



Pupil Premium Strategy Statement 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 2016. 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:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

Summary information					
School	North Chadderton School				
Academic Year	2017-18	Total PP budget	£277857.50	Date of most recent PP Review	Sept 2017
Total number of pupils	1430 (incl 174 in 6 th form)	Number of pupils eligible for PP	339	Date for next internal review of this strategy	Dec 2017

1. Current attainment

	Pupils eligible for PP	Pupils not eligible for PP (national average in brackets)
% achieving 5 standard passes incl English and Maths	62%	64%
% achieving 5 strong passes incl English and Maths	40%	31%
Progress 8 score average	-0.02	-0.01
Attainment 8 score average	42.12	45.92

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

In-school and external barriers

A.	Gaps in numeracy – impacting on higher levels of progress in Maths
B.	Accurate assessment of ability, areas for development and strengths and the use of these to inform teaching and learning
C.	Performance and progress across the EBacc Basket, particularly Geography
D.	<p>Social and emotional needs and attendance of our PP learners with particular emphasis on :</p> <ul style="list-style-type: none"> i. White British Boys 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 ii. Complex and vulnerable student. 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.

3. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Accelerate progress in Maths across both KS3 and KS4	<ul style="list-style-type: none"> • Further improve outcomes in Maths, in school gap with English diminished. • PP Gap with other pupils Nationally diminished • Improved P8, A8
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"> • Targeted and personalised Wave 1 intervention is evident in all classrooms. • Improved outcomes across all subjects and PP Gap with other pupils Nationally diminished. • P8 score is above 0
C.	Accelerate progress in EBacc subjects, particularly Geography across both KS3 and KS4	<ul style="list-style-type: none"> • Improved outcomes in Geography to be at least in-line with National • PP Gap with other pupils Nationally diminished • Improved P8, A8 in EBacc basket.
D.	<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"> • We have no NEET students • All students meet at least their minimum targets and most meet their good targets. • There is no in-school gap in attendance and attendance is in-line with or above National averages. • Gap in outcomes for WBB is diminished in school and against National data

4. Planned expenditure					
Academic year		2017-18			
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>A.</p> <p>Accelerate progress in Maths across KS3 and KS4</p> <p>Reduce the gap for disadvantage students with the progress (3 and 4 levels of progress) for all students nationally.</p>	<p>Increase staffing capacity (Employ 2 additional maths teachers, a dedicated maths TA and support tutor) Numeracy coord. TLR allowance</p> <p>Ensure that we deliver consistently outstanding learning and teaching. Maintain a highly effective quality assurance programme that identifies underperformance and robustly tackles it.</p> <p>Develop effective pedagogy</p> <ul style="list-style-type: none"> Participation in NCETM national project 	<p>To enable the provision of smaller, more targeted groups. To support the provision of short term intervention to close gaps as soon as they are identified.</p> <p>EEF – Mastery Learning EEF– Giving quality feedback EEF - Homework</p> <p>Previous strategies for helping pupil premium (PP) students make stronger progress have been most successful when we have focused on high quality teaching in the classroom.</p> <p>To ensure a consistent and high quality of Teaching and Learning across the subject area.</p> <p>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. There is also a framework for quality assurance of provision. The staff will be trained on the 'Teaching for Mastery' programme, delivered through Maths Hubs; by disseminating research-based papers, summarising current thinking in key areas of mathematics</p>	<ul style="list-style-type: none"> Whole school and dept. data analysis of progress throughout the year. Departmental minutes from meetings/CPD Line management meetings between Maths Curriculum Leaders and SLB - Senior Director. Reports to Governing Body Internal Quality Assurance processes and including: <ul style="list-style-type: none"> Lesson observation records Work scrutiny records Learning walk outcomes Y11 Mock exam results analysis 	<p>CL maths</p> <p>CL maths</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>Regular termly review with Governors :</p> <ul style="list-style-type: none"> PP link governor meeting Report to Curriculum, Learning and Wellbeing committee

<p>A.</p>	<ul style="list-style-type: none"> Introduction of Bar Modelling Approach at KS3 <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"> Whole school and dept. data analysis of progress throughout the year. Departmental minutes from meetings/CPD Line management meetings between Maths Curriculum Leaders and SLB - Senior Director. Reports to Governing Body Internal Quality Assurance processes and including: <ul style="list-style-type: none"> Lesson observation records Work scrutiny records Learning walk outcomes Y11 Mock exam results analysis 	<p>CL Maths & Numeracy cord.</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>Regular termly review with Governors :</p> <ul style="list-style-type: none"> PP link governor meeting Report to Curriculum, Learning and Wellbeing committee
<p>B.</p>	<p>Investment in GL Assessment Progress tests in maths and Transition package</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 rapidly in order to accelerate progress</p> <p>EEF – Mastery Learning EEF– Giving quality feedback EEF - Homework</p>	<p>Early assessment of student strengths and weaknesses in Maths. Use of this data alongside KS2 data to support planning for targeted teaching in maths. Regular assessment and detailed feedback to students. Personalised intervention to close any evident gaps.</p>	<p>KS3 Director</p> <p>CL and KS3 coord. maths</p>	
<p>B.</p> <p>C.</p> <p>Accelerate progress in Basket 2 'EBacc' subjects, particularly</p> <ul style="list-style-type: none"> Geography, History and Science <p>across KS3 and KS4</p>	<p>Investment in GL Assessment Progress tests in science and Transition package</p> <p>Additional staffing</p> <ul style="list-style-type: none"> Support Tutor in all 3 subject areas Professional associate in science Literacy coord TLR allowance Numeracy coord TLR allowance <p>External QA and support</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 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 dept. data analysis of progress throughout the year. Line management meetings between Curriculum Leaders and SLB - Senior Director/Director.</p> <ul style="list-style-type: none"> Reports to Governing Body Internal Quality Assurance processes and including: <ul style="list-style-type: none"> Lesson observation records Work scrutiny records Learning walk outcomes Y11 Mock exam results analysis 	<p>KS3 Director</p> <p>CL and KS3 coord. Science</p>	<p>Outcomes of external QA & Action planning</p> <p>Fortnightly meetings - Subject Curriculum Leaders and SLB - Senior Director/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. C. D.</p> <p>Develop Literacy Levels across all students at KS3</p>	<p>Further extending the use of Accelerated Reader and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language. Also replace reading age test with the NGRT</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 2 years has shown impact in school.</p> <p>NGRT was chosen as it 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 students are identified and supported</p>	<ul style="list-style-type: none"> • Reading ages on MIS • Use of these in planning and delivering lessons • Whole school and dept. data analysis of progress throughout the year. • Departmental minutes from meetings/CPD • Line management meetings between English Curriculum Leaders and SLB - Senior Director. • Literacy Coord. Reports to Director of KS3 • Internal Quality Assurance processes and including: <ul style="list-style-type: none"> • Lesson observation records • Work scrutiny records • Learning walk outcomes 	<p>KS3 Director</p> <p>CL English and Literacy coord.</p>	<p>Termly report on impact to Senior Director.</p> <p>Half termly QA via lesson observation and book scrutiny</p>
<p>A. B. C. D.</p>	<p>Staff training on high quality feedback to be delivered by SLE's/SLB members.</p>	<p>This was an area for development identified in our QA processed. We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan 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>EEF– Giving quality feedback EEF - Homework</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"> • Learning Walks • Work Scrutiny • Student voice • Classroom observation 	<p>Director of Teaching and Learning</p>	<p>Fortnightly meetings - Senior Director & Director T&L</p> <p>SISRA Observe Analysis</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year gps</p>

<p>A. B. C. D.</p> <p>Develop independent learning and resilience in preparation for terminal examinations</p>	<p>GCSEPod 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</p>	<p>Observation of practice in lessons using</p> <ul style="list-style-type: none"> • Learning Walks • Work Scrutiny • Student voice • Classroom observation <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>A. B. C. D.</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>Training for Key staff and departments in school Dissemination of this to all Core subject areas initially. Support for Core subjects in implementation. On-going CPD attendance Regular agenda item for discussion between Curriculum Leaders and SLB - Senior Director</p> <p>Planned roll out to other Key departments.</p> <p>Observation of practice and impact using</p> <ul style="list-style-type: none"> • Learning Walks • Work Scrutiny • Student voice • Classroom observation 	<p>Directors of KS3, 4,5 and Teaching and Learning</p>	<p>Fortnightly meetings - Core Curriculum Leaders and SLB - Senior Director.</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year gps</p>
Total budgeted cost					<p>Approx £250,000</p>

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?
B.	KS3 Pupil Assessment & Survey <ul style="list-style-type: none"> CAT's Tests PASS survey 	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"> Staff CPD delivered Pupil data available for all staff to use in planning. Lesson Observations & Work Scrutiny outcomes 	Director of KS3	Dec 2017
B.	Summer School	Transition project targeted at our Pupil premium pupils coming from primary school. Assisting with familiarisation and settling in process, confidence building and skills development, parental links established.	<ul style="list-style-type: none"> Student voice Parental voice Annual review Pastoral, Behaviour and attendance logs 	Director of KS3/Transition	Sept 2018
A. C.	Parent Involvement <ul style="list-style-type: none"> Support workshops and conferences GCSEPod Info Attendance concern meetings Behaviour panel 	Parents invited into school for 'How to help your child' sessions. Sessions focus on key skills required in each subject, appropriate resources/materials to support learning. How to deal with Teenagers session, A parent's guide on how to help with revision and home study.	<ul style="list-style-type: none"> Student voice Parental voice Annual review Pastoral, Behaviour and attendance logs Internal QA 	Director of KS4 Director of Inclusion	Summer 2018
A.	English & Maths match up activities	Activity weekend residential planned. Motivational sessions and targeted English Maths tuition taking place. Aimed at pupils needing to improve 3+ LoP as well as helping raising aspiration/confidence in others.	<ul style="list-style-type: none"> Planning meetings held Accurate identification of appropriate students. Financial support for students Student voice 	CLs English and Maths	Summer 2018
A. B. C.	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"> Training for teaching and support staff on its use. CL's using it regularly to inform practice. Staff voice and Annual review of impact. 	Directors KS3 and KS4	Summer 2018
Total budgeted cost					Approx £15,000

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?
<p>C. D.</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 & Careers lead</p>	<p>Fortnightly CIAG team meetings - Careers coord, Director of Business & HR, Careers Advisor</p> <p>Half Termly review and action planning</p>
<p>A. B. C. D.</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"> • Revision materials – Exam papers/study guides provided to help relevant pupils. • Students given access to My Maths, Maths Watch CD's. • Food Technology ingredients provided for appropriate students • Music lessons funded for appropriate pupils • Part or full funding for Performing Arts theatre trips where relevant • Funding for places on GCSE sports practical course • Science resources via Doodle, Active Teach 	<p>Individual interviews with PP students</p> <p>Student profile created with identified barriers recorded.</p> <p>A&A Coord regularly review profiles and barriers, providing appropriate resources where identified</p>	<p>Director KS3 and KS4</p>	<p>Fortnightly Team around the year group meetings - SPL & KS3/4 A&A Coord & Directors</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year gps</p>
Total budgeted cost					Approx. £12,000