



Pupil Premium Review 2019/20 and Forward Planning 2020/21

Evaluation 2019/20

Summary of income received and student numbers:

Pupil Premium funding per student in 2019/20 was £935 (Ever 6 & FSM) until March 2020 and from April 2020 £955

Pupil Premium funding per student in 2019/20 for Looked After Children (LAC and post-LAC) was £2345

Pupil Premium funding per student in 2019/20 for Service Children was £310

The school received £136,676. for the period 1st September 2019 to 31st August 2020.

Summary of spending	
Staffing capacity	48493
Technology enabled learning provision	5940
Outsourced Alternative Provision (i.e. Abbey View, Academy 21, The Rock)	18113
Learning Support Mentor support	30900
Formal and informal counselling	12280
Literacy intervention	10021
Emotional Intelligence intervention	5740
Applications for specific resources, equipment and interventions	6317
Summary of Whole School Pupil Premium Profile 2019/20 based on July 2020	
Year 7 – 49: male 25/ female 24 Year 8 – 31: male 15/female 16 Year 9 – 32: male 8/female 24 Year 10 -28: male 14/female 14 Year 11: 12 male 10/female 2 Number who have additional learning need (MP = 42 MP+ = 7 EHCP = 9) Number of students who are LAC or post-LAC = 15 Number of service children= 11	

Summary of attainment for the identified groups – August 2020

Attainment Group	Years 7-11 Total number of students = 1027	Pupil Premium Group years 7-11 Total number of students = 131
------------------	--	--



Summary of attainment for the identified groups – August 2020

Academic Year	Measure	Pupil Premium Difference
2019-2020	5 x 5-9 including Eng & Maths	30.1%
	5 x 4-9 including Eng & Maths	14.4%
2018-2019	5 x 5-9 including Eng & Maths	10.5%
	5 x 4-9 including Eng & Maths	27.8%
2017-2018	5 x 5-9 including Eng & Maths	35.5%
	5 x 4-9 including Eng & Maths	17%

Evaluation 2019/2020

The Pastoral Manager with oversight of Pupil Premium maintained strong communications between students, teachers and parents. This was evidenced through the regularity of meetings with students, communication with Heads of Year and/or subject teachers and contact with parents. Early identification of need and targeted interventions were co-ordinated effectively. Oversight meetings documented interventions, monitoring and evaluation within faculty and subject areas. Applications were regularly made for Pupil Premium spend by teaching and support staff.

Attendance figures between Pupil Premium and Non-Pupil Premium students in 2019/20 were skewed by COVID lockdown and the operation of support school/keeping in touch sessions.

Years 7-10	PP	NPP	Difference
2016/17	93.14%	96.24%	3.10%
2017/18	89%	92.75%	3.75%
2018/19	91.8%	96%	4.2%

Records of interventions were maintained across the school as is data on spend per pupil. Information gathered during profiling was used to ensure targeted spending e.g. a physics course at University, music lessons, one to one or small group provision etc. Attainment was reviewed at each data point and the information then used to inform meetings with Heads of Year and Quality First Teaching.

Students who were found to be making insufficient progress, despite their ability, were targeted for intervention. Our structure ensured a quick identification of insufficient progress and allowed for this to be addressed immediately. Communication with parents has become more rapid and direct and students have been offered extra support after school and at lunch times e.g. homework club. Pupil Premium students were prioritised for tutor conversations, contact home and activities to secure parental engagement.

Pupil Premium was key priority 1 for the school, as detailed in the School Development Plan 2019-20 Whole school and department 'Aim High' strategies were implemented by all teachers within



the classroom and Pupil Premium students were designated as Aim High cohorts throughout the school. In Maths, for example, AIM high students were monitored by closely comparing with 'similar' students (as deemed by KS2 results) in the cohort and positively discriminated in terms of interventions, praise, questioning. In English, for example, an after-school GCSE boys intervention group ran from Jan-March 2020. 6 Pupil Premium students attended and all 6 students moved from Grade 3s /4s to 4s and 5s when Using data gathered in Nov 2019/Feb 2020 mock data as comparison.

Forward Planning 2020/21

Summary of income estimated to receive and student numbers:

Pupil Premium funding per student in 2020/21 is £955

Pupil Premium funding per student in 2020/21 for LAC and post-LAC is £2345

Pupil Premium funding per student in 2021/21 for Service children is £310

The school estimates it will receive £127K for the period 1st September 2020 to 31st August 2021. The number of students who currently qualify for Pupil Premium is 125. It should be noted that there are frequent updates with students being added to the list given abrupt changes in circumstances due to the impact of COVID- 19 on many families.

The pupil premium will be used to support students under the following categories:

- Teaching & Learning
- Social & Emotional Issues
- Attendance
- Enrichment
- Family and Home

Area of focus for academic year:

Focus	Desired outcomes	Planned expenditure
-------	------------------	---------------------



<p>Pastoral Year Leads (PP/LAC)</p> <p>Impact measure:</p> <ul style="list-style-type: none"> • KS 3, 4 & 5 data. PP students working in line with non-PP students. Diminishing the difference. • A comprehensive Provision Mapping package employed across the school • Impact of targeted interventions • Learning walks – improved communication & pupil premium profile raised • Increased level of communication with parents • Post 16 Transition & Destinations • Raise expectations for entering the sixth form 	<ul style="list-style-type: none"> • To continue to raise the profile of PP throughout the school. • To track and monitor, interventions, attainment & attendance of PP students. • Monitor PP spend on targeted interventions to gain maximum impact. • To maintain and review Pupil Profiles for identified group. • Promotion of Learning conversations for the identified group. • To invest in the year 6-7 transition process by establishing relationships with parents, meeting with Primary staff etc. • To use ideas gathered at PP conferences to support parents particularly those of current FSM students as evidence shows that these students have the greatest negative impact on attendance, progress and attainment data eg, transport for after-school activities, provision of free lockers 	<p>£66K</p>
<p>Focus</p>	<p>Intended impact</p>	<p>Estimated cost</p>
<ul style="list-style-type: none"> • KS 3, 4 & 5 data. PP students working in line with non-PP students. Diminishing the difference • Case studies demonstrate identified need, targeted intervention & positive impact • The number of PP students being mentored and receiving in class and extraction intervention by the Learning Support Mentor 	<ul style="list-style-type: none"> • Intervention provision for under-performing PP students 	<p>£16K</p>



<p>Formal & Informal Counselling</p> <p>Impact Measure:</p> <ul style="list-style-type: none"> • Increased level of engagement • Improved Attitude to Learning Grades • Improved attendance data • SUMO (Emotional Intelligence Programme) • Improved Social, emotional, mental health 	<p>Ensure student attendance & engagement is maintained.</p> <p>Students require reduced intervention for social and emotional support over time, become more resilient.</p>	<p>£12.5K</p>
<p>Leadership</p> <p>Impact Measure:</p> <ul style="list-style-type: none"> • Detailed evidence of tracking and monitoring of PP students • Learning Walks • Work Scrutiny • Implementation of new Provision Mapping across the school • ensure students able to make expected progress by the end of a Key Stage. 	<ul style="list-style-type: none"> • Ensure students are able to make expected progress by the end of a Key Stage. • Support & training for staff in tracking & monitoring of students for improved outcomes and in class - effective differentiation. • Involvement in the CPD programmes to improve the quality of teaching and learning and feedback to students. • Maintain efficient record keeping systems for tracking & monitoring Pupil Premium spend 	<p>£7K</p>
<p>Individual staff application for resources, equipment & interventions</p> <p>Impact Measure:</p> <ul style="list-style-type: none"> • KS 3, 4 & 5 data. PP students working in line with non-PP students. Diminishing the difference. • Increased level of engagement • Improved Attitude to Learning Grades • Case studies demonstrate identified need, targeted intervention & positive impact • Reduction in missed homework deadlines • Destination evaluation Other?? 	<p>Pupil Premium can be spent on a 'needs' basis which is targeted and focused on interventions that will support the learning outcomes throughout the year, including:</p> <ul style="list-style-type: none"> • Trips & visits • Extra-Curricular Activities • Breakfast Club • Revision/Booster Classes • Careers Advice • Resources • Uniform • Music Lessons • University Residential • Animal Care 	<p>£26K</p>



Summary of Whole School Pupil Premium Profile 2020/2021 Census data October 2020

Pupils on roll:	Number of pupils
Boarders	0
Service children	11
Pupils for whom the school receives top-up funding	15
Post looked after arrangements - includes children ceased to be looked after through adoption, special guardianship, residence order or child arrangement order	10
Eligible for free school meals on census day	123
Unique pupils with any period of eligibility for free school meals reported in the current census (includes those eligible on census day)	130

Number of boys = 84

Number of girls = 97

Number who have additional learning need (MP =, MP+ =, EHCP =)

Summary of expected outcomes 2020/2021

Whilst the pastoral structure has changed within the school, there will remain a key focus within each year group on PP and LAC students. The Pastoral Year lead will work closely with the Pastoral DOL to support, track and monitor PP students and maintain the strong links built with the Inclusion Department. The role of the tutor will carry a specific responsibility for the oversight of PP students within their tutor group, engaging regularly with each student and communicating with home.

Teaching staff will identify the most appropriate interventions within their classroom and there will be a keen focus on PP strategy in Departmental development plans. Departments will be able to make applications for the pupil premium spend which will have maximum impact.

Within the new pastoral structure, there will be a renewed focus on establishing relationships with students and parents before their arrival at Chipping Campden School, in order to identify barriers to learning which can be addressed before a student's admission, ensuring high levels of engagement and attendance from the start.

In raising the profile of students currently eligible for the PP grant, it is essential that all staff are supported in understanding and recognising complex barriers to learning and be equipped to provide early intervention and targeted support. Desired impact primarily centres around closing the attendance gap across all years and ensuring progress and attainment is in line with their peers. Attendance will continue to be a key focus for 2020/21 with a variety of initiatives being employed to improve figures and narrow the difference between PP and NPP students. These will include tutor-time attendance groups and a reward for high attendance.