

Pupil premium strategy statement (secondary)

1. Summary information					
School	Chesterton Community College				
Academic Year	2016/17	Total PP budget	158950	Date of most recent PP Review	Jan 2017
Total number of pupils	965	Number of pupils eligible for PP	164	Date for next internal review of this strategy	May 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	54%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	Measure no longer in use	75.8% / 73.4%
Progress 8 score average	-0.12	0.12
Attainment 8 score average	46.73	52

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>)	
A.	PP students come to CCC with poorer attitudes to learning
B.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which could prevent them from making accelerated progress in Year 7.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.		
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress evident for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make accelerated progress. This will be evidenced school data tracking system.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP in Year 7 make accelerated progress. This will be evidenced school data tracking system. Where they are not, departments are putting in place interventions, monitored by heads of subject (HOS) and senior team.
C.	Ensure GCSE outcomes for disadvantaged students are at least as good as outcomes for non disadvantaged nationally.	National progress measures will confirm the P8 score for Disadvantaged is above 0.
D.	Ensure attendance rates for pupils eligible for PP are at least as good as all children nationally.	National data on attendance for all children

5. Planned expenditure					
Academic year		158950			
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?
Disadvantaged students will make accelerated Progress	<ul style="list-style-type: none"> Twilight training sessions – staff select to attend one from a choice of 4. A: Unlocking potential: building rapport with students and engaging the disengaged B: Improving the attainment of underachieving boys 'Teaching Excellence Action Research projects' – all staff to undertake a 6 hour classroom based research project focusing on supporting disadvantaged students. Faculty development time to maintain a focus on supporting disadvantaged students. 	<ul style="list-style-type: none"> Staff select a session that meets their needs rather than adopting a one-size-fits-all policy – personalisation of CPD. Staff select their own research topic within the framework provided – encourages ownership. 	<ul style="list-style-type: none"> KH to attend sessions in each course to quality assure provision. Staff accountable for presenting their research in an exhibition. Support from University research mentor to help identify 	KH	Termly review meetings with LS.

		<p>Cross-curricular links to be made at presentation event.</p> <ul style="list-style-type: none"> Well qualified staff with a subject specific focus are able to maintain momentum within their departments. 	<p>appropriate research questions and background reading.</p> <ul style="list-style-type: none"> Faculty line management meetings to include review of work done in this area. 		
	<p>Realising Potential Leads ensure faculty areas sustain their focus on PP performance by analysing data to identify need and quantifying impact; developing subject interventions and leading faculty meetings.</p>	<p>Well qualified staff with a subject specific focus are able to maintain momentum within their departments. This is a logical development of a whole school focus.</p>	<p>Half termly review meetings</p>	<p>LS</p>	<p>At the half termly review meetings</p>
Total budgeted cost					70250
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?
Disadvantaged students will make accelerated Progress	<p>English, Maths and Science teachers provide morning tutoring for KS4 students, focused on exam preparation.</p> <p>Nick Austin provides home tutoring for KS4 students who are struggling to organise homework and revision. This provision also allows for high levels of parent engagement.</p> <p>Schools Plus Cambridge University will be providing undergraduates to provide subject tutoring</p>	Evidence from EEF suggests 121 tutoring can have a significant impact. Evidence from previous years at CC back this up.	Lesson monitoring, school data system at progress updates. Improved engagement from students.	CH	Termly
	Learning Mentors support students by having an overview of their performance; encouraging high levels of attendance; liaising with teachers; supporting student	Allows for each PP student to be known and supported: pastorally and academically. Acts as a	Weekly review meetings	LS	Half termly review

	<p>organisation; encouraging liaison with home and helping with consolidating what is learnt in lessons.</p> <p>Sam Williams will be working with KS4 students;</p> <p>Nicola Von Schreiber will be working with KS3 students.</p>	<p>surrogate parent to provide wide ranging support and liaison between home, student and teachers.</p>			
	<p>Homework club is an after-school intervention for students who are under-performing. The leads – Melanie Sanderson and Sam Williams – in liaison with subject and RP leads will prioritise the attendance of PP students.</p>	<p>Targeted PP students benefit from doing their homework in school under adult supervision. The resources and environment is more conducive to achieving high quality homework</p>	<p>Regular monitoring of the club and homework detention data</p>	<p>RP</p>	<p>Termly</p>
	<p>Heads of House and Assistant Heads of House provide mentoring for PP students, during our tutor programme.</p>	<p>Heads of House will make sure that all PP students are</p>	<p>Each head of house and tutor has a list of PP students they</p>	<p>PW</p>	<p>Termly</p>

		happy at school and receive everything they need to be successful. Students will be provided with uniform and other key resources	need to support. The tutor see's the students every morning and can ensure they have a good start to each day.		
Disadvantaged students will have high aspirations	PP parents are contacted to ensure that there is a high level of attendance on cultural visits.	National evidence shows that disadvantaged students miss out on some of the experiences that children from more wealthy families benefit from.	Line management meetings	LS	Termly
	Career interviews are offered to all KS4 PP students; KS4 PP students are supported with college visits; KS3 PP students receive a careers' interview to develop their aspirations.	Students are more likely to make an informed decision about their post-16 choices and career paths.	EH meets the guidance adviser every Tuesday when interviews are to be conducted. PP students' needs	EH	Termly

			are discussed and any concerns aired. The guidance adviser provides feedback on each interview and how to move forward. EH follows up and checks each PP's post-16 college application.		
	Significant pastoral support is given to issues such as attendance and coping with revision, alongside supporting with day to day needs such as provision of resources and uniform.	Pastoral support is offered to ensure that students are happy, performing well and become well rounded individuals. Resources such as revision guides and iPads are provided to ensure PP	All PP students will have mentor meetings with their tutor throughout the year, as well as ongoing support from their head of house. The revision guide that students receive will be provided from	PW	Half termly

		students have the same opportunities as those students around them.	the library and will cover all subjects		
Total budgeted cost					88700
iii. Other approaches					
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?
Total budgeted cost					