



## **Pupil Premium Strategy Statement 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>	March 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>	July 2017

1. Attainment				
	2016 Pupils eligible for PP	2017 Prediction		Pupils not eligible for PP (2016 national ave)
		Our PP	Our Non-PP	
% achieving 5A* - C incl. EM (2015-16 only)	45%			64.7%
% achieving expected progress in English / Maths (2015-16 only)	84% English, 53% Maths			75.8% English 73.4% Maths
5+ English and Maths and 4+ English and Maths		46% 5+, 72% 4+	50% 5+, 76% 4+	
Progress 8 score average	-0.52			0.12
Attainment 8 score Total	40.18	48.0	50.5	52.72
A8 English	9.95	11.1	11.6	10.98
A8 Maths	7.73	10.1	10.6	10.41
A8 EBacc	8.67	12.9	14.3	14.81
A8 Open	13.83	15.5	17.2	16.52

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school and external barriers</b>		
<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 student who are experiencing similar difficulties and require the involvement of a multiagency approach.</p>	
<b>3. Areas to address in 2016-17 to improve PP Performance</b>		<b>Success criteria</b>
<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>
<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>

<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>
<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>

3. Planned expenditure					
Academic year		2016-17			
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>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 March 2017 – all on track and impact being seen</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. March 2017 – all on track and impact developing</p> <p>Develop effective pedagogy</p> <ul style="list-style-type: none"> <li>Participation in NCETM national project</li> </ul> <p>March 2017 – all on track and impact developing</p>	<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"> <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's Maths</p> <p>CLs 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"> <li>PP link governor meeting</li> <li>Report to Curriculum, Learning and Wellbeing committee</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. <b>March 2017 – all on track and impact developing</b></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>CLs 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><b>B.</b></p>	<p>Investment in GL Assessment Progress tests in maths and Transition package <b>March 2017 – all on track and impact being seen</b></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>CLs and KS3 coord. maths</p>	<p>Regular termly review with Governors :</p> <ul style="list-style-type: none"> <li>PP link governor meeting</li> <li>Report to Curriculum, Learning and Wellbeing committee</li> </ul>
<p><b>B.</b></p> <p><b>C.</b></p> <p>Accelerate progress in Basket 2 'EBacc' subjects, particularly</p> <ul style="list-style-type: none"> <li>Geography,</li> <li>History and</li> <li>Science</li> </ul> <p>across KS3 and KS4</p>	<p>Investment in GL Assessment Progress tests in science and Transition package <b>March 2017 – all on track and impact being seen</b></p> <p>Additional staffing</p> <ul style="list-style-type: none"> <li>Support Tutor in all 3 subject areas</li> <li>Professional associate in science</li> <li>Literacy coord TLR allowance</li> <li>Numeracy coord TLR allowance</li> </ul> <p>External QA and support <b>March 2017 – all on track and impact developing</b></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"> <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>CLs and KS3 coord. Science</p>	<p>Outcomes of external QA &amp; 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>B.</b> <b>C.</b> <b>D.</b></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>March 2017 – all on track and impact developing</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"> <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 Curriculum Leaders and SLB - Senior Director.</li> <li>• Literacy Coord. 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>KS3 Director</p> <p>CLs 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><b>A.</b> <b>B.</b> <b>C.</b> <b>D.</b></p>	<p>Staff training on high quality feedback to be delivered by SLE's/SLB members.</p> <p>March 2017 – all on track and impact developing</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"> <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 T&amp;L</p> <p>SISRA Observe Analysis</p> <p>Half Termly review and action planning</p> <p>Termly data analysis all year gps</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>B.</b>	KS3 Pupil Assessment & Survey <ul style="list-style-type: none"> <li>CAT's Tests</li> <li>PASS survey</li> </ul> <p>March 2017 – all on track and impact developing</p>	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	Dec 2016
<b>B.</b>	Summer School <p>An alternative approach to this is being considered. This will involve using the PiXL transition resources and in school expertise to provide a transition programme in the last weeks of the Summer term</p>	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"> <li>Student voice</li> <li>Parental voice</li> <li>Primary Liaison</li> <li>Annual review</li> <li>Pastoral, Behaviour and attendance logs</li> </ul>	Director of KS3/Transition	Sept 2017
<b>A. C.</b>	Parent Involvement <ul style="list-style-type: none"> <li>Support workshops and conferences</li> <li>GCSEPod Info</li> <li>Attendance concern meetings</li> <li>Behaviour panel</li> </ul> <p>March 2017</p>	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"> <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  Director of Inclusion	Summer 2016

<p><b>A.</b></p>	<p>English &amp; Maths match up residential. This strategy was changed after the initial plan was formulated as we felt a different approach was required</p> <p><b>Alternative plans</b> Haworth visit to improve higher progress in English Lit</p> <p>Maths Conference for borderline 4/5 students</p>	<p>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.</p> <p>A day visit to Haworth with bespoke tutoring session for students needing stretching to higher levels for English Lit – focus on Jane Eyre.</p> <p>A day conference using PiXL resources to address skills gap for students at borderline grade 4 and 5</p>	<ul style="list-style-type: none"> <li>• Planning meetings held</li> <li>• Accurate identification of appropriate students.</li> <li>• Financial support for students</li> <li>• Student voice</li> </ul>	<p>CLs English and Maths</p>	<p>Summer 2016</p>
<p><b>A.</b> <b>B.</b> <b>C.</b></p>	<p>SISRA Analytics – Data analysis tool</p> <p>March 2017 – all on track and impact developing</p>	<p>Improved the speed of data analysis and thus ensure faster and more effective targeted intervention for those pupils falling behind.</p>	<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>	<p>Directors KS3 and KS4</p>	<p>Summer 2016</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>Approx £15,000</p>

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><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>March 2017 – all on track and impact developing</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>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> <p>March 2017 – all on track and impact developing</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> </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>Fortnightly Team around the year group meetings - SPL &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. £12,000