

# Chiltern Hills Academy Pupil Premium Report – 2016-17 (including projected spend 2017/18)

## What is Pupil Premium?

The Pupil Premium (PP) is additional funding given to schools in England to raise the attainment of disadvantaged students and close the achievement gap between them and their peers. In 2017 the attainment gap measure compared those students eligible for the funding (PP) to those students that don't fulfil the criteria (non PP) in progress 8 score and grades 5-9 in English and maths.

The funding is available to the following groups of students:

- Students who are eligible for Free School Meals (FSM)
- Students that have been eligible for FSM in the last six years (FSM Ever 6)
- Students who are looked after or in care (CLA)
- Students who are under Special Guardianship
- Students from a Forces background

<b>Pupil Premium Impact figures</b>											
	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>			<b>2017</b>	
	<b>CHA</b>	<b>Nat</b>	<b>CHA</b>	<b>Nat</b>	<b>CHA</b>	<b>Nat</b>	<b>CHA</b>	<b>Nat</b>		<b>CHA</b>	<b>Nat</b>
% 5+ A*-C inc E & m	25	41	13		43	36	45		4-9 in En & ma	58	59
% Gap between PP and non PP	43	27	37	27	13	26	9			28	23
Progress 8 score - PP							-0.5	-0.38		-0.12	

The academy receives quarterly funding for each of the groups of students in varying amounts, which must be used to support students or take away financial barriers that could be hindering their progress within school. The government expects the Academy to track each of the student's progress, analyse how the funding is being spent and measure the impact of the intervention.

## Academy Spending

At Chiltern Hills Academy we currently have 175 students in years 7-11 that are eligible for Pupil Premium funding and therefore our funding equates to **£160,550 plus £11,400** including 6 students receiving Pupil Premium Grant + (**£1900 per student**)

**Total 2016/17 = £171,950**

The Pupil Premium funding is being spent on the following areas:

<b>Pupil Premium Expenditure 2016/17</b>			
<b>Detailed allocation for the year 2015-16</b>	<b>Allocated</b>	<b>Actual Cost</b>	<b>Projected Spend 2017/18</b>
<b>School Counsellor</b> (50% are eligible for the funding) (1 and a half days)	£7000	£7326	£13500 (Increase to 2 full days)
<b>Pupil Premium Key Worker (4 days) Bucks pay 2</b>			£13000
<b>Attendance Officer (1 days for PP intervention) Bucks pay L2</b>			£3500
<b>SLT overview</b> (monitor, maintain high profile, line manage PP champion and PP keyworker)	£15000	£15000	£15000
<b>Administration support (Deputy Safeguarding) increase to from 2 to 3 x days</b> Day to day contact with parents, attending core group/case conferences and preparing data/presentations	£16200	£6600	£9720
<b>Department requests</b> (revision guides, catering, revision sessions) Enrichment, trips, visits)	£11000	£9605	£10000
<b>Administration support (SIMS)</b>	£1250	£1250	£1500
<b>Keyworker projects</b> (self-esteem breakfast programme)	£175	£275	£750
<b>KS3 intervention plan</b> (staff for Literacy/maths intervention – one day per week))	£7200	£7200	£7000
<b>Student Welfare</b> (catering, taxis)	£1250	£1750	£1500

<b>KS4 support</b> (revision classes on preparation for exams)	£5250	£5188	£5500
<b>Play Therapy</b> (adopted from care)	£1000	£165	
<b>Mindfulness course</b>			£800
<b>Learning Zone</b> A dedicated member of staff supports individual students and small groups of students. Groups work includes self-esteem, resilience and managing stress	£30000	£30000	£30000
<b>Staff Training</b> (training for staff and teaching assistants to support students within the curriculum, internal inset sessions x3), bring and brag prep and delivery	£5000	£5000	£5000
<b>Hardship fund</b> (books and uniform)	£1000	£851	£1000
<b>Year 11 Intervention tuition (external Ahead Tuition)</b>	£6000	£3380	£3000
<b>Year 10 Maximise Your Potential</b> (external workshop provider)	£800	£680	£680
<b>Alternative pathways</b> (college courses, PRU)	£7500 (£43 per day)	£6942	£6000
<b>External vocational courses (Skidz)</b> (currently 6 students)	£6500	£5547	£5500
<b>EAL intervention</b> (1 and ½ days per week)	£7000	£7300	£7300
<b>Educational Psychologist assessments</b> (3 students)	£2500	£1725	£2000
<b>Additional careers advice to current connexions sessions</b>	£1500	£1500	£1500
<b>Ethnic Minority Officer</b> (1 day per week)	£3500	£4800	£4800
<b>Catch-up reading programme</b>	£15000	£15000	£15000
<b>Attendance rewards</b>		£1000	£1500
<b>Afterschool revision catering</b>		£1200	£1500

CATS (additional testing)		£250	£150
Y8 Battlefields trip		£2540	
Individual trips payment (Iceland, Paris, Barcelona)		£4400	£3500
Revision materials (additional)		£2500	£1500
Adoption staff training			£150
<b>Totals</b>		<b>£151,625</b>	<b>£158,574</b>

## What are we doing?

In short, we aim to improve the progress and attainment of students eligible for Pupil Premium funding by identifying their barriers to learning and providing a bespoke approach that supports their learning at the Academy.

To date we have 175 students eligible for PP funding spread across Key Stage 3 and 4 within the Academy (approximately 25% of the Academy population 11-16).

Each of the groups of students have varying levels of need and sometimes require targeted intervention to ensure they are making the expected progress. Students are monitored on an individual basis and rigorous tracking by the vice principal and pupil premium keyworker ensures no students are missed.

Our pupil premium keyworker targets individual students through data collection, student interviews and parent meetings to establish any barriers to learning. This information is then added to SIMS and available for teachers in lessons. In discussion with the student and when appropriate their parents, a plan is put together to address their needs tailored to their individual circumstances. Interventions may be of a pastoral nature but support is mostly geared towards students' academic progress.

Each subject area can bid for funds in order to provide interventions to narrow the gap within their subject. The bidding process is both rigorous and thorough; the teacher/subject leader/support staff completes a funding form and then meets with the vice principal to discuss the detail making any necessary adjustments to the initial bid. Every intervention is assessed in terms of the impact and is carefully monitored. Below is a list of interventions we currently have in place.

## Achievement for All

Since January 2017, we have been working with Achievement for All, a not-for-profit coaching organisation. Achievement for All allocates a trained achievement coach to work in partnership with the school to develop strategies to help close the gap in attainment between disadvantaged pupils and their non-disadvantaged peers. Baseline attainment data is collected and progress is measured to evaluate the impact of specific parts of the programme. Subject leaders, the Senior Leadership team and groups of disadvantaged students have all met with our Achievement for All coach to identify what we do well and where any potential gaps might be.

As part of our Achievement for All work, we are striving to strengthen our partnership with the parents of our disadvantaged students. We hope that stronger home-school links will enable parents to support their children with learning at home as well as giving us a greater insight into the barriers to learning that the students might face. To this end, ten members of staff have been trained so far to follow the Achievement for All Structured Conversation programme, which involves regular, structured meetings between parents, staff and specific under-achieving students to identify barriers to learning and to set and monitor measurable learning targets.

Other areas being looked at with Achievement for All include, homework, where a homework questionnaire has been sent out to all students, attitude to learning, behaviour and writing across the curriculum.

### **Interventions**

KS4 maths provision (external provider)	Year 8 literacy breakfast club	Revision guides (various subjects)	Educake (science software)
Study skills sessions	Educational visits	Key stage 3 maths timetables	Drama workshop (external provider)
Business studies 'pizza' and revision	English small tuition	Uniform support	Mindfulness programme
History 'croissant breakfast' revision	Music instrumental lessons	Spanish one to one lesson support	Counselling

### **Barriers to learning**

We have identified a number of barriers to learning for our students:

Low self-esteem
Lack of parental support
Limited or no positive role model
Low literacy levels
Financial barriers
Technology barriers
Lack of aspiration
Poor behaviour
Attendance
Reluctance to do homework and lack of support

All the above are recorded on our Pupil Premium Monitoring Report that tracks academic progress, attendance, intervention and impact. This report is updated following every progress check and shared

with AYLs and SLs. The barriers to learning within subject areas are identified when bids for funding are made and all interventions are reviewed and impact evaluated.

### **What impact has this had upon subject areas?**

By implementing the various interventions, it has raised the profile of students eligible for the Pupil Premium funding across all departments and this has enabled staff and students to feel supported in improving students' progress. Pupil Premium is a standing item at all meetings and therefore is continually discussed through each term and academic year. Subject areas can bid for funds throughout the academic year and there are numerous interventions now in place across the Academy tailored to the needs of the students in each subject area. We operate a bespoke approach for our disadvantaged students driven by data. Every subject area has a pupil premium mini champion and it is their responsibility to lead the discussion at subject area meetings and feedback to the Academy's pupil premium keyworker at regular intervals

### **Successful Interventions 2016/17**

As a result of the drive for pupil premium and narrowing the gap programmes we are in a positive position following successful examination results in 2017. We have dramatically reduced the gap between those eligible for the funding and others. The progress data show a gap of -0.04 between these two groups. There have been numerous successful interventions throughout last academic year including:

#### **Breakfast and history revision**

A weekly history revision coupled with croissants and drinks where pupil premium students were targeted and regularly attended resulting in 81 % A\*-C having a clear impact on progress and performance.

#### **KS3 Timetables**

Students that were not yet secure in their times tables were identified and invited to a daily times tables 2 minute challenge. All Year 8s that needed support were targeted including over 50% that were pupil premium. This daily intervention programme has proved hugely successful so many are now secure in their timetable knowledge and can apply this in lessons. The most recent progress check for current Year 9 shows relatively lower underachievement in maths of those students involved in the programme.

#### **Family Learning**

In the spring term we invited Year 8 parents to a science workshop at the Academy. Students were accompanied by their parent took part in a shared learning experience in science experiencing a range of experiments. Following the success of the pilot study with Year 8 we extended this offer to Year 9 parents; another well attended session later in the term. Parental feedback was overwhelmingly positive with all parents requesting further sessions in other subjects. We are aiming to extend this provision in the autumn term.

## **Maths Peer Mentoring**

A six week weekly programme where students are paired with older years to work on specific maths problems. Students are identified for the programme through test scores. They are invited to attend a mentoring intervention session where they work with a 'More Able' maths student to support their mathematical skills. They work together through a booklet that includes tasks to help fill gaps in knowledge and understanding on specific maths skills. We have successfully ran two groups to include pairings between year 7s and 9s and 8s and 10s.

## **What do we use to measure progress?**

The pupil premium keyworker works alongside the vice principal to monitor and track students' progress and attendance. An attendance officer role is now in place and will also be part of the tracking and support of pupil premium students. The half termly progress check is analysed and students falling behind expectations are identified and shared with staff at all levels. Regular meetings concerning individual students take place to decide if further intervention is necessary.

## **Levels of Support and Intervention**

There are three levels of support we will implement in order to tailor support packages to suit the needs of all types of students eligible for PP:

<b>Level of Support and Intervention</b>		
Level 1	Basics	Support with equipment, travel, clothing and access to education trips
Level 2	Basics + Individual support	– Academic Intervention Strategies and Pastoral Support, counselling, group work
Level 3	Basics, Individual Support + Family Support	Home Academy Link, Equipment at home, parent meetings, Individual work with PP Keyworker and Outside Agencies

## **What are we doing to ensure continued progress?**

In response to the way that student progress is measured by Ofsted and the Government we need to ensure we track and monitor students carefully and respond accordingly to the changes being implemented. Each student's progress is rigorously monitored from KS2 the way through to their GCSE exams by the Pupil Premium team, subject leaders and individual teachers/support staff.

Our Pupil Premium Keyworker has established an academic monitoring report for every year group and this is used with AYLs and SLT link to monitor progress of students and to identify any barriers to learning and to provide the most appropriate support for each individual.

We have bought into the Achievement for All programme (Jan 2017) in order to fully maximise our support programme for our disadvantaged students and benefit from specialist support from our Achievement Coach. We have so far been working on strengthening the relationships we have with our parents through the structured conversation intervention programme in addition to student interviews and homework questionnaires.

## **Case Studies**

We are currently undertaking a number of case studies on Pupil Premium students across all years. The students have been selected for a range of different reasons; these include underachievement, poor attendance and issues surrounding emotional well-being. (see appendix for an example of a case study)

## **Planned Support Programme 2017/18**

We will be continuing with many of the interventions that have been successful such as EDUCAKE in science and RockStar in maths. The pupil premium team meet bi-weekly to review the progress and interventions programme for individuals and groups of students. In addition, our external consultant, David Howe, visits the Academy twice per half term to review and provide support, advice and training where appropriate. We are continually looking to explore other ways of supporting students at the Academy. Below is a list of interventions that are planned for this academic year:

### **Key Stage 3**

- In maths, underachieving Year 8 students take part in weekly mentoring where they are paired with more able Year 9s. Every Monday morning students meet and spend 20 minutes working through set tasks in a booklet. The tests are then marked by the Year 9s and through peer mentoring these students support their partners in understanding maths concepts. Progress is being monitored and reviewed at a half termly basis. The intervention is fluid and therefore some students will move on and off the programme as is necessary.
- A second Mindfulness course is planned for the autumn term 2017 for students that require extra support with managing anxiety. It is likely that this course will run for 6 weeks as the feedback from students indicated that the course would be more beneficial if it was shorter.
- A member of staff will be attending specific training for supporting students that have been adopted from care in the spring term.
- Structured Conversation intervention is on-going and with the additional training in autumn 2017 this will allow expansion of the targeted group and provide additional support for specific students.
- Homework club for Year 7 students is underway and due to popular demand it is now available for students three times a week. A high number of students regularly attend the club.

### **Key Stage 4**

- Our pupil premium keyworker is working specifically with individual students presenting difficulty engaging with the curriculum. A number of case studies are being undertaken to assess and review progress of these students.
- Maths and English intervention continues to be implemented as early as possible and students are regularly attending after school sessions with Ahead Tuition and subject related interventions. Attendance is monitored closely and regular contact with parents is proving successful.
- We are currently looking at MyTutor, a programme to support Year 11 students in their GCSE exam courses in maths and science – this programme will specifically be targeted at those student eligible for pupil premium funding.



- We have partly funded three students to take part in an overseas education visit.
- Subject areas can apply for specific intervention for individuals or groups of students using the Pupil Premium Funding Form. Each project's intended impact is required for funds to be released and each project is measured according to agreed targets.

## Appendix

### CASE STUDY OF A VULNERABLE STUDENT

#### (PP/GRT/EAL/LAC/SEND)

Academic Year 2016/2017

Name: [REDACTED]

Year Group: 11

<b>DOB:</b> [REDACTED]	<b>Age:</b> 15	<b>Gender:</b> M	<b>Language:</b> English	<b>Ethnicity:</b> White British
<b>Entry to CHA</b> 06.09.12	<b>EAL</b> No	<b>SEN</b> No (Dyslexic)	<b>CP/Safeguarding</b> No	<b>PP type</b> Dep
<b>Agencies involved:</b>				

#### Attendance:

PC1	PC 2	PC3	PC4	Y11 PC1	Y11 PC2
97.8%	94%	95%	94%	100%	100%
<b>comment attendance/punctuality:</b>	Misc illness and a few [REDACTED] injuries				
<u>Attainment/ Behaviour ratio</u>					
PC1	PC2	PC3	PC4	Y11 PC1	Y11 PC2
21:12	47:15	54:18	100:18	8:6	56:2
<b>Comment behaviour:</b>	Some low level disruptive behaviour – esp in Business and Science. Improved in 2 <sup>nd</sup> half Y10. Unlikely to start silly behaviour but can get swept along with it.				

**Background information** (any relevant 'soft' data around the child – parental support, family circumstances, general presentation, cleanliness, physical condition (e.g hungry, tired), relationships, social skills etc)

Lives with Mum, very supportive of [REDACTED] and increasingly supportive of the school. [REDACTED] is always well presented. He has good relationships with peers and teachers, he is very polite and his social skills are very good.

#### PRIOR ATTAINMENT & TARGETS

	KS2	END YR8	END YR9	END KS4 (TARGET)
<b>ENGLISH</b>	5	5C	E+	5
<b>MATHS</b>	4	6C	D	6
<b>SCIENCE</b>	5	4A	C	C

**Factors to take into consideration:** Lack of focus in lessons in Y8 and Y9. Some teachers have said that [REDACTED] can be lazy and 'chatty' and this has had an impact on his achievements.

**Prior Intervention & Impact:**

#### OBSERVATIONS FROM LAST ACADEMIC YEAR:

**Attendance:** 92.4%

<b>Behaviour:</b> Tendency towards unfocused and 'chatty' behaviour – can be lazy
<b>Attainment:</b> On target for most subjects, despite lack of focus
<b>Social/ Emotional:</b> All good

## THIS YEAR

<b>QUANTITATIVE OUTCOMES FOR THIS ACADEMIC YEAR:</b>							
	TARGET	PC1	PC2	PC3	PC4	Y11 PC1	Y11 PC2
ENGLISH LIT	B	E	E+	D-	C	4+	4-
ENGLISH LAN							4+
MATHS	B	D	D	C	B	6-	6-
SCIENCE	C	E+	D	D	D+	D	D
BUSINESS	MERIT	L1P	L1P	PASS-	Pass	P2	P2
FRENCH	C	D-	D-	D-	D	D+	C-
GEOGRAPHY	B	C-	C-	C-	C-	C-	C
PE OPTION	MERIT	PASS-	PASS	PASS	Pass -	P2	P2+
RS	C	F	D	D+	Actual E	na	

**Factors to take into consideration:**

█ was particularly unfocused at the start of Y10 and this has impacted his achievements this year. █ was one mark off a Level 2 pass in Business and will re-sit this exam. He achieved a 'C' in his RS mock in March but got an F in one of his final papers, which pulled his mark down to an E.

7/2/16 – █ is lacking focus and needs support to organise himself and get revision underway. He can be chatty in class – esp when with █. █ finds noisy classrooms hard to focus in. He says this is why he's doing well at maths – because there's less discussion and the class is quiet. █ says that listening to music helps him focus as he can't hear background noise.

**Intervention & Impact:** █ now has extra time for exams because of his dyslexia. He is mentored by one of CHA's Vice Principals (ANG), with whom █ and Mum both have a very good relationship. █ achievements in Geography have resulted in him being moved to the top set for this subject – initially █ was worried that he might not be able to keep up with this group (\*he has since moved to a middle set). Weekly meetings with PP keyworker have helped to focus █ – sessions have worked on motivation and aspiration and on trying to get █ to take an increasing amount of responsibility for his learning. CHA have enabled attendance at █ Club, to support █ physical and emotional well-being. █ has been offered after school revision sessions in many subjects, which he has attended. He has worked with one of our TAs in English and French in particular to boost his confidence and to have an opportunity to talk through his thoughts (which he finds really beneficial).

## QUALITATIVE OUTCOMES FOR STUDENT THIS YEAR

**Attitude to Learning/ Engagement:**

Much improved, better focused in lessons. Although █ can still be easily distracted by others, he doesn't usually begin the disruption. █ is taking increasing responsibility for his learning and has begun to revise for exams and take the support offered to him.

**Behaviour/ Health/ Ability to make well informed choices/safety:** Good

**Participation in wider school activities (clubs, Student Voice, educational visits etc)**

### VIEWS OF STAKEHOLDERS:

<b><u>Student:</u></b>	<p>■■■ finds it hard to concentrate if classrooms are noisy – he is easily distracted and will ‘tune in’ to the conversations around him (he finds listening to music helps him ignore noise around him). ■■■ still struggles with confidence and has a tendency to stick his head in the sand. He finds revision difficult and lacks motivation to get started. He didn’t revise for his mocks but knows that he must start revision now in order to be prepared for his GCSEs in May.</p>
<b><u>Parents/carers:</u></b>	<p>■■■ mum is very supportive of ■■■ and of the school. She recognises that ■■■ finds it hard to concentrate and that his dyslexic tendencies can make school difficult for him.</p>
<b><u>Teachers:</u></b>	<p><b>CHO (Maths) 6/2/17</b> ■■■ has matured and is excelling in Maths. He is currently improved an entire grade and is working at about an A. His attitude in class is fantastic, his homework is done brilliantly and he is participating a lot more than he did. He asks for help which never happened. Overall, he is achieving and will definitely have a high grade (whatever that is) at the end of this year.</p> <p><b>HEP (French) 6/2/17</b> - ■■■ still will use every opportunity for a chat, but on a 1:1 I can see that his recall of vocab and verbs is quite a bit better than some of the others. He got 66% on his Mock Listening paper and 54 % for Reading. However, his new target is a B, which he can't achieve because he's been working at Foundation level for 2.5 years.</p> <p><b>PHM (English) – 6/2/17</b> - I was disappointed in ■■■ mock English Lit result, which reflected a lack of revision on his part. In recent lessons he seems to have lost focus and does not appear to be taking this subject seriously - typified in Wednesday's intervention sessions when ■■■ would prefer to muck around with ■■■ than use the time constructively!</p>
<b><u>Support staff:</u></b>	<p><b>PP Keyworker</b> – ■■■ has settled well since the start of Y10. He generally works well but can still be very chatty, which is ironic as he admits that he struggles to concentrate in a noisy classroom. ■■■ responds well to praise and success breeds success. He does have a tendency to stick his head in the sand and benefits from the opportunity to talk things through and to come up with strategies to move forward (for example a revision plan). ■■■ may benefit from being on report to try to help concentration and stop his chatting.</p> <p><b>Teaching Assistant (SOF)</b> I agree with ■■■ comments about the English. I also notice that ■■■ seems to have lost heart a bit and is not so motivated, although I suspect he may just be feeling overwhelmed. I spent some of yesterday's French lesson sticking lots of vocabulary and work sheets into his exercise book. He'd left them to accumulate which isn't great when they are vital for him to use the vocab for his coursework etc.</p> <p>He really is more capable in both French and English than he realises, but at the moment he just doesn't appreciate what a difference getting his head down and plodding steadily can do. Not letting himself be distracted by friends during lessons would be a sensible first priority.</p>
<b><u>SENCo:</u></b>	
<b><u>Outside Agencies:</u></b>	NA
<b><u>Leadership team/ Principal:</u></b>	Shared with JOC

### CASE STUDY UPDATES:

DATE	UPDATED BY:
25.04.16	LYM
18.07.16	LYM
06.02.17	LYM

