



Chamberlayne College Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016/17	Total PP budget	£237,985	Date of most recent PP Review	
Total number of pupils	463	Number of pupils eligible for PP	271	Date for next internal review of this strategy	Sep 2017

2. Current attainment Y11 2015/16		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM	27.1%	64.7%
% achieving expected progress in English	39.6% /	75.8%
% achieving expected progress in Maths	29.2%	73.4%
Progress 8 score average	-0.82	0.12
Attainment 8 score average	35.8	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low Literacy levels
B.	Low Numeracy levels
C.	High FTE and internal on calls (removal from lessons)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance



4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria			
A.	Improved progress in literacy	Reading age data to show improvements \leq expectation for 75% of students eligible for PPG.			
B.	Improved progress in numeracy	Numeracy CP data to show expected progress for students eligible for PPG to be \leq to 70% across all year groups.			
C.	Reduced FTE	FTE for students eligible for PPG to reduce by 50% from 2015/16			
D.	Improved Attendance	Attendance to improve to 95% for students eligible for PPG.			
5. 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?
Improved rates of progress for all students	Higher degree of accountability. Focused and well targeted support and CPD for teaching staff Raising aspirations of all students (EEF est	<i>DofE: Supporting the attainment of disadvantaged pupils</i> <i>Briefing for school leaders (November 2015)</i>	LM minutes. QA processes developed and embedded. Accurate data analysis of all students.	NGI (Deputy Headteacher)	Ongoing improvements will be reviewed at reported frequently to Govs and SLT



Improve tangible aspirations of all students	SMSC programme. External speakers. Careers intervention at KS4 initially. (£5,400)	<i>DofE: Supporting the attainment of disadvantaged pupils</i> <i>Briefing for school leaders</i> (November 2015)	Track students access to learning developed for raising aspirations	SDA/ECA	Feb 2017
Improved progress across all subjects	CPD for quality first teaching and for quality feedback. (EEF est £80 per student)	'A marked improvement?' Victoria Elliot et al. Oxford University, Department of Education	Track feedback through work sampling, student voice, lesson obs in line school QA processes.	NGI	Dec 2017
Total budgeted cost					£48,760
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?
Improved rates of progress in core subjects	Development of the Upgrade Centre for KS3 and KS4 with targeted support for under-performing pupils during curriculum	<i>DofE: Supporting the attainment of disadvantaged pupils</i> <i>Briefing for school leaders</i> (November 2015)	Data checks of PPG half termly reported to Gobs and SLT. Intervention (upgrade) manager accountable to PL to SLT Student voice. PPG work sampling	ADE	Dec 2016
Improved behaviour and attitudes to education	Appointment of well qualified behavioural psychology	EEF Teaching Toolokit. Moderate impact for moderate cost. Based on extensive research	Reduction in FTE. Reduction in in school behavioural incidents	ADE	Dec 2016



Improved academic outcomes	Overstaffing (Inclusion support worker) in Victory provision for emotionally vulnerable	<i>DofE: Supporting the attainment of disadvantaged pupils Briefing for school leaders (November 2015)</i> Improving emotional wellbeing leads to improved happiness and ultimately academic outcomes	Tracking of students' progress accessing support and reporting termly with PPG.	NGI	Sep 2017
Total budgeted cost					£138,699
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?
Improved participation in performing arts to increase cognitive and non-cognitive outcomes	Offering peripatetic music lessons for all	Evidence is inconclusive on how learning an instrument and music participation at school affects academic and social outcomes. However it is deemed in, 'Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children', A review of evidence that it is promising. At Chamberlayne we value the arts and believe that access to learning an instrument can improve concentration, engagement and motivation levels of most students.	Students who are afforded by the school peripatetic music lessons will have their academic progress tracked against attendance at music lessons. The school will produce a data driven analysis of the success in Sep 2017.	WCA Head of Performing Arts	Sep 2017
Improved Reading skills	Accelerated Reader scheme	EEF Toolkit: Technical Appendix:	Tracking of reading ages	JCO Head of English	Apr 2017



	for all KS3 students	Reading comprehension strategies. Moderate impact for low cost			
Improved behaviour	Staffing of a behavioural support provision for KS3 and KS4 students most at risk of permanent exclusion.	EEF Teaching Toolkit. Moderate impact for moderate cost. Based on extensive research EEF.	Reduced FTE by 50% PPG Increased academic progress and catch up	ADE	Sep 2017
Total budgeted cost					£39,300
Total PPG Allocated					£226,760
Total PPG Grant 2016/17					£237,985

