



Chipping Sodbury School

Outcomes for Disadvantaged Students and Impact of the Pupil Premium Strategy

2019-20

1. Attainment of disadvantaged students at GCSE
2. Destinations of disadvantaged students leaving Year 11
3. Review of expenditure for previous academic year 2019-20

Respect • Integrity • Aspiration • Responsibility

1. Attainment of disadvantaged students at GCSE

Progress measure:	2018		2019		2020*		National Averages*	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Standard Pass in English and Maths (≥ Grade 4)	45.45%	67.14%	21.1%	76.4%	75%	83.5%	45%	72%
Strong Pass in English and Maths (≥ Grade 5)	23%	46%	10.5%	53.9%	35%	42.1%	25%	50%
Progress 8	-0.82	-0.1	-1.04	0.1	0.02	0.52	-0.44	0.13
Attainment 8	31.11	46.2	2.7	5.1	4.77	5.09	3.67	5.01

* Unvalidated scores from 'Go4Schools' data management system – no data published by DfE due to Covid-19 school closure; National Averages are from 2019 as no new data is published for 2020

2. Destinations of disadvantaged students leaving Year 11

Number of students entering in to:	2018		2019		2020		National Averages
	PP	Non-PP	PP	Non-PP	PP	Non-PP	% All students
Full time education	15	59	17	83	18	103	90.4%
Apprenticeship or employment with training	1	8	4	4	2	10	4.7%
Employment without training	0	3	0	0	0	1	0.6%
Other	0	0	0	0	0	1	---
Not in education, employment or training	0	0	0	1	0	0	2.1%

3. Review of expenditure for previous academic year 2019 - 2020

Desired outcomes	Impact (Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate)	Cost & Value for Money	Lessons Learned and Future Actions																			
<p>A</p> <ul style="list-style-type: none"> Attainment gaps in English and Maths to be closed by the end of Year 8, so that disadvantaged students have the literacy and numeracy skills needed to access GCSE courses 	<ul style="list-style-type: none"> There was insufficient time in school for teaching and interventions to have the desired impact; the Average Progress 8 scores calculated by Go4Schools show that the gaps between disadvantaged and non-disadvantaged have increased as follows: <table border="1" data-bbox="560 657 1086 799"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">English</th> <th colspan="2">Maths</th> </tr> <tr> <th>Target</th> <th>Review 3</th> <th>Target</th> <th>Review 3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0.3</td> <td>0.4</td> <td>0.9</td> <td>0.8</td> </tr> <tr> <td>8</td> <td>0.3</td> <td>0.5</td> <td>0.9</td> <td>1.5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Clearly we are concerned that the gap will only have widened during school closure Although a gap remains between disadvantaged and non-disadvantaged, Progress Reviews show progress in English and Maths through Year 7 (-0.4 and -0.1) and Year 8 (+0.1 and 0) against target tracks for non-disadvantaged and disadvantaged respectively; disadvantaged students as well as SEN and Low Ability students have made clear progress towards their challenging Target Tracks 	Year	English		Maths		Target	Review 3	Target	Review 3	7	0.3	0.4	0.9	0.8	8	0.3	0.5	0.9	1.5	<p>£20,000</p> <p>3</p>	<ul style="list-style-type: none"> The Local Authority 'Health Check' in October 2019 highlighted the need identified in the Pupil Premium Strategy Statement to develop our provision for disciplinary literacy across all subjects for all students, and for disadvantaged students in particular; Pupil Premium funding plans have been adapted to create a Literacy Coordinator TLR, and this new post-holder has worked closely with the PP Lead in a detailed audit and in delivering training to all subject TLR post-holders in (i) developing students' ability to read complex academic texts and (ii) vocabulary acquisition and word consciousness; these are essential elements to take forward into the next year, with further work on structured talk and writing School closure due to the Coronavirus has had a disastrous effect on impactful intervention for literacy and numeracy; the working group of Literacy Co-ordinator, SENCO, Head of English and PP Lead have developed a coherent strategy for moving forward with our much-needed shift of HLTA provision to earlier intervention and support in Year 7 and Year 8, including using WRAT for identifying needs and for measuring impact
Year	English		Maths																			
	Target	Review 3	Target	Review 3																		
7	0.3	0.4	0.9	0.8																		
8	0.3	0.5	0.9	1.5																		
<p>B</p> <ul style="list-style-type: none"> Attainment gap at GCSE to be reduced and eventually eliminated for all groups within the disadvantaged cohort 	<ul style="list-style-type: none"> Progress 8 (unvalidated) gap between disadvantaged and non-disadvantaged students in the current Year 11 cohort was reduced to 0.5, with a score of +0.02 for Pupil Premium students The Progress 8 gap between disadvantaged boys and girls stubbornly persists; however, it should be noted that this is distorted by 'outliers', and there were some huge successes amongst boys in this cohort The nine middle ability disadvantaged students had an average Progress 8 score of -0.14; as with boys above, 	<p>£42,500</p> <p>2</p>	<ul style="list-style-type: none"> The Teaching and Learning Policy was revised by the new Assistant Headteacher in October 2019 - this is a rationalisation of previous policy rather than radical change, but nevertheless needs time to be embedded, and this has clearly been hampered by school closure; similarly, wider developments in curriculum planning and in marking, feedback and assessment have been superseded, at least temporarily, by the need to make learning accessible for home schooling, which has been a national concern, especially for disadvantaged students Study skills sessions for parents were well received, although numbers attending were fairly low; the timing, quantity and content of these 																			

		<p>this is skewed by some disadvantaged SEN students who are arguably low ability, despite the label of middle ability from Key Stage 2 data, and other ‘outliers’</p>		<p>should be reviewed alongside parents’ evenings, the spread of exams and mock exams, and CEIAGs events</p> <ul style="list-style-type: none"> • Our own work in school and the Curriculum Review undertaken by the Local Authority have led to ongoing review of our curriculum policy and intent; Curriculum Leadership Files and associated assessment planning will be subject to update in the next academic year • School closure has necessitated a temporary stopping of Pathways courses for Years 10 and 11 to focus solely on English, providing additional time and tuition to maximise students’ chances of catching up on missed learning; when schools are able to return to normal operating we will need to review the appropriateness of Pathways courses given that it is predicted that there may be years of catch-up time needed for disadvantaged and vulnerable students
<p>C</p>	<ul style="list-style-type: none"> • Disadvantaged students maintain high aspirations and see the relevance of participation and achievements in school to outcomes for their futures • Disadvantaged students in all year groups engage in careers education and participate in extra-curricular activities 	<ul style="list-style-type: none"> • No disadvantaged students in Year 11 were NEET, and all students had a plan for the ‘September Guarantee’ completed in May, and confirmed in September 2020 • All disadvantaged students in Year 10 had a first interview with the Careers Adviser (including students attending Pathways Learning Centre); students voice continues to confirm the benefits of these 1:1 sessions, with 100% of students rating them as useful or very useful • The ‘Life’ curriculum and programme for Work Experience and Careers Interviews have been comprehensively reviewed and are on track to meet the Gatsby Benchmark requirements; we were also able to take advantage of opportunities that arose through Future Frontiers and Future Quest – student voice tells us that these projects are very worthwhile in raising aspiration and helping them to contextualise their learning at school in the world of work and their future • Tracking of extra-curricular involvement shows that disadvantaged students continue to be less engaged than their peers; 	<p>£29,700</p> <p>2</p>	<ul style="list-style-type: none"> • Students voice indicated that the Year 11 Mentoring was not as successful as hoped; students were not particularly motivated by the prospect of having a mentor, but that is not to say we should not re-run the programme; we should review the content and sequencing, to build on the expertise the mentors have begun to develop; it might help to involve parents more and to make the aims more explicit to students • The Grass Routes programme has had to be cancelled, but will now be available to Year 10 in the next year • Internal self-evaluation suggests that there is a link between academic progress on the one hand, and extra-curricular participation and wider involvement in school life on the other – we should continue to develop and implement a plan from Year 7 through to Year 13 which provides clear opportunities for personal development, for that all-important establishment of a growth mindset with disadvantaged students through Key Stage3 • Key opportunities for Personal Development have necessarily been missed through having to close the school – in our ‘recovery curriculum’ and moving forward we will need a pragmatic approach to balancing the need for academic recovery with continued personal growth and employability, particularly with Year 11 who have very limited catch-up time • We are of course now behind schedule for completion of independent Careers Interviews, and there will be some knock on to beginning with the new cohort of students; we should look at other possibilities for interviews, careers guidance and collection of intended destinations;

				<ul style="list-style-type: none"> students have also missed out on Work Experience – we should try to ensure that all disadvantaged students can do work experience in the summer after their GCSE exams The Careers Fair (held at school for the first time and open to all Year Groups) was an important step in promoting next-steps thinking with Key Stage 3 students as well as older students; ideally we should build on this with an enhanced Personal Development programme which encompasses employability and CEIAGs with other aspects of personal development 												
D	<ul style="list-style-type: none"> Attendance rates of disadvantaged students are not a barrier to their attainment 	<ul style="list-style-type: none"> School target of 96% attendance was not reached for disadvantaged students, although the average for disadvantaged students is above the previous target and above other schools in the Local Authority Disadvantaged students continue to be more vulnerable to exclusion and other behaviour sanctions <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Average attendance % up until lockdown</td> <td>93.83%</td> <td>95.70%</td> </tr> <tr> <td>No. of children excluded (external) from school</td> <td>11</td> <td>4</td> </tr> <tr> <td>No. of students on Behaviour Stages</td> <td>7</td> <td>16</td> </tr> </tbody> </table>		PP	Non-PP	Average attendance % up until lockdown	93.83%	95.70%	No. of children excluded (external) from school	11	4	No. of students on Behaviour Stages	7	16	£13,000 2	<ul style="list-style-type: none"> The Ofsted monitoring visit in January 2020 noted that the school “has made important inroads into improving attendance” and that “attendance overall, and for significant groups such as disadvantaged pupils and pupils with SEND, is in line with national averages”; we increased the target to be in line with that for non-disadvantaged students, and although this has not been reached, the previous target of 93% has been surpassed Students were well supported during lockdown, with effective monitoring of disadvantaged students shared through the Student Support Team and House teams, but the national concern for disadvantaged students who have missed schooling is of course replicated in our context – we must expect to need a flexible response to re-engaging with students and parents when they return to school, including potentially making increased use of Education Welfare services if there are cases of prolonged absence
	PP	Non-PP														
Average attendance % up until lockdown	93.83%	95.70%														
No. of children excluded (external) from school	11	4														
No. of students on Behaviour Stages	7	16														
E	<ul style="list-style-type: none"> Disadvantaged students have no feeling of being disadvantaged – they do not stand out from their peers in any visible or psychological way 	<ul style="list-style-type: none"> Families in need of financial assistance are supported through direct funding or alternative resourcing The families of 42 children in need of financial assistance were supported through direct funding or alternative resourcing for school trips, music lessons, curriculum materials and uniform 	£10,000 2	<ul style="list-style-type: none"> Supporting families continues to be relatively straightforward, and Parent Pay and our finance processes ensure that disadvantaged students do not stand out We currently operate on a discretionary basis in response to parental requests from parents, and financial assistance is rarely denied; however, it may be useful to introduce clarifying guidelines, and consider whether these should be published to parents and carers We do not know which families may have experienced hardship during the lock-down period, and whether many more families will now be entitled to Free School Meals because of this – we will need to actively promote the application process to parents and expect to have some increased demands for financial support This is a sizable portion of our Pupil Premium expenditure, but it is essential that we maintain this, and possibly increase the overall spend 												

Other Approaches			
	<ul style="list-style-type: none"> Improving the quality of education for all 	<ul style="list-style-type: none"> The school continued the rolling introduction of Go4Schools data management system The implementation and overall effectiveness of the Pupil Premium Strategic Plan was led and evaluated by CPH in his role as Associate Assistant Headteacher 	<p style="text-align: center;">£14,000</p> <p style="text-align: center; font-size: 2em;">2</p> <ul style="list-style-type: none"> Go4Schools has been an essential tool in lockdown; Pupil Premium students have been monitored and supported well through Faculties and House teams so that their engagement was comparable to non-Pupil Premium students The Ofsted monitoring visit in January 2020 reported that: <p style="margin-left: 20px;">“The leader who oversees the pupil premium and the Year 7 catch-up funding has evaluated plans stringently and has precise actions for the future based on his research. He is aware that too many disadvantaged pupils, especially in key stage 4, are not learning as well as their peers because of weak literacy skills. Too many older pupils continue to make basic errors in their writing. Pupils who come to secondary school with literacy and mathematical skills that are below the national average are catching up with their peers, especially in mathematics. There has been careful evaluation before deciding on current actions, such as the impact of the reading schemes used.”</p>

1	Outstanding value for money – the impact on disadvantaged students has surpassed expectations
2	Good value for money – the intended impact on disadvantaged students has been broadly achieved
3	Unclear value for money – the intended impact on disadvantaged students has only partly been achieved
4	Poor value for money – there has been no real impact on disadvantaged students