

Disadvantaged Pupil (DP) strategy statement for Chenderit School

1. Summary information					
School	Chenderit School				
Academic Year	2018-19	Total DP budget	£113,360	Date of most recent DP Review	09/18
Total number of pupils	1057	Number of pupils eligible for DP	146	Date for next internal review of this strategy	01/19

2. Current attainment			
	Pupils eligible for DP	Pupils not eligible for DP	Gap
% achieving 4+ in English - 2017-18 (2016-17 figures)	59% (45%)	79% (82%)	20% (37%)
% achieving 4+ in Maths - 2017-18 (2016-17 figures)	41% (41%)	70% (77%)	29% (36%)
% achieving 4+ in English and Math – 2017-18 (2016-17 figures)	32% (32%)	65% (71%)	33% (39%)
Progress 8 score average – 2017-18 (2016-17 figures)	-0.32 – 2017-18 unvalidated formula(-0.69)	-0.08 – 2017-18 unvalidated formula (-0.06 - other)	0.24 - 2017-18 unvalidated formula (0.63)
Attainment 8 score average – 2017-18 (2016-17 figures)	36.84 (31.11)	49.90 (48.24)	13.06 (17.13)

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

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

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

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

5. Attendance
6. Access to the internet (ability to complete homework)
7. Parental engagement

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	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.	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.
C.	Improving access to the curriculum and wider opportunities	Students are provided with relevant resources to allow access to trips/visits and all educational requirements.
D.	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 (94% in 2015; Chenderit 2015 = 98%)
E.	Improvement of attendance of DP students through effective educational welfare and attendance support	Maintain high attendance for all students at 95% or better and close the gap between DP and non DP attendance to 2% or less. 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%)

Spending Allocation 2018-2019

Cost Centre	Predicted Spend
Educational Resources	£ 4,000.00
Careers and Educational Support	£ 8,000.00
PiXL	£ 3,200.00
Trips/Visits	£ 3,500.00
Non Staffing	£ 18,700.00
Staffing	£ 94,660.00
Total	£ 113,360.00

5. Planned expenditure					
Academic year		2018-2019			
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	Objective	Why implemented and how will you ensure it is implemented well?	Staff	Cost Centre
Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	Strategic Lead for Disadvantaged Students	One person clearly in charge of the strategic direction of improving the attainment and achievement of DP students	<p>It is important to ensure one person has a clear oversight of the DP strategy and can make decision to ensure all DP students have the best chance of being successful.</p> <p>Report on progress throughout the year with a focus on all DP students in all year groups. The measures used will be the reports of the attainment and progress of the DP Students</p>	ACW	Staffing
	To raise awareness and accountability of results for DP students in the school.	All teachers should be aware of who the DP students are in each class they teach so that they can ensure specific classroom support is provided	<p>Making teachers more accountable and aware of the DP students will focus attention within lessons</p> <p>DP Booklets to be produced at the beginning of the year by JKJ</p> <p>All seating plans and Questions to consider to have DP students highlighted on them – this can be checked during the department reviews</p> <p>Y11 DP board to be placed in the staff room, near pigeon holes as constant reminders</p> <p>All report summaries - throughout the year to contain DP data for HoD – provided by JKJ</p> <p>DP data to be used in the appraisal process</p> <p>Learning walks</p>	ACW JKJ	Staffing

	Parental Engagement	To increase the % attendance of the DP students to parents' evening	<p>Sutton trust states that +3 months progress of student with good parental engagement</p> <p>HoL to be given figures from previous year and put in strategies to ensure a greater % of parents' attend – including personalised emails and phone calls as necessary</p> <p>JKJ to complete a tracking spreadsheet about DP student/parent attendance to parents' evenings</p>	ACW HoL	Staffing
	Provide a motivational speaker for both parents and Students	To engage all Y10/Y11 parents and students, including DP students, in how to improve their academic performance	<p>Booking and implementation of Positively Mad speakers.</p> <p>Letters to parents and emails/personalised messages to all DP students' parents to ensure attendance</p>	ACW NJD NLD	Careers and Educational Support
	Helping your child succeed evening	To engage all Y11 parents, including DP students, in how to improve their academic performance	<p>Sutton trust states that +3 months progress of student with good parental engagement</p> <p>Letters to be produced by NLD</p> <p>Reply slips/returns to be monitored by ACW</p> <p>Resources by NLD</p> <p>Hall booking/organisation by ACW</p>	ACW NLD	Educational resources
	Summarise all key information regarding Y11 DP students and circulate to all staff	To improve the knowledge of what teaching strategies work best for DP students	<p>Sutton trust states that individualised instruction has an impact of +3 months so the more personalised our discussions the better the feedback the more progress</p> <p>Gathering of information about DP students with regards to what works best for them in the classroom – ACW/HoD</p> <p>Production of DP powerpoint – ACW</p> <p>Circulation of DP Powerpoint – SIM and Email</p> <p>Production of DP board in staff room</p>	ACW HoD	Staffing

	OUDEs interns to mentor Y10 DP students 3:1 in the summer term.	To improve academic performance in those subjects that there is underperformance.	Sutton trust advocates that small group intervention will have a positive impact on results = +4 months BAR to deploy OUDEs to specific students depending upon subjects that a student is not progressing well in. Mentor meetings to happen in the last term.	ACW BAR	Staffing
	Breakfast revision sessions	To give a lost minute boost to both knowledge/understanding and confidence.	Sutton trust advocates that small group intervention will have a positive impact on results = +4 months Breakfast revision session to be implemented once exam season starts.	ACW NJD NLD	Staffing

Desired outcome	Chosen action / approach	Objective	Why implemented and how will you ensure it is implemented well?	Staff	Cost Centre
Students to achieve their EG or above in English and Maths	English and Maths Progress and underachievement identified and support targeted	To raise the attainment and achievement in English and Maths closing the gap between DP and Non DP students	<p>Sutton trust states that individualised instruction has an impact of +3 months so the more personalised our discussions the better the feedback the more progress. Also +3 months for small group intervention</p> <p>Reports issued throughout the year showing summaries of the progress of DP and Non DP students in Maths and English – JKJ</p> <p>Data circulated to ACW/NLD/KJF</p> <p>Relevant interventions put into place to include additional support during Non core lessons/after school/registration time</p> <p>Staff will also prioritise DP students in lessons to ensure there is an increase in progress for this group of students</p> <p>Regular intervention meetings between NLD/KJF/NJD</p>	ACW NLD KJF NJD	Staffing
	Quality first teaching Use of AfL/questioning Marking DP books first Use of WAGOLLS.	To raise the attainment and achievement in English and Maths closing the gap between DP and Non DP students. Evidence - Sutton Trust/EEF Teaching and Learning Toolkit research review	<p>Good teaching and learning can have +8 months for feedback, +3 months for Individual instruction and metacognition and self regulation +7 months</p> <p>KS4 tracking meetings Lesson Observations to reflect impact Departmental Review</p>	ACW NLD KJF	Staffing
	PiXL resources to be produced and provided to all students, including DP students	To raise the attainment and achievement in English and Maths closing the gap between DP and Non DP students and to ensure all students have the best possible resources to support learning	All relevant PiXL resources to be produced and passed onto students	NLD KJF	Educational Resources

Desired outcome	Chosen action / approach	Objective	Why implemented and how will you ensure it is implemented well?	Staff	Cost Centre
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	HYCS evening	To raise awareness to students of possible future progression routes and further education and training	Part of the Gatsby Benchmark Ensure there is a Careers stand at the HYCS evening with a focus on possible further education and training. See careers adviser, make booking and produce flyers of other educational providers in the local area.	ACW NLD	Careers and Educational support
	Careers Advice for all Y11 DP students	To ensure all DP students receive 1.5 hours' worth of careers guidance and help all DP students have a clear direction towards future training or education	Part of the Gatsby Benchmark Careers expert to be employed to give 1:1 support for all Y11 DP students. ACW to organise and to provide careers expert with relevant information about all Y11 DP students.	ACW NJD	Careers and Educational support
	Careers workshops	To ensure all DP students and other that wish to attend can access key information and be ready to submit applications for further education or training	Part of the Gatsby Benchmark 3 workshops to be organised by careers' expert and NJD with a focus on CV writing, Apprenticeships and Interview skills.	ACW NJD	Careers and Educational support
	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	6 th form team	Staffing and careers and educational support

Desired outcome	Chosen action / approach	Objective	Why implemented and how will you ensure it is implemented well?	Staff	Cost Centre
Improving access to the curriculum and wider opportunities	Provision of basic classroom equipment	To allow students to be ready for learning in all lessons. This includes revision guides, calculators and any further equipment that is needed	Finance office/ACW to look at each request individually and support the purchase of all necessary equipment. For example a Maths support pack for Y7 students and all relevant revision guides for Y9,10 and 11.	ACW HoD Finance office	Educational resources
	Support for students to attend educational trips and visits including some extra curricular opportunities	To increase the opportunity that disadvantaged students have to experience wider educational opportunities	Finance office/ACW to look at each request individually and support the purchase of all necessary equipment. For example a Maths support pack for Y7 students and all relevant revision guides for Y9,10 and 11.	ACW HoD Finance office	Educational resources
	Homework support/ICT support after school	To allow those students without access to ICT facilities at home or with insufficient access to be able to use the school computers to support learning.	Sutton trust use of digital technology +4 months and extended school time +2 months Homework rota setup and manned by TLR holders throughout the year. This will occur in an ICT room allowing access to students.	MMW	Staffing
	Late Bus	Ensure all students, including DP students, can stay after school for additional support and/or educational activities/extra curricular activities	Have a late bus available to all students, particularly DP students so students can stay late after school	MWW	Staffing

	V Certs	To ensure all students are entered onto the correct courses that allows a broad and balanced curriculum	Students identified, including DP students, and placed on relevant courses	KPT DMC	Staffing
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Desired outcome	Chosen action / approach	Objective	Why implemented and how will you ensure it is implemented well?	Staff	Cost Centre
Improvement in the attendance of DP students through effective educational welfare and attendance support	Regular updates of attendance of DP students	To narrow the gap between the attendance of DP and non DP students in school. disadvantaged pupils than schools with otherwise similar characteristics'	Evidence . -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 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.	MWW <u>JJM</u>	Staffing
	Attendance officer to track and monitor attendance of all students including a focus on DP students across all year groups	To narrow the gap between the attendance of DP and non DP students in school	Target students and their families and intervene with appropriate strategies which involve JMM and JVH/ALS to support to ensure attendance is on track. 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	MWW JMM ALS JVH	Staffing

