



# Pupil Premium Strategy

## Final Review 2016-17

### **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					
<b>School</b>	North Chadderton School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£277857.50	<b>Date of most recent PP Review</b>	August 2017
<b>Total number of pupils</b>	1236 (+177 6 <sup>th</sup> form)	<b>Number of pupils eligible for PP</b>	335 (16 PP in 6 <sup>th</sup> Form)	<b>Date for next internal review of this strategy</b>	n/a

Attainment Outcomes and Comparisons					
<b>** validated 2017 data not as yet available. Caution needs to be applied around the 2017 data until this is released</b>  (Data in Brackets = A8 Estimates)	<b>2016 Pupils eligible for PP</b>	<b>2017 GCSE Results 57 PP 24% of cohort</b>		<b>Pupils not eligible for PP (2016 national ave)</b>	
		<b>Our PP</b>	<b>Our Non-PP</b>		
<b>Average KS2 Points on Entry</b>		27.5	28.6		
<b>% achieving 5A* - C incl. EM (2015-16 only)</b> <b>% achieving 5 standard passes incl. EM (2017 onwards)</b> <b>% achieving 5 strong passes incl. EM (2017 onwards)</b>	45% - -	- 62% 31.6%	- 64% 39.7%	64.7% .... ....	
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	84% English, 53% Maths	n/a	n/a	<b>75.8% English</b> <b>73.4% Maths</b>	
<b>5+ English and Maths and 4+ English and Maths</b>	n/a	31.6% 5+, 61.4% 4+	39.7% 5+, 64.2% 4+	n/a	
<b>Progress 8 score average</b>	-0.52	-0.04	-0.04	<b>0.12</b>	
<b>Attainment 8 score Total</b>	40.18	41.43 (44.0)	45.93 (46.47)	<b>52.72</b>	
<b>A8 English</b>	9.95	9.28 (9.5)	10.28 (10.0)	<b>10.98</b>	
<b>A8 Maths</b>	7.73	7.58 (8.32)	8.73 (8.89)	<b>10.41</b>	
<b>A8 EBacc</b>	8.67	10.64 (11.71)	11.97 (12.47)	<b>14.81</b>	
<b>A8 Open</b>	13.83	13.96 (14.46)	14.95 (15.12)	<b>16.52</b>	

**What were our barriers to future attainment? (for pupils eligible for PP 2016-17)**

**In-school and external barriers**

<b>A.</b>	Gaps in numeracy skills from KS2 – impacting on 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 the complex and vulnerable student.</p> <p>2016 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 7 students experienced a range of interventions both in school and with a number of external agencies and success of these can be measured. The 2017 cohort has 5 students who are experiencing similar difficulties and require the involvement of a multiagency approach.</p>

Areas we aimed to address in 2016-17 to improve PP Performance		Our identified Success Criteria	Measurable Impact/Outcomes Summer 2017
<b>A.</b>	Accelerate progress in Maths across both KS3 and KS4	<ul style="list-style-type: none"> <li>Improved 3+ and 4+ LoP in Maths, in school gap with English diminished.</li> <li>PP Gap with other pupils Nationally diminished</li> <li>Improved P8, A8</li> </ul>	<ul style="list-style-type: none"> <li>Gap with English has reduced across all year groups.</li> <li>Significant improvement in PP outcomes at GCSE 2017</li> <li>Improved P8 – 2017</li> <li>Improved progress of KS3 students in Maths not at ‘Secondary Ready’ seen in outcomes of GL Progress Tests</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>Focussed whole school intervention is in place and is bespoke to PP students and their individual needs and having impact on progress.</li> <li>Improved 3+ and 4+ LoP across all subjects and PP Gap with other pupils nationally is diminished.</li> <li>P8 score is above 0</li> </ul>	<ul style="list-style-type: none"> <li>Quality assurance in classrooms shows teachers more effective in identifying and working on diminishing gaps</li> <li>Whole school PP tracker shows a wide range of intervention strategies and support is being provided for our PP students bespoke to their needs.</li> <li>PP outcomes are significantly improved (National comparisons will be made as data is released)</li> <li>PP P8 score improved from -0.52 in 2016 to -0.04 in 2017</li> </ul>
<b>C.</b>	Accelerate progress in EBacc subjects, particularly Geography across both KS3 and KS4	<ul style="list-style-type: none"> <li>Improved 3+ and 4+ LoP in Geography to be at least in-line with National</li> <li>PP Gap with other pupils Nationally is 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 are significantly improved (National comparisons will be made as data is released)</li> <li>PP progress in Geography still shows under performance and continues to be a focus in 2017-18</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. Bespoke CIAG package for these students</p>	<ul style="list-style-type: none"> <li>We have no NEET students</li> <li>All students meet at least their minimum targets and most meet their good targets.</li> <li>There is no in-school gap in attendance and attendance is in-line with or above National averages.</li> </ul>	<ul style="list-style-type: none"> <li>Current indications show no students 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 2017-18</li> <li>The 5 outliers were well supported and as a result had far less impact on the overall school P8 compared to last year</li> </ul>