

# Pupil premium strategy statement

1. Summary information					
School	Chipping Sodbury School				
Academic Year	2017	Total PP budget	95,370	Date of most recent PP Review	Jan 16
Total number of pupils	713	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Sept 18

2. Current attainment			
	SEN Support\other	Pupils eligible for PP\other	Pupils not eligible for PP (national average)
% achieving Basics (En grade 4 and Ma grade 4)	21%\34%	27%\60%	64.7%
Progress 8 score average	-1.0\ -0.06	-1.16\ -0.07	-0.12
Attainment 8 score average	26\46	23\46	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> )	
A.	Literacy skills entering Year 7 & 8 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	PP boys in English are making less progress at KS3 and KS4 than non-PP boys
C.	FFT Multi-Alert students (students who are PP and also have other demographic factors that may affect their progress in school) are a focus area at KS4
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	There is a bigger gap in attendance rates between PP and all other students in year 10 than any other year group – this will have a detrimental effect on their GCSE's.

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	High levels of progress in literacy for Year 7 & 8 pupils eligible for PP	Pupils eligible for PP make more progress by the end of the Foundation Stage curriculum than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using Lexia and Progress in English assessments in October, March and June.
B.	Improved rates of progress across PP students in English	PP students in English make accelerated rates of progress so that they at least meet external expectations by the end of year. Teacher targets for PP students are set high to raise aspirations.
C.	Students identified as Multi-Alert to achieve at least expected progress at the end of KS4	Progress of Multi-Alert students to at least meet external targets, with a particular focus on core subjects.
D.	Increase attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 90% to 95% to be in line with 'other' pupils

5. Planned expenditure					
Academic year		2017 - 2018			
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?
Improved literacy progress	Literacy intervention	<p>We want to offer high quality teaching to all these pupils to drive up results.</p> <p>Literacy intervention will ensure that students will see literacy as something that will benefit them across all subjects and not just something specific to English.</p>	<p>Lexia reports (6 weekly cycle)</p> <p>Reading assessments</p> <p>Progress in English assessments – GL Assessment</p>	<p>SLS - Head of English</p> <p>SSD (HLTA)</p> <p>JTR</p>	6 week milestones
<b>Total budgeted cost</b>					25,000
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?
Improved outcomes for Multi-Alert students	<p>Close monitoring of this cohort of students at Progress Meetings</p> <p>Booster classes</p> <p>Study skills</p>	<p>It is important to monitor the progress of these students closely so that intervention and support can be timely in order to maximise impact on outcomes.</p> <p>Monitor at Progress Meetings means that relevant professionals will have an in-put in strategies developed.</p>	<p>Agenda for Progress Meetings will ensure regular updates</p>	<p>DHS</p> <p>CWD</p> <p>JPE</p> <p>CWD</p> <p>EPS</p> <p>SLS</p> <p>KMN</p>	<p>Rigorous checking of progress at 3 main data drops within the school calendar.</p>

Improve progress for the high attaining PP pupils	Individual Rapid Improvement Plans for those who have underachieved at Progress Checks or Mock Exams	We want to provide extra support to maintain high attainment. Small group interventions with high quality staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from our Head of Sixth Form and Heads of Faculty.	Monitoring of Rapid Improvement Plans when established Use of data to check and monitor progress	CPH	March 2018
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<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>
Increased attendance rates for disadvantaged students	HoH, House Coordinators and tutors will monitor these pupils and follow up quickly on absences. HoH will chase absences of these students as a priority.	Close the attendance gap between PP and non PP students Monitor the progress of Pupil Premium Students in all subjects Provide personalised alternative opportunities in the curriculum.	HoH to have time built into their timetables for monitoring these students	CWD House Co's	Bi-weekly monitoring
<b>Total budgeted cost (House Co's and Other Key Staff)</b>					

**Other Planned Expenditure with a breakdown of costs involved.**

<b>Item:</b>	<b>Cost:</b>	<b>Objective:</b>	<b>Outcome/Impact:</b>
Staffing in the core curriculum	45,000	To increase student teacher ratio in English, maths and science Deliver a more personalised curriculum to disadvantaged students	To ensure rapid and sustained progress at all Key Stages
Extended Schools Provision	3000	Revision classes for all Pupil Premium students in Y11 Study Skills programme for underachieving Pupil Premium students	Target group, raising achievement and rapid progress impact at KS4
CEIAGS Mentoring	5460	1:1 independent careers advice for Pupil Premium students	Secure destinations at transition points Clear pathways into Sixth Form Aspirations raised
Emotional Well-Being Resources (Bright Sparks)	3000	To support PP students who display social and emotional behavioural difficulties in overcoming barriers to their learning	To enable students to fully access the curriculum and achieve their potential
Pupil Premium Capitation	7000	To ensure that students have access to resources such as revision tuition, study guides, stationary, and master classes Fund equipment that students need access to school Pay for school trips for disadvantaged students	To ensure that PP students make rapid and sustained progress in all subject areas
Non-Teaching Student Support Workers	61,596	To support vulnerable students	Provision to support the emotional well-being of our disadvantaged students
Extended Library Opening Hours	3500	To have the library available for students to access ICT and resources as well as a private study area	Supporting students to have fair access to ICT and staff support
School Counsellor		To support vulnerable students wellbeing	Support students emotional well being

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Improved Year 7 & 8 Literacy	Literacy project	<p>Reading logs checked regularly and parents contacted for any concerns. This was successful in encouraging reading of year 7 pupils. Literacy learning walks and books looks suggested clear progress of year 7 PP pupils.</p> <p>2016-17 Year 7 &amp; 8 Toe By Toe Reading  Year 7 Nurture group 17 students  Year 8 Nurture group 17 students  Year 9 Nurture group 10 students  plus  One to one reading in Year 7 &amp; 8</p> <p>Pupil feedback on literacy programme suggests that majority of pupils felt it had helped them to improve their literacy skills.  (See Inclusion report)</p>	<p>Use of more rigorous and consistent strategies to monitor the impact of this would have helped to assess impact on outcomes, e.g. baseline tests at the beginning of the scheme and at the end.</p> <p>This programme correctly identified the students at the start of the year to ensure full success of programme.</p> <p>Accelerated Reader Y7, 8 &amp; 9 for all students and nurture group.  Y 7,8&amp;9 Accelerated Reader in English lessons  One to one handwriting for targeted students in tutor time  Hickey Multi-sensory used for Dyslexic students in Year 7 &amp; 8  This intervention needs to begin earlier in the year to maximise on this outcome but this is challenging when year 11 is the focus for intervention by teachers</p>	
Staffing in the core curriculum	To increase student teacher ratio in English, maths and science Deliver a more personalised curriculum to disadvantaged students	The gap between PP and Non-PP in Maths and English remains significant compared to the national average.	Focus more on other Ebacc subjects as well as the core to increase overall attainment 8 for PP pupils and % achieving the Ebacc.	45,000
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>
Improving outcomes for multi-alert pupils	Close monitoring of this cohort of pupils at Inclusions Board Booster classes Study Skills courses Tailored approach to individual interventions	70% of multi-alert cohort met or were close to meeting (within 0.5 of a grade) their overall target grade across all subjects (using total residual)	Focus more on impact that behaviour has on the outcomes of some of these pupils. If we had been able to more effectively address some of the negative behaviours displayed by the pupils who significantly underachieved we may have been able to support them more in achieving their targets.	3000
Improve Progress of high PA band pupils	Individual Rapid Improvement Plans for students who have underachieved at progress Checks or Mock Exams.	8/11 PP pupils underachieved across all subjects	Start RIPs earlier on in the academic year, basing selection on end of year 10 tracks. Closer monitoring of these pupils following Dec mocks- making sure that all pupils on a RIP attended Easter booster sessions.	61,596
School Counsellor	Supporting vulnerable students	Provision to support emotional well-being of our disadvantaged students, and this in turn will make them more able to learn effectively and succeed academically.	This seemed to be effective in raising aspirations of our vulnerable students	
<b>iii. Other approaches</b>				
<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>

Extended Library Opening Hours	To have the library available to students to access ICT and resources as well as a private study area	The ICT facilities available to students meant that they could complete coursework and internet research. This had a positive impact on ensuring that these students were up-to-date on all of their school work, especially in the run up to exams		3500
Emotional well-being resources	Pastoral Intervention courses, including how to cope with stressful situations and managing study skills	Supported Pupil Premium students who displayed social and emotional difficulties in overcoming barriers to their learning. This in turn helped students to fully access the curriculum and achieve their full potential		3000
Pupil Premium Capitation	To ensure that students have access to resources such as revision tuition, study guides, stationary and master classes Fund equipment that students need to access school Pay for school trips for disadvantaged students To ensure that Pupil Premium students make rapid and sustained progress in all subject areas	Provisions provided throughout the year for all key stages were effective in ensuring the inclusion of disadvantaged students, including extra-curricular enrichment opportunities as well as academic resources to support attainment.	Although there is no specific funding allocated to KS5, we are aiming to include years 12 and 13 in access to resources available through our PP funding.	7000
CEIAGS	Independent careers advice			5460





## 7. Additional detail

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

