



Chipping Sodbury School

Pupil Premium Strategy Statement

2020-21

The pupil premium is additional funding which is provided to help disadvantaged pupils of all abilities perform better, and to close the attainment gap between them and their peers. The school receives funding for pupils who have received Free School Meals (FSM) at any point in the last six years, for children with parents in the armed forces, and also for any pupil who is or has been in Local Authority care. This strategy statement sets out how this funding will be used alongside other initiatives and funding streams to raise the academic and other achievements of these students so that they perform in line with non-disadvantaged students; this can mean allocating funding directly to projects for disadvantaged students, but may also be focussed on actions designed to integrate disadvantaged students into achievements alongside their non-disadvantaged peers.

Respect • Integrity • Aspiration • Responsibility

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| 1. Summary information | | | | | |
|-------------------------------|---|---|----------|---|---------|
| School | Chipping Sodbury School, Bowling Road, Chipping Sodbury, South Gloucestershire BS37 6EW | | | | |
| Academic Year | 2020-21 | Total Pupil Premium budget | £102,185 | Date of most recent Pupil Premium Review | May 18 |
| Total number of pupils | 657 | Number of pupils eligible for PP | 125 | Date for next internal review of this strategy | July 21 |

| 2. Attainment of disadvantaged students at GCSE | | | | | | | | |
|---|-------|--------|-------|--------|-------|--------|--------------------|--------|
| | 2018 | | 2019 | | 2020* | | National Averages* | |
| | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| % achieving Standard Pass in English and Maths (≥ Grade 4) | 45.45 | 67.14 | 21.1 | 76.4 | 75 | 83.5 | 45 | 72 |
| % achieving Strong Pass in English and Maths (≥ Grade 5) | 23 | 46 | 10.5 | 53.9 | 35 | 42.1 | 25 | 50 |
| Progress 8 | -0.82 | -0.1 | -1.04 | 0.1 | 0.02 | 0.52 | -0.44 | 0.13 |
| Attainment 8 | 31.11 | 46.2 | 2.7 | 5.1 | 4.77 | 5.09 | 3.67 | 5.01 |

* Unvalidated scores from Go4Schools – no data published by DfE due to Covid-19 school closure; National Averages are from 2019 as no new data is published for 2020

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|--|---|
| In-school barriers (issues to be addressed in school) | |
| A | Over recent years, approximately 70% of disadvantaged students have not reached nationally expected standards of Literacy and Numeracy when they join the school; as they catch up with missed learning, the gap does not close, as non-disadvantaged students continue to progress |
| B | The attainment gap at GCSE continues to be too large for some groups within the cohort of disadvantaged students, notably boys and middle ability students |
| C | In Key Stage 4, disadvantaged students often do not see the links between participation in extra-curricular activities, wider achievements and their academic attainment and future educational opportunities and employability |
| External barriers (issues which also require action outside school) | |
| D | The attendance rates of disadvantaged students continue to lag behind those of non-disadvantaged students, and the behaviour of some disadvantaged students is making them vulnerable to exclusion; this has been exacerbated by national lockdown through 2020 |
| E | Disadvantaged students can feel alienated from the school community, as increasing numbers of families are in need of financial assistance for basic items such as school uniform and learning resources that they would normally be expected to provide themselves |

| 4. Intended outcomes (from barriers to attainment in Section 3 above) | | Impact Measurement |
|---|--|---|
| A | <ul style="list-style-type: none"> Attainment gaps in English and Maths to be closed by the end of Year 8, so that disadvantaged students have the literacy and numeracy skills needed to access GCSE courses | <ul style="list-style-type: none"> Progress Reviews show diminishing gaps in English and Maths through Year 7 and 8, so that all PP students are on Track by Progress Review 3 of Year 8 |
| B | <ul style="list-style-type: none"> Attainment gap at GCSE to be reduced and eventually eliminated for all groups within the disadvantaged cohort | <ul style="list-style-type: none"> Progress 8 gap between disadvantaged and non-disadvantaged students in the current Year 11 cohort to be reduced to 0.4 No Progress 8 gap between disadvantaged boys and girls Middle ability disadvantaged students make progress at least in line with targets |
| C | <ul style="list-style-type: none"> Disadvantaged students maintain high aspirations and see the relevance of participation and achievements in school to outcomes for their futures Disadvantaged students in all year groups engage in careers education and participate in extra-curricular activities | <ul style="list-style-type: none"> No disadvantaged students in Year 11 to be NEET according to Intended Destinations All disadvantaged students in Year 10 to have had a first interview with the Careers Adviser Clear progress plan through 'Life' curriculum, Work Experience and Careers Interviews Tracking of extra-curricular involvement for Summer Celebration Assemblies shows equality of access and participation for disadvantaged students |
| D | <ul style="list-style-type: none"> Attendance rates and behaviour of disadvantaged students are not a barrier to their attainment | <ul style="list-style-type: none"> School target of 96% attendance for disadvantaged students is reached Exclusion rates and other behaviour measures show no differences between disadvantaged and non-disadvantaged students |
| E | <ul style="list-style-type: none"> Disadvantaged students have no feeling of being disadvantaged – they do not stand out from their peers in any visible or psychological way | <ul style="list-style-type: none"> Families in need of financial assistance are supported through direct funding or alternative resourcing |

| 5. Planned Expenditure for Academic Year 2020-21 | | | | |
|---|--|--|----------|-------------------------|
| A - Literacy and Numeracy in Key Stage 3 | | | | Total cost: £5,000 |
| Intended Outcomes | <ul style="list-style-type: none"> Attainment gaps in English and Maths to be closed by the end of Year 8, so that disadvantaged students have the literacy and numeracy skills needed to access GCSE courses | | | |
| EEF Teaching & Learning Toolkit Strand + Impact months | Implementation | Monitoring and Assessment of Impact | Lead | Cost |
| Reading comprehension strategies +6 Oral language interventions +5 Phonics +4 Metacognition and self-regulation +7 | Improve reading, vocabulary acquisition, structured talk and writing in lessons <ul style="list-style-type: none"> Follow up staff training on Literacy Across the Curriculum from previous year, drawing on EEF Guidance Report 'Improving Literacy in Secondary Schools' (July 2019) and relating this to our own context Develop faculty-specific approaches to meet the differing needs of subject disciplines | Learning Walks, Lesson Observations, LA Monitoring/ Ofsted Insight | JDY | £5000 |
| Small group tuition +4 Peer tutoring +5 Reading comprehension strategies +6 Oral language interventions +5 Phonics +4 Digital technology +4 Individualised instruction +3 | Deliver intervention programmes for literacy and numeracy <ul style="list-style-type: none"> HLTA delivery of three-stage literacy intervention programme with identified students in English lessons in Years 7 and 8 Re-launch Maths Mates and Paired Reading when lifting of Covid-19 'bubble' restrictions makes this possible; implement other short- to medium-term possible alternatives Adjust the 'Pathways' curriculum in Year 9 so that 'On Track' has even more of a literacy and numeracy focus, and 'Eurostars' provides additional literacy support | Wide Ranging Ability Tests (WRAT) Progress Reviews for English and Maths – 'On Track for' against 'Target Track' of Special Interest Groups | NHT, CCN | <i>(Covid Catch-Up)</i> |

| 5. Planned Expenditure for Academic Year 2019-20 | | | | |
|---|--|---|------|---------------------|
| B - Progress through to Year 11 | | | | Total cost: £36,000 |
| Intended Outcomes | | <ul style="list-style-type: none"> • Attainment gap at GCSE to be reduced and eventually eliminated for all groups within the disadvantaged cohort | | |
| EEF Teaching & Learning Toolkit Strand + Impact months | Implementation | Monitoring and Assessment of Impact | Lead | Cost |
| Feedback +8 Metacognition and self-regulation +7 Mastery learning +5 Collaborative learning +5 | Improve the quality and consistency of teaching, learning and assessment in post-lockdown environment <ul style="list-style-type: none"> • Ensure clarity of expectations for teaching, learning and assessment to reduce variation and guarantee consistency within subject teams and across the school • Re-launch the revised whole-school Marking and Feedback policy and ensure that Heads of Faculty drive consistency across all subject teams | Learning Walks Heads of Faculty report on monitoring to SLT at calendared dates and in Line Management Meetings | LDS | |
| Metacognition and self-regulation +7 Parental Engagement +3 Extending the school day +2 Homework (secondary) +5 | Promote GCSE exam revision and preparation <ul style="list-style-type: none"> • Ensure that the RAP Group prioritises the attainment of disadvantaged students • Use parent- and student-voice to inform catch-up and engagement programme for maximising progress in Year 11 • Ensure attendance of disadvantaged and all other students at Study Support subject sessions | Parent voice Progress Reviews comparison of disadvantaged against non-disadvantaged students | DHS | |
| Collaborative learning +5 Behaviour interventions +3 Digital technology +4 Individualised instruction +3 Homework +5 Social & emotional learning +4 Reducing class sizes +3 | Develop the 'Pathways' curriculum model <ul style="list-style-type: none"> • 'On Track' lessons with HLTA for Years 9 – 11 • Include courses in additional English, Design Technology (Unit Award) and Introduction to Art and Photography | Progress Reviews for Special Interest Groups (SPIGs) relative to whole cohort | CPH | £36000 |

5. Planned Expenditure for Academic Year 2019-20
C - Personal Development
Total cost: £38,128

| Intended Outcomes | <ul style="list-style-type: none"> Disadvantaged students maintain high aspirations and see the relevance of participation and achievements in school to outcomes for their futures Disadvantaged students in all year groups engage in careers education and participate in extra-curricular activities | | | |
|---|--|--|-------------|-------------|
| EEF Teaching & Learning Toolkit Strand + Impact months | Implementation | Monitoring and Assessment of Impact | Lead | Cost |
| Outdoor adventure learning +4 Aspiration interventions +0 | Increase awareness of higher education opportunities <ul style="list-style-type: none"> Re-run Grass Routes project with 15 disadvantaged students in Year 9 who have the potential to go to university but lack the awareness, ambition or support (majority funded by Future Quest) Introduce employer and higher education talks for Year 11 in extended Tutor Time and employer interviews for Year 10 | Student voice | CPH | £2000 |
| Arts participation +2 Sports participation +2 Outdoor adventure learning +4 | Promote 'personal development' model for extra-curricular participation and opportunities <ul style="list-style-type: none"> All staff to take a 'PP first' approach to advertising and recruiting students to personal development opportunities throughout the year Promote and contribute funding towards opportunities arising that are normally cost-incurring for families eg. music lessons, Duke of Edinburgh Award, school trips Review awards for Summer Celebration Assembly to reflect employability; introduce 'Record of Achievement'-type portfolio with CVs and reflective writing | Student voice and staff voice | CWD | £5000 |
| Aspiration interventions +0 | Provide impartial, high quality personal guidance <ul style="list-style-type: none"> Interviews for all students with Careers Advisor (through Compass Careers), with additional interviews for disadvantaged students; guidance with choices and applications Run work experience if feasible; explore possibilities for online careers fayre and other online engagement with employers Continue monitoring intended destinations of disadvantaged students and provide support | Intended Destinations and September Guarantee reports to Local Authority | DHS | £31128 |

5. Planned Expenditure for Academic Year 2019-20
D - Behaviour and Attendance
Total cost: £32,044

| Intended Outcomes | <ul style="list-style-type: none"> Attendance rates of disadvantaged students are not a barrier to their attainment | | | |
|---|--|--|-------------|-------------|
| EEF Teaching & Learning Toolkit Strand + Impact months | Implementation | Monitoring and Assessment of Impact | Lead | Cost |
| | Improve attendance rates of disadvantaged students <ul style="list-style-type: none"> Allocate time and TLR for the Attendance Lead teacher to discharge responsibilities Tutors and Heads of House monitor attendance and implement school Attendance Policy and Local Authority procedures rigorously | Reports to Head teacher, Deputy Headteacher and Governors School Committee Attendance rates against school target | CWD | £5,000 |
| | Improve behaviour of disadvantaged students <ul style="list-style-type: none"> Class teachers and Heads of Subjects and Tutors and Heads of House monitor behaviour and implement school Behaviour Policy procedures rigorously The ARC used for successful reintegration of disadvantaged students | Exclusions and behaviour records | DHS | £27,044 |

| 5. Planned Expenditure for Academic Year 2019-20 | | | | |
|--|--|--|-------------|----------------------------|
| E - Inclusivity | | | | Total cost: £19,000 |
| Intended Outcomes | <ul style="list-style-type: none"> Disadvantaged students have no feeling of being disadvantaged – they do not stand out from their peers in any visible or psychological way | | | |
| EEF Teaching & Learning Toolkit Strand + Impact months | Implementation | Monitoring and Assessment of Impact | Lead | Cost |
| Social and emotional learning +4 Behaviour interventions +3 Parental Engagement +3 | Make use of PP Passports for planning around disadvantaged students <ul style="list-style-type: none"> Improve the quality of information and use of PP Passports; tutors (or other appropriate staff) lead on discussing learning and personal situations with tutees and on collating information in the form of a 'passport' to be shared with subject teachers and other relevant staff The 'passport' can also be used in discussions with parents about how best to support them and their children | Learning Walks and Lesson Observations; the passports themselves are also valuable student voice | CPH | |
| Extending school time +2 Digital technology +4 Homework +5 | Maintain the Library <ul style="list-style-type: none"> Continue Homework Club support with ICT access and support with study skills Continue to provide an inclusive learning space at break and lunch times Provide capitation for stationary, books and upkeep of the learning environment | Participation report | KVS/SCE | £3,000 |
| Parental Engagement +3 | Provide financial support to families <ul style="list-style-type: none"> Assist parents of disadvantaged students with curriculum costs normally covered by families, including revision guides, GCSE PE sports shirts, GCSE Art pack, GCSE Design Technology pack Respond to requests from parents of disadvantaged students for assistance with uniform costs | Parent voice | CPH | £16,000 |

| 5. Planned Expenditure for Academic Year 2019-20 | | | | | | |
|---|---|---|-------------|-------------------------|--|--|
| Other Approaches | | | | Total cost: £8,000 | | |
| Intended Outcomes | <ul style="list-style-type: none"> Improving the quality of education for all | | | | | |
| EEF Teaching & Learning Toolkit Strand + Impact months | Implementation | Monitoring and Assessment of Impact | Lead | Cost | | |
| Digital technology +4 | Close the 'digital divide' <ul style="list-style-type: none"> Continue the introduction of Go4Schools and Microsoft Office 365, so that disadvantaged students and other vulnerable groups have access to home learning instructions and resources, and to information on their progress Support disadvantaged students with access to laptops with additional loans | Reports to Governors School Committee Tracking the progress and engagement of disadvantaged students | DHS | <i>(Covid Catch-Up)</i> | | |
| | Leadership <ul style="list-style-type: none"> Allocate time and TLR to the Pupil Premium Lead teacher to discharge responsibilities | Reports to Head Teacher, Senior Team and Governors School Committee | CPH | £8,000 | | |

Staff in this document:

| | | | |
|-----|---------------------------------------|-----|---|
| CCN | Chris Chapman (Head of Maths) | NHT | Nick Hunt (SENCO) |
| SCE | Sharon Criddle (HLTA) | SLS | Simon Lewis (Head of English) |
| LDS | Laura Davies (Assistant Headteacher) | CPH | Chris Pugh (Associate Assistant Headteacher) |
| JDY | Jemma Donnelly (Literacy Coordinator) | KVS | Kim Vallis (HLTA) |
| DHS | David Hinkins (Deputy Headteacher) | CWD | Chris Whitfield (Associate Assistant Headteacher) |