

# Pupil Premium Strategy Statement 2018-19



## 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 2018. 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>	2018-19	<b>Total PP budget</b>	£309,880	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	1502	<b>Number of pupils eligible for PP</b>	352	<b>Date for next internal review of this strategy</b>	December 2018

### 1. Current attainment

	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP (national average in brackets)</b>
<b>% achieving 5 standard passes incl English and Maths</b>	(Unvalidated data) 38.3	(Unvalidated data) 56.5
<b>% achieving 5 strong passes incl English and Maths</b>	(Unvalidated data) 23.3	(Unvalidated data) 35
<b>Progress 8 score average</b>	(Unvalidated data) -0.448	(Unvalidated data) -0.271
<b>Attainment 8 score average</b>	(Unvalidated data) 38.78	(Unvalidated data) 43.92

### 2. Barriers to future attainment (for pupils eligible for PP)

#### In-school and external barriers

<b>A.</b>	Gaps in numeracy and/or impacting match up of 4+ and 5+ in English and 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 in all subjects in the Open and EBacc basket (non core)
<b>D.</b>	<p>Social and emotional needs and attendance of our PP and SEND learners with particular emphasis on :</p> <ul style="list-style-type: none"> <li>i. <b>White British Boys</b> 2018 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 2018-19</li> <li>ii. <b>Complex and vulnerable student.</b> 2019 cohort of PP has a small number of complex and vulnerable learners whose life circumstances potentially may impact significantly on their own educational outcomes as well as those of the school and the PP cohort overall.</li> </ul>

3. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improve the match up at grade 4+ and 5+ of students in English and Maths	<ul style="list-style-type: none"> <li>• Further improve numbers of students achieving 4+ and 5+ in both E&amp;M</li> <li>• PP Gap with other pupils Nationally diminished</li> <li>• Improved P8, A8</li> </ul>
<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>
<b>C.</b>	Accelerate progress in EBacc and Open basket subjects	<ul style="list-style-type: none"> <li>• Improved outcomes in non core subjects 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>
<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 at least their target grade</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>

4. Planned expenditure					
Academic year		2018-19			
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?
<p><b>A.</b></p> <p>Improve the match up at grade 4+ and 5+ of students in English and Maths</p>	<p>Employment of Professional Associates to deliver subject specific intervention and support in classroom delivery.</p> <p>Ensure that we deliver consistently high quality learning and teaching through investment in Pixl, to develop pedagogy and assessment.</p> <p>Maintain a highly effective quality assurance programme that identifies underperformance and robustly tackles it.</p>	<p>To support the provision of short term intervention to close gaps, including identifying the gaps in learning. Use PA to develop use of 'Rewards Cards' English – provide all match-up students with a card that they give to their teacher each lesson, rewarding their effort, attitude to learning, homework, participation in lesson, attendance etc. Maths – Star Wall on the Maths corridor. Students selected for: positive attitude to learning and PiXL engagement. Also, monitoring of PLC, copies sent home half-termly.</p> <p>To ensure a consistent and high quality of Teaching and Learning across the faculty areas (Maths and English). Teachers can check and refine their subject knowledge and pedagogy, access a vast archive of classroom-based research, and exchange views and experience with colleagues around the country. They can access support (face to face and online) and CPD.</p> <p>Collect a range of evidence that will be used to check the effectiveness of the Faculty and its Curriculum areas. HoFs to respond to areas of underperformance where identified; working with post-holders to put appropriate strategies in place.</p>	<ul style="list-style-type: none"> <li>• Whole school and dept. data analysis of progress throughout the year.</li> <li>• Departmental minutes from meetings/CPD</li> <li>• Line management meetings</li> <li>• Internal Quality Assurance processes and including: <ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Learning Walks</li> <li>• Student Voice</li> <li>• Staff Voice</li> <li>• Lesson Observation</li> <li>• Peer Observation</li> <li>• Faculty Reviews</li> <li>• Data Analysis of internal and external assessment</li> </ul> </li> </ul>	<p>HoFs Maths and English</p> <p>HoFs Maths and English</p>	<p>Weekly Joint meetings - Maths and English HoFs and Senior Director.</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year groups</p> <ul style="list-style-type: none"> <li>• Exam Post mortem</li> </ul>

<p><b>A.</b></p>	<ul style="list-style-type: none"> <li>Introduction of Bar Modelling Approach at KS3</li> </ul> <p>Staff trained externally to deliver the technique in the classroom. Training to be disseminated across the dept by 'White Rose Maths Hub', the lead Hub for England and Wales for this strategy. Bar Modelling teacher kits bought and in each classroom.</p>	<p>Progress at KS3 has been harder to move, particularly seen in lower ability sets. Change in pedagogy to encompass the Bar modelling approach. This is used in our primary feeder schools and is showing success. We anticipate a smoother transition for key students and a better foundation when preparing for the new GCSE tiers in the final Y11 exams.</p> <p>EEF – Mastery Learning EEF– Giving quality feedback EEF - Homework</p>	<ul style="list-style-type: none"> <li>Whole school and dept. data analysis of progress throughout the year.</li> <li>Departmental minutes from meetings/CPD</li> <li>Line management meetings between Maths Curriculum Leaders and SLB - Senior Director.</li> <li>Reports to Governing Body</li> <li>Internal Quality Assurance processes and including: <ul style="list-style-type: none"> <li>Lesson observation records</li> <li>Work scrutiny records</li> <li>Learning walk outcomes</li> <li>Y11 Mock exam results analysis</li> </ul> </li> </ul>	<p>CL Maths &amp; English</p>	<p>Fortnightly meetings - Maths Curriculum Leaders and SLB - Senior Director.</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year gps</p> <p>Y11 Mock exam and prediction analysis and action planning – December and March</p>
<p><b>B</b></p>	<p>Investment in GL Assessment Progress tests.</p> <p>All PP students are provided with GCSE and A level textbooks, including study guides to aid revision</p>	<p>To provide detailed analysis of each student's areas of strength and weaknesses. This will enable teachers to more appropriately target specific gaps in knowledge and understanding for each student and address these.</p> <p>EEF – Mastery Learning EEF– Giving quality feedback EEF – Homework</p> <p>To ensure that students have an independent copy of the exam texts, which they can annotate and revise from at home.</p>	<p>Early assessment of student strengths and weaknesses against the curriculum. Use of this data alongside KS2 data to support planning for targeted teaching. Regular assessment and feedback to students. Personalised intervention to close any evident gaps.</p> <p>This is monitored by class teachers and the English PA.</p>	<p>KS3 Director</p> <p>HoFs Maths and English and Key Stage Co-ordinators</p> <p>HoF English</p>	<p>Weekly Joint meetings - Maths and English HoFs and Senior Director.</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year groups</p> <p>Exam post-mortem</p> <ul style="list-style-type: none"> <li>Final GCSE and A level outcomes.</li> </ul>

<p><b>B.</b></p> <p><b>C.</b></p> <p>Accelerate progress in EBacc and Open basket subjects</p>	<p>Investment in GL Assessment Progress tests in science and Transition package</p> <p>Additional staffing</p> <ul style="list-style-type: none"> <li>• NSR/Literacy coord TLR allowance (English Faculty post holder)</li> <li>• NSR/Numeracy coord TLR allowance (English Faculty Post holder)</li> <li>• Lead Practitioner in Geography</li> </ul>	<p>To provide detailed analysis of each student's areas of strength and weaknesses. This will enable teachers to more appropriately target specific gaps in knowledge and understanding for each student and address these rapidly in order to accelerate progress.</p> <p>EEF– Giving quality feedback EEF - 1 to 1 and small gp teaching</p>	<p>Early assessment of student strengths and weaknesses in Science. Use of this data alongside KS2 data to support planning for targeted teaching in science.</p> <p>Regular assessment and detailed feedback to students. Personalised intervention to close any evident gaps.</p> <p>Whole school and faculty. data analysis of progress throughout the year.</p> <p>Line management meetings between, T&amp;L leads and HoF, HoF and SLB - Senior Director/Director.</p> <ul style="list-style-type: none"> <li>• Reports to Governing Body</li> <li>• Internal Quality Assurance processes and including: <ul style="list-style-type: none"> <li>• Lesson observation records</li> <li>• Work scrutiny records</li> <li>• Learning walk outcomes</li> <li>• Y11 Mock exam results analysis</li> </ul> </li> </ul>	<p>KS3 Director</p> <p>HoF Non Core and Science</p>	<p>Outcomes of external QA &amp; Action planning</p> <p>Fortnightly meetings - Faculty Leaders and SLB - Senior Director/Director</p> <p>Termly review of SDP including data analysis focusing on PP</p> <p>Y11 Mock exam and prediction analysis and action planning – December and March</p>
<p><b>B.</b></p> <p><b>C.</b></p> <p><b>D.</b></p> <p>Develop Literacy Levels across all students at KS3</p>	<p>Further develop the use of library lessons and the Accelerated Reader programme.</p> <p>GL Progress Tests, NGRT tests and The PiXL Microwave with Y7.</p>	<p>Accelerated Reader was selected as this was shown to have a positive impact in an independent evaluation. Use of this strategy over the last 3 years has shown a positive impact in school.</p> <p>The PiXL Microwave provides us with additional baseline data for all pupils and enables us to target specific areas of weakness, as well as the ability to compare our results against the national picture.</p> <p>NGRT allows the assessment of reading and comprehension in a single test, whilst providing a wealth of diagnostic information. It will provide us with a comprehensive overview of a pupil's reading and comprehension ability whilst identifying areas where they may be experiencing difficulties, to better inform target-setting. We will receive standard age scores, age equivalent scores and National Curriculum Levels for reading, which we can use alongside the SAT's scores to identify anomalies/gaps. We will also be provided with overall scores broken down into separate scale scores, showing how sentence completion scores compare to those for comprehension, allowing for the implementation of better intervention strategies. The assessment will also allow us to monitoring progress over time and facilitates the evaluation of teaching methods.</p> <p>It is ideal as a group screening test to identify those pupils who need to be assessed individually by a specialist for Access Arrangements and will be used as part of the evidence for this provision and to ensure the correct</p>	<ul style="list-style-type: none"> <li>• Reading ages on MIS</li> <li>• Use of these in planning and delivering lessons</li> <li>• Whole school and dept. data analysis of progress throughout the year.</li> <li>• Departmental minutes from meetings/CPD</li> <li>• Line management meetings between English Faculty Leader and SLB - Senior Director.</li> <li>• Literacy Coordinator reports to Director of KS3</li> <li>• Internal Quality Assurance processes and including: <ul style="list-style-type: none"> <li>• Lesson observation records</li> <li>• Work scrutiny records</li> <li>• Learning walk outcomes</li> </ul> </li> </ul> <p>The Microwave provides us with detailed analysis of the results and compares to the national picture. After the results are published PiXL Therapy sessions will allow us to target areas of improvement.</p>	<p>KS3 Director</p> <p>HoF English and Literacy coordinator</p>	<p>Termly report on impact to Senior Director.</p> <p>Half termly QA via lesson observation and book scrutiny</p>

<p><b>A.</b></p> <p><b>B.</b></p> <p><b>C.</b></p> <p><b>D.</b></p>	<p>High quality, targeted CPD for all staff dependent on need, informed by robust quality assurance processes and monitored for impact.</p> <p>Continued staff training and quality assurance of high-quality feedback.</p> <p>Use of SLEs to lead school improvement projects to refine practice.</p>	<p>Teaching staff can refine subject knowledge and pedagogy to plan for the learning needs of all students. Wave 1 and 2 interventions tailored to the needs of all groups of students.</p> <p>Many different evidence sources (including J. Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment and feedback to support students' next steps to promote progress</p> <p>Raising standards across all Key Stages and to raise self-esteem, improve life chances and broaden progression routes for all our students.</p>	<p>Use of CPD time to deliver training. School Policy in place, reviewed and embedded.</p> <p>Observation of practice in lessons using</p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Work Scrutiny</li> <li>• Student voice</li> <li>• Classroom observation</li> </ul>	<p>Director of Teaching and Learning</p>	<p>Fortnightly meetings - Senior Director &amp; Director Teaching &amp; Learning.</p> <p>SISRA Observe Analysis.</p> <p>Half Termly review and action planning.</p> <p>Termly data analysis for all year groups.</p>
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<p><b>A.</b> <b>B.</b> <b>C.</b> <b>D.</b></p> <p>Develop independent learning and resilience in preparation for terminal examinations</p>	<p>GCSE Pod adds an entirely new and sustainable layer of learning to our provision, giving pupils the option to use their electronic device to assist with revision. It also provides the school with advanced monitoring and reporting functionality so that we can track and target student use and easily determine impact on achievement.</p>	<p>We want to improve independent learning in our students. This resource provides in-depth online subject knowledge for 20+ GCSE subjects: every exam board and 150 different specifications. Staff and students can access a 25,000 strong dynamic Question Bank. This is backed up with the auto-identification of knowledge gaps and the provision of learning to fill them.</p> <p>EEF– Giving quality feedback EEF – Homework EEF - Metacognition</p>	<p>Observation of practice in lessons using</p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Work Scrutiny</li> <li>• Student voice</li> <li>• Classroom observation</li> <li>• Monitoring via A&amp;A coordinator</li> </ul> <p>Use of GSCEPod analysis tool to monitor usage across subjects and students.</p> <p>Introduction to Parents/Carers</p>	<p>Director of KS4</p>	<p>On-going review</p> <p>Analysis reports run half termly</p>
<p><b>A.</b> <b>B.</b> <b>C.</b> <b>D.</b></p>	<p>PiXL Membership</p> <p>Boys intervention group program</p>	<p>Evidence from schools as part of the PiXL partnership show improved outcomes for their students. Average performance of PiXL schools at the end of key stages has comfortably exceeded the national averages. When national percentages of students obtaining five good grades (including English and Maths) at KS4 were in decline, PiXL schools bucked the trend and recorded significant increases in their percentages. Of the most improved schools in 2014, the top five were all PiXL member-schools, as were 16 of the top 30.</p> <p>The support provided will focus on strategic and forensic use of data, and the application of pedagogical principles dealing with diagnosis of need and appropriate intervention or therapy and testing (DTT). We will be supported in this work with access to a comprehensive range of resources that will support targeted and bespoke interventions as well as a programme of CPD and a link with a PiXL Associate who will advise and challenge.</p> <p>National data shows significant gender gap between achievement and progress, particularly with white British boys. The support provided will focus on a forensic use of data to develop the learning skills and aspirations of boys. Bespoke programme of engaging and competitive</p>	<p>Training for Key staff and departments in school Dissemination of this to all Faculty areas. Support for subjects in implementation. On-going CPD attendance Regular agenda item for discussion between Faculty Leaders and SLB - Senior Director</p> <p>Continued roll out to other Key departments.</p> <p>Observation of practice and impact using</p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Work Scrutiny</li> <li>• Student voice</li> <li>• Classroom observation</li> </ul> <p>Observation of practice and impact using</p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Work Scrutiny</li> <li>• Student Voice</li> <li>• Pixl, Doodle and GCSEPOD Analysis tools to monitor usage across subjects</li> </ul>	<p>Directors of KS3, 4,5 and Teaching and Learning</p> <p>Director of KS4</p>	<p>Weekly meetings - Faculty Leaders and SLB - Senior Director.</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year groups</p> <p>Weekly meetings – Faculty Leaders and SLB – Senior Director</p> <p>Weekly meetings – Year 11</p>
<b>Total budgeted cost</b>					<b>Approx £250,000</b>



<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>
<b>B.</b>	KS3 Pupil Assessment & Survey <ul style="list-style-type: none"> <li>CAT's Tests</li> <li>PASS survey</li> </ul>	Improved data on pupils to assist us in more personalised intervention focussed around learning styles and social and emotional issues that affect achievement. Staff training on the use of this data and strategies to help improve attainment.	<ul style="list-style-type: none"> <li>Staff CPD delivered</li> <li>Pupil data available for all staff to use in planning.</li> <li>Lesson Observations &amp; Work Scrutiny outcomes</li> </ul>	Director of KS3/Director of Training	December 2018
<b>A. C.</b>	Parent Involvement <ul style="list-style-type: none"> <li>Support workshops and conferences</li> <li>GCSEPod/Pixl Apps Info</li> <li>Attendance concern meetings</li> <li>Health and Wellbeing</li> </ul>	KS4 parents invited into school for GCSE Success evening. Focus on promoting independent study skills and how parents can develop these skills at home. Variety of stalls including, study skills, Pixl, GCSE POD, Health and Wellbeing, English, Maths and Science support.	<ul style="list-style-type: none"> <li>Student voice</li> <li>Parental voice</li> <li>Annual review</li> <li>Pastoral, Behaviour and attendance logs</li> <li>Internal QA</li> </ul>	Director of KS4	Summer 2019
<b>A.</b>	English & Maths Strive for 4 and 5 workshops.	These are exam based, motivational sessions targeting English and Maths boundary leapers. They are aimed at pupils currently on a 3+ and 4+ in English or Maths, and any non-matchup pupils; helping raising aspiration/confidence, as well as providing them with resources for independent study.	<ul style="list-style-type: none"> <li>Planning meetings held in English and Maths faculties.</li> <li>Accurate identification of appropriate students.</li> <li>Student voice.</li> </ul>	HoFs English and Maths	Termly tracking and monitoring of pupils involved.
<b>A. B. C.</b>	SISRA Analytics – Data analysis tool	Improved the speed of data analysis and thus ensure faster and more effective targeted intervention for those pupils falling behind.	<ul style="list-style-type: none"> <li>Training for teaching and support staff on its use.</li> <li>CL's using it regularly to inform practice.</li> <li>Staff voice and Annual review of impact.</li> </ul>	Directors KS3 and KS4/Director of Training	Summer 2019
<b>Total budgeted cost</b>					Approx £25,000
<b>iii. Other approaches</b>					

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?
<p><b>C.</b> <b>D.</b></p> <p>Students are well informed about their future choices, are prepared academically to reach their full potential around these choices and result in no NEET's</p>	<p>In school careers fair tailored to key groups of students. The aim being to raise aspiration and ambition and as a result improve motivation.</p> <p>Access to an onsite careers advisor to guide and support student choices</p> <p>Access to external mentors.</p> <p>Access to wider opportunities - visits to Universities, employers etc.</p> <p>Where appropriate a work placement</p>	<p>Careers information, advice and guidance can be a powerful tool. High-quality guidance helps young people make effective decisions and can be associated with significant wider benefits. However, concerns delivery of careers guidance have been voiced. A 2015 survey of employers by the Confederation of British Industry found 77 per cent of respondents felt that careers advice for young people was not good enough. The UK Government's own Statutory Guidance recognised that: <i>'Careers guidance in schools has long been criticised as being inadequate and patchy'</i>.</p> <p>To raise standards and aspirations new policy has a much stronger emphasis on employer engagement with schools/colleges, and workplace exposure for young people. New IES research about the STEM Ambassadors and STEM Clubs programmes highlights good practice in the sector, particularly around involving Science, Technology, Engineering and Mathematics (STEM) industry professionals</p>	<p>High quality CIAG training for staff</p> <p>Involvement of external speakers/agencies/employers</p> <p>Individual student careers appointments</p> <p>Comprehensive careers module run in SMSC</p> <p>Internal school QA of provision and action planning for improvement</p> <p>On-going Pupil Voice</p> <p>NEET figures and destinations</p>	<p>Director of Business and HR &amp; Careers lead</p>	<p>Fortnightly CIAG team meetings - Careers coord, Director of Business &amp; HR, Careers Advisor</p> <p>Half Termly review and action planning</p>
<p><b>A.</b> <b>B.</b> <b>C.</b> <b>D.</b></p>	<p>Provision of resources to ensure students have appropriate access to experiences/the tools that will enable them to progress well and succeed in all subject areas.</p> <p>Supporting families to provide opportunities outside the curriculum or to prevent hardship.</p>	<ul style="list-style-type: none"> <li>• Revision materials – Exam papers/study guides provided to help relevant pupils.</li> <li>• Students given access to My Maths, Maths Watch CD's.</li> <li>• Food Technology ingredients provided for appropriate students</li> <li>• Music lessons funded for appropriate pupils</li> <li>• Part or full funding for Performing Arts theatre trips where relevant</li> <li>• Funding for places on GCSE sports practical course</li> <li>• Science resources via Doodle, Active Teach</li> </ul>	<p>Individual interviews with PP students</p> <p>Student profile created with identified barriers recorded.</p> <p>A&amp;A Coord regularly review profiles and barriers, providing appropriate resources where identified</p>	<p>Director KS3 and KS4</p>	<p>Weekly Team around the year group meetings - HoY &amp; KS3/4 A&amp;A Coord &amp; Directors</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year gps</p>
<b>Total budgeted cost</b>					Approx. £25,000