

1. Summary information

School					
Academic Year	2019/20	Total PP budget	£260,593	Date of most recent PP Review	Sept 2019
Total number of pupils	1208	Number of pupils eligible for PP	278	Date for next internal review of this strategy	Jan 2020

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving grade 4 or above in English and Maths	44.7 (64.9)	66.9 (64.9)
Progress 8 score average	-0.68 (0.008)	-0.59 (0.008)
Attainment 8 score average	3.53 (4.69)	43.2 (46.9)

3. Barriers to future attainment (for pupils eligible for PP)

A.	Attendance - We continue to see persistent absenteeism from Disadvantaged students. This has a negative impact on their potential progress.
B.	Access & Aspirations - Some of our Pupil Premium eligible students experience challenges in their home lives with a range of emotional and family issues. This makes it difficult for them to engage in school life or develop positive aspirations. Furthermore, there is a negative attitudes of students and parents towards education – which limits opportunity
C.	High Attaining Disadvantaged students and Boys - The performance of high attaining boys is a wider school focus, however, our High Prior Attaining Disadvantaged Boys have higher average residuals below expected targets compared to Non-Disadvantaged High Prior Attaining Boys.
D.	Behaviour for Learning - Despite the quality first teaching, interventions and support mechanisms, we still have a small number of Disadvantaged students who have needs greater than we can accommodate in mainstream.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	PP eligible students attendance in line with the school average - We will see the average Disadvantaged student attendance achieve 96%.
B.	PP eligible students engaged with school life - Through increased Disadvantaged student attendance at ECAs, School Trips, and Wide Horizons opportunities, we will see an improvement in student wellbeing. This will lead to greater success; both in and outside the classroom. This will be reflected by positive SV regarding the opportunities available. During Climate Walks we will see staff effectively developing and engaging Disadvantaged students. Through our connection with The Brilliant Club, we will see increased numbers of disadvantaged students move through to KS5 and subsequently to university or apprenticeship
C.	Gap between HA Boys Disadvantaged progress and HA Boys Non-Disadvantaged progress decreases and falls in line - The school movement towards a knowledge rich curriculum will ensure all lessons, including those involving disadvantaged students, will be delivering a high quality of education. We will see higher expectations and aspirations of disadvantaged students – particularly HA Boys – which will result in progress throughout the year. This will be witnessed through the 6 weekly RAP process which will indicate the GAP closing across the school. Consistency of the 5 F.I.R.S.T T&L strategies will be reaffirmed through CPD and department meetings. Learning walks evidence effective strategies with Disadvantaged students.
D.	Students are engaged in their learning - Increased contact with disadvantaged student’s parents - through phone calls, academic mentoring, parental support evenings - and attendance to parents’ evening will result in improved progress, attendance and behaviour for disadvantaged students. Reintegration is positive and sanctions/exclusions are reduced. Disadvantaged students have greater clarity of behavioural systems. 6 weekly RAP data show improvement of ATLs and outcomes. Reduction in sanctions/exclusions.

5. Planned expenditure

Academic year

2019/20

The four 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.

A. PP eligible student's attendance in line with school average

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 the attendance of disadvantaged students in line with the school average	Pastoral Outreach Team focus on removing barrier for attendance including home visits.	It has been clear, across several years, that the work of our Pastoral Outreach Teams is crucial in removing barriers for our students and improving attendance. This involves both ensuring students are able to attend to school, are supported in their lessons and also that parents engage with the school.	Tracking of attendance data. Minutes from attendance meetings. Attendance to parents' evening.	AFL/ADA	
	Pastoral in school work based around improving and maintaining PP attendance. (Small groups, 1:1s, monitoring)			HoY	
	Home to school transport (bus passes)	We want to ensure there is no financial barrier to students coming into school via bus.	Tracking of attendance data for those students to whom these are issued	Attendance Team	
	Motivational strategies for improving Disadvantaged attendance.	To support Disadvantaged students both academically and emotionally	Improvements in progress, attendance and behaviour	HWI	
Total budgeted cost					£60,000

B. PP eligible students' aspirations are raised					
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?
To ensure all Disadvantaged students have a high life aspirations and a wide range of extra-curricular activities available to them to support progress and enrich their lives	Embed the core vision of Nicholas Chamberlaine School within the community	Very little cost implication but a big impact in terms of developing the whole child. Although every disadvantaged student has different needs the academy values will help these students develop into well rounded citizens that can contribute to their community.	Our clear vision, underpinned by our supports student's spiritual, moral, social and cultural development ensuring they are responsible for their actions as good citizens. Values are embedded and form the basis of all aspects of our policies, PSHE and values foci in lessons constantly teaching students about the behaviours which make good citizens.	LNE	
	Pastoral in school work based around improving and maintaining Disadvantaged engagement and aspirations.	High challenge and support is needed for all Disadvantaged students to ensure progress is made.	Work scrutiny, data collection points	HoY	
	Funding towards uniform / sports kit	We will ensure that there are no financial barriers that prevent Disadvantaged students from engaging with any aspect of school life	Heads of Department, SLT for ECA and members of staff responsible for Proud Traditions and Wide Horizons will ensure that there is no opportunity denied for Disadvantaged students due to financial reasons	HoD / APM / SHA / AWI	
	Funding towards stationary & revision materials				
Funding towards technology food costs					
Funding toward school trips, enrichments					

Pupil Premium Strategy Statement

	Funding toward ECA for Disadvantaged students				
	LAC Mentor to completely focus on the wellbeing and academic progress of students who are LAC. Link between home and school.	Support carers and pupils academically and behaviourally. Provide carers with information regarding the progress of the child	Carer and student voice. Tracking of students who are LAC	MFA	
	Summer School	Outreach Team identify and work with students during the holiday to ensure smooth transition into Nicholas Chamberlaine in September	Pupil and parent questionnaires. Tracking from September. Revisiting progress with students throughout the	AFL / ADA	
	Careers and guidance focussed on Disadvantaged students – Fast Tomato / Unifrog	All students deserve the chance to experience higher education. We also want to raise the aspirations of students so that we produce students that strive for academic excellence. One of the biggest barriers to raising the aspirations of disadvantaged students is the student not knowing their future career path. These meetings will remove that barrier	Pupil voice, attendance on trips, use of the various Careers Packages	APM	
	The Brilliant Club	The Brilliant Club are a recognised charity that work with able Disadvantaged students to develop their scholarship and aspiration	80% of students will graduate from the programme	PME	
				Total budgeted cost	£107,900

C. Gap between HA Boys Disadvantaged and HA Boys Non-Disadvantaged decreases					
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?
Gap between HA Boys Disadvantaged Progress and HA Boys Non Disadvantaged progress decreases and falls in line.	Teaching and Learning non-negotiables – 5 consistently applied approaches to Disadvantaged T&L	Teaching standards, Teach Like a Champion	Quality assurance of lessons. Discussions with HoD	Curriculum Leads	
	Staff CPD on Challenge for all in Teaching and Learning Communities	Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.	QA the strategies in lessons. Tutors to promote and QA the strategies	JHU	
	Staff coaching to improve teacher profiles	EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on Disadvantaged student progress.	Quality assurance of lessons. Analysis of data.	JHU	
	Specialist team in school supporting learning needs for Disadvantaged students.	Students need to be at school and in lessons to make the required progress – having specialist teams working with them increases the likelihood of this being the case	Tracking of weekly behaviour reports and attendance information.	HoY / The Hub	
	1 to 1 tuition / small group / tutor time Intervention – ensuring regular and focused feedback to Disadvantaged students on progress	EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.	Quality assurance and attendance figures	HoY/PME	
	Yr11 exam breakfast, holiday sessions	There are clear advantages to targeted time – outside of normal		AWI	

Pupil Premium Strategy Statement

	Breakfast homework sessions	lessons – to focus on knowledge and skills.	Internal data to be used to analyse the effectiveness of interventions	Curriculum Leads	
	Revision conferences				
	Pixl Eng, Pixl Maths				
Total budgeted cost					£61,000

D. Students are engaged in their learning					
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?
Students are engaged in their learning	Personalised onsite programmes for Disadvantaged students in The HuB / Restorative Programme PP Learning Manager.	PP students being able to have a member of staff with whom they can engage has been demonstrated to support behaviour and performance	Team meetings.	HoY/PME	
Total budgeted cost					28,400

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Attendance				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the attendance of disadvantaged students in line with the school average	Pastoral Outreach Team focus on removing barrier for attendance including home visits.	Our persistent absence figure has been below national average for 3 years with our whole school attendance figure just slightly below average. Attendance for disadvantaged is improving year on year and is above national average.	The work here of the Pastoral Outreach Team has clearly been of value in reducing our persistent absence figure. We will continue with this strategy – and continue to develop the role of this team. Likewise, the mentoring and close pastoral work with Disadvantaged students has been significant in addressing the issue. It was not thought that the use of Keyworkers was effective and will be reconsidered and – if thought useful – re-launched next year	
	Pastoral in school work based around improving and maintaining Disadvantaged attendance. (Small groups, 1:1s, monitoring)			
	Home to school transport (bus passes)			
	Keyworkers 1:1 mentoring around improving attendance.			
	Motivational strategies for improving Disadvantaged attendance.			
ii. Access and Aspirations				

Pupil Premium Strategy Statement

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure all Disadvantaged students have a high life aspirations and a wide range of extra-curricular activities available to them to support progress and enrich their lives</p>	<p>Pastoral in school work based around improving and maintaining Disadvantaged engagement and aspirations. (Small groups, 1:1s, monitoring)</p>	<p>The school continues to support all Disadvantaged pupils to be able to fully access the curriculum – covering the cost of, in particular, trips and revision materials and all students had access to either Unifrog or Fast Tomato and engaged through sixth form or Wide Horizons lessons. A number of students were invited to Summer School based on transition needs. All transitioned successfully. Students who are LAC residual between current attainment and target smaller than rest of school on average. Numbers of students moving into the Sixth Form was strong – and destinations of those leaving showed an increase in aspiration. The VA added at Sixth Form across all students put the school in the top 5% nationally.</p>	<p>To support the outreach work from Warwick University, we will look to also make use of The Brilliant Club. This should firmly ensure Disadvantaged students have access to what the world of Higher Education looks like.</p>	
	<p>Funding towards uniform / sports kit</p>			
	<p>Funding towards stationary & revision materials</p>			
	<p>Summer School</p>			
	<p>LAC Mentor to completely focus on the well-being of students who are LAC. Link between home and school.</p>			
	<p>Funding toward ECA for Disadvantaged students</p>			
	<p>Funding towards school trips, enrichments</p>			



Pupil Premium Strategy Statement

	Funding towards technology food costs			
	Careers and guidance focussed on PP students – Fast Tomato / Unifrog			
	Warwick University Outreach (in school) small group aspiration mentoring.			
	Keyworkers 1:1 mentoring around school engagement and improving aspirations.			
	PP Grant System			
iii. HA Boys				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gap between HA Boys Disadvantaged progress and HA Boys Non Disadvantaged progress decreases and falls in line.	Teaching and Learning non-negotiables – 5 consistently applied approaches to PP T&L	The range of approaches the school applies – particularly for HA Boys - ensure that we have high expectations for our disadvantaged students. Aspirational targets are set for all students to ensure that they focus is on what is possible – and this is reflected in our three year	Maths has highlighted they are keen to just use PIXL Maths moving forward – removing MyMaths and Method Maths. We will not use them moving forward. The school is keen to learn from the strategies used by the most successful departments in stretching Disadvantaged pupils – in particular	

	Staff CPD on Challenge for all in Teaching and Learning Communities	<p>trend of improved attainment. This is especially true in Maths and English that have made substantial gains in attainment in the last three years. In our most successful subjects for Disadvantaged students – Business and French – we see the success of high expectations, tight discipline and regular retrieval based homework – this will become a wider strategy across the school next year. CPD sessions have been well received and has resulted in colleagues feeling more confident in supporting PP pupils and, in particular, stretching the most able. With our coming focus on developing a knowledge rich curriculum, this will further embed this practice and seek to address our disappointing P8 for both Disadvantaged and non-Disadvantaged pupils. Those Disadvantaged students targeted regularly attended exam breakfasts – which enable them to fully focus on their performance. Likewise, feedback from students showed that they valued our focus on routine and walking talking mocks. Y11 made regular use of PIXL and Method Maths and, where absent, Mymaths</p>	<p>HA Boys. We will look to support and roll out the techniques and strategies used by these departments over the coming year. We will not use Elev8 this coming year – we were not convinced the impact on the students was noticeable. Following feedback from colleagues, a full schedule of CPD for staff will be available in 2019-2020 to enable them to develop their skills in fully stretching the most able students – this will include external opportunities, visiting speakers and the sharing of internal expertise.</p>	
	Staff coaching to improve teacher profiles			
	Specialist team in school supporting learning needs for Disadvantaged students.			
	1 to 1 tuition / small group / tutor time intervention			
	Yr11 exam breakfast, holiday sessions			
	Breakfast homework sessions			
	Revision conferences / Elev8			
	Method Maths / My Maths, Educake, Pixl Eng, Pixl Maths			

	Teaching and Learning non-negotiables – 5 consistently applied approaches to Disadvantaged T&L			
iv. Behaviour for learning				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students are engaged in their learning.	Personalised onsite programmes for Disadvantaged students in The Hub / Restorative Programme.	We developed onsite programmes that met student needs – with positive feedback from students and staff. Reintegration following removal is positive and sanctions/exclusions were reduced. All students including have access to breakfast club.	This approach has had some good success – the personalised quality of the support is important. We will be connected the HoY with a member of SLT for the coming the year to strengthen the connection between all areas of the school. The development of GST lessons – and their delivery to pupils by a member of SLT following removal supports all students in making positive choices. The breakfast club has been successful – will be linked up with the Lifechurch in 2019-2020	
	Keyworkers 1:1 mentoring where necessary			

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
N/A