

Chiltern Hills Academy Pupil Premium Report – 2015-16 (including projected spend 2016/17)

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 2016 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.

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

Pupil Premium Impact figures								
	2013		2014		2015		2016	
	CHA	Nat	CHA	Nat	CHA	Nat	CHA	Nat
% 5+ A*-C inc E & m	25	41	13		43	36	45	
% Gap between PP and non PP	43	27	37	27	13	26	9	
Progress 8 score - PP							-0.5	
Gap								

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 173 students in years 7-11 that are eligible for Pupil Premium funding and therefore our funding equates to **£156,145 plus £11,400** including 6 students receiving Pupil Premium Grant + **(£1900 per student)**

Total 2016/17 = £167,545

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

Pupil Premium Expenditure 2015/16			
Detailed allocation for the year 2015-16	Allocated	Actual Cost	Projected Spend 2016/17
School Counsellor (50% are eligible for the funding) Plus 1 day from April - July	£7000	£7326	£13500
Pupil Premium Key Worker (4 days) Bucks pay 2			£13000
Pupil Premium Champion			£1545
Attendance Officer (1 days for PP intervention) Bucks pay L2			£3500
SLT overview (monitor, maintain high profile, line manage PP champion and PP keyworker)	£15000	£15000	£15000
Administration support (Deputy Safeguarding) 2 x days Day to day contact with parents, attending core group/case conferences and preparing data/presentations	£16200	£16200	£6600
Department requests (revision guides, catering, revision sessions) Enrichment, trips, visits)	£11000	£9605	£10000
Administration support (SIMS)	£1250	£1250	£1500
Keyworker projects (self-esteem breakfast programme)	£175	£275	£250
KS3 intervention plan (staff for Literacy/maths intervention – one day per week))	£7200	£7200	£7000
Student Welfare (catering, taxis)	£1250	£1750	£1500
KS4 support (revision classes on preparation for exams)	£5250	£5188	£5000
Play Therapy (adopted from care)	£1000	£165	

Mindfulness course			£800
Learning Zone 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
Staff Training (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
Hardship fund (books and uniform)	£1000	£851	£1000
Year 11 Intervention tuition (external Ahead Tuition)	£6000	£3380	£3000
Year 10 Maximise Your Potential (external workshop provider)	£800	£680	£680
Alternative pathways (college courses, PRU)	£7500 (£43 per day)	£6942	£6000
External vocational courses (Skidz) (currently 6 students)	£6500	£5547	£5500
EAL intervention (1 and ½ days per week)	£7000	£7300	£7300
Educational Psychologist assessments (3 students)	£2500	£1725	£2000
Additional careers advice to current connexions sessions	£1500	£1500	£1500
Ethnic Minority Officer (1 day per week)	£3500	£4800	£4800
Catch-up reading programme	£15000	£15000	£15000
Attendance rewards		£1000	£1000
Afterschool revision catering		£1200	£1000

CATS (additional testing)		£250	£150
Y8 Battlefields trip		£2540	£500
Individual trips payment (Iceland, Paris, Barcelona)		£4400	£3500
Revision materials (additional)		£2500	£1500
Adoption staff training			£150
Totals		£151,625	£158,574

Additional activities	2015- 2016	2016-17
BLT Narrowing the Gap – External consultant Pupil Premium Keyworker Pupil Premium Champion	£1500 (TLR3c)	Support from BLT consultants (2-3 days a year)

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 173 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, pupil premium champion 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. 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.

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	Play Therapy (adopted from care)
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:

<p>Low self-esteem</p> <p>Lack of parental support</p> <p>Limited or no positive role model</p> <p>Low literacy levels</p> <p>Financial barriers</p> <p>Technology barriers</p> <p>Lack of aspiration</p> <p>Poor behaviour</p> <p>Attendance</p> <p>Reluctance to do homework and lack of support</p>
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All the above are recorded on our Pupil Premium Monitoring Report that tracks academic progress, attendance, intervention and impact. The barriers to learning within subject areas are identified when bids for funding are made and all interventions are reviewed and impact evaluated.

We review the impact of the PP strategies termly, at the end of each term. This is shared with the governor linked to PP and with CHA staff.

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 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 champion at regular intervals.

Successful Interventions

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 2016. There have been numerous successful interventions throughout last academic year including:

Bring and Brag 2015/16 (Feb – July)

Every Friday a different department presents a 5 minute summary showcasing successful strategies within their subject area to share good practice. From February until July the focus has been Pupil Premium initiatives and interventions in their subject area; this programme maintains the high profile necessary to ensure Pupil Premium students remain a priority and as a result it becomes the responsibility for all.

In addition subject leaders have identified on their department development plans which areas they need to improve with regard to pupil premium. Plans are reviewed in line management meetings on a termly basis.

Breakfast and history revision

A weekly history revision coupled with croissants and drinks where pupil premium students were targeted and regularly attended resulting in ? % 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.

What do we use to measure progress?

The pupil premium champion and keyworker work alongside the vice principal to monitor and track students' progress and attendance. An attendance officer role is planned for the spring term and will work closely with the pupil premium team. 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:

Level of Support and Intervention		
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 all the way through to their GCSE exams by the Pupil Premium team, subject leaders and individual teachers/support staff.

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.

Student A:

Is in Year 10 and has an attendance of 78.3% (Sept). He is currently under achieving in 5 subjects which are two grades or below target. The PP keyworker has met with the student and parent to discuss attendance and participation rates. This was a positive meeting and attendance has improved since as well as motivation in certain subjects. Interventions have included being taken out of core PE to complete drama coursework which has also had a positive impact. Student A is on target for two subjects, one of which is Maths which he enjoys. The PP Keyworker will be working closely with student A over the next term to support attendance and curriculum issues.

Attendance figure as at June 4 2015 is 82.6% (increase of 4.3%)

Attendance figure as at Dec 2 2015 is 94.1% (increase of 11.5%)

Student B:

Is in Year 7 and has an attendance of 64.8% which is an improvement from last term. She is currently under achieving in 6 subjects with 3 subjects two or more sub levels below target. The PP keyworker has met with the student and parents to discuss the attendance issues. The school have provided funding for student B to attend a weekly kickboxing class as this is something that she is interested in. We will also be providing monthly rewards for better attendance. Student B also has some difficult living arrangements with which the school are trying to assist.

Attendance figure as at June 4 2015 is 67.7% (increase of 2.9%)

Attendance figure as at Dec 2 2015 is 68.6% (increase of 0.9%)

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 monthly to review the progress and interventions programme for individuals and groups of students. 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

- The geography department have purchased a weather station and will be running an extra-curricular club targeting primarily pupil premium students that are underachieving in geography.
- 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 Mindfulness course is planned for the spring term for students that require extra support with managing anxiety.
- We have invited a specialist play therapist to provide specific guidance for staff to gain a better understanding children adopted from care and how staff can support this group of students.
- In PE the funding application for a Wi-Fit was supported and identified students are attending a fitness class combining gaming and exercise to motivate and increase students' fitness levels

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 has started a lot earlier this year and students are regularly attending after school sessions with Ahead Tuition. Attendance is monitored closely and regular contact with parents is proving successful.
- We have partly funded three students to take part in an overseas education visit.