

# Pupil Premium Strategy

## Final Review 2017-18



### What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to :

- schools and local authorities for the financial year beginning 1 April 2017. PPG provides funding for two policies:
- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

### Pupil premium provides funding for pupils in the following categories:

#### *Disadvantaged pupils*

Pupils in years 7 to 11 recorded as Ever 6 FSM

Pupil premium per pupil

£935

Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

£1,900

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

£1,900

#### *Service children*

Pupil premium per pupil

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence

£300

Summary information					
<b>School</b>	North Chadderton School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£277,857	<b>Date of most recent PP Review</b>	Aug 2018
<b>Total number of pupils</b>	1430 (incl 174 in 6 <sup>th</sup> form)	<b>Number of pupils eligible for PP</b>	343	<b>Date for next internal review of this strategy</b>	n/a

Attainment Outcomes and Comparisons				
	2017 Pupils eligible for PP	2018 GCSE Results PP % of cohort		Pupils not eligible for PP (national average in brackets) to be updated as validated data is released
		Our PP	Our Non-PP	
KS2 Prior attainment	4.57	5.54	4.76	
% achieving 5 standard passes incl English and Maths	62%	42%	63%	
% achieving 5 strong passes incl English and Maths	31%	24%	38%	
Progress 8 score average	-0.05	-0.3	-0.27	
Attainment 8 score total	42.12	38.78	43.92	
% achieving standard pass in English	75%	58%	79%	
% achieving standard pass in Maths	67%	48%	68%	
% achieving strong pass in English	56%	45%	58%	
% achieving strong pass in Maths	35%	30%	48%	
A8 English	9.27	8.90	9.79	
A8 Maths	7.64	7.13	8.73	
A8 EBacc	3.62	10.51	12.23	
A8 Open	14.34	12.24	13.16	

**What were our barriers to future attainment (for pupils eligible for PP 2017-18)**

**In-school and external barriers**

<b>A.</b>	Gaps in numeracy – impacting on higher levels of progress in Maths
<b>B.</b>	Accurate assessment of ability, areas for development and strengths and the use of these to inform teaching and learning
<b>C.</b>	Performance and progress across the EBacc Basket, particularly Geography
<b>D.</b>	<p>Social and emotional needs and attendance of our PP learners with particular emphasis on :</p> <ul style="list-style-type: none"><li data-bbox="300 970 2177 1038">i. <b>White British Boys</b> 2017 data shows a gap in the outcomes for our PP White British Boys. This also forms a significant part of the whole school improvement plan for 2017-18</li><li data-bbox="300 1066 2177 1182">ii. <b>Complex and vulnerable student.</b> 2017 leavers cohort of PP had a small number of complex and vulnerable learners whose life circumstances impacted significantly on their own educational outcomes as well as those of the school and the PP cohort overall. This group of 5 students experienced a range of interventions both in school and with a number of external agencies and success of these can be measured.</li></ul>

• Areas we aimed to address in 2017-18 to improve PP Performance		Our Identified Success Criteria	Measurable Impact/Outcomes Summer 2018
<b>A.</b>	Accelerate progress in Maths across both KS3 and KS4	<ul style="list-style-type: none"> <li>• Further improve outcomes in Maths, in school gap with English diminished.</li> <li>• PP Gap with other pupils Nationally diminished</li> <li>• Improved P8, A8</li> </ul>	A larger proportion of the PP cohort had SEND needs and more appropriate L1/Entry Level courses were followed by some students. They achieved well on these courses.
<b>B.</b>	Ensure detailed analysis of strengths and areas for development in all our students to ensure accurate identification of need and appropriate intervention to diminish the gaps.	<ul style="list-style-type: none"> <li>• Targeted and personalised Wave 1 intervention is evident in all classrooms.</li> <li>• Improved outcomes across all subjects and PP Gap with other pupils nationally diminished.</li> <li>• P8 score is above 0</li> </ul>	New courses meant like for like comparisons were difficult, however PP outcomes were very similar to the outcomes for our non PP students. Against national outcomes for PP students our students achieved well. A gap in P8 still exists against national non-PP, however this remains small and is impacted on by the alternative studies taken by a small group of PP/SEND students for who it was felt a more suitable curriculum offer was more appropriate for their future success.
<b>C.</b>	Accelerate progress in EBacc subjects, particularly Geography across both KS3 and KS4	<ul style="list-style-type: none"> <li>• Improved outcomes in Geography to be at least in-line with National</li> <li>• PP Gap with other pupils Nationally diminished</li> <li>• Improved P8, A8 in EBacc basket.</li> </ul>	<ul style="list-style-type: none"> <li>• Students studying the full EBacc has increased from 2% (2017 leavers) to between 20-30% in current Y9,10,11.</li> <li>• PP outcomes on EBacc are significantly improved</li> <li>• PP progress in Geography still shows under performance and continues to be a focus in 2018-19</li> </ul>
<b>D.</b>	<p>We can reduce the impact caused by the social and emotional needs that affect some of our students.</p> <p>Improve attendance of our PP learners.</p>	<ul style="list-style-type: none"> <li>• We have no NEET students</li> <li>• All students meet their targets.</li> <li>• There is no in-school gap in attendance and attendance is in-line with or above National averages.</li> <li>• Gap in outcomes for WBB is diminished in school and against National data</li> </ul>	<ul style="list-style-type: none"> <li>• High quality CIAG and supporting students on post 16 and post 18 transition has high impact - current indications show only 1 student leaver is at risk of NEET</li> <li>• Attendance of our PP students across all year gps is above National (for this gp of pupils) and not significantly different when compared to non-PP students in school</li> <li>• Work around more PP students meeting their Good or Outstanding target continues in 2018</li> <li>• The identified WBB cohort were well supported and as a result had far less impact on the overall school P8 compared to last year and all moved on to suitable post 16 provision.</li> <li>• All LAC students and those with SEND (except 1) progressed to suitable post 16 provision</li> </ul>