

# Pupil premium strategy statement: The Cherwell School

## 1. Summary information

<b>School</b>	The Cherwell School				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£245,000	<b>Date of most recent PP Review</b>	Sept18
<b>Total number of pupils</b>	2003	<b>Number of pupils eligible for PP</b>	229	<b>Date for next internal review of this strategy</b>	Jan 19

At The Cherwell School, we believe that ensuring the best possible progress and outcomes gives students the best chance to overcome disadvantage, to thrive, to be happy and to be successful. Currently, there is much that we are proud of in the performance of disadvantaged students, in core subjects of English and Maths but also more widely across the curriculum. Data from 2018 reveals that disadvantaged students here made significantly more progress than non-disadvantaged students nationally. We are delighted that the strong progress of the 2016/17 cohort has been sustained, which gives us confidence that the core approaches that we are taking - excellent teaching, high levels of support and a highly aspiration culture - are the right ones to continue to support disadvantaged students at the school.

In terms of attainment, disadvantaged pupils last year attained very slightly below the average for non-disadvantaged pupils nationally. We continue to aspire to raise this figure until levels of attainment are not influenced by socio-economic status. We understand that currently 8% of schools nationally are achieving this and we want to join this group. This is a long term project; it's clear that genuine progress has been made, and we recognise that there is much that we can continue to do to improve and refine our provision for all.

## 2. Current attainment

	Pupils eligible for PP (your school)	National Average (non-PP)
<b>Progress 8 score average</b>	<b>0.34</b>	<b>0.13</b>
<b>Attainment 8 score average</b>	<b>48.26</b>	<b>49.96</b>

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

- A.** Literacy skills entering Y7 are lower for some students eligible for PP than for others which prevents them from making good progress in Key Stage 3 and beyond.
- B.** Some PP students at Key Stage 4 respond well to focussed attention they receive through English and maths interventions but are less successful in some other subjects.
- C.** Some PP students in Key Stage 3 do not reach security in their grasp of key fundamentals of curriculum content. This means that they do not have a solid base of understanding from which to build, and may be affecting their attitude and engagement with the school.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

- D.** Attendance rates for PP students are below the minimum expectation and lower than non PP students.

## 4. Desired outcomes *(desired outcomes and how they will be measured)*

### Success criteria

- A.** No PP student in Year 7 to have a reading age significantly below their chronological age.  
Students eligible for PP with reading ages below their chronological age as shown by LUCID testing in September will have reached their chronological reading age when re-tested in July.
- B.** PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.  
Current security gaps in attainment at KS3 will be narrowed significantly at PR3 and PR5 from average 25% to 15% or less
- C.** PP students achieve highly at GCSE across all subjects.  
Student performance in non-core subjects at GCSE will reflect the high levels of attainment and progress achieved in English and maths
- D.** Improved attendance rates for PP students.  
Attendance rates will reach or exceed the target of 95% for all students

## 5. Planned expenditure

**Academic year**                      **2018/19**

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. Excellent Teaching

<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>
No PP student in Y7 or Y8 will have a reading age below their chronological age.	Continued reading interventions for those PP students whose reading age is lower than their chronological age.	Read Write Inc Fresh Start is a convincing age-appropriate package and we have seen evidence of its success at other schools. It addresses key issues of decoding and will raise reading ages.	Careful monitoring using RWI assessments. Line manager meetings English assessments	MHs	Regularly as per RWI programme. June with re-testing of reading ages for all participants.
PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.	Continued implementation of the Curriculum, Assessment and Teaching Policy. This involves enhancing the richness and effectiveness of our curriculum content, assessment practice, and classroom delivery. Of particular help to PP students is the emphasis on knowledge and academic language specified by the policy. INSET time dedicated to this.	We believe that the quality of our core approaches make the most difference to the performance of PP students, and therefore continued investment in this area is the most effective approach we can take.	Support and Challenge meetings with FLs to focus on this area. FL meeting and training time dedicated to ensuring that the policy is implemented effectively. Use of targeted weekly work sampling to assess progress. Lesson Observation to include focus on quality of PP student work. External scrutiny through regular meetings between TH and external School Improvement Partner to track progress.	TH / LC	January and July PR points, with actions generated following each. Fortnightly meetings between TH and SCP.

	Fully embed our approach to monitoring and intervening with underachieving PP students.				
PP students achieve highly across all subjects	Continued emphasis on PP performance at all levels. As above – continual refinement of core approaches and day-to-day classroom experience is our main approach. See CAT policy for further details.	As above.	As above.	TH	At each PR point through the year, using 4 Matrix to analyse PP performance and generate action points,

**Total budgeted cost** £39,000

## ii. Targeted support

<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>
Improved attendance rates for PP students.	Inclusion and attendance officer will work with Deputy Year leaders to work with identified students and their families. Incentives, rewards and sanctions will be used as strategies.	Students who miss school do not do as well as those who attend every day. We have found that it is our disadvantaged students who tend to take odd days off for minor ailments or fatigue	Regular analysis of attendance for individuals. Team work with Deputy Year Leaders and Inclusion and Attendance officer to do home visits where necessary.	BT / PDs	Termly at each PR point

**Total budgeted cost** £85,000

### iii. Excellent Student Experience

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?
PP students will have everything they need to learn eg equipment and HW support	Form tutors check that students have everything they need and provide equipment if not. Year Teams and Faculty Leaders analyse PR data carefully and target students who are in need of	Students who have all the equipment can get on with their work more quickly and calmly. The fewer distractions means that more focus can be given to the task at hand.	As well as our whole school policy of form tutors checking and providing equipment every morning, a targeted approach will be adopted whereby PP students who are regularly without equipment will be supported by Learning mentors with their organisation skills	BT	Termly analysis of C3 data.
PP students will be willing and able to take part in enrichment activities including trips and extra-curricular activities	Staff apply for funding to ensure that Scholars don't miss out on trips – the wording on letters make it clear to parents and carers about student entitlement	Students from households with little surplus income often miss out on the elements of education. Students who take part in the broader aspects of school life have a stronger sense of community and belonging. This is then transferred into the classroom. The more experiences that young people have the more able they are to express themselves and think deeply.	An audit of extra curricular activities and member ship as well as monitoring of trips to make sure that PP students take part. Reminders to club and trip leaders to approach PP students and encourage/invite. Phone calls home by LMs to reassure about payment.	BT	June 2018 audit point including next steps.

**Total budgeted cost** £22,000

## 6. Review of expenditure

Previous Academic Year

2017/18

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
No PP student in Y7 or Y8 will have a reading age below their chronological age.	We appointed two HLTAs and trained them to teach Read Write Inc. Targeted students received an hour of additional reading every day.	In Year 7, 5 of the 40 PP students were assessed as having significantly delayed reading ages and in Year 8, 5 of 38 students. This outcome is not yet achieved, but we have made significant progress towards it in terms of our staffing, staff training and resourcing.	Whilst the very ambitious overall target was not achieved, we have nevertheless made significant progress towards this goal. The programme is now well-embedded, with highly trained staff. Quality assurance and data reveal that significant progress is being made towards the goal, with a significant proportion of students showing gains in their decoding ability.	£43,500
Improved rates of progress across KS3 and attainment for high attaining pupils eligible for PP.	Application of Curriculum, Assessment and Teaching Policy which is designed to cater for HPA PP students. Introduction of more effective monitoring, identification and intervention approach for PP students.	Overall, we are meeting the criteria for this target. GL Assessment data for year 7,8 and 9 suggested that HPA PP students were making excellent progress. We have introduced a more nuanced programme for identifying and intervening on the performance of PP students at KS3, and, whilst in an implementation phase, this gives us confidence that the core approaches we are taking are the right ones.	We will continue to work on the core elements of our teaching for higher attaining PP and non-PP students, by providing an enriched curriculum and classroom experience. We have been partially successful in implementing the new identification and intervention approach, and will continue to refine and improve it this year. It is currently more successful in English and Science than in Maths; actions are being taken to develop our provision in maths to enable this.	£43,000

PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.

Application of Curriculum, Assessment and Teaching Policy which is designed to cater for HPA PP students. Introduction of more effective monitoring, identification and intervention approach for PP students.

We are meeting this criteria for the vast majority of students, including PP students. It is also notable that the levels of security attained by PP students improves notably through the Key Stage. By July of 2018, a large majority of PP students were on track or above prediction for English, and a majority for Maths. The picture was less successful in Science according to our internal data; however, GL Assessment data suggested that PP progress was extremely strong.

We are pleased to see this data suggesting that PP attainment is improving and gaps narrowing. However, we would also show a degree of caution in terms of the validity of data in these early years of implementing a new assessment system – a time when we would expect some natural turbulence and volatility in the data as new assessment approaches and assessment content become embedded.

£32,440

PP students  
achieve highly  
across all subjects

Intervention classes  
throughout KS4 – on  
timetable and in  
Period 6 (after  
school sessions).  
Consistent focus  
and use of staff  
training and INSET  
time to promote  
excellent teaching  
for disadvantaged /  
vulnerable students,  
eg through refined  
use of assessment,  
enhanced  
modelling, clarity of  
explanation.

Excellent levels of achievement and progress  
in evidence for PP students in summer exams,  
across the large majority of subjects. Overall  
P8 score of 0.34 - above national average for  
Non-PP.

Overall, we feel that our approaches are being  
successful here and making a positive difference to the  
achievement of PP students. We are aware of particular  
areas in which performance is less strong, and are  
taking action via implementation of policy and refined  
approaches to curriculum, subject management and  
teaching.

Our focus now is on the most disadvantaged students  
in receipt of FSM, as well as individuals who are  
members of multiple vulnerable categories, such as PP,  
SENDK, LPA, White British students. We will put more  
emphasis in our analysis on these individuals, using  
4Matrix to track their progress more minutely.

£20,000

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attendance rates for PP students.	Focussed work of Learning Mentors and Inclusion and Attendance Officer targeting students who have odd days off – liaising daily with parents and carers, offering rewards and incentives.	Attendance for the whole school was 94% last year and for PP students was 92%. We have launched a whole school drive to improve attendance in 2018-2019	<p>We will continue with this approach and also build in mentoring to develop resilience. There are still too many students who do not seem able to last the whole week.</p> <p>We are putting in place a rewards system to address this issue and learning Mentors and Inclusion and Attendance Officer will monitor closely</p>	£82,000

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP students will have everything they need to learn eg equipment HW support, educational trips and support with revision</p>	<p>Form tutors and subject teachers make sure that Scholars have the necessary equipment and provide it if not. C3 data for lack of HW is carefully monitored and students are targeted for support if they are unable to complete their HW independently. Staff know how to request funding for trips and letters home include advice for parents and carers of scholars</p>	<p>Staff are very good at making the first move to make sure that Scholars do not miss any opportunities for enrichment and have all the equipment they need.</p> <p>HW club is very well attended at both key stages and students report that they find it helpful</p> <p>C3 data for HW is remains too high but this is in line with whole school data. Our policy on homework is designed to address this and ensure that homework is achievable, appropriately challenging and regularly completed by all.</p>	<p>This approach is very successful and the Scholar programme has opened lines of communication around asking for support.</p> <p>Letters need to have consistent 'form of words' so that school policy is understood.</p>	<p>£18,280</p>