Disadvantaged Pupil (DP) strategy statement for Chenderit School

1. Summary information

School	Chenderit School				
Academic Year	2020-21	**Total DP budget**	£125,455	**Date of most recent DP Review**	09/20
Total number of pupils	1065	**Number of pupils eligible for DP**	136	**Date for next internal review of this strategy**	01/21

2. Current attainment. This Data is not for the current academic year due to the government not publishing performance data this academic year due to COVID - 19

	Pupils eligible for DP funding	Pupils not eligible for DP funding	Gap
% achieving 4+ in English - 2018-19 (2017-18 figures)	**63%** (59%)	**78%** (79%)	**15%** (20%)
% achieving 4+ in Maths - 2018-19 (2017-18 figures)	**56%** (41%)	**80%** (70%)	**24%** (29%)
% achieving 4+ in English and Math – 2018-19 (2017-18 figures)	**44%** (32%)	**78%** (65%)	**33%** (33%)
Attainment 8 score average – 2018-19 (2017-18 figures)	38.73 (36.84)	49.59(49.90)	10.86 (13.06)

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** *(desired outcomes and how they will be measured)*		Success criteria
A.	Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	Progress 8 measure at GCSE to have a positive residual with the aspiration of 'above average' (broadly average 2016-2018) Overall DP to improve from Progress 8 of -0.43 in 2018 (South East and East Midlands progress in 2018 = -0.7; Chenderit 2017 = -0.76).
B.	Students to achieve their EG or above in English and Maths	Minimise differences between groups at GCSE so that the achievement of boys, middle, higher ability pupils and disadvantaged students is in line with or above national average for all students
C.	6th form DP students to achieve their expected grades and intervention/support to be in place for those that need it	ALPs grades 1-3 and Average grade per entry to improve from C grade in 2018
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 98% or better for all (national average = 94%), and improve % of DP to be in line with national average for non-DP (96% in 2018)
E.	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.	Improve absence from 4.90% in 2018 (National average = 5.5% in 2018) and ensure DP absence improves from 7.9% (national average = 8.1% in 2018)
F.	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 from 12% in 2018 (national average = 13.9% in 2018)

5. Planned expenditure	

Academic year	2020-2021

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	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. 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. This will be done after each reporting cycle and appropriate information circulated to HoD and HoL for appropriate actions and interventions to take place	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	Making teachers more accountable and aware of the DP students will focus attention within lessons DP booklets to be produced at the beginning of the year by CCW All seating plans and Questions to consider to have DP students highlighted on them – this can be checked during the department reviews Y11 DP board to be placed in the staff room, near pigeon holes as constant reminders All report summaries - throughout the year to contain DP data for HoD – provided by CCW DP data to be used in the appraisal process Learning walks	ACW CCW	Staffing

	Parental Engagement	To increase the % attendance of the DP students to parents' evening – ensure all parents of DP students get some contact via phone/email	Sutton Trust states that +3 months progress of student with good parental engagement 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. CCW to complete a tracking spreadsheet about DP student/parent attendance to parents' evenings	ACW HOL	Staffing
	Helping your child succeed evening	To engage all Y11 parents, including DP students, in how to improve their academic performance	Sutton Trust states that +3 months progress of student with good parental engagement The format for this, this year will need to be investigated with greater use of on line communications	ACW NLN	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	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 Gathering of information about DP students with regards to what works best for them in the classroom – ACW/HoD/HoL Pupil profile produced Pupil profile analysed Interventions put into place	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 in which a student is not progressing well. Mentor meetings to happen in the last term. This will include the use of Unifrog to focus the students on future careers and to interview the students to help produce a student profile	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 HoL NLN	Staffing

| | Analysis of data after each reporting cycle.

This will include the investigation into a data package that will better allow the tracking of DP data | To identify and intervene with students who are falling behind in each year group. | Analyse data three times for each year group throughout the year. Identify who needs what support and liaise with HoD and HoL to intervene as necessary.

Investigate possible data analysis packages and formulate a system that allows the quick identification of DP underperformance leading to appropriate interventions | ACW HoL HoD | Staffing |
| | All Curriculum leaders to be focusing on ensuring all DP students can know more and remember more | Identify key strategies, through curriculum meetings, that will benefit DP students in know more and remembering more. | Use Curriculum meetings to develop a strategy of ensuring all students can learn more and remember more. Analyse data three times throughout the year for each year group – identifying DP students who are under achieving, reviewing the know more and remember more strategy | KPT | 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	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

Reports issued throughout the year showing summaries of the progress of DP and Non DP students in Maths and English –CWW

Data circulated to ACW/NLN/MBB

Relevant interventions put into place to include additional support during Non-core lessons/after school/registration time

Staff will also prioritise DP students in lessons to ensure there is an increase in progress for this group of students

Regular intervention meetings between NLN/MBB/HoL | ACW HoL MBB | 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	Good teaching and learning can have +8 months for feedback, +3 months for Individual instruction and metacognition and self regulation +7 months KS4 tracking meetings Lesson Observations to reflect impact Departmental Review SIMs meetings focused on teaching and learning	NLN MBB	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	NLN MBB	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 NLN	Careers and Educational support
	Careers Advice for all Y10/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/Y10 DP students. Careers advisor to come to HYCS evening providing independent advice and making Y11 students aware of the local offer	ACW HoL	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 HoL with a focus on CV writing, Apprenticeships and Interview skills – may or may not go ahead.	ACW HoL	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	6th form team	Staffing and careers and educational support
	Use of Unifrog and mentoring from the OUDEs	To raise awareness of future job opportunities and increase aspirations	OUDEs interview the Y10 DP students. To get the students on unifrog and discuss their future. This is to provide information to the students and to pass onto teaching staff so that we can help guide these students.	ACW BAR	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 extracurricular 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 operated by TLR holders throughout the year. This will occur in an ICT room allowing access to students.	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
	Unifrog	To monitor engagement of DP students in extra-curricular activities	Analyse the data provided and target students who are not accessing extra-curricular activities and are not engaging in school trips and visits.	ACW RLJ	Staffing

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 JJM	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