

Chiltern Hills Academy Pupil Premium Report – 2017-18 (including projected spend 2018/19)

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 2018 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

Disadvantaged Figures 2013 - 2018												
	2013		2014		2015		2016		2017		2018	
	CHA	Nat	CHA	Nat	CHA	Nat	CHA	Nat	CHA	Nat	CHA	Nat
% 5+ A*-C in E & m	25	41	13	40	43	36	45	40	35	40	37	40
% Gap between dis and other	43	27	37	27	13	26	9	27	6	27	6	40
Progress 8 score - dis							-0.51	-0.38	-0.16	-0.38	-0.40	-0.38

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 755 students (Year 7-11) and 180 that are eligible for Pupil Premium funding and therefore our current funding equates to **£168,300** including **£11,400** (6 students receiving Pupil Premium Grant + **(£1900 per student)**). Funding received for 2017-18 was **£160,664** equating to 693 students on roll with 166 eligible for the funding. Students that are eligible for PP funding are spread across Key Stage 3 and 4 within the Academy (approximately 24% of the Academy population in 11-16 age range). This figure has remained fairly stable over the last three years.

Projected figure for 2018/9 = £168,300 (this may fluctuate throughout the academic year)

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

Pupil Premium Expenditure 2017/18 (with projected spend 2018/19)			
Detailed allocation for the year 2015-16	2016/17	2017/18 Actual Cost	Projected Spend 2018/19
School Counsellor (50% are eligible for PP funding)	£9000	£9,380	£14,070
Pupil Premium Key Worker (4 days) Bucks pay 2		£18,500	£18,500
Attendance Officer (3 days for PP intervention) Bucks pay L2		£12,362	£12,362
SLT overview (monitor, maintain high profile, line manage PP champion and PP keyworker)	£15000	£16,450	£16,450
Administration support (Deputy Safeguarding) increase to from 2 to 3 x days Day to day contact with parents, attending core group/case conferences and preparing data/presentations	£16200	£5,955	£5,955
Department requests (revision guides, catering, revision sessions) Enrichment, trips, visits)	£11000	£9605	£10000
Achievement for All programme	£3,000	£3,000	£3,000
Administration support (SIMS)	£1250	£3,250	£3,250 (1 x day)
Keyworker projects (self-esteem breakfast programme)	£175	£275	£750
KS3 intervention plan (staff for Literacy/maths intervention – one day per week)	£7200	£7200	£9500 (1 day cost for teacher @ M6)
Student Welfare (catering, taxis)	£1250	£1750	£1500

KS4 support (revision classes on preparation for exams)	£5250	£5188	£5500
Play Therapy (adopted from care)	£1000		
Mindfulness course		£495 (4 x sessions)	£495 (4 x sessions)
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	£6200 (1 x day)	£6200
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	£2500
Hardship fund (books and uniform)	£2000	£2,994.03	£3000
Year 11 Intervention tuition (external Ahead Tuition)	£6000	£5,010	£5,000
Year 10 Maximise Your Potential (external workshop provider) Study Skills Intervention	£1800	£2,253	£2500
Alternative pathways (college courses, PRU)	£10,000 (£43 per day)	£12,882	£12,000
External vocational courses (Skidz) (currently 6 students)	£6500	£4,844.50	£5500
EAL intervention (1 and ½ days per week)	£8000	£9,970	£10,000 (15 hours per week £9,970)
Educational Psychologist assessments (3 students)	£2500	£3,000	£3000 (6 x referrals)
Additional careers advice to current connexions sessions	£3000	£5,400	£5,400
Ethnic Minority Officer (1 day per week)	£4000	£4,135	£4500
Attendance rewards		£1000	£1000
Afterschool revision catering		£500	£500
Year 7 Transition Support booklets for start of year		£175	£175
CATS (additional testing)		£150	£150
Y8 Battlefields trip		£2540	
Individual trips payment (Iceland, Paris, Barcelona)		£983	£2000
Adoption staff training	£250		

Totals	£151,625	£160,446	£168,300
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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. Some interventions occasionally support students undertaking extra-curricular activities to help support their well-being and development outside of the Academy.

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 keyworker responsible for working with disadvantaged students targeting individuals through data collection, student interviews and parent meetings to establish any barriers to learning – this approach is on-going from the start of year 7 and beyond. It is our aim to work far more closely with our feeder primary schools to help support transition to secondary school in order to identify any issues and provide the right support as early as possible. The information identified 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 and tailored to their individual circumstances. Interventions may be of a pastoral nature but support is mostly geared towards a student's academic progress.

Each subject area can bid for funds in order to provide specific interventions to diminish the difference within their subject 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. Below is a list of interventions we currently have in place.

Interventions

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 students 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 identify where any potential gaps might be. This initial analysis led to a number of different whole school approaches to support our students, parents and staff including 'Structured Conversations', staff training, small group work and parent information evenings.

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 are facing. To this end, all teachers and some support staff have been trained so far to follow the Achievement for All 'Structured Conversations' 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. Every tutor has one student from their form that they are working with throughout the academic year. Our Achievement Coach, David Howe has provided staff training and

has met with groups of students to evaluate this impact. Questionnaires, student and parent feedback has provided insight and evaluations to help shape our programme.

Other areas being focused on within the Achievement for All framework include, homework, where a homework questionnaire has been sent out to all students assessing students' attitude to learning, behaviour and writing across the curriculum. These targets have become central to the discussions and meetings between our keyworker, achievement coach and vice principal.

List of Interventions in 2017/18

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

The analysis of students' needs has been fully explored and from this work 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 subject 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 through each term and academic year across the whole Academy. 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 and individual needs. Every subject area has a pupil premium representative 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. The vice principal meets termly with the governor responsible for disadvantaged students in order to provide regular updates on progress.

Successful Interventions 2017/18

As a result of the drive for pupil premium and various programmes we are in a positive position following successful examination results in 2017 and 2018. We are reducing the gap between those eligible for the funding and others. There have been numerous successful interventions throughout last academic year including:

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 subject areas have delivered sessions throughout last academic year. We have delivered a number of family learning sessions and targeted specific students and their parents to attend. 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. More recently we have delivered a maths workshop for our Year 7s coupled with a session delivered by David Howe and in addition a session for our Year 11s on 'how to support your child at GCSEs' alongside a session on 'managing stress and anxiety' provided by our school counsellor, Hannah Dornin.

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. This has been beneficial to all students involved as it has not only provided opportunities for students to practise their maths skills but in addition for our older students to build their confidence and support younger students at the Academy.

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. All AYLs attend SLT meetings on a rota basis following the data collection for their year group. All disadvantaged students are focused on and specific actions will be identified and followed up through the line management structure.

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.

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 have created a number of case studies 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.

Planned Support Programme 2018/19

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.

David Howe has delivered a number of staff training sessions in small groups and one-to-one to help guide and support staff undertaking the Structured Conversations intervention. In addition, he has provided training for all new staff in September 2018. Two parent sessions are planned for the autumn term for years 7 and 11 on the theme of 'how best to support your child' covering transition to secondary for Y7 and success at GCSEs for y11. 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 according to their progress.
- A third Mindfulness course is planned for the spring term 2018 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.
- Structured Conversation intervention is on-going and with the additional training in autumn 2018 this will allow expansion of the targeted group and provide additional support for specific students. All new member of staff have now been trained on 'Structured Conversations' as part of their induction programme
- Homework club for Year 7 students is well established 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. As a result of a needs analysis exercise we have created a case load for our keyworker to ensure higher risk students are getting the support they need.
- 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 is a programme we used last academic year and proved very useful and beneficial to our students. This will continue this academic year and this programme will specifically be targeted at those students eligible for pupil premium funding.
- We part funded two students to take part in an overseas education visit last academic year. This will be available for students that would benefit from taking part in an overseas trip and will be assessed on an individual basis.
- 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.