

Pupil premium strategy statement: The Cherwell School

1. Summary information					
School	The Cherwell School				
Academic Year	2016/17	Total PP budget	£242,000	Date of most recent PP Review	Sept 2016
Total number of pupils	1850	Number of pupils eligible for PP	259	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
GCSE Attainment 2015-16		
	<i>Pupils eligible for PP at TCS (15/16)</i>	<i>National Average (14/15)</i>
% achieving expected progress in English	77%	58% (PP), 74% (All)
% achieving expected progress in Maths	75%	48% (PP), 71% (All)
% achieving more than expected progress in English	36.36%	30% (all students)
% achieving more than expected progress in Maths	37.5%	30% (all students)
% Students achieving A*-C Eng	61.11	60.6% (all students)
% Students achieving A*C Maths	55.56	66.6% (all students)
<p>Narrative</p> <p>We believe that ensuring that disadvantaged students secure strong outcomes in their learning gives them 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. Recently acquired Raise Online data shows that disadvantaged students here make as much progress in school as all students nationally. A significant proportion of our disadvantaged students make exceptional progress compared with national average performance. However, it is clear that there is much we need to improve in order to bring the performance of this group as a whole up to the levels of progress and success displayed by our non-disadvantaged students, and we are committed to remaining focused on this challenging aim until it is achieved.</p>		

3. Barriers to future attainment (for pupils eligible for PP including high ability)

May 2016

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills entering Year 7 are lower for pupils eligible for some PP than for other pupils, which prevents them from making good progress in Key Stage 3 and beyond.	
B.	High Attaining PP students in KS3 perform less well on average than High Attaining non-PP students, giving them a less secure base from which to be successful at KS4.	
C.	Too many PP students in KS3 are not reaching 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 to and engagement with school.	
D.	Some PP students at KS4 respond well to the focused attention they receive through English and Maths GCSE interventions, but are less successful in subjects where the level of intervention is not so structured.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	No PP student in Year 7 or 8 will have a reading age lower than their chronological age.	Pupils eligible for PP with reading ages below their chronological age as shown by LUCID testing in September, will reach their chronological reading age when re-tested in July.
B.	Improved rates of progress across KS3 and attainment for high attaining pupils eligible for PP.	PR3 and PR5 reporting will show that average performance for High Attaining students in KS3 will be similar to that of non-PP students.
C.	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 5, from average 25% to 15% or less.
D.	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.
E.	Improved attendance rates for PP students.	Attendance rates closer to the target of 95% for all pupils

5. Planned expenditure					
Academic year		2016/17			
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?
A: No PP student in Year 7 or 8 will have a reading age lower than their chronological age.	Employment of a specialist HLTA who will be trained in Read Write Inc or similar programme. This programme to be run as a significant intervention – 1 hour per day – until students reach the appropriate level. - 7 Stars programme to continue to provide quality first teaching to improve the performance	We want all students to be able to access the curriculum and become secure in their learning. Currently, low reading ages mean that some students are unable to access learning and this is affecting both progress and levels of engagement.	Careful recruitment process, followed by regular monitoring through observation, student voice feedback, and high quality assessment. Thorough research into which programme is most likely to benefit our students, through visiting other schools where impact is evident.	MH	Jan 17
B: Improved rates of progress across KS3 and attainment for high attaining pupils eligible for PP.	Introduction of a new High Attainers policy which brings in a category of 'High Potential' students, populated by PP High Attainers who are not currently excelling. This data to be used to track underachieving High Attaining PP students and intervene through bringing teacher attention to these students.	Current guidance and policy on teaching High Attaining students is not sufficiently clear. We are not confident that High Attaining PP students do not always reach similar levels of progress and attainment to their non-PP peers.	Formation of a KS3 Curriculum and Assessment group to oversee the implementation of this approach. SLT to QA the materials and provision.	TB	Jan 17 post PR3

C: PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.	Introduction of more rigorous and effective interim assessment and curriculum design at KS3, to add clarity and precision to our systems for responding to assessment. Learning Mentors to intervene with students at risk of underachievement.	Currently, too many PP students are being left behind in KS3, as evidenced by recent PR data showing that a smaller proportion of PP Students are consistently 'secure'.	Formation of a KS3 Curriculum and Assessment group to oversee the implementation of this approach. SLT QA of the assessments and their use.	TB	Jan 17 post PR3.
C: PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.	Introduction of target-setting for groups of PP students, through provision of FFT5 targets and comparison with attainment levels currently being reached.	Our tracking and monitoring of KS4 / 5 students is very effective in identifying underachievement and generating actions; we'd like therefore to bring this approach down to impact on those PP students in KS3 who would most benefit.	Provision of FFT5 grades in SIMS prior to PR3 in January, with training given to YLs and FLs in how to interpret and take action on what the data tells us.	TB/ CF / YLs	Following each PR point.
D: PP students achieve highly at GCSE across all subjects.	Further and refined provision of targeted revision sessions, alongside the provision of extra teaching staff to support targeted intervention across a wider range of subjects. Learning Mentors to intervene with students at risk of underachievement.	This is a successful model which has helped us to ensure strong performances for PP students in English and Maths. We therefore want to continue to work in this way and expand the impact to all subjects.	Effective Quality Assurance and monitoring of revision and intervention sessions. Support provided in ensuring that those pupils who are most in need attend sessions and gain the benefits.	PDs	Termly
Total budgeted cost					12,000 – 7*s staffing and resourcing 40,000 – employment of TAs for reading recovery and resourcing 98,000 – interventions at GCSE
ii. Targeted support					
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?
E: PP students will improve their attendance at school	Learning Mentors and Inclusion and Attendance officer will target those students who have sporadic days off by liaising with parents, offering rewards and collecting students when necessary.	Students who miss school – even odd days – under perform. Building resilience is a key aspect of reducing absenteeism.	Inclusion and Attendance officer will liaise with Learning Mentors and Deputy Year Leaders to ensure that attendance is closely monitored and contracts with rewards are drawn up	BT	At each PR point through the year.
Total budgeted cost					£94,000 – staffing for LMs and AO.
iii. Other approaches					
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, HW support, educational trips and support with revision.	Subject teachers make sure that Scholars have the necessary equipment and request funding to provide this if necessary. C3 HW data is monitored and students targeted for HW support where necessary	Students from households with little surplus income often miss out on the elements of education that are taken for granted by others – for example school trips to support learning, revision guides and specialist equipment. This can not only have a direct impact on their learning but also serve to increase disengagement.	Work closely with Learning Mentors and Deputy Year Leaders to identify students in need. Ensure staff are aware of how to access money Work closely with parents. Develop Scholar Programme	BT	Termly at Year Team meetings.
Total budgeted cost					£19,000 – student support materials and resources.

6. Review of expenditure				
Previous Academic Year				
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
Quality of teaching and revision for PP students is high quality.	<p>Introduction of Period 6 revision for English and Maths.</p> <p>Employment of additional teaching staff in English and Maths to create greater capacity for intervention.</p> <p>The school funds extra revision sessions in terms 3, 4 and 5 for English, Maths and a full range of other subjects. Revision materials are provided for PP students.</p> <p>Staff training on teaching PP / Vulnerable students is provided in short bursts at appropriate times of the year.</p>	Impact was high overall, as evidenced by the strong performance of PP students in public examinations. This is particularly pronounced in English and Maths, where the bulk of these interventions are located.	<p>This is a successful approach with excellent student feedback and impact on results, therefore we will look to continue with this approach.</p> <p>Staff training would benefit from a tighter sense of evaluation and monitoring of specific actions and impact.</p> <p>.</p>	135,876
PP students' pastoral and academic needs are fully met, ensuring that they are safe, well-behaved and able to learn in school.	Provision of the Student Inclusion Centre, Curriculum Support Teacher, and EAL support teacher.	Impact of this work is estimated to be moderate on PP students, whilst being high on other vulnerable groups such as SEND and EAL students.	Whilst difficult to quantify, the quality and impact of this work is felt to be high, with numerous case studies and examples of students being well-cared and catered for through this work.	40,000

PP students' literacy gaps are caught up early in KS3.	Provision of a monitored Accelerated Reader programme, and delivery of the Easy Read programme for weak decoders.	Data suggests a strong impact from Easy Read and a weaker impact for Accelerated Reader.	We will continue with these approaches, and supplement them with a programme of Read Write Inc for students who can decode, but aren't reading fluently. Accelerated Reader will be re-packaged and re-launched with students and staff.	11,460
ii. Targeted support				
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
PP attendance is similar to non-PP student and close to 95%.	Employment of an Attendance and Welfare officer with a specific PP brief.	The tangible impact that this post has on working with vulnerable students and ensuring their attendance and well-being makes us confident that the impact on attendance is high. However, overall attendance data remains below the desired level, ending the year at 92.5% for PP versus 95.6% for non-PP, thereby justifying a continued emphasis in this area.	We believe this approach to be successful and will therefore continue its employment.	25,000
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
PP students are well-supported in school with work, organisation, resourcing and encouragement. Regular contact with parents and carers is maintained.	Employment of 3 Learning Mentors who are tasked with sustained, personalised intervention with and vigilance to our PP cohort.	Whilst difficult to quantify, significant numbers of PP students are helped and guided through learning mentors, as evidenced by positive student feedback and attendance to homework and support clubs.	We will continue this approach, but improve through more careful targeting of particular individuals who are at most risk of underachievement. We will ensure that there is a stronger academic element to the intervention that we provide.	45,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.