



Chiltern Edge Pupil Premium Strategy 2017/18

1. Summary information					
Academic Year	2017-18	Total PP budget	£101,213	Date of most recent PP Review	Feb 2018
Total number of students	423	Number of student eligible for PP	93	Date for next internal review of this strategy	Sept 2018

2. Key Indicators (2016/17 Year 11)	Student eligible for PP	Student not eligible for PP	School Difference
Key Stage 2 Fine Point Level	4.54	4.74	-0.2
% Attaining 9-7 in English (Best) and Maths	5.1 (1)	9.6 (7)	-4.5
% Attaining 9-5 in English (Best) and Maths	26.3 (5)	50.8 (32)	-24.48
% Attaining 9-4 in English (Best) and Maths	36.8 (7)	71.43 (45)	-35.59
Progress 8 score average	-0.35	0.17	-0.53
Progress 8 English	-0.11	0.52	-0.62
Progress 8 Maths	-0.42	0.13	-0.55
Progress 8 English Baccaalaureate Slots	-0.54	-0.16	-0.37
Progress 8 Open Slots	-0.29	0.23	-0.61
Attainment 8 score average	39.71	48.94	-9.23

% Entering the English Baccalaureate	26.3 (5)	34.2 (25)	-7.9
% Attaining 9-5 in the English Baccalaureate	5.3 (1)	21.0 (15)	-15.7
% Staying in education or entering employment after Key Stage 4	100 (19)	99.0 (72)	+1

3. Our Year Group Profiles

Whole School: The whole school cohort is 423 students. The school is male heavy (53%) with a particular imbalance in Years 8 and 9. Year 10, however, bucks the trend with a higher proportion of female students. Students eligible for the PP are relatively evenly distributed throughout the year groups and equate to 22% of the whole cohort. Year 10 have a higher proportion (27%) whilst in Year 9 only 11% are eligible. The gender split of PP students reflects that of the school (52/48 male/female) – with Year 11 showing the biggest imbalance with 68% of the PP students being male. SEN students represent 17% of the school cohort. Year 7 is considerably above the school trend with 26% of students having an identified SEN, whereas Y10 has only 7%. The crossover between PP and SEN students is significant; 29% of PP students also have identified SEN and again a weighting towards male students (63%). The prior attainment of the whole school is weighted towards the middle and lower ability bands. This trend is amplified in the PP cohort.

Year 7: Year 7 are currently our largest year group of 96 students and are taught as 4 form entry. The cohort matches the school trend in terms of gender split and proportion of PP students. However the proportion of SEN students is significantly greater (26%) and the crossover of PP/SEN is 47%. The PP cohort is significantly weaker than the remainder of Year 7 (Av KS2 of 93.9 vs 101.7) with 58% of PP students identified as Lower Ability.

Year 8: Year 8 are taught as 3 form entry with a cohort size of 91. The year group has the greatest disparity in gender with 58% males. The proportion of PP and SEN students is broadly in line with the whole school trends. The proportion of PP students who also have an SEN is 42% which is significantly above the whole school proportion. The difference in ability at KS2 shows that PP students are weaker (98.3 / 101.6) and 68% are deemed to be Lower Ability.

Year 9: Year 9 are the smallest year group of just 61 students, taught as a 2 form entry. Again, it is a male heavy year group (57%) but is under-represented (Compared to whole school figures) in PP (18%) and SEN (16%). The crossover of these students is also significantly less significant than in all other year groups, with just 1 student fulfilling both criteria. 64% of PP students are in the Lower Ability Band

Year 10: Year 10 is the only female heavy year group (57%) and at a cohort size of 82 is taught in 3 classes for Core subjects. The proportion of PP students sits slightly above the school average at 27% (of which there is a greater number of males) whilst SEN students represent only 7% of the cohort. 4 PP students also have SEN (of which 3 are male). 62% of the PP students are in the Lower Ability band and there are 0 PP students in the Higher Ability Band.

Year 11: Year 11 has a gender and PP trends that are in line with the school averages (54% male, 24 PP). There are fewer SEN students (11%). The breakdown of PP students is hugely skewed in favour of male students (68%) as is the percentage of PP students who also have SEN (23%, of which 80% are male). 50% of the PP students are in the Lower Ability band

Year	Total students	Male (%)	Female (%)	Attendance (Term 1, 2017)	PP Students (%)	SEN students (%)	Av KS2
7	96	51 (53)	45 (47)	97.0	19 (20)	25 (26)	100.1
8	91	54 (58)	37 (42)	94.0	19 (21)	19 (21)	101.6
9	61	35 (57)	21 (43)	95.2	11 (18)	10 (16)	27.2
10	82	35 (43)	47 (57)	95.0	22 (27)	6 (7)	27.3
11	93	50 (54)	43 (46)	95.0	22 (24)	10 (11)	27.1
TOTAL	423	225 (53)	193 (47)	Av. 95.2	93 (22)	70 (17)	

Table 1: Data for whole school cohort, by year group – correct 20.10.17

Cohort	Students	Male	Female	PP (%) + SEN	% Attendance (Term 1, 2017)	Av. KS2	HA	MA	LA
Year 7 pp	19	8	11	9 (47) (4m, 5f)	92.8	93.9	1	7	11 (6m, 5f)
Year 7 non pp	76				98.0	101.7	22	31	23
Year 8 pp	19	10	9	8 (42) (5m, 3f)	90.1	98.3	3	3	13 (8m, 5f)
Year 8 non pp	66				94.7	101.6	20	28	18
Year 9 pp	11	4	7	1 (9) (1m, 0f)	93.6	25.8	1	3	7 (3m, 4f)
Year 9 non pp	49				95.6	28.0	12	16	19 (16m, 3f)
Year 10 pp	21	12	10	4 (19) (3m, 1f)	89.7	25.9	0	8	13 (8m, 5f)
Year 10 non pp	60				96.8	27.8	12	19	27
Year 11 pp	22	15	7	5 (23) (4m, 1f)	91.0	25.9	4	7	11 (6m, 5f)
Year 11 non pp	69				96.3	27.4	20	19	28

Table 2: Data for whole school cohort, by sub group in each year – correct 20.10.17

4. Barriers to Learning	
In-School Barriers	
A	Consistent access to Quality First Teaching across the curriculum that sufficiently develops and prepares students for the next phase of education.
B	Some students display an unsatisfactory attitude to learning which might manifest in the classroom as a lack of resilience, non-readiness to learn, missing equipment – a significant proportion of these students are PP
C	Diminished capital culture – students less likely to display a ‘thirst’ for additional learning opportunities, including those additional to the regular curriculum
External Barriers	
D	Attendance of students eligible for PP sits below the remainder of the school and the national average
E	Parental engagement with the school and their child’s academic progress is inconsistent.

5. Success Criteria	
Achievement gap between PP students and their non-PP student to close. P8 score of PP students and national average of non-PP students to be less than or equal to 0.2.	
PP students well prepared for their next phase in learning.	
PP students play a full and active part in Chiltern Edge School life as measured by involvement in extracurricular, performing arts, sporting and leadership activities.	
Attendance for PP students improves to national attendance and persistent absenteeism reduces to below national.	

1. Monitoring and Evaluation Processes	
<p>Following each school wide data drop (end of a half term) a rigorous process of student performance analysis is undertaken at both teacher & department and further at SLT level to identify students who are not making expected progress – this then informs intervention programme requirements. One strand of the analysis will be focused specifically on the progress of PP students in comparison to their non-pp peers. Once a half term the Raising Achievement Panel (EB/MTU/CL/DoLs) will convene to discuss the particular progress of PP students. This will include information sharing on successful strategies with individual students in terms of improving attendance, raising achievement, homework and parental engagement.</p> <p>Pupil Premium performance and strategies to be a standing item on Department (and Pastoral Team) Meetings as well as SLT. Furthermore the progress of PP students will be reviewed at each IEB meeting.</p>	

Pupil Premium Strategy Action Plan				
1. Quality of teaching for all				
Desired outcome	Approach	Rationale for the approach	Actions	Lead
1.1 PP expenditure is focused on activities that rapidly improve outcomes for disadvantaged students	Appoint PP champion at SLT level	<p>We need to have in place a senior leader who will:</p> <ul style="list-style-type: none"> ▪ Ensure middle leaders are accountable for the performance of disadvantaged students. ▪ Provide accurate current data held on PP student as well as identifying disadvantaged student who have underachieved in the previous phase of learning. ▪ Ensure strategic and forensic understanding of the barriers to student(s) learning is communicated to all staff. ▪ Raise focus on securing improved progress earlier across each KS. ▪ Improving the engagement of disadvantaged student in all areas of school life. 	<ol style="list-style-type: none"> 1. Appoint Senior Leader for Sept 17. 2. Develop process for senior leaders to hold middle leaders to account in monitoring and reviewing the quality of planning, provision and outcomes of PP students. 3. Develop Disadvantaged Student Profiles (individual, class and YG) including involvement in wider school life. 4. Audit learning needs/ barriers to learning and ensure staff have accurate picture of learning needs/barriers to learning. 5. Review all targets set for all students – especially disadvantaged students so that they have challenging targets that reflect teachers’ high expectations of them. 6. Disadvantaged student’s progress prioritised at PPM and bespoke interventions put in place post each data collection assessment. 7. Where interventions are planned ensure they are assessed robustly for impact and outcomes using EEF. 	EB
1.2 Ensure that all staff are aware of who our student premium students are and that they are contributing to individualised plans for them	Staff training	<p>We require all staff to understand that they are expected to use best practice research to influence their provision for disadvantaged students.</p>	<ol style="list-style-type: none"> 1. Data manager to ensure that all pupil premium students are accurately identified on class lists and highlighted on class profiles 2. Time to be set aside in INSET September to ensure that all staff have identified specific areas for development and interventions for all pupil premium students they teach 3. AHT to have a weekly Pupil Premium entry in the staff bulletin to ensure that PP students are constantly high profile 	EB

<p>1.3 All staff to provide QFT for all pupils with specific focus on disadvantaged students.</p>	<p>Staff training & expectations around provision</p>	<p>High impact outcomes arise from QFT. Higher levels of engagement, and reduced low level behaviour is also achieved. Teaching to be characterised by:</p> <ul style="list-style-type: none"> ▪ A forensic understanding of deficits in skills, knowledge and understanding underpins all lesson planning. ▪ A focus on disadvantaged students at start of lessons in order to and work to sustain involvement throughout the lesson. ▪ High quality literacy and oracy development, using spoken specialist vocabulary related to what is being taught. ▪ Close monitoring of the strategies pupils use to learn and the encouragement of the development of a wider range of strategies. ▪ High levels of challenge with questions specifically targeted at disadvantaged students as well as high quality, supportive interactions between pupils and teachers that recognise effort and encourage resilience. ▪ Targeted and focused feedback that is accurate, clear and specific. 	<ol style="list-style-type: none"> 1. All staff training sessions to have an explicit focus on TLA strategies that maximise outcomes for all students but especially those eligible for PP. 2. Teachers planning to show how they plan within a series of lessons the needs of the learners in their classes. 3. All middle leaders to monitor the quality of provision across their teams and outcomes for students post each data collection so that appropriate intervention and 're-planning' can be put in place to ensure those not meeting expectations are able to 'close the gap'. 4. All middle leaders to report to Senior Links on half termly data drop and associated actions. 	<p>EB</p>
<p>1.4 All staff to plan and deliver class profile interventions to address deficits in basic skills required for their subject area.</p>	<p>Staff training & expectations around provision</p>	<p>As a school, it is imperative we monitor the quality of whole class interventions being made by class teachers in response to their class learning profiles and identified barriers to learning to maximise achievement and ensure gaps are effectively closed.</p>	<ol style="list-style-type: none"> 1. Develop with staff type/range of whole class intervention plans/activities. 2. Training for all staff on agreed writing/number conventions to build consistency across school with key messages. 3. Set up Raising Achievement Panel meetings chaired by EB to quality assure and assess the effectiveness of whole class interventions being developed and delivered to boost achievement & to further raise the profile of PP students. 	

2. Targeted support				
Desired outcome	Approach	Rationale for the approach	Actions	Lead
2.1 Highly effective targeted academic support for disadvantaged pupils in literacy and numeracy (PP and Y7 catch up) in place.	Interventions	Lack of progress in literacy and numeracy will impede progress however collecting and using robust baseline information that identifies gaps in knowledge, understanding and skills of individual/groups of students so they can be addressed will improve outcomes, confidence and engagement.	<ol style="list-style-type: none"> 1. Teachers to identify specific aspect(s) pupils require additional support to improve particular aspects of their skills or knowledge in reading, writing and mathematics. 2. RAP meetings to identify particular pupils for intervention as and when. 3. Programme of short term interventions developed to address needs identified. 4. Feedback on progress communicated to class teachers to ensure progress is consolidated over time. 	EB/MTu
2.2 Saturday School	Intervention	Analysis of performance of pupils at the end of Y10 indicated gaps in learning and skills required for success in GCSE examinations. Saturday school (E&M term 1 with Science being offered in addition in T2).	<ol style="list-style-type: none"> 1. Pupil Premium students identified for specific and targeted intervention. 2. Set up meetings with parent of Pupil Premium students not attending. 	
2.3 Provide outstanding emotional well-being support for disadvantaged students.	Mentoring	Students are increasingly reporting heightened levels of anxiety which is impacting their attendance as well as their performance in the classroom – for some this is manifesting in poor attitude to their learning within the classroom, reflected in termly A2L scores. Providing a dedicated, non-teaching, member of staff as a point of contact helps to break down the barrier.	<ol style="list-style-type: none"> 1. Identifying PP students (through analysis of A2L, attendance and other known information) who might benefit from bespoke mentoring 2. Encourage parental engagement in the process (if appropriate a joint first and last meeting in a 6 week programme). 	

2.4 Provide high quality IAG for all PP students and work to raise aspirations	Raise aspirations	Statistically, PP students are much more likely to have lower aspirations than their peers. There is also a significantly greater chance of PP students becoming NEET. Early engagement in CIAG opportunities helps raise student aspirations and minimises the chance of becoming NEET.	<ol style="list-style-type: none"> 1. Students targeted and funded for all IAG events including CareersFest, Further and Higher education fair. 2. PP students prioritised for Careers Adviser sessions 3. All Y9 PP students and their parents to receive 1:1 sessions as part of the Guided Choices Programme. 4. SLT to mentor appropriate Y11 PP students. 5. Target Y10 pupils for the University of Reading Scholars Programme 	
2.5 Cultural Passport for all disadvantaged students enriches their curriculum.	Cultural citizens programme	PP students have less access to social and cultural opportunities. Our aim is to improve social, cultural aspirations and confidence of PP students by providing a range of opportunities for them to explore with the support of school.	<ol style="list-style-type: none"> 1. EB exploring best practice to include all students in opportunities (financially, appeal etc) 2. Identifying appropriate curriculum and extra-curricular opportunities available to enrich the cultural capital of all students. 	
2.6 Raise aspirations for most able	Motivation	PP students are more likely to have lowered aspirations – this is even more pronounced with the most able students.	<ol style="list-style-type: none"> 1. Target Y10 pupils for the University of Reading Scholars Programme 2. Target the most able students for inclusion in ‘Lectures from the Edge’ Series as well as other curriculum based careers talks (STEM/IT etc). 3. Early identification of the individual areas of interest of the HA & PP students so that opportunities can be sourced. 	

2.7 Effective alternative provision arrangements and qualifications in place for relevant KS4 disadvantaged students	Intervention	It is critical that a successful pathway for students is achieved. For some this is not within the main school environment Establishing a suitable arrangement that caters for gaining qualifications, addressing pastoral needs as well as offers motivation to succeed for PP students is even more critical that for their peers.	1. Maintain strong working relationships with colleagues from OCC and RBC to access suitable alternative provisions.	
3. Other approaches				
Desired outcome	Approach	Rationale for the approach	Actions	Lead
3.1 Improve attendance of disadvantaged students	Intervention	Achieving regular attendance is key to our pupils achieving the challenging achievement targets we have set them. Our pupils are competing nationally for educational opportunities, jobs and life chances. To be successful they require the highest level of access, attendance, and engagement with quality educational opportunities. The attendance of our disadvantaged students is lower than that of non disadvantaged students – we need to address this.	See Whole School Attendance Policy for detail.	MTu
3.2 Ensure pupils receive appropriate financial assistance to remove barriers to learning	Intervention	In addition to our broader strategies to improve academic achievement we will also spend smaller amounts of PP funding on meeting the needs of specific individuals, for example extending Free School Meal entitlement and providing study materials/revision guides to keep pupils on track, prevent them from underachieving or to broaden their horizons.	<ol style="list-style-type: none"> 1. Set up meetings with parents fo all PP students to encourage dialogue on how best working together with school can support their child. 2. Develop menu of additional financial support to share with parents. 3. Set up a personlaised financial/support provision map for students. 	

3.3 Ensure a highly effective transition programme for pupil from Y6 – Y7	Interventions	<p>The start of High School should be an exciting time; a fresh start on the next phase of education. For some pupils, however, it is a time of great angst and problems that were beginning to develop at Primary School are exposed or worse still exacerbated. A smooth and effective transition looks to address issues and ensure students commence on a successful start to High school.</p>	<ol style="list-style-type: none"> 1. SLT Lead to meet all Primary HTs prior to transfer to gather individualised pupil premium plans and gather intelligence about pupil needs prior to transfer. 2. Put in place Summer School for pupils joining CES focusing on basic skills, social and emotional well-being. 3. All teachers in September fully briefed on students’ needs/gaps in learning. 	
3.4 Improve parental engagement	Support	<p>Traditionally, parents of PP students have been less engaged in their academic progress (and the factors that impact this) than parents of non-PP students. This can be for a number of factors but often it is due to a poor school experience themselves. Creating an environment whereby parents are keen and willing participants in their child’s education is crucial.</p>	<ol style="list-style-type: none"> 1. Trial a PP Parental Engagement targeted mentoring project. The specific features include: <ul style="list-style-type: none"> ▪ Parents have a nominated member of staff to contact regarding their child. ▪ Nominated staff proactively contact parents on a regular basis ▪ Specific incentives to encourage parents (and students) to participate/attend school events 2. Prioritise phone calls to PP parents ahead of Parents’ Evening, Year group meetings etc. to encourage attendance 3. Prioritise contact (Tutors/DoL) to PP students following assessments. 4. Prioritise support for pP students to access extra curricular opportunities (financial & direct invite). 	

Planned Expenditure for 2017/18 to Support Pupil Premium Action Plan

Area of Spend	Planned Spend	Costing
Staffing	Pupil Premium Lead (within AHT remit)– Emma Bliss	£15,000
	Data Manager (PP specific within remit)- TBC	£3,000
	Lit/Numeracy Intervention lead - TBC	£2,000
	Pastoral Support Worker – Clare Turner	£12,000
	Behaviour and Attendance Leads – Carleigh Wimbush, Beki Boys	£18,000
	Cover to free key staff for RAP meetings	£5,000
Training	External speakers/INSET opportunities	£5,000
Literacy and Numeracy interventions	Thinking Reading	£10 000
	MyMaths	£500
Saturday School	Staff delivering additional Maths, English, Science sessions for KS4 exam preparation	1500
Holiday School	Staff delivering additional Maths, English, Science sessions	1500
Financial support	Uniform assistance	£3,000
	Additional resources	£1,000
	Access to school trip and visits	£5,000
	Free school Meals provided + top up to enable breakfast club	£10,000
Alternative Provision packages KS4	Contributions to Pathill Programmes	£7,500
Attendance Strategy	Rewards (post cards etc)	£500