners through:</u></b></p> <ul style="list-style-type: none"> <li>• Monitoring and reviewing the impact of literacy intervention strategies such as accelerator reader programme and read write inc, fresh start programme, inference programme of DA students. LSA (specialism in cognition) will carry out DRA (diagnostic reading analysis) in Year 7. From this a reading accuracy score and reading comprehension age will be established. This data is analysed to identify key students for literacy interventions. Spelling scores are also determined, and appropriate interventions put in place.</li> <li>• A week tutor time programme – increase DA student access to complex non-fictional text and tier 2 and 3 vocabularies. LT and KSL to monitor and review impact through learning walks, work sampling and student voice</li> <li>• Increase DA students access to cultural capital through LT assembly</li> <li>• Greater exposure to a read aloud programme to nurture a love of reading which can be embedded in lessons</li> <li>• Reading at the start of each lesson to form an integral part of the lesson structure</li> </ul>	<p>Research evidence from Ofsted (Nov 22) <a href="#">“Now the whole school is reading: How to support struggling readers in secondary school”</a> suggests that the best ways to support struggling readers and ultimately improve outcomes is evident where senior leaders prioritise reading; students are screened using appropriate diagnostic tests to gauge accurate reading ages; staff training on how to explicitly support struggling readers; where information is shared widely about struggling readers; there is clear monitoring to track progress and support continues past KS3.</p> <p>Research evidence from the <a href="#">EEF “Oral Language Interventions”</a> indicates that oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF (July 21) states that “there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their experience and learning later in their school lives”.</p> <p>EEF evidence on the impact of the <a href="#">“Accelerator Reader Programme”</a> (Sept 21) concludes that this web-based learning tool “appears to be effective for weaker students as a catch-up intervention at the start of secondary school”.</p> <p>Research evidence from the <a href="#">EEF “Reading Comprehension Strategies”</a> states that the average impact can add an additional 6 months’ worth of progress over the course of a year. The key findings from this research suggest “that it is important to identify the appropriate level of task difficulty and provide enough challenge to improve reading comprehension.” Success is dependent on being taught “explicitly and consistently”. Lower attaining pupils “appear to benefit in particular from the explicit teaching of strategies to comprehend text”. Evidence suggests that disadvantaged students are “less likely to own a book of their own and read at home” so are unlikely to develop the necessary skills for reading and comprehension.</p> <p>The <a href="#">EIF</a> (2019) states that the “correlation between vocabulary size and life chances is firm” and that “children from the most disadvantaged backgrounds encountered fewer words than their advantaged peers”. To overcome this the EIF recommends “reading to them frequently, introducing new vocabulary and meaning within</p>	<p>1,2,3,4,5</p>
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<ul style="list-style-type: none"> <li>• Reading for pleasure strategies – monitor attendance of DA students at book club</li> <li>• Sixth form ambassadors reading to DA students as part of the KS3 ambassador programme.</li> </ul>	<p>context to stimulate thinking.” They suggest using academic texts to provide exposure to more complex vocabulary.</p> <p>The EEF guide <a href="#">“Improving Literacy in Secondary Schools”</a> states “teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech”.</p> <p><a href="#">Research</a> by Dr Sarah McGeown (senior lecturer in developmental psychology at University of Edinburgh) state that reading books can “develop and challenge thinking, improve empathy skills, perspective-taking and social abilities”.</p>	
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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
<p><b><u>Improve the progress of some year 7, 8 and 9 SENDA students in English and Science through small group pre-teaching of vocabulary.</u></b></p> <p>Co-Senco’s pre-teach English and Science vocabulary to small groups of SENDA students in KS3. This is to equip students with a foundation level of understanding prior to their lessons to provide greater access to the curriculum.</p>	<p>Research evidence provided by the EEF on <a href="#">“Small Group Tuition”</a> claims that “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” Research suggest that a reading focus where there are frequent small group sessions are most impactful.</p>	1, 5
<p><b><u>Targeted LSA support of SENDA students:</u></b></p> <p>Partial funding towards the employment of curriculum LSAs in English, Maths and Science to support SENDA students in core subjects providing greater access to the curriculum through pre-teaching of key content.</p>	<p>EEF evidence <a href="#">“Teaching Assistant Interventions”</a> states that “teaching assistants can provide a large positive impact on learner outcomes.” The evidence suggests that targeted small group intervention is more effective than deployment of everyday classroom teaching. The EEF recommends that “well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously high attaining pupils”. Impact had shown that structured curricular interventions can have +5 months of progress in one year.</p>	1,2,3,4,5
<p><b><u>Targeted small group math intervention</u></b></p>	<p>Research evidence provided by the EEF on <a href="#">“Small Group Tuition”</a> claims that “the average impact of the small group tuition is four</p>	1,2



Additional recruitment of Math teacher provides capacity to deliver small group math teaching to include SENDA students.	additional months' progress, on average, over the course of a year."	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Improve the sense of belonging amongst disadvantaged students within the school community:</u></b></p> <ul style="list-style-type: none"> <li>• Use student voice across the course of the year to gauge levels of student belonging, to inform teaching practices and review strategies/policies such as anti-bullying</li> <li>• Monitor impact of DA students involved in the house system – house captains and involvement in house activities</li> <li>• Monitor the impact of the sixth form ambassador (mentoring) programme where sixth form students offer paired support to DA students in KS3</li> <li>• Improve parental engagement through improved communication with DA families via more regular telephone calls and face to face meetings</li> <li>• FSW parenting support classes -identify and support hardest to reach parents/carers of DA students</li> </ul>	<p>Research conducted by the <a href="#">Institute of Education at UCL</a> (Nov 2020) state that “pupils who have a sense of belonging in schools tend to be happier, more confident and perform better academically”. This research concludes that “strategies to create a sense of belonging in school can be shown to be linked to - increased student motivation, improved academic achievement; reductions in student absenteeism; increased staff wellbeing and motivation and other positive social outcomes including health and wellbeing.”</p> <p><a href="#">EEF “Peer Tutoring”</a> has found that peer tutoring approaches can show positive impacts on learners of up to 5 months additional progress and “those from DA backgrounds and those with special educational needs make the biggest gains”. Successful cross-age tutoring where the quality of peer tutoring is high can bring additional benefits such as “supporting the social and personal development of pupils boosting their self-confidence and motivation for learning.”</p> <p><a href="#">EEF “Parental Engagement”</a> – states that parental engagement can have a positive impact on average of 4 months additional progress with higher impact for pupils with low prior attainment. Evidence suggests that the most successful strategy for disadvantaged students involves “tailoring communications to encourage positive dialogue about learning, regularly reviewing how well the school is working with parents, identifying areas for improvement and offering more sustained and intensive support where needed”.</p> <p><a href="#">Martindale</a> (2018) states that specific support for children we care for is essential if they are to thrive. The DT plays a pivotal role in promoting</p>	1,2,3,4,5



<ul style="list-style-type: none"> <li>• Funding towards the “vulnerable student coordinator/ designated teacher” to work closely with CWFC and PCFC</li> </ul>	<p>high aspirations, tracking attendance, attainment and progress of CWFC and PCFC.</p>	
<p><b><u>Improve attendance of DA students in line with non-DA students:</u></b></p> <ul style="list-style-type: none"> <li>• Pastoral leaders to work collaboratively with attendance officer and FSW to prioritise DA students in line with attendance policy</li> <li>• Scrutiny of attendance data allows SLT and pastoral staff to identify and monitor DA students</li> <li>• Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy</li> <li>• Fast action response by pastoral leaders to account for unexplained absence of DA students</li> <li>• Subject departments use effective means to prioritise and support all (but especially DA students) in addressing lost learning through absence</li> <li>• Rewards issued to DA students for improving attendance</li> </ul>	<p>The <a href="#">DfE ‘Working together to improve school attendance’</a> (Sept 2022) and <a href="#">DfE Summary of responsibilities where a mental health issue is affecting attendance</a> (Feb 2023) recommend that schools use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance “by building strong and trusting relationships and working together to put the right support in place”.</p> <p>The <a href="#">DfE Research report (2016)</a> – The link between absence and attainment at KS2 and KS4 found “absence had a statistically significant negative link to attainment”. Therefore, improving attendance of DA students should lead to improved outcomes.</p> <p>The <a href="#">EEF Guidance Report</a> “Working with parents to support children’s learning” (2018) states that “schools and parents have a shared priority to deliver the best outcomes for their children”. Their research finds that “well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.”</p>	<p>1,2,3,4,5</p>
<p><b><u>Increase attendance of DA students at Homework club:</u></b>  Provision of support for DA students who may experience barriers at home regarding the completion of homework. Targeted help and support from subject and pastoral staff (KSL and PLs). Equipment provided.</p>	<p>The <a href="#">EEF report “Homework”</a> provides evidence that completion of homework in secondary can have a positive impact (+ 5 months) on attainment. Evidence from surveys suggests that pupils from disadvantaged backgrounds are less likely to have a quiet space to work at home or may have problems with accessing a device or stable internet connection. The EEF states that attendance at homework clubs help to overcome these barriers.</p>	<p>1,2,3,4,5</p>

<p><b><u>Increase number of DA students receiving breakfast support:</u></b></p> <p>Funding used to support the provision of breakfast for DA students. Monitor number of DA students receiving breakfast to ensure students eat nutritional snacks to sustain concentration levels throughout the morning. Overseen primarily by pastoral leaders and Assistant Headteachers.</p>	<p>Research from the <a href="#">IFS</a> (Institute for Fiscal Studies 2016) offers support for the link between provision of breakfast clubs and improvement in disadvantaged pupil attainment. Their observation supported through surveys and administrative data claims the gains associated with providing breakfast was due to the context of the club – the opportunity to have a healthy breakfast combined with developing stronger relationships; pupil absence declined; behaviour and concentration improved in lessons. This research is supported by further evidence from the <a href="#">DfE (2017) “Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation”</a>.</p>	<p>1,2,3,4,5</p>
<p><b><u>Delivery of the B Week Tutor Programme – Wellbeing Wednesday:</u></b></p> <p>Improve physical and emotional wellbeing of DA students. For example through raising awareness of relaxation and meditation techniques to reduce stress and anxiety.</p> <p>Exposure of Ted talks on SEMH during B week tutor programme to raise awareness of SEMH issues</p>	<p>The EEF reports on the <a href="#">Healthy Minds</a> research project that interventions that consider wellbeing practices such as mindfulness have shown statistically significant improvements in student wellbeing.</p>	<p>1,2,3,4,5</p>
<p><b><u>Provision for equipment and enrichment activities:</u></b></p> <p>Funding to be used to support DA students with uniform; equipment and enrichment activities such as school trips and excursions, and extra-curricular activities. Monitor attendance of DA students at extra time clubs and on school trips</p>	<p>Research from the <a href="#">Social Mobility Commission “An unequal playing field”</a> finds that “extra-curricular activities are important in developing soft (social) skills as well as being associated with a range of other positive outcomes such as achievement and attendance”.</p>	<p>1, 2, 3, 5</p>
<p><b><u>Improve the technical support available to DA students:</u></b></p> <p>Provision of loaned chrome books, data cards and dongles to support DA students by providing a technological infrastructure for learning inside and outside of the classroom.</p>	<p>Findings from <a href="#">DfE Education Technology Survey</a> (May 2021) suggest that the impact of technology on pupil attainment was positive.</p> <p><a href="#">EEF using digital technology to improve learning guide</a> states that “technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom”.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £191,460.50 (Pupil Premium £141,794; School-led tutoring £9,992.50; Recovery funding £39,744)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. (Year 2 of our 3 year strategy).

During 2022/2023, there were three parts of the Pupil Premium Strategy, beneath the headings of (i) teaching, (ii) targeted academic support and (iii) other wider strategies.

#### **Review of Intended Outcomes – Year 1**

##### **Intended Outcome 1: SIDP1-Achieving: More students achieve a standard pass in core GCSE exams.**

To continue to reduce and then close the attainment and progress gaps between disadvantaged and non-disadvantaged students (please see data table below).

#### **Data: GCSE Outcomes – Summer 2023**

<b>Performance Measure</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>	<b>2023</b>
<b>All Progress 8</b>	+0.07	-0.09	+0.25	+0.71
<b>DA Progress 8</b>	-0.98	-0.58	-0.15	+0.13
<b>All Attainment 8</b>	48.5	48.4	55.6	55.9
<b>DA Attainment 8</b>	26.9	35.6	44.9	38
<b>All % Grades 4 to 9 English</b>	74%	83%	92%	95%
<b>DA % Grades 4 to 9 English</b>	38%	53%	79%	70%
<b>All % Grades 4 to 9 in Mathematics</b>	73%	82%	87%	88%
<b>DA % Grades 4 to 9 in Mathematics</b>	29%	53%	76%	70%
<b>All % Grades 4 to 9 in English and Mathematics</b>	69%	77%	82%	86%
<b>DA % Grades 4 to 9 in English and Mathematics</b>	24%	53%	76%	65%

#### **Impact and reflection:**

GCSE outcomes in 2023 were incredibly strong in terms of the progress students have made across their respective subjects. Our overall progress 8 value of +0.71 tells us that the progress made by all students whilst studying at CNS is almost  $\frac{3}{4}$  of a grade better than all students nationally. This demonstrates a very strong positive shift in 2023 when compared with previous data. The progress made by disadvantaged students shows an improvement of +0.71 when compared to the 2019 cohort (this is even more marked when compared to the 2018 value of +1.11). This means that disadvantaged students were making significantly more progress in 2023 than in previous years. In fact they have achieved on average  $\frac{3}{4}$  of grade better in every subject when compared to 2019.

The progress of all students in English is +0.94 which means that students studying English at Chipping Norton School made almost one grade better progress than equivalent cohorts nationally. The progress of DA students in English was +0.68 which meant these made almost  $\frac{3}{4}$  of a grade better progress than

all students nationally. The progress of DA students in Maths was in line with the progress of all students nationally.

It should be noted that when comparing our outcomes against 2022 data adaptations were made by Ofqual and the respective examining bodies to reflect the impact of the pandemic on learning. These adaptations included reducing examined content, pre-release of content for examined units, and the provision of support sheets in Science and Mathematics. Grade boundaries were also set more favourably. This was not the case for students in the 2023 cohort who returned to pre-pandemic exam expectations and grade boundaries which were set in line with 2019 standards. Therefore a more valid comparison of data should be made with our 2019 outcomes.

English -The number of students securing a standard pass (4+) has increased for all students in English. The number of disadvantaged students securing a standard pass in English has almost doubled when comparing the data from the 2018 cohort and this year's figures (2023).

Mathematics – The number of students securing a standard pass in Mathematics has increased for all students securing a grade 4 or above. The number of disadvantaged students securing a standard pass in Mathematics has more than doubled when comparing the data from the 2018 cohort and this year's figures (2023).

This data indicates that our disadvantaged students are achieving higher GCSE outcomes and are making significantly stronger progress (especially in English and mathematics) during their 5 years of study at Chipping Norton School compared with previous cohorts, and cohorts nationally. There has been a significant increase in the number of standard passes in both Mathematics and English for our disadvantaged students. These academic gains and progress are only at risk when a student's attendance (where DA or not) is weak given that the quality of education is demonstrably very strong and enables students of all abilities and backgrounds to succeed. Overall, 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**

To increase enjoyment and engagement of the curriculum for disadvantaged students.

**Impact and Reflection:**

Lesson observations and lesson drop-ins conducted by members of the leadership team (and the SENCO) recorded that high quality T&L (TEMP) was evident in a number of departments with a key focus on SENDA students. All seating plans evidence our PP and SEND students which are linked to student profiles. CPDL has focused on producing and refining high quality teaching and learning activities such as high value tasks all which will be of benefit to DA students. The introduction of department handbooks has supported our high standards around teaching and learning, and expectations across all members of subject departments. It offers a tool by which to quality assure the work undertaken by subject departments.

Staff remain clear of our expectations and the minimum requirements in the writing of Knowledge-Rich SOW. For example, 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 DA students who may not have acquired the same knowledge as their peers through KS2. There have been significant improvements in the decluttering of resources. As evidenced, lessons are now more likely to contain decluttered slides and explanations; well-designed tasks; and practice where scaffolds and supports enable success. SEN profiles have been reviewed and updated. Staff have received training on how to use these effectively. Staff are using these more regularly to shape and improve the teaching and learning experiences of our SENDA students in lessons.

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

**Impact and Reflection:**

The impact of the pandemic is still evident in terms of school attendance. National average attendance figures, as published by the DfE, note that secondary school attendance figures are still significantly below pre-pandemic levels (95%). At CNS, overall attendance in the academic year 2022-2023 remained above national average but continued to fall short of pre-pandemic levels (+95%) in a number of year groups. Students eligible for the pupil premium grant had a cumulative attendance of 85.04% at the end of the academic year which was below that of students not eligible for the pupil premium grant (91.19%). Persistent absence rates remained stubbornly higher for DA students compared with non-DA students. AHT worked closely with the attendance officer, key stage leaders, pastoral leaders, SEND department, family support worker and vulnerable student co-ordinator to improve the attendance of all students but prioritised DA, SEND and vulnerable students. Weekly attendance strategy and guidance team meetings ensured highly effective pastoral care for the most vulnerable students (many DA). This involved many key professionals working collectively together to offer bespoke support for DA students and their families.

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

To improve the sense of belonging through consistency of experience of disadvantaged students in the classroom and within the wider school community.

**Impact and Reflection:**

DA students experience quality first teaching and learning in all lessons. Subject teachers prioritise first checks for DA and SENDA students to ensure consistency of experience. This is evidenced through work sampling and lesson drop-ins.

Attendance in wider school enrichment activities such as extra time clubs, remains variable. For example, attendance among students eligible for PPG was 15% lower than attendance among student who were not eligible for the PPG (35%, 50%). DA student attendance at extra-curricular clubs was lower than non DA students in all years except Yr11. The most significant difference was in years 8 and 9. However, attendance of DA students at the breakfast club improved across the duration of the academic year with many students now established in a regular routine.

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

Increase in reading ages of DA students. Increase in the use of tier 2 and tier 3 vocabulary as evidenced through observations, work sampling and student voice.

**Impact and Reflection:**

The significant increase in the number of DA students securing a strong pass in English (as reflected in the Summer 2023 data) suggests that high quality teaching and learning, combined with literacy interventions has led to a significant improvement in the literacy skills.

Other 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). Of the targeted 24 students, 10 were students eligible for PP and 14 were non-PP students. Of the PP students on these programmes, 7 made progress as shown in their reading ages: and in one case 57 months of progress was evident.

Accelerator reading programme: 72% (63/88) of KS3 students eligible for PP regularly engaged with the programme and showed improved reading ability. Year 7 -28 out of 28 PP students reported +0.06 growth in reading age. Year 8 -28 out of 40 PP students reported a +1.04 growth in reading age. Year 9-13 out of 20 PP students reported a +1.03 growth in reading age.

All DA students have experienced the A week tutor programme and have been exposed to over 18 different inspirational individuals/themes across the course of the year. Reading forms an integral part of

this programme whereby students are exposed to challenging texts and tier 2/3 vocabulary. DA students remain encouraged to develop a love of reading at the start of all lessons. Strong whole school embedded practice sees all students read silently for 10 minutes. This equates to 50 minutes of additional reading for pleasure per day (250 minutes per week).

### **Additional Information: Impact and Reflection 2022-2023**

Additional wider strategies that were put in place over the course of 2022-2023 included: many of our students eligible for the PPG received support for funding for uniform, equipment, exam preparation materials and support for school trips e.g., a geography field trip, museum art trip, trip to see MacBeth, German Market trip, sports trip to Edinburgh. Several of our DA students received additional SEN support in the form of visual stress tests, dyslexia screening and assessments with an Educational Psychologist. Employment of a vulnerable student co-ordinator has been instrumental in providing high quality individualised support for our CFC and PCFC. A small number of year 8 DA students received archery tuition to support emotional regulation.

With the support of a local charity, Thrive and the DfE, we were able to maintain our provision of chrome books, dongles, and/or data cards to 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, equipment for school and wellbeing packs.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerator Reading Programme	Renaissance
Fresh Start	Read, Write, Inc

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A