

# Disadvantaged Pupil (DP) strategy statement for Chenderit School

1. Summary information					
<b>School</b>	Chenderit School				
<b>Academic Year</b>	2017-18	<b>Total DP budget</b>	£111,265	<b>Date of most recent DP Review</b>	09/17
<b>Total number of pupils</b>	1042	<b>Number of pupils eligible for DP</b>	119	<b>Date for next internal review of this strategy</b>	01/18

2. Current attainment		
	Pupils eligible for DP (your school)	Pupils not eligible for DP (national average)
<b>% achieving 4+ in English (2016-17)</b>	<b>50%</b>	64.9%
<b>% achieving 4+ in Maths (2016-17)</b>	<b>42%</b>	68.9%
<b>% achieving 5 GCSEs 4-9/A*-C (2017 only)</b>	<b>46</b>	
<b>Progress 8 score average</b>	<b>Awaiting P8 formula</b>	0.12
<b>Attainment 8 score average</b>	<b>Awaiting A8 formula</b>	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
1.	Accurate literacy and SPaG written work (SPAG= spelling, punctuation and grammar)
2.	Motivation and aspiration
3.	Student engagement with curriculum provision and teaching and learning
4.	Improved attainment at GCSE
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
5.	Attendance
6.	Access to the internet (ability to complete homework)

<b>7.</b>	Parental engagement	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	DP not sig-, Progress 8 (P8) to be a positive residual with the aspiration of 0.3 by 2020. Attainment 8 (A8) to be at or above national average.
<b>B.</b>	Students to achieve their EG or above in English and Maths	% of students to achieve 4/5 or better in English and Maths to be at or above national average/Students are at age-related expectations (ARE) or above.
<b>C.</b>	6 <sup>th</sup> form DP students to achieve their expected grades and intervention/support to be in place for those that need it	ALPs grades 1-3
<b>D.</b>	All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place	Maintain % of students in sustained education, employment and training at 97% or better for all, and improve % of DP to be in line with national average (96% in 2014; Chenderit 2014 = 71%)
<b>E.</b>	Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups for all tutors, Head of Learning (HoL) and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.	Maintain high attendance for all students at 95% or better and close the gap between DP and non DP attendance to 2% or less
<b>F.</b>	To improve the P.A. attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action fixed penalty notice (FPN) towards parents where attendance falls below the minimum guidelines as set out by the DfE.	Improve PA for all students to less than 10% and close the gap between DP and non DP attendance to 5% or less (2016 gap = 12.4%)

## 5. Planned expenditure

**Academic year**

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. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	Oversight of all interventions and progress being made (current working at - CWA) and the impact on DP students. Evaluate provision and impact of strategies being used for DP.	Making teachers more accountable for the progress of key groups/ individuals; sense of priority for DP pupils' attainment	Strategies will be tracked, monitored, evaluated and amended to maximise impact  Curriculum and guidance meetings agenda items- actions taken after each reporting cycle  Students will receive 1:1 meetings with tutor/HoL/AHT to draw up action plans to support Y11 outcomes  Evidence from learning walks	NLD/ACW	January 2018 March 2018 August/September 2018

<p>A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students</p>	<p>DP students are a key focus group for all staff. Staff are provided with names and photos of DP across all year groups and their individual barriers to learning, updated regularly and interventions planned in responses to CWA. Students are identified on seating plans and through planning strategies (AfL/Questioning)</p>	<p>Making teachers more accountable for the progress of key groups/ individuals; sense of priority for DP pupils' attainment</p>	<p>Monitor seating plans (audit) Teaching group audit Work scrutiny Lesson observations CWA Learning walks</p>	<p>NLD/ACW</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>A.(4) Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students (option subject focus)</p>	<p>Appraisal target for DP focusing on attainment of DP students in all teaching groups.</p>	<p>Making teachers more accountable for the progress of key groups/ individuals; sense of priority for DP pupils' attainment</p> <p>Improving teaching and learning</p> <p>Ofsted focus from 2017 visit</p>	<p>Lesson observations Work scrutiny CWA Department reviews Learning walks</p>	<p>NLD/ACW HoDs/HoL</p>	<p>January 2018 March 2018 August/September 2018</p>

<p>A.(4&amp;6) Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students (improve attainment for DP students)</p>	<p>Access to IT/internet at home- dongles Access to revision resources</p> <p>OUDES interns to mentor students</p> <p>Revision materials for KS4 students</p> <p>Breakfast revision on morning for core/option subjects</p>	<p>DP students don't always communicate a lack of IT at home or other issues with access to materials; provision of all resources to remove barriers to success.</p> <p>Ofsted guidance points to the importance of revision and exam success</p> <p>Use of curriculum time to ensure greater take up</p>	<p>Monitoring of CWA Access to Show my homework Staff-led homework club- 3 times per week</p>	<p>NLD/ACW/HoL</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>B. Students to achieve their EG or above in English and Maths</p>	<p>Quality first teaching Use of AfL/questioning Marking DP books first Use of WAGOLLS</p>	<p>EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>KS4 tracking meetings Lesson Observations to reflect impact Departmental Review</p>	<p>Members of LT NLD/KJF</p>	<p>January 2018 March 2018 August/September 2018</p>

<p>C. 6<sup>th</sup> form DP to achieve their expected grades and intervention/support to be in place for those that need it.</p>	<p>Quality first teaching Use of AfL/questioning Marking DP books first Use of WAGOLLS Ensuring students have access to the 16-19 bursary Directed study time on all student timetables</p>	<p>Sutton Trust/EEF Teaching and Learning Toolkit research review</p>	<p>Monitoring of CWA Intervention meetings</p>	<p>STW/NJD and 6<sup>th</sup> form team</p>	<p>January 2018 March 2018 August/September 2018</p>
<p>E. (5) Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups to tutors, HoL and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on missed lessons.</p>	<p>-NFER briefing for schools identifies addressing attendance as a key step. -Ofsted 2017: The proportion of disadvantaged pupils who are persistently absent from school shows a significant reduction from last year. -Student Feedback – exit interviews – indicates that this is both useful and valuable for students across the ability ranges. -The DfE Research Report of November 2015 indicates: 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</p>	<p>Same day calls about attendance.  Integration programmes building to full time timetable (if appropriate)  Personalised support  Attendance and progress discussed with HoL, tutor and MWW  Attendance discussed in fortnightly guidance meetings  Home visits</p>	<p>MWW/HoL/ACW</p>	<p>January 2018 March 2018 August/September 2018</p>

F.(5)To improve the P.A attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action FPN towards parents where attendance falls below the minimum guidelines set out by	Attendance officer employed to monitor pupils and follow up quickly on missed lessons. Welfare manager to support families.	NfER briefing for schools identifies addressing attendance as a key step.  Student Feedback – exit interviews – indicates that this is both useful and valuable for students across the ability ranges.  The DfE Research Report of November 2015 indicates: ‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics’	Same day calls about attendance.  Integration programmes building to full time timetable (if appropriate)  Personalised support  Attendance and progress discussed with HoL, tutor and MWW  Attendance discussed in fortnightly guidance meetings  Home visits	MWW/HoL/ACW	January 2018 March 2018 August/September 2018
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**Total budgeted cost**    £48,500

**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>
B. Students to achieve their EG or above in English and Maths	PiXL resources (WTM, apps, PLCs), PiXL Classrooms	GCSE results from 2017 Student voice from 2017 WTM evaluations and grades (2017)	Lesson observation Work scrutiny CWA Learning walks KS4 tracking meeting	NLD/KJF/MIA	January 2018 March 2018 August/September 2018
B. (4)Students to achieve their EG or above in English and Maths	OUDEs interns to mentor DP students 3:1 in subject specialist areas Specialist trained TA to lead small group intervention	EEF/ Sutton Trust evidence re. small group teaching having impact on achievement; pupils can be given specific intervention according to need	Lesson observation CWA and external GCSE grades Use of TA/ intervention teacher to deliver sessions. Analysis at each data entry point KS4 tracking meeting	NLD/KJF/MIA	January 2018 March 2018 August/September 2018

B. (4) Students to achieve their EG or above in Maths	Tutor time maths	Proven track record in 2015, 2016, 2017. EEF/ Sutton Trust evidence re. small group teaching having impact on achievement; pupils can be given specific intervention according to need	CWA External GCSE grades HoD to deliver sessions KS4 tracking meeting	NLD/KJF	January 2018 March 2018 August/September 2018
B. (4) Students to achieve their EG or above in Maths and English	Breakfast revision on the morning of exams	Strategy used since 2014- proven track record.	External GCSE grades	NLD/KJF/ ACW	August/September 2018
A.(3&4).Engagement with curriculum provision and teaching and learning	iGCSE 2 <sup>nd</sup> Language English as an after school taught option	Success of results from CIE board in 2017 EEF/ Sutton Trust evidence re. small group teaching having impact on achievement	CWA P8 figures+ HoD/AHT to deliver taught sessions	NLD	January 2018 March 2018 August/September 2018
A.(3&4).Engagement with curriculum provision and teaching and learning	VCerts- Health and Fitness and Business 100% of students are following appropriate curriculum pathways to improve their life	Success results from 2017	CWA P8 figures Work scrutiny Lesson observations	AMG/NLD/ACW/DMC	January 2018 March 2018 August/September 2018
A.(3&4).Engagement with curriculum provision and teaching and learning	Use of WAGOLLS (what a good one looks like)	Ofsted advice EEF/Sutton Trust evidence	Work scrutiny Lesson observations Department meeting standardisation	KPT	January 2018 March 2018 August/September 2018
A.(3).Engagement with curriculum provision and teaching and learning	Consistency with marking policy Marking DP exercise books first Insist on detailed student feedback	All subjects analysed; feedback to staff; sharing of effective examples. CPD sessions Students respond in detail to marked work	Work scrutiny CWA P8 figures Peer-to-peer discussions	NLD	January 2018 March 2018 August/September 2018



B. (1) Accurate literacy and SPaG written work	Use of PiXL Code Read, Write, Inc. within catch up literacy lessons  Investigation of Accelerated Reading Scheme  All staff to mark for SPaG	Sutton Trust/EEF Teaching and Learning Toolkit research review	Lesson observation Tracking of KS3 and KS4 data Transferable skills- CWA Transition information from primary schools to be collated and discussed by SEND/HoDs of English and Maths/HoL 7 by the end of the summer term Clear understanding of Maths/English KS2 standards and requirements – CPD and primary cluster meetings Personalised programmes of support to be created by the above and shared amongst teaching staff in English and Maths	HBB/DMC	January 2018 March 2018 August/September 2018
<b>Total budgeted cost</b>					£38,600

### 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?
D. (2) All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place	Specialist careers adviser to provide support to all DP students	0% NEET in Y11 when careers advice was sought. Same approach for Y12-13 students	Evaluation forms Student voice	NLD/ACW/JKJ	January 2018 March 2018 August/September 2018
D. (2) All students to have achieved a position progression placement (sixth form, college or an apprenticeship).	Provision of a varied programme of careers guidance and enrichment including trips and visits. Subject days –	Low student engagement with school by some students. Pupil voice referred to need for more careers and P16 options guidance.	Programme of careers and P16 options events coordinated by HoL.	NLD/ACW/HoL	After 6 <sup>th</sup> form open evening January 2018 March 2018 August/September 2018

For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place To engage DP students, including those who are higher attaining, in academic and enrichment opportunities	Birmingham University; Alumni visits; Careers talks; Outreach talks from the team at Oxford university	Pupils benefit from listening to outside voices. Ensure as many additional opportunities are given during the school day to lead to greater take up	Opportunities targeted towards DP students. DP careers evaluation forms completed		
2. Motivation and aspiration: enrichment	100% of FSM students are able to attend educational visits/residential/after school activities/music lessons Motivational speakers External speakers	These opportunities are remembered when students leave school.  Weekly texts sent out as a reminder 100% of DP students that left school in 2016 and 2017 were in education or training.	Student voice Attendance records Evaluations of educational visits	Finance manager to track	January 2018 March 2018 August/September 2018
7. Parental engagement	Parents invited by email and text to Help your child succeed (HYCS) events and Positively Mad workshops Invited to attend intervention meetings	Ofsted parent view feedback  Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF)	Attendance records kept of parental engagement at all events including parents evenings. Parents to receive copies of the intervention meeting paperwork with their agreed actions	HoL	January 2018 March 2018 August/September 2018
<b>Total budgeted cost</b>					<b>£14,165</b>

**A. Review of expenditure – see 2016-17 review**

**Additional information:**

The Pupil Premium was introduced in April 2011 and is funding provided to schools and schools to address inequalities in educational outcomes for disadvantaged children. All students within the school who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as Ever 6 FSM) are eligible to draw down funding from the Government. For the academic year 2012-13 the level of funding per student was set at £623.00, this rose to £900.00 in 2013-14. In 2014-15 the funding rose again to £935.00 per pupil, this funding rate of £935.00 per pupil was maintained for 2015-16.

Children who are Looked After (CLA) continue to be eligible for a higher rate of funding. Funding of £1,900.00 was introduced in 2014-15 for looked-after children (this is called Pupil Premium Plus). The eligibility criteria was extended to include those pupils who have been in care for one day or more, as compared with the six months in care currently required.

As in 2014-15, schools will also receive £1,900.00 for eligible pupils who have been registered on the school census as having been adopted from care or leaving care under a special guardianship or residence order. The service premium will continue to be extended so that in 2015 to 2016, any pupil in reception to Year 11 who has been flagged as a service child since 2011 will continue to receive the premium ('Ever 5' measure). The service child premium will continue to be paid to schools at the rate of £300.00 per pupil.

As a school, we have the autonomy of how to use the Pupil Premium at a local level to ensure best impact, whilst also having the accountability for what should be an improvement in attainment/achievement/progress for students in receipt of Pupil Premium Funding.

