

Pupil premium strategy statement – The Chalfonts Community College

1. Summary information					
School	The Chalfonts Community College				
Academic Year	2017-18	Total PP budget	£181,390.00	Date of most recent PP Review	11/18
Total number of pupils	(KS3&4)	Number of pupils eligible for PP	194	Date for next internal review of this strategy	03/19

2. Current attainment (<i>unvalidated – update on 25.1.18; additional courses to be included that were omitted by DfE</i>)		
	Disadvantaged	National 'Other'
% achieving 9-5 in English and Maths	21 %	50 %
Progress 8 score average	-0.56	0.13
Attainment 8 score average	36.69	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy – Year 7 literacy skills of PP students are lower than other students, which prevents them from making good progress by the end of KS3, which has a knock-on effect on the progress being made in KS4.
B.	Attendance – PP student attendance has declined
C.	Behaviour – number of exclusions of PP students against other students is a igher percantage than 'other'
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<ul style="list-style-type: none"> Attendance rates of our PP students is remain a concern and are below national average, the reduced school hours, causes these students to fall behind on their progress and attainment overall. Hard to reach families, travellers and the locality of where the students/families live within the south Bucks area, persistent school refusers, are some of the causes of this decline in attendance. Family engagement with their child's learning – reaching out to these parents and giving more support to them, such as supporting transportation to and from school on parent's consultation days or being able to attend important meetings with school. Improving family engagement with the educational progress of their children by getting them to play a bigger role outside of school, offering them

opportunities to participate in their child's learning in school as well as at home.

- Low aspirations and expectations to achieve well academically; some lack self-confidence and self-esteem. We need to individualise our approach to addressing these barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on students nearing the end of their key-stage-assessments. Barriers to learning is not something that students are not good at, barriers stem from the home and not being able to access learning through difficult home lives and difficult living environment, with low incomes and challenges being faced on a day to day basis.

4. Desired outcomes		Actions	Success criteria/Impact
A.	High levels of progress in literacy for Year 7 students eligible for PP to in line with other pupils	<ul style="list-style-type: none"> • 1-2-1 intervention strategy • Accelerated reader and reading programme • Year 7 starter packs bought to access curriculum • Data tracking across all years through 'PP Champion', Year Leader & Subject Leaders • Make decisions based on data and respond to evidence, using frequent feedback, rather than one-off assessment and decision points. • All PP students identified on all lesson and seating plans • Marking and Feedback given priority in teacher marking • Focus on outcomes for individual students rather than providing strategies. • Clear responsive Leadership: setting ever higher aspirations and devolving responsibility for raising attainment to <u>all</u> staff, rather than accepting low aspirations and variable performance. 	<ul style="list-style-type: none"> • Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets • Evidenced through a new Reading comprehension program, use of accelerated reader and English written assessments, which can be done in January, March and June to ensure progress is being made • Improved marking and feedback between teachers and students • All students tracked across ALL years effectively
B.	Increased attendance rates for students eligible for PP	<ul style="list-style-type: none"> • Attendance strategy includes all PP students as priority • New Rewards system to be set in place from September 2018. 	<ul style="list-style-type: none"> • Reduce the number of persistent absentees (PP students) to 95% in line with other students • Increased focus on year 11 PP students who had the lowest attendance overall in 2017-18

		<ul style="list-style-type: none"> • Increased parental engagement • Transport support 	<ul style="list-style-type: none"> • Increased attendance rates overall from 81.77% to our target of 95%
C.	Behaviour issues to be addressed	<ul style="list-style-type: none"> • Revision of behaviour policy • External referral for outreach work and family support • Increased parental engagement • School councillor to support extenuating issues (25% allocated) • Improve the roles of pastoral team to include non-teaching 	<ul style="list-style-type: none"> • Reduced number of exclusions and internal exclusions • Focused one to one mentoring of the key students with personalised support to enable them to avoid re-offending
D.	Improved rates of progress across KS3 for the high attaining pupil premium students	<ul style="list-style-type: none"> • Early identification through MidYis and KS2 data • Promote an ethos of attainment for all students, rather than stereotyping disadvantaged students as a group with less potential to succeed • Relevant setting and support plans for high achieving students • Co-curricular plans to involve extended opportunities for students 	<ul style="list-style-type: none"> • 2018 year 11 progress matched across all year groups for high attaining PP students • Identified and tracked cohorts across 7&8 • Curriculum pathways choice in year 8 to enable higher level learning and a challenging curriculum • Subject leads, Year Leaders and Assistant Principal, line managing the YL's, ensuring the higher abilities needs are met Increased support is put in place.

5. Planned expenditure					
Academic year		2018-19			
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?
<ul style="list-style-type: none"> Improved KS3 Literacy progress Improved progress for high attaining students Excellent behaviour for learning 	<p>Staff training on high quality, marking and feedback, to be delivered by SLT and T&L team</p> <p>Reviewed rewards policy implemented in September 2018</p> <p>Revision of Behaviour for learning policy</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>Many different evidence sources (including 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.</p> <p>Outstanding teaching leads to outstanding behaviour</p>	<p>Course selected using evidence of effectiveness and discussed with SLT and T&L team</p> <p>Use CPD sessions to deliver training that focuses on specific needs</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment) – developing the culture of sharing practice</p> <p>Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.</p>	<p>MCG</p> <p>PRC</p> <p>SCB</p> <p>LNG</p>	<p>W/c January 2019</p>

<ul style="list-style-type: none"> Improved year 7 Literacy progress 	<p>CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – to develop a bank of specific resources to use for follow up to assess the use of language.</p> <p>1-2-1 sessions</p>	<p>Components of language identified as an area of weakness from moderation.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation</p> <p>Having used this process in school as a trial, it was evident that the outcome was positive and could have a huge impact on our literacy outcomes and progress for all students not just our PP students.</p>	<p>Head of Faculty English will to implement this process and oversee resources and scheme development for KS3</p> <p>Literacy across the curriculum</p>	<p>SCB</p> <p>MCH</p> <p>GRN</p>	<p>Interim review w/c</p>
Total budgeted cost					£181,390.00

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?
<ul style="list-style-type: none"> Improving literacy across KS3 to ensure Good levels of progress being made across all the curriculum 	<p>CPD courses selected to offer a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. (These things are said to be effective in staff professional development, including support staff and cover teachers, employed by the school.)</p>	<p>We want to offer high quality teaching to all students to drive up results, focusing specifically on the PP students to diminish the difference in progress being made.</p>	<p>Course selection will be based on the evidence of effectiveness and will be aimed at teaching staff and support staff. Peer observations and catch-up CPD session to ensure we embed learning.</p>	<p>VP, AP and T&L team</p>	<p>Jan 2019</p>
<ul style="list-style-type: none"> Improved Progress for high attaining students 	<p>Weekly support sessions in maths and English for the high-attaining students either as groups or individually with subject leaders or specific, highly qualified and experienced teachers.</p>	<p>We want to provide extra support to maintain high attainment. One to one and small group interventions with high quality staff are known to be effective. Combining additional provision with some aspirational interventions such as talks from successful former students.</p>	<p>Extra teaching time and prep time paid for out of the PP funding. To engage more effectively with parents and students before interventions begin to ensure all party's understand to reasons and can address any concerns. Track data throughout KS3 at the beginning of each term.</p>	<p>Leader of Maths and English Year Leaders and Tutors</p>	<p>Easter 2019</p>
Total budgeted cost					£181,390.00

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?
Improve Attendance across KS3&4	Support staff and pastoral team to monitor students and to follow up on persistent absences (PA) and trancies.	Student's attainment can be improved if they actually attend school. Year Leaders are informed on a daily basis to flag up trends and potential issues occurring. Better attendance means better grades!	Support staff and pastoral team to be regularly briefed about existing absences. Provisions to be implemented to ensure school processes work smoothly together and are time efficient. Working with parents and carers and doing same day calls to inform them of their child's progress for targets to be set. Reduced timetable integration programme to ensure students attend on a regular basis, building up to a full timetable. Personalised support and mentoring assigned to PA, PP students. Fortnightly meetings with pastoral team to discuss attendance and progress and this information to be relayed to parents carers either via letter, meeting or phone call home. Pastoral team to do home visits where necessary.	Year Leaders and Pastoral Team Attendance Manager ADK	Weekly review of attendance and half termly overview and evaluation of interventions implemented to ensure 'quality control'.

Behaviour across KS3&4	Identify targeted behaviour intervention for identified year groups and individual students.	Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Developing a positive school ethos or improving discipline which also aims to support greater engagement in learning. It should also be noted that other approaches, such as parental involvement programs, are often associated with reported improvements in school ethos or discipline, but are not included in this summary which is limited to interventions that focus directly on behaviour.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Year Leaders Pastoral team	Half termly reviews
Total budgeted cost					£181,390.00

6. Additional detail

Behaviour:

It is evident from the below recorded exclusions, year8 but 36 incidents were PP students had the most issues with behaviour followed closely by year9 who had 48 incidents by PP students, which is possibly a trend we need to look at and ensure we introduce the correct interventions and support in year7 to avoid such an increase in year8&9.

There are still are large number of behaviour issues in year10 but less into year11, probably due to the pressures of students having to focus more on their chosen GCSE options and exams.

Year Group	yr7	yr8	yr9	yr10	yr11	6th form
Autumn	11	79	54	76	42	2
Spring	20	67	52	53	40	0
Summer	66.5	63.5	95	39.5	8	0
Total Days	97.5	209.5	201	168.5	90	2
2017-18						
Number of PP offences per year group						
PP - some repeat offenders within these figures	17	36	48	24	20	0

PP - Attendance

Year Group	2014-2015	2015-2016
7	92.8	90
8	90.1	92.8
9	90.7	86.6
10	91.7	92.3
11	94.3	96.2
Overall Actual %	91.6	90.4

2016-2017	2017-2018
93.9	89.4
91.4	91.1
93.5	77.1
85	90.4
95.3	60.88
90.45	81.77

Cohort trends shown in colour code from year to year.

The figures show a huge drop in attendance across all year groups last year, the lowest being yr11 at 60.88% dropped from 85% when they were in yr10 and yr9 at 77.1% which is a huge drop from their previous year figures of 85%. The cause of this down to many factors, one being the hard to reach families and problems with disaffected students, who are persistent school refuses.

Subject Reviews

Reviews were done by most subjects of their spend of PP funding, English were quite specific about their focuses as shown below:

Support offered:	Who the support was offered to:	Impact on learning:
Intervention with Lesley Taylor	Year 7	Specific intervention for reading, writing and comprehension skills to boost low levels of literacy.
Intervention with Lesley Taylor	Year 8	Specific intervention for reading, writing and comprehension skills to boost low levels of literacy.
Intervention with Lesley Taylor	Year 10	Students have been given specific intervention and catch-up sessions towards their GCSEs in Literature. Some aspects covered: <ul style="list-style-type: none"> - Key skills of analysis - Approaches to the seen texts - Specific writing skills - Catch-up on elements of texts missed through attendance The following students were offered support but did not attend:
Intervention with Lesley Taylor	Year 11	Students were given specific intervention towards their GCSEs in Lit and Lang. Some aspects covered: <ul style="list-style-type: none"> - Revision strategies - Approaches to the seen texts - Approaches to the unseen element of the exam - Specific writing skills - Catch-up on elements of texts missed through attendance Some students were offered support but did not attend.
Targeted catch up with Lesley Taylor	Year 11:	A student joined us from another school part way through Year 10, missing the study of two out of four of the set texts. Lesley worked with the student to support his catch up of these crucial elements, as well as planning and revising a text he studied at his previous school in order to relieve some of the pressure from him.
Copies of set texts	ALL PP students in KS4	Students are required to purchase and read set texts in preparation for their GCSE literature exam. We purchased these for all students to ensure they did not fall behind.
Revision guides	All PP students in KS4	To support their understanding of the set texts, students were given copies of the associated revision guides. These ensured students

		were able to study independently and in a structured way.
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SEND Review

The PP money spent on SEND PP students in 2017-18 was on the following;

- Revision Guides
- Memory Sticks
- Learning Kit
- Uniform
- School trip Fees

Mrs Fadipe has made a note of all the items purchased from the Quad Shop, and which student they were for.

The impact has enabled them to feel inclusive and supported them with their revision.

Pastoral Team mainly used funding on uniform and learning kit – it has made a difference to those students with confidence and not feeling different, student were able to fit in and not stand out because they do not have the correct uniform/stationery.

History Review

- We used money to buy four GCSE revision guides for each of our Disadvantaged students in Yr 11-9. The revision guides were £3.50 each. The students were those on the PP register. This also answers the next question to an extent.
- Disadvantaged students in Yrs9-11 were each provided with a revision pack prior to their examinations which contained post it notes, highlighters, pens, revision cards and paper. Carol Fadipe has the costings for each pack.
- The revision guides enabled our PP students to complete their revision homework and to practice their skills. This has given them the opportunity to revise and learn their topics and has supported them with homework. Some students used them well others did not.
- If a student had SEN and were on the PP register they received the revision guides
- Trips and Visits – Any PP student who wished to go on a history trip had their place partially funded depending on cost of trip.

Design & Technology

Food - PP funding was used for ingredients, buying students aprons and text books and revision guides. Ingredients were only bought when the students asked for them as sometimes students were able to bring them in. Food was bought in to ensure all student were able to participate in food practical work.

Engineering – Revision guides and textbooks bought for the students, some funding went towards materials and resources for student exam work.

Product Design – Revision guides, materials and some learning kits specific to technology purchased for the students to be able to access both coursework and practical learning.

Textiles – Revision guides, materials and specific equipment bought to enable exam students to access their work and reach their maximum attainment potential. This was

the last cohort to go through Textiles on the old specification curriculum for GCSE so they were able to work to the highest standard based on lower numbers in the class.

ART Review

Art Pupil Premium budget spend 2017/18

In September the art department obtained a list of all the students at that time who were in receipt of the Pupil Premium allowance. There were 35 year 8 students and GCSE Art and Digital Art year 9, 10 and 11 there were 36 in total.

Year 7: The order form we submitted didn't include the year 7s as these students were given a PP kit at the beginning of the year. Although students have required and will be in need of more equipment as it is used throughout their year 7 year. We have supplied students with new sketchbooks and equipment such as pencils and other basics

The benefits:

We have seen the confidence of these students improve greatly as they have the opportunity to use similar art supplies to their peers leading to successful, quality pieces of art work. They have shown huge appreciation for this equipment and resources as they often have found that they cannot complete work and feel like they don't want to try in the first place. By having shiny new things this has made them feel special and appreciated. These are some of the poorest students we have and cannot facilitate their education with vital equipment and materials essential for their course such as a camera. Before we were able to purchase the DSLR cameras we had student s completing the Digital Art course that had no accessibility to this level of expensive equipment making their completion of work nearly impossible. The cameras we already had were old and many had broken. All students could borrow these which meant PP students were left without. Therefore the PP support has greatly improved this facility of care.

We have seen student work I and grades improve towards their KS3 levels and GCSE. I am confident that this funding will lead to grades that will be more in line with the student's ability to achieve rather than a lower grade dictated by a lack of equipment and confidence. They have also benefited from the use of additional glue sticks, sticky back plastic, paints and brushes to take home to complete homework tasks.

Business Studies Review

We have used PP for Tutor Tap this year and for some of our Year 11s this has been so worth it. We had 8 Year 11 students that received Tutor Tap which is a bit like Sykpe. On the other end of the 'call' is a tutor who is often a student at university that has studied business studies or a teacher. The Tutor Tap sessions went on for 10 weeks (6 for some students) and the sessions were an hour. They focused on exam technique, content and general misconceptions, all 4 students mock grades went up by at least one grade and students were much more confident going into the exam.

Intervention for 2017-18

Intervention	Priority	Cost (£)	Evaluation
<p style="text-align: center;">Staffing:</p> <p style="text-align: center;">Assistant Principal in charge of PP provision</p> <ul style="list-style-type: none"> • Employability Coaching • Intervention mentoring and in class support <ul style="list-style-type: none"> • Focused intervention tutoring • Holiday revision sessions • Travellers Children HW club • Closing the gap engaging with families (Proud Letter Day included) • Homework & revision clubs for PP students. 	<p style="text-align: center;">Understanding student priorities</p> <p style="text-align: center;">Motivational</p>	<p style="text-align: center;">£31,175.29</p> <p style="text-align: center;">£30,314.20</p> <p style="text-align: center;">£30,166.76</p> <p style="text-align: center;">£13,345.72</p> <p style="text-align: center;">£12,019.02</p> <p style="text-align: center;">£3,271.41</p> <p style="text-align: center;">£14,498.87</p> <p style="text-align: center;">£1,713.74</p>	<p>Throughout 2017-18 we established more clarity about where and how the funding has been spent. The effectiveness and quality of the interventions is being more widely evaluated by middle leaders, in order to see the impact in all subject areas but more still needs to be done. The responsibility lays with all teachers and middle leaders, (Year leaders and Subject Leaders) to ensure enough is being done in their subject areas to ensure our disadvantaged students are accessing the curriculum effectively.</p> <p>Employability coaching has encouraged students to make the right choices for their options and their future possible career paths. One to one mentoring and tutoring has been very positive, as have the revision and H/W clubs.</p> <p>More concise use of data has allowed us to set interventions for specific student's needs, which has shown an improvement in progress but not enough to diminish the difference to make the desired impact on outcomes in the summer, 2018. A lot more needs to be done to ensure positive impact and outcomes for the summer of 2019 in particularly with our PP higher</p>

				achievers. So much is being done to ensure the lower ability student are improving but more needs to be done to improve the middle to higher band of achieving students.
	Students Attitudes: • Pass Survey	Motivation and Aspiration	£1,665.00	
	• Employability: • CSEC College Placements	Motivation and Aspiration	£6,854.30	All students attended passed (100%) receiving diplomas in 'Construction' and or 'Car Mechanics'.
	Raising Aspirations & Broadening Experiences • Diminishing the difference in all subject areas • Support for access to extra-curricular tuition (Music) • School Trips	Raising Attainment	£6,366.27 £1,000.00 £5,260.85	All subject areas are now fully aware of their responsibilities towards their disadvantaged pupils and are working towards more creative and subject specific interventions. Students are able to have more access to music lessons, dance athletics, cheer leading and a variety of school trips. (Funding contributions to be clearly advised through letter to parents.)
	Attainment Intervention • Texts & revision materials to support literacy • Sam Learning	Raising Attainment	£1,170.38 (Included in staff costs) £555.20	Exam materials and resources are given to all PP students to ensure they are able to learn and revise for their exams, in all their subjects not just for English and Maths.
	Intervention • Assessing learners with Dyslexia • Yr7 catch-up 1:1 during Am registration • Lucid Testing	Raising Attainment	(Included in staffing costs) £0.00	
	Equipment			Learning kits given to all Yr7 PP

<ul style="list-style-type: none"> • Provision of resources, Books, materials and equipment in exceptional hardship • Provision of uniform in exceptional hardship <ul style="list-style-type: none"> • Breakfast club 	<p>Motivation</p> <p>Health and Safety</p>	<p>£3,989.24</p> <p>£6,900.00</p> <p>£5,938.75</p>	<p>students on their first day starting in September as a welcome pack.</p> <p>All other PP students are given equipment and uniform depending on needs throughout the academic year.</p> <p>Breakfast is available for all PP students between 8.00am and 8.45am daily.</p>
<p>Engaging Families</p> <ul style="list-style-type: none"> • Texting service to improve engagement with parents 	Equal Opportunities	£1000.	Lesley Fawcett
<ul style="list-style-type: none"> • Transportation to and from the College 	Equal Opportunities	£4,185.00	Paula Procopi
<ul style="list-style-type: none"> • Total spend = 	Pupil Premium funding	£181,390.00	