

# Pupil premium strategy statement – Chipping Norton School (October 2017)

1. Summary information					
<b>School</b>	Chipping Norton School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£100k	<b>Date of most recent PP Review</b>	May 2016
<b>Total number of students</b>	954	<b>Number of students eligible for PP</b>	107	<b>Date for next internal review of PP strategy</b>	May 2018

2. Current attainment			
	PP students and all students at CNS		All students nationally (national average)
<b>% achieving expected progress in English</b>	PP 59%	All 78%	
<b>% achieving expected progress in maths</b>	PP 53%	All 78%	
<b>% achieving 9-4 in English</b>	PP 72%	All 87%	69.9%
<b>% achieving 9-4 in Maths</b>	PP 50%	All 83%	70%
<b>% achieving 9-4 in English and Maths</b>	PP 39%	All 79%	
<b>Attainment 8 score average</b>	PP 40.49	All 52.72	

3. Barriers to future attainment (for students eligible for PP including low, middle and high ability)	
In-school barriers ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Low literacy and numeracy levels for some PP students on entry. This can hinder progress during KS3 and lead to weaker outcomes at KS4. If such weaknesses can be tackled early progress can be stronger.
<b>B.</b>	Teaching staff not planning for PP students well enough or having high enough expectations. This can lead to poorer relative progress and students not getting the support they need to achieve better than expected progress between KS2 and KS4
<b>C.</b>	Attitude and engagement of some PP students. This prevents students (and their families) from being fully involved in learning and prevents them from grasping fundamental concepts and ideas. These gaps limit progress at KS3 and at KS4 and students are in danger of not making strong enough progress between KS2 and KS4. The gap between PP and other students is too large in some places as a result.

<b>D.</b>	Not all PP students respond well to intervention. Intervention appears to be more effective in English than some other subjects. To support stronger progress intervention needs to be targeted more directly and more carefully.												
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )													
<b>E.</b>	Attendance rates for PP students can be much lower than for non PP students (2017 Non-PP average 95%, PP average 91%) attendance can reduce the effectiveness of learning in school and causes progress to be poorer than average.  Rural Isolation means that some students cannot attend after- school clubs/catch up as parents have no transport/not able to collect them												
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )													
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	PP students have reading ages improved to beyond their chronological age following actions and intervention in school. Improved numeracy levels in line with non PP students Literacy and Numeracy levels to reach age related expectations.												
<b>B.</b>	Data seating plans in every classroom, First Check in operation, PP student profiles used by all staff to inform planning. Knowledge Organisers used to support learning & fill any gaps in knowledge. Teachers planning effectively for PP students.												
<b>C.</b>	Stronger progress for PP students. Gaps between PP and non PP students are narrowed. Greater involvement of PP students in school (student council, student panels, prefects, after school clubs, etc.)												
<b>D.</b>	Gap continues to close with PP students access intervention strategies and catch up classes more frequently.												
<b>E.</b>	Attendance rates for PP students are in line with non PP students and reach over 95%.												

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A.</b> No KS3 student has a reading age below their chronological age, including PP students.</p> <p>Numeracy levels improve for PP students in line with non PP</p> <p>Ensure PP students do not fall behind in Literacy &amp; Numeracy</p>	Continue with Literacy Coordinator and intervention lead and literacy teacher.	Literacy intervention to tackle weaknesses early and provide the support for strong future learning.	Careful monitoring of progress through data use, data capture points, observations, student voice.	JXE	Jan 2018
	Employ Numeracy TA to lead on numeracy interventions	To support the progress of weaker students (including PP students) with nurturing type cross phase model of learning.		JXT	Dec 2017
	Introduction of Maths Mastery in year 7 to boost PP progress	Maths Mastery focuses on engagement and problem solving.		JXT HXP	Dec 2017
	Deploy SENCO to support quality first teaching	SENCO to provide bespoke training and support for teachers in different departments to ensure PP students' literacy and learning needs are met.		JXE	Jan 2018

<b>B.</b> Teaching continue to build relationships with PP students and recognise individual barriers to learning. All PP students are able to access the curriculum in all areas and make expected progress. High expectations results in increased confidence and participation of PP students	First Check; PP work scrutinies; lead PP data use. Quality Staff development programme (CPD) focussing on work of Allison and Tharby/ SOLO Taxonomy to introduce high levels of challenge in lessons and Growth Mindset	Some PP students still being left behind at KS3 (data evidence). Current guidance recognises potential impact of a clear strategic approach, putting PP students first at all levels of planning. Using data to drive improvement. Using student voice to determine individual barriers to learning. Involving teachers, tutors, departments and year teams in monitoring PP progress data (MPI framework and data cycle). Reviewing the teaching of PP groups by school leaders.	MPI framework to monitor PP progress at class, subject and year level. Class observations and PP work scrutinies. PP targets and records updated for all staff. Reviewing work of tutors in PP readiness for learning.	NH	Jan 2018 (after data drop 2)
<b>Total budgeted cost</b>					<b>£45k</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C.</b> Increased engagement of all PP students in all aspects of learning	2 PP Mentors allocated to mentor both KS3 and KS4 students and offer 1:1 support (2.5 days KS4 & 3 days KS3)	PP students often lack engagement in school and often lack support from home. Staff in school	Provision carefully monitored by deputy headteacher (pastoral team lead). Work of	NH	Mar 2018

<p>at CNS to secure improved PP progress.</p>	<p>Pastoral support workers to engage PP students and parents.</p> <p>Isolation room coordinator continues to monitor PP referrals and to address behaviour for learning issues.</p> <p>School counsellor to support PP referrals students with issues of engagement and mental health.</p>	<p>deployed with specific remit related to engagement of PP students; reduce fixed term exclusions of PP students; support for PP emotional and mental health; provision of emotional and organisational support; some 1;1 support for targeted PP students at KS4.</p>	<p>PSWs monitored by HOY.</p> <p>PP Mentors monitored by NH</p>	<p>NH</p> <p>NH</p>	
<p>D. Interventions enable PP students to achieve better in all GCSE subjects, but especially in core subjects</p>	<p>Curriculum learning support assistants continue to provide targeted, subject specific work for PP students. Part of intervention team managed by HODs of core subjects.</p> <p>RSL meeting to oversee MPI framework and monitoring of progress data.</p> <p>Employ cross phase teacher to provide 1:1 support</p> <p>SEMH LSA in place to support progress of KS3 and KS4 PP students finding access to the curriculum hard.</p>	<p>Intervention model works well in some subjects such as English. Targeted revision sessions enable PP students to make better progress once they are engaged.</p>	<p>Monitoring of PP data by PP champion and RSL. Quality assurance of PP interventions and by HODs and leads in English and maths especially.</p>	<p>AKT/NH</p>	<p>After each data drop (week 8, 16, 26, 32)</p>

E. Improved PP attendance rates and reduced persistent absence for PP students. (Over 95% and PA improves).	Use of Attendance Diamond strategy across whole school. All students including PP record weekly attendance figure and self monitor increases/decreases in attendance. More focussed intervention by HOY and Focussed work of Attendance Officer.	PP students who have poor attendance rates make progress far below that of students with 100% attendance. Building reliance and getting students to take responsibility for their attendance is key to reducing such absence and cutting persistent absence. Engaging with parents is a key part of this process.	PP attendance in line with national attendance figures. Monitoring time spent in isolation by PP students and exclusion rates for PP students. Monitoring attendance rates for PP students at PTCs. Monitoring attendance rates for PP students at extracurricular activities.	NH	After each data drop (week 8, 16, 26, 32)
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**Total budgeted cost**

**£45k**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP students are fully equipped to be effective learners and to make good progress. All PP students embrace the	Tutors undertake First Check with PP students at the start of the day. Tutors are aware of barriers to learning for PP students.	Students from households with little surplus income can miss out on learning opportunities available to other students (homework support, extracurricular activities, equipment for learning, uniform requirements, curriculum trips and visits etc).	Deputy Headteacher working closely with PP Mentors, HOY and year teams to monitor progress at every data drop and monitor Attendance weekly	NH	After each data drop (week 8, 16, 26, 32)

mission statement 'Be Ready, Be Respectful and Behave Impeccably'	Teachers make sure that PP students are ready to learn in lessons. Support for educational visits, equipment, revision guides, intervention strategy.		through Attendance Diamond.		
				<b>Total budgeted cost</b>	<b>£10k</b>

## 6. Review of expenditure

### Previous Academic Year (2016/17)

#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)
A. No KS3 student has a reading age below their chronological age, including PP students.	<p>Employment of a literacy intervention lead and literacy teacher.</p> <p>LSA employed to teach some foundation learning type courses.</p> <p>Provide teaching for a KS3 Humanities Group (same teacher for Gg, Hi, Fr, RE, ICT)</p> <p>Deploy SENCO to support quality first teaching</p>	<p>Reading ages of students involved all increased, some students up to 48 months.</p> <p>All students involved in WRAT 4 intervention increased in their spelling scores</p>	Adopt a similar approach in Maths as adopted in English as PP students made strong progress.

<p>B. Teaching staff know PP students well and recognise individual barriers to learning, and improve rates of progress across KS3 and KS4.</p>	<p>AHT deployed as PP champion to drive PP strategy, monitor progress and amend strategy to secure further improvements. PP champion to identify barriers to learning; fully involve teachers and tutors; lead 4-4-4 and First Check; PP work scrutinies; lead PP data use.</p> <p>MPI framework to strengthen middle/senior leader focus on PP progress. Effectively deploying LSAs to support PP learning. Improved assessment procedures at KS3 and KS4 (PLCs).</p>	<p>Positive feedback from all staff on the PP first check strategy. Gaps reduced in some areas</p> <p>4-4-4 strategy less successful according to staff questionnaire</p> <p>Work scrutinies identified some common issues which will be addressed by teaching staff this year</p> <p>MPI Framework continues to be the focus for middle leaders to analyse PP progress and identify gaps within their subjects</p>	<p>Will continue with PP first check in classrooms</p> <p>4-4-4 strategy will not be continued this year</p> <p>At KS3 targeted support often worked better in class as opposed to working 1:1</p>	
			<p><b>Cost £34k</b></p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Impact:</b> Did you meet the success criteria?</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	
<p>C. Increased engagement of all PP students in all aspects of learning at CNS to secure improved PP progress.</p>	<p>Pastoral support workers to engage PP students and parents.</p>	<p>Attendance increased for some PP students as Breakfast Club was a success for some</p>	<p>Works for a few targeted students</p>	



	<p>Employ isolation room coordinator to address behaviour for learning issues.</p> <p>Employ school counsellor to support PP engagement and mental health.</p> <p>Externally appointed/employed PP mentors to support PP students.</p>	<p>Successful employment of Isolation Coordinator, having a positive impact on behaviour</p> <p>A few students have benefitted from additional support.</p> <p>Tangible impact at KS4, clear examples of student improving in areas of Speaking and listening in English</p>	<p>Adopting a calmer, more therapeutic approach with students in Isolation has resulted in increased engagement and fewer incidents of poor behaviour</p> <p>At KS3 support is better targeted in classrooms as some students did not engage with 1:1 mentoring</p>
<p>D. Interventions enable PP students to achieve better in all GCSE subjects, but especially in English.</p>	<p>Employ curriculum learning support assistants to provide targeted, subject specific work for PP students. Part of intervention team managed by HODs of core subjects.</p> <p>RSL to oversee MPI framework and monitoring of progress data.</p> <p>Employ cross phase teacher to provide additional literacy focus in English.</p> <p>Appoint lead LSA for SEMH to support progress of KS3 and KS4 PP students finding access to the curriculum hard.</p>	<p>LSA targeted PP students in their curriculum areas.</p> <p>LSA were able to support after school clinics targeted at PP students</p> <p>More rigorous monitoring by HOD of PP data taking place</p>	<p>Worked well in core areas where there are designated TA's. Less successful in other curriculum areas</p>

E. Improved PP attendance rates and reduced persistent absence for PP students. (Over 95% and PA improves).	Employment of attendance officer and pastoral support workers (PSWs) to engage with PP families with aim of increasing PP student school attendance, PTC attendance, extracurricular attendance, and reducing PP student exclusions.	New experienced attendance Officer in place resulting in more rigorous monitoring of PP attendance. Adoption of Attendance Diamond resulting in closer analysis of attendance. Clear improvement of key PP students attendance	All staff need to be involved and take responsibility of attendance of tutees. All students need to be involved in monitoring of their own attendance on a weekly basis.	
			<b>Budget cost £82k</b>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
PP students have everything they need to be effective learners and to make good progress.	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.	Students and staff reported that PP first check more effective than 4x4x4 strategy. Students who would normally not have revision materials were all in receipt of these materials. Detailed profiles supported staff in the classroom	4x4x4 strategy less effective. Consistency needed with the completion of all pupil profiles. Some inconsistency and variable quality with profiles.	
			<b>Budget Cost £11k</b> <b>Total Budget cost £127k</b>	



