

Chiltern Hills Academy Pupil Premium Report – 2020-2021

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 2019/20 the attainment and achievement 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 data below is based on teacher assessed grades due to students not sitting exams in June 2020. 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

| | 2017 | | 2018 | | 2019 | | 2020 | |
|-----------------------------------|--------------|--------------|--------------|--------------|-------------|--------------|-------------|--------------|
| | CHA | National | CHA | National | CHA | Nat | | Nat |
| % grade 9-4 (A*-C) in En & ma | 58% | 63% | 62% | 64% | 67% | 64% | 77% | 65% |
| % grade 9-4 En & ma disadvantaged | 37% | 44.5% | 38% | 44.6% | 45% | 44.6% | 43% | - |
| Progress 8 score - dis | -0.16 | -0.38 | -0.40 | -0.38 | 0.09 | -0.42 | 0.50 | -0.45 |

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

Academy Spending

In the academic year 2019/20 Chiltern Hills Academy had 175 (21%) students in years 7-11 that were eligible for Pupil Premium funding and therefore our funding equates to £175,689 including £11,440 in respect of 5 students (on average) receiving Pupil Premium Grant +

Total 2019/2020 = £173,293

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

| Pupil Premium Expenditure 2019/20 | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|--------------------------------|
| Detailed allocation for the year 2015-16 | Actual Spend 2017/18 | Actual Spend 2018/19 | Actual Spend 2019-20 | Projected Spend 2020-21 |
| School Counsellor | £13,500 | £12,786 | £14,657 | £14,500 |
| Pupil Premium Key Worker (4 days) Bucks pay 2 | £13,000 | £3,166 | £20,305 | £20,305 |
| Attendance Officer (1 days for PP intervention) Bucks pay L2 | £3,500 | £4,280 | £5,060 | £5,060 |
| SLT overview | £16,450 | £17,366 | £17,464 | £17,464 |
| Administration support (Deputy Safeguarding) increase to from 2 to 3 x days | £5,955 | £11,628 | £13,355 | £13,355 |
| Department requests (revision guides, catering, revision sessions) | £10,000 | £4,265 | | £5,000 |
| Enrichment, trips, visits | | £1,939 | £1,321 | £2,000 |
| Administration support (SIMS) | £1,500 | £3,693 | £3,250 | £3,500 |
| Keyworker projects (self-esteem breakfast programme) | £750 | | £0 | £750 |
| KS3 intervention plan (staff for Literacy/maths intervention - one day per week) | £9,500 | £9,094 | £9,875 | £9,875 |
| Student Welfare (catering, taxis) | £1,500 | £1,574 | £778 | £1,500 |
| KS4 support (revision classes on preparation for exams) | £5,500 | | | £6,000 |
| Play Therapy (adopted from care) | | | | |
| Mindfulness course | £800 | £1,350 | £290 | £1,500 |
| Learning Zone B (a dedicated member of staff supports individual students and small groups of students. Group work includes self esteem, resilience and managing stress) | £31,000 | £31,413 | £31,924 | £31,924 |
| Staff Training (training for staff and teaching assistants to support students within the curriculum, internal inset sessions x3), bring and brag prep and delivery | £5,000 | £798 | £940 | £940 |
| Hardship fund (books and uniform) | £1,000 | £1,230 | £823 | £1,000 |
| Year 11 Intervention tuition (external Ahead Tuition) | £5,010 | £3,165 | £1,500 | £3,500 |
| Year 10 Maximise Your Potential (external workshop provider) | £680 | £2,364 | £1,600 | £2,400 |
| Alternative pathways (college courses, PRU) | £6,000 | £6,767 | | £6,767 |
| 1:1 Mentoring | £0 | £3,745 | £4,010 | £4010 |
| External vocational courses (Skidz) (7 students 2018-2019) | £5,500 | £4,345 | £0 | £6,000 |

| | | | | |
|--|-----------------|-----------------|-----------------|--|
| EAL intervention (1 and ½ days per week) | £7,300 | £10,218 | £10,259 | £10,259 |
| Educational Psychologist assessments (last year 3 students) | £2,000 | £2,750 | £600 | £3,000 |
| Additional careers advice to current connexions sessions | £1,500 | £7,056 | £9,800 | £9,800 |
| Ethnic Minority Officer (1 day per week) | £4,800 | £4,168 | £4,150 | £4,150 |
| Attendance/Achievement Rewards | £1,500 | £1,400 | £24 | £1,500 |
| After school revision catering | £1,500 | £0 | £0 | £500 |
| CATS (additional testing) | £150 | | | £300 |
| Individual trips payment (Iceland, Paris, Barcelona) | £3,500 | | | £2,500 |
| Revision materials (additional) | £1,500 | £1,500 | £2,901 | £2,901 |
| Adoption staff training | £150 | £0 | £0 | n/a |
| Educational equipment for lockdown (new category) | | | £153 | |
| Totals | £160,446 | £160,446 | | £179,990 |
| | £160,045 | £152,060 | £154,886 | £192,260 |
| | | | | Income received September 2019 - August 2020 |
| | | | £172,523 | ESFA |
| | | | £770 | Local Authority LAC |
| | | | £173,293 | |

Each of the groups of students have varying levels of need and sometimes require targeted intervention to ensure they are making at least 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 full time keyworker is responsible for working with disadvantaged students and targets individuals through data collection, student interviews and parent meetings to establish any barriers to learning and provide bespoke support and intervention – this is on-going from the start of year 7 and beyond. 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 curriculum area can bid for funds in order to provide specific interventions to diminish the difference within their curriculum area. 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. There are a number of interventions that did not take place due to school closure in March 2020. However, below is a list of interventions we have used to support students at the Academy:

Interventions

| | | | |
|---|---|--|---|
| | 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 barriers listed 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 curriculum 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 curriculum areas 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 throughout each term and academic year at all levels within the Academy. Curriculum 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 captures, tutor and AYL recommendations and subject teacher identification. Every curriculum 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 2019/20

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 2018, 2019 and teacher assessed grades in 2020. We have significantly reduced the gap between those eligible for the funding and others. This year disadvantaged students' gained and overall P8 score of 0.50, an increase of 0.41 (equating to almost half a grade increase on the previous academic year). There have been numerous successful interventions throughout last academic year including: As a result of Lockdown, the monitoring of 2019/2020 and its impact on student's learning has been limited.

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

'Family engagement in children's learning is only one factor of many that influences their educational attainment; however, it is particularly significant and evidence suggests that, among the non-school factors of school achievement like socio-economic background, parents' educational attainment, family structure, ethnicity and parental engagement, it is the latter which is the most strongly connected to achievement'

Family Learning is now a fully established practice at the Academy and many curriculum areas have delivered sessions throughout last academic year although unfortunately this was limited due to closure. The workshops are designed to engage our parents and build positive future relationships at the Academy. We have successfully ran a wide range of workshops including: learning poetry, science experiments, maths, experimental ink in art; all of which have provided positive feedback from students and parents. The impact of this intervention was a demonstrable improvement in parental engagement. We were unable to continue this intervention due to lockdown restrictions.

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. Due to Lockdown restrictions, the full impact of this intervention could not be fully evaluated.

What do we use to measure progress?

The pupil premium keyworker works alongside the vice principal to monitor and track students' progress and attendance. Our attendance officer is part of the tracking and support of pupil premium students and

regular meetings between keyworker, Academic Year Leader and Attendance Officer ensure disadvantaged students are always carefully monitored. 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, Curriculum Leaders, Senior Leadership Team 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.

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 two case studies)

Planned Support Programme 2020/21

We will be continuing with many of the interventions that have been successful such as EDUCAKE in science and MyMaths in Maths. The pupil premium team meet bi-weekly to review the progress and interventions programme for individuals and groups of students. A student questionnaire completed by ex-Y11 student at the end of their exam period provided an insight into the interventions that were

provided and how much of an impact it had with our students. The outcomes of student feedback will be influential in the decisions we make for our current year 11 students.

Due to the change in additional exams and a noticeable increase in stress and anxiety in our students we will be addressing this area further by supporting our resident counsellor to develop her role to act as supervisor for trainee counsellors. This approach will help reduce the waiting time for our students as the additional capacity will provide further opportunities for the counselling service to be extended.

To allow for COVID Restrictions, the number of interventions are limited this year. However, planning will continue throughout the year and if restrictions are eased, interventions will be established.

Below is a list of interventions that are planned for this academic year:

Key Stage 3

- To continue working with Dave Vaughan, Collaborative Company, focusing on students' self-esteem and emotions and managing conflict. Dave Vaughan is also going to trial a series of workshops in the following areas: Behaviour Level 1 comprising Responsibility, Self-awareness, Confidence, Self Esteem, Behaviour Level 2 (Anti-social), Mental Health Issues and Strategies, Outside Influences (Outside). This will be trialled in Year 8 with a cohort of 6 Year 8 students with a Behaviour Level 1 Workshop. If this trial is successful further workshops will be carried out.
- A second Mindfulness course is planned for this academic year 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.
- Counselling service, managed by to continue to provide students with mental and emotional support.

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 so we can learn from what went well and what we can learn from specific 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.
- MyTutor, a programme to support Year 11 students in their GCSE exam courses in maths and science will continue this year – this programme will specifically be targeted at those students eligible for pupil premium funding.
- To continue to work with David Walker, Life Coach to work with students to provide 1-1 sessions to set goals and work towards goals to improve Behaviour, Life Choices and School Experience.
- 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.
- To provide revision sessions and a Remote Revision Techniques workshop with Parents and students.
- To continue working with Dave Vaughan, Collaborative Company, focusing on students' self-esteem and emotions and managing conflict. Dave Vaughan is also going to trial a series of workshops in the following areas: Behaviour Level 1 comprising Responsibility, Self-awareness, Confidence, Self Esteem, Behaviour Level 2 (Anti-social), Mental Health Issues and Strategies, Outside Influences

(Outside). This will be trialled in the autumn term with a cohort of 6 Year 8 students with a Behaviour Level Workshop.

- Student questionnaire to be issued following progress check data to help understand student perception and awareness of progress.
- To recruit mentors from our school community to work with students supporting them through their exams focusing on academic and pastoral support

CASE STUDY OF A VULNERABLE STUDENT

(PP/GRT/EAL/LAC/SEND)

Student A

Academic Year 2017/18/19

Name:

Year Group: 11

| | | | | |
|---------------------------------|-------------------|---------------------|------------------------------|------------------------------------|
| DOB: [REDACTED] | Age: 15 | Gender: M | Language: English | Ethnicity: White British |
| Entry to CHA 03.09.15 | EAL No | SEN No | CP/Safeguarding No | PP type DEP - FSM |
| Agencies involved: | NONE | | | |

| <u>Attendance:</u> | | | | |
|--|---|-------|--------|-----|
| Y7 | Y8 | Y9 | Y10 | Y11 |
| 88.9% | 92% | 91,1% | 91.5% | |
| comment attendance/punctuality: | | | | |
| <u>Behaviour / Attainment ratio</u> | | | | |
| Y7 | Y8 | Y9 | Y10 | Y11 |
| 25/160 | 33/204 | 87/54 | 125/73 | |
| Comment behaviour: | [REDACTED] behaviour changed dramatically at the start of Year 9. | | | |

| |
|---|
| 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) |
| <p>Student A is generally well presented and always clean – though recently he is choosing to wear trainers rather than school shoes and his appearance is less tidy. Student A lives with his Mum and is an only child. He saw his dad when he was very young but then had a huge gap in contact until Dad started to have some contact with Student A during Year 9. Contact is erratic between Student A and his Dad and there is no contact between Mum and Dad. Student A is a popular member of his year group and always surrounded by other Student As. Mum is very supportive of Student A but her interaction with the school can be erratic; she can be hard to reach and will often not support sanctions imposed for Student A (for example refusing to allow him to do detentions as it would mean walking home when it was starting to get dark). Student A is regularly late to school and on occasions has told Mum that he is coming to school and then phoned her at work to say that he unwell and is not going to attend. Mum reports that Student A can be difficult to motivate at home and is often tired. During Year 10, there have been reports of anti-social behaviour outside school, including fighting with students from other schools, and police have been involved.</p> |

| <u>PRIOR ATTAINMENT & TARGETS</u> | | | | | |
|---------------------------------------|-----|-----|-----|----|--------|
| | KS2 | Y7 | Y8 | Y9 | TARGET |
| ENGLISH | 5 | 2.3 | 2.2 | 4+ | 6 |

| | | | | | |
|---|---|-----|-----|----|---|
| MATHS | 5 | 2.2 | 2.1 | 3+ | 6 |
| SCIENCE | 5 | 2.2 | 3.1 | 3- | 6 |
| CATS: Non verbal 112, verbal 88, mean 100 | | | | | |
| Factors to take into consideration: Mum says that Student A was shocked by the step-up in work difficulty during Y9. Student A says that he just didn't find it interesting any more. Dad also reappeared in Student A's life at the start of Year 9. | | | | | |
| Prior Intervention & Impact: | | | | | |
| <p>Mentoring – During the final term of Year 9, Student A had 6 week's group intervention with David Vaughan, a male mentor used by CHA support underachieving boys. Student A enjoyed the sessions and developed a good rapport and talked freely with Dave. Student A was keen to continue with this intervention during the first term in Year 10 and it was decided that 1:1 mentoring would be better for all boys so that specific issues could be addressed. Again, Student A really enjoyed the sessions and interacted well. Student A talked to Dave about his relationship with his father. He also discussed his plans for the future. Student A, at this time, wanted to pursue in painting and decorating and couldn't see the point in obtaining qualifications that he didn't need. Dave spent 12 weeks with Student A, focusing on motivation, aspiration and taking responsibility. Whilst Student A, engaged well, these sessions appeared to have little impact on behaviour or progress and were therefore stopped. Student A has the option to drop-in to see Dave on Tuesday break and lunch times but has never done this.</p> <p>PRU Outreach – Student A currently has PRU Outreach support. Poor school attendance and persistent lateness means that he has missed several of these sessions. Impact of the sessions he has attended is unclear but it does not seem to have had a significant impact and Student A appears ambivalent about the usefulness of this support.</p> <p>Green Park Team Building – Student A participated in this programme.</p> <p>PSP – Student A has had a Pastoral Support Programme (PSP) since the start of Year 10. This has been helpful insofar as it led to the Outreach referral and continuation of the mentoring. It has been difficult to arrange meetings with Mum and several of the meetings have been cancelled at the last minute.</p> <p>Careers Advice – Student A is now interested in a career in the Army. He is scheduled to see a careers advisor at the school this week to try to explore options available.</p> <p>PP Keyworker intervention – Student A meets regularly with our PP Keyworker. He is always polite, honest and respectful but is consistent in his attitude that he is not interested in what is being taught at school and does not need the qualifications that we are encouraging him to gain because his chosen career does not require them. When we suggest that he could need qualifications in the future, Student A just smiles and says that if that is the case then he'll get them later.</p> | | | | | |
| <u>OBSERVATIONS FROM LAST ACADEMIC YEAR:</u> | | | | | |
| Attendance: 92.8% | | | | | |
| Behaviour: Student A's behaviour deteriorated last year. He received 119 behaviour points and 56 achievement points (against 33 and 204 respectively during Y8). Student A received an increased number of detentions (and Principal's Detentions) and spent time in our Internal Exclusion Room. | | | | | |
| Attainment: Student A ended Year 9 on target in English and below target in all other subjects. | | | | | |
| Social/ Emotional: Student A appeared to lose motivation with learning and became more interested in his friendships during Y9. He seemed not to be phased by sanctions nor motivated by rewards. | | | | | |

LAST ACADEMIC YEAR

| | TARGET | PC 1 | PC2 2 | PC3 | PC1 Nov 19 |
|--------------|--------|------|-------|-----|------------|
| ENG LANG | 6 | 3+ | U | 5+ | 4- |
| ENG LIT | 6 | NA | Fa- | 2- | 4- |
| MATHS | 6 | 3+ | 3- | 3+ | 4+ |
| SCIENCE | D2 | 2- | 1+ | 1- | 3+ |
| BUSINESS | D2 | M1 | D1 | P1 | D1 |
| CONSTRUCTION | P1 | P1 | M1+ | D- | P2 |
| GEOGRAPHY | 4+ | 4+ | 4+ | 4+ | 3+ |
| PE | P2+ | P2+ | P2+ | M2 | M2 |

VIEWS OF STAKEHOLDERS:

| | |
|-------------------------------|---|
| <u>Student A:</u> | Student A says that he isn't interested in what he is taught at school. He reads, listens to podcasts and watches television to find out about topics that interest him but says that very little of what is taught at school is of interest. He would like to become a Royal Marine or join the Army and is determined that he won't need qualifications for this. He says that if he needs them at a later time then he will do them then. |
| <u>Parents/carers:</u> | Mum is very supportive of Student A and would like him to do well at school. She has tried to talk to him but says that he doesn't seem to listen to her. Mum is not keen on Student A's current aspiration to join the Army but is supportive of careers advice to look in to this and other career options. Mum does not want Student A to do after-school detentions as she does not like the idea of him walking home alone. |
| <u>Teachers:</u> | <p><u>Maths (SUK)</u> - Student A has the ability just does not use it. Consequently in maths he is on catch-up due to lack of work. He is predicted a 6 but currently working around 3 due to lack of work in class. Student A's focus & motivation have improved since September but is not consistent from lesson to lesson. His behaviour has improved since the start of Year 10 and even if does not do work he is no longer constantly disruptive which he used to be. Student A never completes homework and it is really hard to follow-up as he won't come to detentions and there does not seem to be any support for this. He has the potential to do so much more and be a role model!</p> <p><u>Construction (JUD)</u> - Student A's ability in construction is satisfactory, he is below target and could do better but is not influenced easily. In order to stay focused and motivated, Student A needs constant support and guidance. He is generally well behaved during lessons but easily gets disrupted by friends.</p> <p><u>English (SAS)</u> – Student A is quite a capable Student A but his attainment is well below expected target. He is failing because he makes so little effort. He does so little work in lessons that his book is virtually empty. He does not annotate his poems. He does not do any homework. Student A does not seem intrinsically or extrinsically motivated, in competitions or games in the lesson--even then-he does not contribute. He won't come to detentions. Student A regularly arrives late, stares out the window, occasionally he'll write something down. I beg, cajole, plead, use humour, warn him about emails to LYM--nothing seems to work. Humour sometimes has worked, but not often. Homework is never completed. I believe that Student A could pass, maybe even meet his target-if he made the effort, if his attendance and attitude improve.</p> <p><u>Business (AHE)</u> Student A has ability but has missed too much content over the course. He missed his practice test last week (prior to Business exam) and achieved only 20% in his mock exam back in Jan. Student A's focus & motivation are poor, he is completely unmotivated and disinterested most of the time. Student A is not badly behaved but not engaged. Homework is never produced.</p> |

Business (KAS) Student A is very able. On the few occasion he has been focussed, he has produced work of a high standard. At the moment Student A's attainment is low, as he is hardly in lessons and when he is he completes very little work.

Focus & motivation are sadly lacking most of the time. Since September, in the lessons he has been in, he has shown very little focus but has on occasion come out with some answers and questions that are actually relevant to the lesson. Whilst Student A doesn't do much work, he doesn't distract - but is easily distracted by other boys in the class. Student A does not do homework.

Science (DAN) Student A definitely has the ability to do well in science but he is not engaging with the curriculum. He says he is interested in science but not in what he is taught in school. I have had some very interesting conversations with him about scientific things he has learnt outside of school and he has even taught me a few things! His behaviour is generally good in science lessons sometimes a bit chatty but never rude or disruptive. He is not currently achieving his target grade, this is due to a lack of work in lessons not down to a lack of ability. I have noticed an improvement in his focus in the last few weeks.

Science (PTO) Ability - He is a more than capable Student A that unfortunately doesn't apply himself fully to his studies. That said he has seen a slight improvement in his last few tests but still not close to what he could achieve if he fully committed.

Attainment - He is currently a low grade 3 having achieved 30% on his last 3 assessments.

Focus & motivation - He is attentive in class without being overly motivated. He will participate in practical work and will write down most notes - He does however struggle when asked to complete work independently

Patterns of behaviour - Fine

Homework - Rarely completed

Anything else that you think relevant - Having never taught him till this year I was disappointed in his initial effort he was putting into his studies. He has improved (slightly) as the year has progressed but he does struggle both with assessments as well as working independently. This has nothing to do with ability and everything to do with attitude and motivation. He can still achieve a grade 5 at the end of year 11 but only if he starts to put in extra work both in school (attend catch up sessions and revision when it starts in September) and at home (at least 20 mins per night).

Geography (DAS) Ability - average/OK, Attainment - average for the class

Focus & motivation - no issues, Patterns of behaviour - no issues

Homework - ok

Student A started to focus part way through year. 11 and this brought o a positive change in lessons. Due to closure this student didn't sit exams however did achieve grades in his subjects.

Support staff:

Pupil Premium Keyworker – Student A is always polite, honest and respectful to me. He is cooperative but repeatedly says that he is not interested in what is taught at school and doesn't need the qualifications that we all feel he is capable of. With incentives, Student A has recently improved his English grade but progress and motivation are not sustained. Student A is orally bright and articulate and becomes animated when talking about things that interest him. Unfortunately, this does not extend to his school work. Student A's Mum is generally cooperative and appreciative of the support offered to Student A but is also exasperated by his lack of motivation to achieve even close to his target grades at school.

| | |
|--|--|
| SENCo: | N/a |
| Outside Agencies: | Student A's attendance at Outreach has been erratic. When he attends, he is polite but does not appear to engage fully or want to change. |
| Leadership team/ Principal: | <p>AYL (ELF) Ability - should be more able than he is! Articulate and quick thinking, good sense of humour. Lazy, can't be bothered.</p> <p>Attainment - very low compared to targets, one of the lowest P8 scores in year group, below target in all subjects except Geography.</p> <p>Focus & motivation - poor across the board, even PE. Marginally more motivated in Geography</p> <p>Patterns of behaviour - is a leader. Politely defiant, breaks and lunchtimes in particular. Regularly flouts uniform rules and is out of bounds, likes to challenge the boundaries wherever possible. Mum not supportive of after school detentions. Persistently late, every day. Mum cannot manage to get him to school on time - we have tried both rewards and sanctions, without any improvement.</p> <p>Homework - fairly non-existent. Has been regularly encouraged to attend homework clubs and compulsory HW catch up sessions in lower years, this has been ineffective.</p> <p>VP for Y10 (ANG) - Student A can be very charming and polite, we have tried many various interventions most have not come to fruition because Student A does not engage. There have been many meetings with his mother and she is supportive to a point, she does not agree that he should complete after school detentions despite conversations from KEP regarding supporting the school. We have even spoken about Student A's Mum's degree that she is completing to try and get him to see the value in education. His behaviour in lessons is good but his lack of work despite support is a concern. Student A does not see the point in school and this hasn't changed since the end of Y8, he sees it as a means to an end. There was a meeting recently where we were introduced to his Nan and she has been proactive in supporting the school and Student A, recently we have set up careers interviews for him to try and engage and have offered for his interest in boxing to be taught (boxercise) to Student A's lower down the school, all of this he has refused.</p> |

| CASE STUDY UPDATES: | |
|----------------------------|--------------------|
| DATE | UPDATED BY: |
| 24.4.19 | LYM |
| 13.5.19 | LYM |
| 18.9.19 | JOC |
| 12.11.19 | JOC |
| 12.09.20 | JOC |

CASE STUDY OF A VULNERABLE STUDENT

(PP/MA)

Academic Year 2015/2016/17/18/19

Name: [REDACTED]

Year Group: 11

| | | | | |
|---------------------------------|--|---------------------|------------------------------|------------------------------|
| DOB: [REDACTED] | Age: 15 | Gender: F | Language: English | Ethnicity: British |
| Entry to CHA 04/09/14 | EAL No | SEN No | CP/Safeguarding No | PP type Yes (dep) |
| Agencies involved: | PRU Outreach – for confidence and self-esteem. Young Carers Family Resilience EWO | | | |

| <u>Attendance:</u> | | | | | | |
|--|--|--------|-------|--------|--------|--------|
| PC 1 | PC 2 | PC 3 | PC 4 | Y9 PC1 | Y9 PC2 | Y9 PC3 |
| 67.9 % | 79.8 % | 83.2% | 83% | 69% | 64% | 59% |
| comment attendance/punctuality: | Attendance issues started in Y2, picked up for Y3 and 4 and then started to dip again Y5. Attendance was an issue in Y7 and Y8 started poorly. AYL met with Mum and talked about the legal and academic need to attend regularly. Xxxxx says that she didn't want to come to school because mum is unwell, and she worries about her. Attendance had improved at the end of Y8, following significant intervention but dipped again in Year 9. Xxxxx and her mum said that this was because Mum's health had deteriorated, and Xxxxx's anxiety has increased. County attendance team, Young Carer and Family Resilience support was applied for and put in place, regular home visits were made but these interventions seemed to have very little impact on Xxxxx's willingness to come to school. By the end of Year 10, Xxxxx's attendance was down to 36%. Xxxxx is now in Year 11, her attendance so far this year is 84%. Xxxxx has a reduced timetable and has dropped French, History and RS – she spends this lesson time in 'supported learning' in our Learning Hub, catching up on work missed. | | | | | |
| <u>Behaviour / Attainment ratio</u> | | | | | | |
| PC 1 | Y7 | Y8 | Y9 | Y10 | Y11 | |
| 14:6 | 6:75 | 24:185 | 4:116 | 0:60 | 0:43 | |
| Comment behaviour: | When she is in school, Xxxxx is well-behaved and generally works hard. | | | | | |

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| 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) |
| Xxxxx is a quiet, polite girl. She lives with mum, who has sciatica. She has an older brother and sister who are both married and have left home. Xxxxx worries about mum, who is often in pain and is being treated with morphine and waiting for surgery. Xxxxx is always well-turned out with full school uniform. 7/2/17 – Mum has had an operation and has restricted mobility. She struggles to get Xxxxx to school if she has decided that she doesn't want to come. Mum says she is really struggling with housework etc at home and Xxxxx says that she does a lot of this for her mum. Referral to Social Care made to try to get support for Mum with household chores, referral to Young Carers made for Xxxxx. Brother's marriage has broken down so he is sometimes living at home. When he is there Xxxxx |

comes in as he insists and will drive her here if necessary. 8/2/17 - Family resilience are now involved with the family following our social care referral. PP Keyworker liaising with FR worker to discuss Xxxxx's attendance. FR have managed to get extra support for family at home from the local church. School and FR will work together on Xxxxx's attendance next half-term.

06/17 - Huge amount of intervention from Learning Support team. Home visits and regular calls with Mum to try to get Xxxxx to school.

09/18 - Learning Support intervention has continued. Xxxxx's timetable has been reduced and she has 'Supported Learning' sessions in the Learning Hub, where she feels comfortable. Xxxxx is now getting to virtually all lessons and her grades, which had really suffered are starting to improve. We are looking at the possibility of using some PP funding to try to get Xxxxx some small group tutoring in core subjects to support her through her GCSEs this year.

| | KS2 | Y7 | Y8 | Y9 | Y10 | Y11 (target) |
|---------|-----|----|-----|----|-----|--------------|
| ENGLISH | 5 | 5a | 2.2 | 4- | U | 4+ (6) |
| MATHS | 4 | 5b | 4.1 | 4+ | U | 4+ (6) |
| SCIENCE | 4 | 6b | 2.3 | 4+ | U | 3+ (6) |

Attendance: Poor attendance consistently throughout school career. Lots of support from school to facilitate this. Involvement of Social Care, Family Resilience and Young Carers.

Attainment: Poor attendance and anxiety meant that Xxxxx didn't get to school to sit exams.

Social/ Emotional: Xxxxx presents as a mature student, who has a good insight into her strengths and areas for development. She worries about and provides lots of support for mum. Xxxxx tends to socialise with older students. Poor attendance can make her feel isolated. When she is here, she enjoys using the Learning Hub and the games room for quiet socialisation.

THIS YEAR

QUANTITATIVE OUTCOMES FOR THIS ACADEMIC YEAR:

| | TARGET | PC1 | PC2 | PC3 | Actual GCSE grades |
|--------------|--------|-----|-----|-----|--------------------|
| ENGLISH LIT | 6 | 4+ | | 2+ | 4 |
| ENGLISH LANG | 6 | 4+ | | 3+ | 4 |
| MATHS | 6 | 3+ | 3+ | 4+ | 5 |
| SCIENCE | 6 | 3+ | 4- | 5- | 55 |
| CHILD DEV | MR2 | P2- | P2- | M2+ | M1 |
| FOOD | 6 | 3- | 3- | 4- | 3 |

Factors to take into consideration:

Poor attendance in Y7, 8, 9 and 10.

Xxxxx is clearly bright – for a time, she was able to achieve target grades despite poor attendance. However, as was made clear to both Xxxxx and her Mum, intelligence would only take her so far and, as the curriculum has become more complex, Xxxxx's grades have really suffered.

Intervention & Impact:

Regular meeting with PP Keyworker to work on self-confidence and taking responsibility for learning – Xxxxx has responded well to support and meetings have decreased in frequency as her attendance has improved enormously and she seems to be coping well with the demands of Y8.

7/2/17 – LOADS of work with Xxxxx and Mum to try to improve attendance and home situation. Referral to Young Carers, which Xxxxx is now involved with. Also referral to Social Care to try to get support at home – now Family Resilience. Xxxxx is still very resistant to coming in and Mum struggles to get her to school unless brother is there. GLE says likely referral straight to EWO.

Has been referred to School Counsellor but she is rarely here when the appointments take place. Attendance continues to be a huge problem

06/18 – Xxxxx refusing to come to school again. Multi-agency meeting to discuss EWO and support that we may be able to offer. Home education discussed. CHA set up access to an online education package so that we can encourage Xxxxx to use it at home to try to fill gaps from poor attendance.

09/2018 – Xxxxx returned to school. Has an in-growing hair which has become infected so has to be out of uniform so she can wear sleeveless tops. Working closely with Learning Support, dropped History and French to allow time to catch up in other subjects (AMC says she has very significant gaps in Maths – referred to RAV. Back in lessons. Attendance up to over 80%.

09/19 – Xxxxx attendance is sporadic and she is struggling with school. Support has been put in place but this is not always well received and history informs us that the impact works for a certain number of days or weeks and then the student stops attending school.

QUALITATIVE OUTCOMES FOR STUDENT THIS YEAR

Attitude to Learning/ Engagement: Xxxxx is attending all lessons. Learning grades have improved and Xxxxx now has 1s and 2s for her learning and homework grades. Xxxxx seems much happier around the school and seems to be slowly gaining in confidence.

Behaviour/ Health/ Xxxxxlity to make well informed choices/safety: Xxxxx is increasingly well integrated with her small group of friends in the Learning Hub. She is happier and more sociable around school. Xxxxx is well behaved and engaged in lessons, though she has obvious knowledge gaps which need to be addressed (additional tutoring being considered). Xxxxx is not currently participating in PE. A decision needs to be made about this – it is a balance between keeping Xxxxx fit and healthy and maintaining her attendance. PE is a subject that Xxxxx really dislikes and there is a danger that forcing her back to lessons could jeopardise her improved attendance.

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

NA

VIEWS OF STAKEHOLDERS:

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| Student: | Xxxxx knows that she should come to school. She has sometimes blamed poor attendance on medical conditions – flu, virus, aching joints. However, she also admits that sometimes she doesn't want to come in. She has said in the past that switching the wifi off and not allowing access to TV at home would make her come in but Mum finds this difficult to enforce as Xxxxx becomes very cross. This year, Xxxxx is more cooperative about coming to school because she realises the importance of this GCSE year. |
|-----------------|--|

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| Parents/carers: | Mum says that she wants Xxxxx to come to school but struggles to get her here. She has restricted mobility and doesn't drive and she says that Xxxxx simply refuses to get up and get dressed ready to come in. There have been questions about Mum's dependency on Xxxxx and the possibility of Mum liking the support that Xxxxx is able to offer if she is at home. This year, Mum seems to be responding to the firm line set ELH. Xxxxx is also less challenging about coming to school |
|------------------------|--|

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|------------------|--|
| Teachers: | EAL - (Food) - Xxxxx is a pleasure to have in class. I have been a little concerned about the gaps due to missing so many lessons last year. She did not complete the leaflet task set last term. She did very well in the progress check test and she appears to be enjoying child development. Xxxxx has also discussed her depression quite openly with me the other day. I believe that these are quite positive signs. |
|------------------|--|

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|------------------------------------|---|
| | <p>SUK (maths) - Xxxxx has just swapped into my group (last week) and I think she is adapting well. Xxxxx is even coming to Numeracy which she did not do previously. GUC (Science) - I think she is doing well, I see her in most lessons. Only did 2 out of 3 papers for the mocks but still almost got a level 5. Homework is not great, classwork is fine. Xxxxx is a lovely quiet girl, the class is quiet settled and works most of the time. There have been some set changes since yesterday so I will see if anything changes.</p> |
| Support staff: | <p>ELH (Keyworker) - Mum generally rings me when Xxxxx is absent. I am taking a firm line insisting that she comes in even if she complains of a headache or stiff joints. Xxxxx complains of many things and had a blood test at Amersham hospital last week. Mum is being supportive as she knows that there will be fines if she doesn't attend school. Xxxxx comes to school with another student most days and catches a bus. SLT have said we can help with Taxis if necessary but I feel that mum needs to take responsibility. So far she has. Xxxxx's attendance has greatly improved this year. We will need to support her as the exams approach as I'm sure she will become anxious. Xxxxx is currently not in PE lessons but don't think that there is a good reason to keep her out of this anymore.</p> |
| SENCo: | |
| Outside Agencies: | Family Resilience and Young Carers involved. |
| Leadership team/ Principal: | JOC/TID |

CASE STUDY UPDATES:

| DATE | UPDATED BY: |
|------------|-------------|
| 15/03/16 | LYM |
| 7/2/17 | LYM |
| April 2017 | LYM |
| Sept 2018 | LYM |
| Nov 2018 | LYM |
| Sept 2019 | JOC |
| Sept 2020 | JOC |