

# Pupil premium strategy statement : The Cherwell School

1. Summary information					
<b>School</b>	The Cherwell School				
<b>Academic Year</b>	17/18	<b>Total PP budget</b>	£220600	<b>Date of most recent PP Review</b>	Sept17
<b>Total number of pupils</b>	1864	<b>Number of pupils eligible for PP</b>	236	<b>Date for next internal review of this strategy</b>	Jan 18

We believe that ensuring that disadvantaged students secure strong outcomes in their learning gives them the best chance to overcome disadvantage, to thrive, to be happy and to be successful. Currently, there is much that we are proud of in the performance of disadvantaged students, in core subjects of English and Maths, but also more widely across the curriculum. Data from 2017 public exams reveals that that disadvantaged students here make as more than half a grade more progress than all students nationally. This represents exceptional performance and progress, which is particularly prominent in the core areas of English and Maths. In English, the progress of disadvantaged is much higher (1.14) than all students nationally, and is close to the progress measure for all students in the school (1.24). This level of success in a demanding essay-based subject reflects success in developing literacy skills over students' time at Cherwell.

We were also very pleased to note that HPA PP students achieved a progress score of .88, almost an entire grade higher than average for all students. Gaps have therefore narrowed considerably at GCSE when compared with previous years' data. We are delighted with this performance, but also recognise that there is much to be done in ensuring that this high level of performance is replicated across all subjects. In particular, we are conscious that progress was less strong for pupils in direct receipt of Free School Meals during Year 11 itself, and that this group therefore remains a significant priority. Alongside this is a continued commitment to improving attainment and progress at KS3, for all students, but particularly for those PP students whose performance we are determined to improve.

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>0.55</b>	Data not yet available
<b>Attainment 8 score average</b>	<b>47.84</b>	Data not yet available
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Literacy skills entering Y7 are lower for some students eligible for PP than for others which prevents them from making good progress in Key Stage 3 and beyond.	
<b>B.</b>	High attaining PP students in key Stage 3 perform less well on average than High Attaining non PP students giving them a less secure base from which to be	

	successful at Key Stage 4.	
<b>C.</b>	Too many PP students in Key Stage 3 are not reaching security in their grasp of key fundamentals of curriculum content. This means that they do not have a solid base of understanding from which to build, and may be affecting their attitude and engagement with the school.	
<b>D.</b>	Some PP students at Key Stage 4 respond well to focussed attention they receive through English and maths interventions but are less successful in some other subjects.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for PP students are below the minimum expectation and lower than non PP students.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	No PP student in Y7 or Y8 will have a reading age below their chronological age.	Students eligible for PP with reading ages below their chronological age as shown by LUCID testing in September will have reached their chronological reading age when re-tested in July.
<b>B.</b>	Improved rates of progress across KS3 and attainment for high attaining pupils eligible for PP.	PR3 and PR5 reporting will show that average performance for High Attaining students in KS3 will be similar to that of non-PP students.
<b>C.</b>	PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.	Current security gaps in attainment at KS3 will be narrowed significantly at PR3 and PR5 from average 25% to 15% or less
<b>D.</b>	PP students achieve highly at GCSE across all subjects.	Student performance in non-core subjects at GCSE will reflect the high levels of attainment and progress achieved in English and maths
<b>E.</b>	Improved attendance rates for PP students.	Attendance rates will reach or exceed the target of 95% for all students

## 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. Excellent Teaching

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?
No PP student in Y7 or Y8 will have a reading age below their chronological age.	Continued reading interventions for those PP students whose reading age is lower than their chronological age.	Read Write Inc Fresh Start is a convincing age-appropriate package and we have seen evidence of its success at other schools. It addresses key issues of decoding and will raise reading ages.	Careful monitoring using RWI assessments. Line manager meetings English assessments	MHs	Regularly as per RWI programme. June with re-testing of reading ages for all participants.
Improved rates of progress across KS3 and attainment for high attaining pupils eligible for PP.	Continued implementation of the Curriculum, Assessment and Teaching Policy and High Attainers policy. Enhanced emphasis on tracking and monitoring of performance of HPA PP students.	Our core approaches are addressing the main issues with these students, and are making a positive and sustained difference for the majority. Our data monitoring systems can now be refined through improved approaches to assessment within subjects, and we would benefit from being able to give closer attention to the performance of key individuals within the HPA PP group.	Work with TB / TH / VK to ensure that data is effectively monitored. Include a focus on HPA PP in regular work sampling.	TB / TH	January 2017 PR point. July 2017 PR point.

PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.	Continued implementation of the Curriculum, Assessment and Teaching Policy. This involves enhancing the richness and effectiveness of our curriculum content, assessment practice, and classroom delivery. Of particular help to PP students is the emphasis on knowledge and academic language specified by the policy. INSET time dedicated to this.	We believe that the quality of our core approaches make the most difference to the performance of PP students, and therefore continued investment in this area is the most effective approach we can take.	Support and Challenge meetings with FLs to focus on this area. FL meeting and training time dedicated to ensuring that the policy is implemented effectively. Use of targeted weekly work sampling to assess progress. Lesson Observation to include focus on quality of PP student work.	TB	January and July PR points, with actions generated following each. Following work sample and lesson observation windows in November, January, March, June.
PP students achieve highly across all subjects	Continued emphasis on PP performance at all levels. As above – continual refinement of core approaches and day-to-day classroom experience is our main approach. See CAT policy for further details.	As above.	As above.	TB	At each PR point through the year, using 4 Matrix to analyse PP performance and generate action points,
<b>Total budgeted cost</b>					£119,850
<b>ii. Targeted support</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>

Improved attendance rates for PP students.	Inclusion and attendance officer will work with Deputy Year leaders to work with identified students and their families. Incentives, rewards and sanctions will be used as strategies.	Students who miss school do not do as well as those who attend every day. We have found that it is our disadvantaged students who tend to take odd days off for minor ailments or fatigue	Regular analysis of attendance for individuals. Team work with Deputy Year Leaders and Inclusion and Attendance officer to do home visits where necessary.	BT / PDs	Termly at each PR point
<b>Total budgeted cost</b>					£81,750
<b>iii. Excellent Student Experience</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>
PP students will have everything they need to learn eg equipment and HW support	Form tutors check that students have everything they need and provide equipment if not. Year Teams and Faculty Leaders analyse PR data carefully and target students who are in need of	Students who have all the equipment can get on with their work more quickly and calmly. The fewer distractions means that more focus can be given to the task at hand.	As well as our whole school policy of form tutors checking and providing equipment every morning, a targeted approach will be adopted whereby PP students who are regularly without equipment will be supported by Learning mentors with their organisation skills	BT	Termly analysis of C3 data.
PP students will be willing and able to take part in enrichment activities including trips and extra-curricular activities	Staff apply for funding to ensure that Scholars don't miss out on trips – the wording on letters make it clear to parents and carers about student entitlement	Students from households with little surplus income often miss out on the elements of education. Students who take part in the broader aspects of school life have a stronger sense of community and belonging. This is then transferred into the classroom. The more experiences that young people have the more able they are to express themselves and think deeply.	An audit of extra curricular activities and member ship as well as monitoring of trips to make sure that PP students take part. Reminders to club and trip leaders to approach PP students and encourage/invite. Phone calls home by LMs to reassure about payment.	BT	June 2018 audit point including next steps.
<b>Total budgeted cost</b>					£19,000

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
No PP student in Y7 or Y8 will have a reading age below their chronological age.	We appointed two HLTAs and trained them to teach Read Write Inc. Targeted students received an hour of additional reading every day.	In Year 7, 5 of the 40 PP students were assessed as having significantly delayed reading ages and in Year 8, 5 of 38 students. This outcome is not yet achieved, but we have made significant progress towards it in terms of our staffing, staff training and resourcing.	Some time was spent investigating phonics approaches and their usefulness which delayed the roll out of a significant programme. We are confident that we have the right approach and will continue with this programme	£43,500
Improved rates of progress across KS3 and attainment for high attaining pupils eligible for PP.	Introduction of High Attainers policy which specifies required approaches to teaching PP High Attaining students.	Overall, we are meeting the criteria for this target. In Year 7, the performance of PP HPA students is matching that of non-PP peers, Between January and July it improved considerably, and the small existing gap was closed. In Year 8, a larger gap remains, although this is affected by outliers. With outliers (for whom particular circumstances apply) removed, the gap has narrowed slightly between January and July. In Year 9, a small gap remains between the performance of PP and non-PP HPA students.	We will continue to work on the core elements of our teaching for higher attaining PP and non-PP students, by providing an enriched curriculum and classroom experience. We have not yet successfully implemented the data tracking elements of the HA policy, and this is a priority for this year. This will take the form of an individualised PLC approach for underachieving PP students.	£43,000

<p>PP students in KS3 will gain a consistently secure knowledge and skills-base through KS3 which prepares them more effectively to begin KS4.</p>	<p>Approaches to and content of curriculum and assessment at KS3 refined throughout the year. KS3 leaders group meeting regularly to discuss and share ideas about how to improve practice in this area. Formation and implementation of a new Curriculum, Assessment, Teaching Policy.</p>	<p><b>Year 7</b> Levels of security for PP students in EBacc subjects rose from 37.1% in January to 44% in July, with the gap narrowing from 27% to 20%.</p> <p><b>Year 8</b> Levels of security for PP students in EBacc subjects rose from 37.5% in January to 51% in July, with the gap narrowing from 35 to 21%</p> <p><b>Year 9</b> Levels of security for PP students in EBacc subjects rose from 45% in January to 51% in July, with the gap narrowing from 31% to 18%</p>	<p>We are pleased to see this data suggesting that PP attainment is improving and gaps narrowing. However, we would also show a degree of caution in terms of the validity of data in these early years of implementing a new assessment system – a time when we would expect some natural turbulence and volatility in the data as new assessment approaches and assessment content become embedded.</p> <p>We will continue with this approach, but want to refine it by introducing a PLC-style personalised tracking approach for individual vulnerable students who are at risk of underachievement.</p>	<p>£32,440</p>
--	---	---	---	----------------

<p>PP students achieve highly across all subjects</p>	<p>Intervention classes throughout KS4 – on timetable and in Period 6 (after school sessions). Consistent focus and use of staff training and INSET time to promote excellent teaching for disadvantaged / vulnerable students, eg through refined use of assessment, enhanced modelling, clarity of explanation.</p>	<p>Excellent levels of achievement and progress in evidence for PP students in summer exams, across the large majority of subjects. Overall P8 score of 0.55.</p>	<p>Overall, we feel that our approaches are being successful here and making a positive difference to the achievement of PP students. We are aware of particular areas in which performance is less strong, and are taking action via implementation of policy and refined approaches to address this. Our focus now is on the most disadvantaged students in receipt of FSM, as well as individuals who are members of multiple vulnerable categories, such as PP, SENDK, LPA, White British students. We will put more emphasis in our analysis on these individuals, using 4Matrix to track their progress more minutely.</p>	<p>£20,000</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>



Improved attendance rates for PP students.	Focussed work of Learning Mentors and Inclusion and Attendance Officer targeting students who have odd days off – liaising daily with parents and carers, offering rewards and incentives.	Attendance for the whole school was 95% last year and for PP students was 93%. Whilst there is still a gap there is an improvement from last year's figure of 92%	We will continue with this approach and also build in mentoring to develop resilience. There are still too many students who do not seem able to last the whole week.  We are putting in place a rewards system to address this issue and learning Mentors and Inclusion and Attendance Officer will monitor closely	£82,000
<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>

<p>PP students will have everything they need to learn eg equipment HW support, educational trips and support with revision</p>	<p>Form tutors and subject teachers make sure that Scholars have the necessary equipment and provide it if not. C3 data for lack of HW is carefully monitored and students are targeted for support if they are unable to complete their HW independently. Staff know how to request funding for trips and letters home include advice for parents and carers of scholars</p>	<p>Staff are very good at making the first move to make sure that Scholars do not miss any opportunities for enrichment and have all the equipment they need.</p> <p>HW club is very well attended at both key stages and students report that they find it helpful</p> <p>C3 data for HW is remains too high but this is in line with whole school data. Our new policy on homework is designed to address this and ensure that homework is achievable, appropriately challenging and regularly completed by all.</p>	<p>This approach is very successful and the Scholar programme has opened lines of communication around asking for support.</p> <p>Letters need to have consistent 'form of words' so that school policy is understood.</p>	<p>£18,280</p>
---	---	--	--	----------------

