

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	June 2017
Total number of pupils	965	Number of pupils eligible for PP	164	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
2016 Outcomes	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EM	54%	70%
Progress 8 score average	-0.12	0.1
Attainment 8 score average	46.7	53.3
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.	From the results of annual PP survey, PP students feel less motivated and less positive about the future when arriving at Chesterton and so take longer to settle into appropriate secondary behaviour.	
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.	From the results of the annual PP survey, PP students feel they have low levels of resilience and therefore are reluctant to engage through fear of failure.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		

D.	From the results of the annual PP survey, PP students feel they are unable to work at home effectively and therefore lose continuity of learning between home and school.	
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 across KS3 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
E.	Destination data indicates students are well prepared for the stage of their education and ultimately for life after education.	100% of all students choose to continue with full time education or employment

		and remain on their chosen course/employment path.
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5. Planned expenditure					
Academic year					
The 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 students '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					43825
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 PP KS4 students, focused on exam preparation.</p> <p>Additional tutoring provided where appropriate</p>	<p>Evidence from EEF suggests 121 tutoring can have a significant impact. Evidence from previous years at CC back this up.</p>	<p>Lesson monitoring, school data system at progress updates. Improved engagement from students.</p>	CH	Termly
	<p>Learning Mentors support students by having an overview of their performance; encouraging high levels of attendance; liaising with teachers; supporting student organisation; encouraging liaison with home and helping with consolidating what is learnt in lessons.</p> <p>Anna Newman will be working with KS4 students;</p>	<p>Allows for each PP student to be known and supported: pastorally and academically. Acts as a surrogate parent to provide wide ranging support and liaison between home,</p>	Weekly review meetings	LS	Half termly review

	Nicola Von Schreiber will be working with KS3 students.	student and teachers.			
	Homework club is an after-school intervention for students who are under-performing. The leads, in liaison with subject and RP leads will prioritise the attendance of PP students.	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.	Regular monitoring of the club and homework detention data	RP	Termly
	From September 2017 an additional homework club will run for students in Y10 who are under-performing and who have not consistently attempted to complete homework	Targeted LPA PP students will complete homework booklets under adult supervision on two evenings a week. The homework booklets will remain in school	SLT will monitor the performance of students and the impact of the support on reducing detentions and improving attainment in assessments	TS	Weekly initially – then half-termly

		to assist with organisation.			
	Heads of House and Assistant Heads of House provide mentoring for PP students, during our tutor programme.	Heads of House will make sure that all PP students are happy at school and receive everything they need to be successful. Students will be provided with uniform and other key resources.	Each head of house and tutor has a list of PP students they need to support. The tutor see's the students every morning and can ensure they have a good start to each day.	PW	Termly
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

	<p>Career interviews are conducted with all KS4 PP students;</p> <p>KS4 PP students are supported with college visits, taster days and mock interviews;</p> <p>Vulnerable PP students are given specific support.</p>	<p>Students are more likely to make an informed decision about their post-16 choices and career paths.</p>	<p>EH meets the guidance adviser every Tuesday when interviews are to be conducted. PP students' needs 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.</p>	<p>EH</p>	<p>Termly</p>
	<p>Disadvantaged benefit from entitlement to engage in extra-curricular activities. As part of this students in y9 taken on University visits.</p>	<p>Students are granted access to activities regardless of any financial barriers. Students are more</p>	<p>NVS selects appropriate students with assistance from HoH and arranges visit in</p>	<p>DHY</p>	<p>Termly</p>

		likely to consider applying to University if it is demystified.	school hours to ensure attendance.		
	Significant pastoral support is given to issues such as attendance, behaviour 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, as well as other key resources are provided to ensure PP students have the same opportunities as those students around them.	All PP students will have mentor meetings with their tutor throughout the year, as well as ongoing support from their head of house. The tutor see's the student every morning and can ensure they have a good start to every day. The revision guide that students receive will be provided from the library and will cover all subjects	PW	Half termly
Total budgeted cost					115125