

Pupil Premium Review and Action Plan

Chaucer School

Sheffield

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June 20th 2016

Planning and preparation template

Chaucer School's Pupil Premium Profile 2015/16	
Total number of pupils in the school	793
Number of PP-eligible pupils:	504 (64%)
Amount per pupil:	£935
Total pupil premium budget:	£418, 310

Evidence of school performance	
<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p>	<p>The school has not made effective use of additional government funding to improve the attendance and progress of disadvantaged pupils</p> <p>The school needs to rapidly improve the effectiveness of leadership and management by making sure that:- additional funding, including pupil premium and Year 7 catch-up funding, is used effectively to reduce the gaps in outcomes for disadvantaged pupils and other pupils needing to catch up</p> <p>Leaders have not ensured that additional funding is making enough of an impact on helping disadvantaged pupils catch up with their peers. As a result of these weaknesses, disadvantaged pupils are not making the progress that they should be.</p> <p>Pupils enter the school with attainment that is significantly below average. Pupils do not make the progress expected of them whilst at this school. There is a significant difference between what school leaders believe pupils will achieve and actual outcomes. Assessment information over time shows that pupils do not make the progress that they should, including disadvantaged pupils.</p> <p>Inspection evidence, including in-school assessment information, joint observations of teaching and work scrutiny with senior leaders, shows that the rates of progress between and within subjects vary too widely. Progress is particularly weak in mathematics. Year 7 catch-up funding is having mixed success. This funding is being more effective in English than it is in mathematics.</p> <p>The impact of pupil premium funding in helping particular groups of pupils make fast progress is weak over time. For example, over the last three years, disadvantaged pupils' achievement in English and particularly mathematics has been considerably below that of other pupils, with little sign of sustainable improvement.</p>

<p>Summary of school's performance data:</p>	<p><i>Chaucer's performance data indicates that attainment and progress for disadvantaged pupils is improving, and that gaps are closing. This is both within the school gap and compared to the national average gaps.</i></p>
<p>School's pupil premium statement (pupil premium strategy statement from 2016-17):</p>	<p><i>Does the school's published pupil premium statement clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils and close gaps?</i></p> <p><i>The website, which is easy to navigate, has a clear section on Statutory Information under which the Pupil Premium information is found. There are reports regarding the expenditure for 2013/14 and 2014/15. There is also the current action plan for 2015/16, there is however limited information about who is leading key areas, the ongoing monitoring of the expenditure and when expenditure will be reviewed.</i></p>

Self-evaluation

By following the steps below for each area of focus, schools can take an evidence-based approach to selecting the most effective approaches to improve outcomes. Where schools have commissioned a pupil premium review, the final step of this framework will be undertaken alongside the independent reviewer.

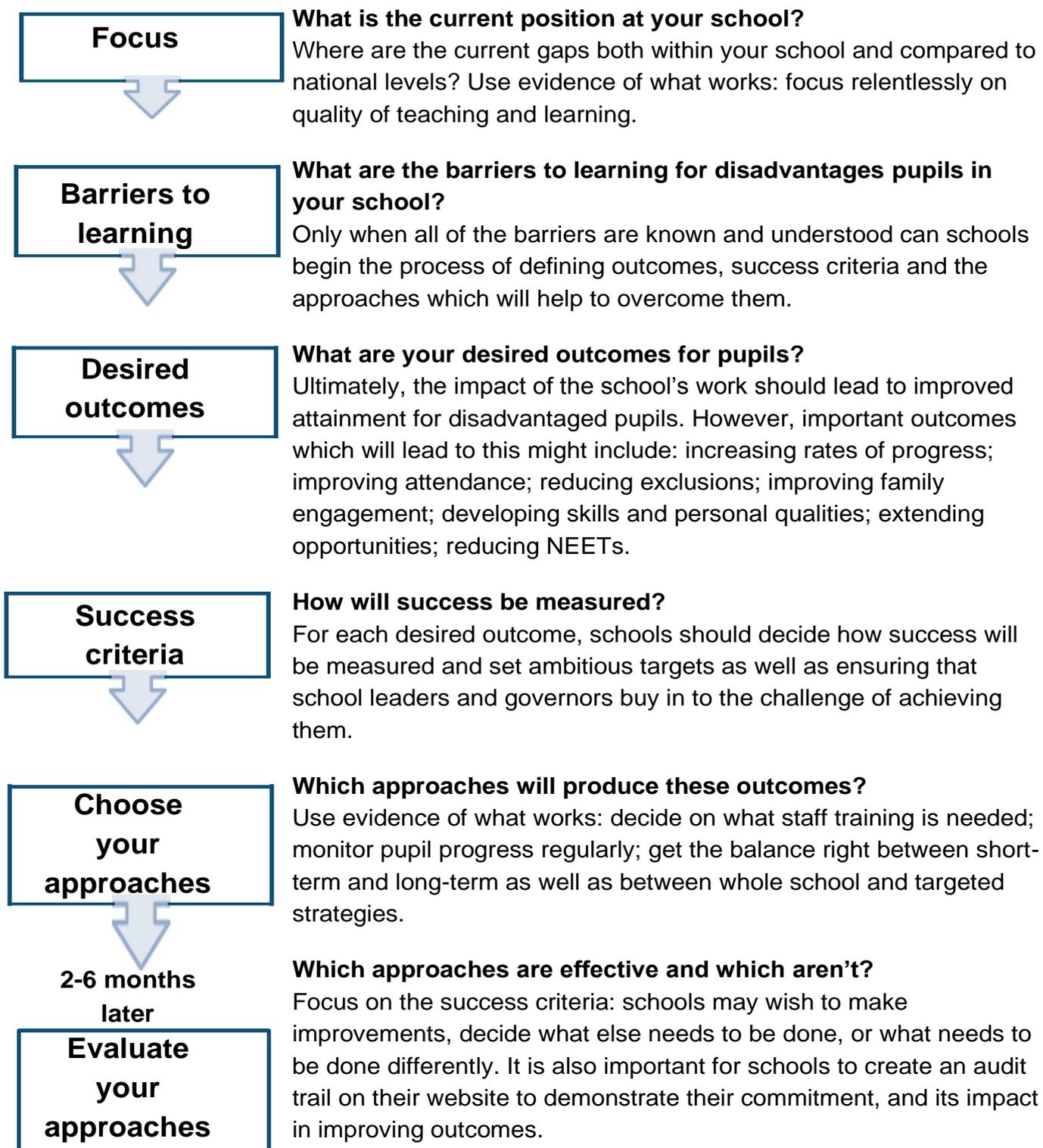
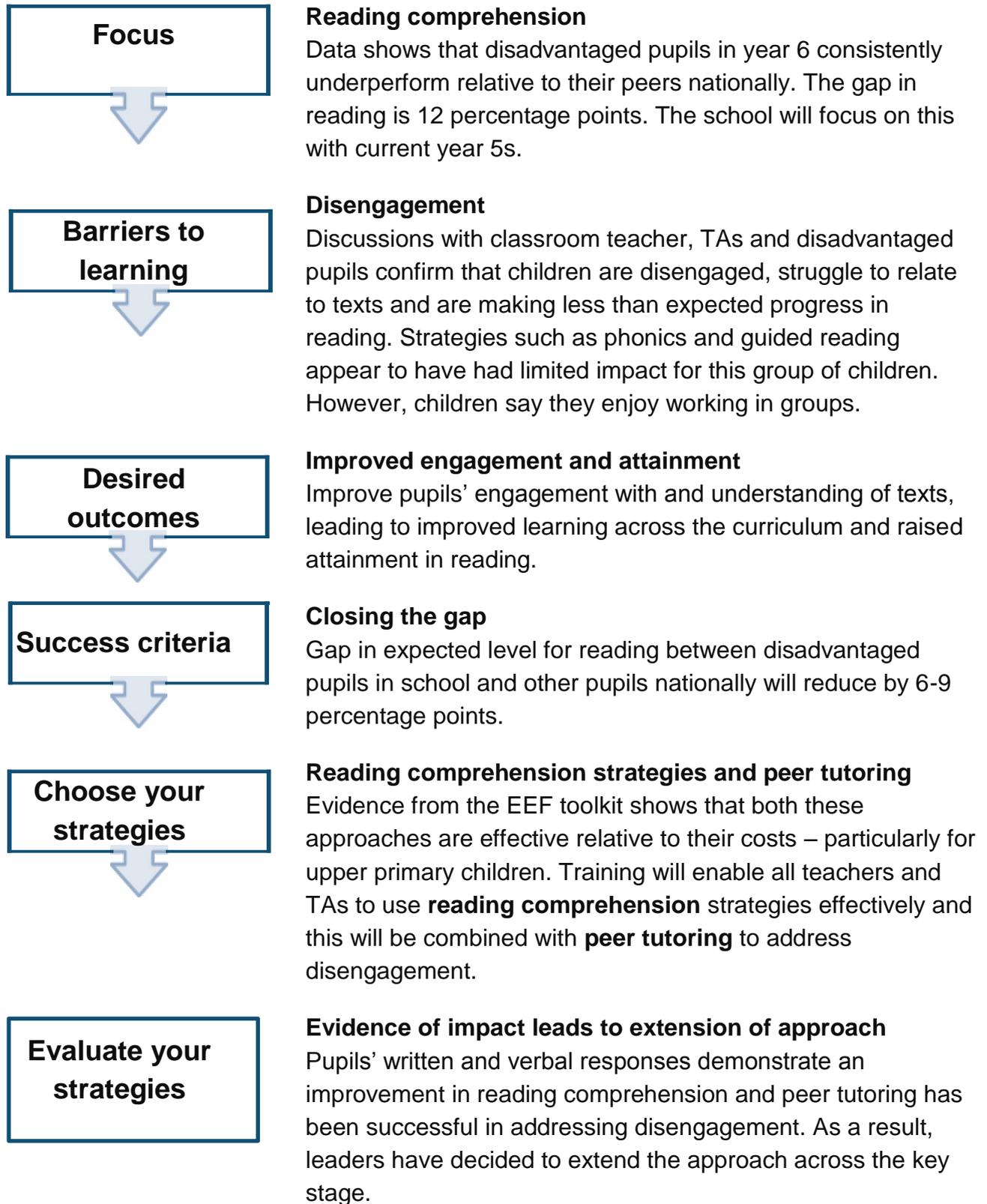


Illustration of self-evaluation

In this illustration, a school identifies a combination of approaches to improve reading for disadvantaged pupils in upper key stage 2.



Pupil premium strategy statement (secondary)

1. Summary information					
School	Chaucer				
Academic Year	2015/16	Total PP budget	£418,310	Date of most recent PP Review	20.6.16
Total number of pupils	793	Number of pupils eligible for PP	504 (64%)	Date for next internal review of this strategy	Sept 16

2. Current attainment		
	<i>Pupils not and eligible for PP Chaucer</i>	<i>Pupils not and eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2014-15 only)	26% (Sig-) /15%	63% / 36%
% achieving expected progress in English / Maths (2014/15 only)	E- 63% /51% M – 59% / 35%	69% / 74% 66% / 72%
Progress 8 score average	- 0.48 (above -0.5 floor)	0.12
% achieving English Baccalaureate	9% / 1%	24% / 11%
Attainment 8 score average	3.76 (D-)	52

3. Barriers to future attainment (for pupils eligible for PP) ←	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low starting points from on-entry data all sig- as they start at Chaucer
B.	Gaps in attainment, progress and attendance all getting wider
C.	Ofsted report identifies a significant number of barriers around disadvantaged pupils

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance rates – for PP 92.1% with high PA rates 12.9% – currently xx% High levels of Exclusions – 62.5% compared with 16.5% nationally of PP (2015)	
4. Outcomes		
	<i>Desired outcomes and how they will be measured – (taken 4 most expensive to fund)</i>	<i>Success criteria</i>
A.	Continued investment in pastoral and academic support including Year Manager team, full time Safeguarding Manager (£140,000)	Increased levels of attendance and engagement leading to reduced levels of FC2s and exclusions. Increased engagement and progress across all measures. Students remain safe and secure leading to greater attendance, engagement and attainment
B.	On site alternative provision (£75,000)	Reduced levels of disengagement, improved levels of attainment evidenced by increased attendance, reduced exclusions and increased levels of progress.
C.	Reduced class sizes, increased subject time in core subjects (£60,000)	Improve levels of progress. Increase 3 LOP to national in English and Maths
D.	Targeted teacher support (£35,000)	One to one attention to lead to greater levels of engagement and attainment. Improved levels of self confidence.
5. Planned expenditure		
Academic year	2015/16	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Reduced class sizes, increased subject time in core subjects (£60,000)</p> <p>Targeted 1-1 tuition (£18,000)</p> <p>Revision Sessions for PP pupils (£10,000)</p>	<p>All PPI students benefit from this intervention. This intervention is partly funded through PPI and partly funded through additional funding based on prior attainment. Chaucer operates with class sizes of 25 on average at KS3 and 23 at KS4.</p>	<p>Greater attention to be given to individual students. In addition Chaucer provides increased teaching time in English, maths and science at KS3 to provide students with greater opportunity to embed key learning</p> <p>Targeted at approx. 150 PPI students in KS4. 3 LOP improved and gap between PPI and non PPI reduced</p>			
<p>Targeted teacher Support (£35,000)</p> <p>Targets English (£5000) and Maths (£10,500) Support</p>	<p>Additional non-contact periods directed to support/mentor specific PPI students in particular in support of core subjects.</p>	<p>One to one attention to lead to greater levels of engagement and attainment. Improved levels of self confidence</p> <p>Literacy level, reading age to increase Increase 3 LOP in maths</p>			
Total budgeted cost					£138,500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Progress Manager (£24,000)</p>	<p>Tailored support from Progress Manager working directly with targeted students. Provision of data and analysis.</p>	<p>Improve the progress, attainment and confidence of an identified cohort of particularly vulnerable students</p>			

Continued investment in pastoral and academic support including Year Manager team, full time Safeguarding Manager (£140,000)	Increased levels of attendance and engagement leading to reduced levels of FC2s and exclusions. Increased engagement and progress across all measures. Students remain safe and secure leading to greater attendance, engagement and attainment	Y7 118/176 – 67.05% Y8 97/143 – 67.83% Y9 87/150 – 57.62% Y10 115/172 – 66.86% Y11 87/152 – 56.86% Chaucer continues to have high numbers of PPI students. Chaucer will continue to provide full time year manager support to each year group to enable adequate levels of pastoral and academic support. Close working with external agencies and safeguarding manager to ensure students receive high level support.			
Total budgeted cost					£164,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
On site alternative provision (£75,000)	Targeted work with students at significant risk of exclusion and significant disengagement. On site provision of core subject support plus personal and social skills together with vocational activities. including Construction, Hairdressing, Horticulture and Bike Maintenance.	Reduced levels of disengagement, improved levels of attainment evidenced by increased attendance, reduced exclusions and increased levels of progress. Offers both long term support and respite and reengagement through small group work and targeted vocational provision.			
Improving individual student attendance (£7,500)	School based EWO focusing on more	Increased attendance of PPI students especially PA students			

Trip/Visits (£10,000)	challenging and complex cases including PPI PAs. Provide funding for PPI students to ensure they are able to participate fully in all school trips and visits.	Improve engagement and well being of students eligible for PPI funding. Students feel full participants in all aspects school life.			
Total budgeted cost					£92,500

6. Review of expenditure				
Previous Academic Year		2014/2015		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the number of PPI students reaching 3 LOP or target grade	Reduced class sizes in core subjects	The impact of this strategy indicates an improvement in PPI student performance although this is also reflected in the performance of non PPI students as both benefit from this provision.	This strategy impacts on all students but we believe that this is still a valid and valuable use of PPI funding based on the number of students in the PPI category across both year groups	£72,093
Increased confidence and progress.	Specialist TA to work with pupil premium students in Maths.	100% of these students achieved 3 levels of progress and a Grade D in GCSE compared to 59% of all non PPI students.	This provision will continue to be used to improve the attainment levels of disadvantaged students who are finding it difficult to access their normal maths lessons.	£16,356
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Year Managers offer full pastoral support to students and families to ensure that our young people are safe, attend well and achieve well.	Additional Year Manager capacity. Capacity increased to 1 full time year manager per year group with Senior Student Support Coordinator leading on attendance and behaviour	Rolling number of students on Year Manager caseload for attendance initiatives. Attendance gap between PPI and non PPI has continued to reduce – 2012 -2013 – Gap between PPI and non PPI - 4.28% 2013 – 2014 – Gap between PPI and non PPI - 3.43% 2014 – 2015 – Gap between PPI and non PPI – 3.41% The number of fixed term exclusions is reduced by 30% from 2013/2014	The impact is not always easy to quantify however Chaucer are recognised locally for the support that we offer to vulnerable and disaffected students and are leading in a Sheffield wide pilot on support for disaffected and vulnerable students.	£84,354
Increase the number of PPI students reaching 3 LOP or target grade	Non-contact time directed to support PP learners particularly ensuring that they receive effective differentiation and rapid feedback.	In maths 71% of supported students achieved 3 levels of progress	Chaucer are continuing this intervention into 2015/16 although on a smaller scale. There will be a greater focus on QA of specific lessons to ensure that progress is clear and that the Associate Leader responsible for PP is monitoring impact and reviewing deployment accordingly.	£70,000

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance of PPI students	School based EWO	July 2014 – 117 PA students July 2015 – 69 PA students 41% reduction in the number of PA students Overall attendance continues to rise to 93.32% in 2015	This high profile role is significant in the ongoing battle to improve attendance and will continue in 2015/2016	£6,836
Reengagement with attendance, learning and aspiration aspirations	Establishment of Pupil Engagement Unit	69% of these students achieved a GCSE in English 38% achieved a GCSE in Maths Only 1 student did not gain any qualifications. 1 student had a positive Progress 8 score All students completed their education.	Based on the complexity of the students identified these outcomes show this provision to be highly effective in keeping students engaged in education, improving their life chances and being successful in moving on to appropriate post 16 provision.	£43,850

7. Additional detail

- Validated RAISE 2016 data suggests the following:
- Attendance of FSM pupils is above national for FSM at 7.9% (7.5% Nat) with PA rates <85% also above national at 12.9% (10.9% Nat)
- Exclusions of FSM pupils is 62.25% (16.45% Nat), 20.97% 1 or more FTE (8.34% Nat) and 11.48 more than 1 FTE (3.42% Nat)
- 78% Disadvantaged pupils leave Chaucer to go onto Education, Employment or Training opposed to 95% of other pupils (85% & 94% Nat)
- 15% of Disadvantaged pupils attained 5A*-C (inc E&M) opposed to 39% others (36% and 63% Nat)
- 23% of Disadvantaged pupils attained 5A*-C opposed to 46% others (45% and 72% Nat)
- 90% of Disadvantaged pupils attained 5A*-G opposed to 96% others (87% and 96% Nat)
- 1% of Disadvantaged pupils attained the English Baccalaureate opposed to 17% others (11% and 28% Nat)
- Average Point Score at end of KS4 is 235.8 (Sig -) for Disadvantaged pupils and 293.3 for others (Sig -) (259.9 Dis and 326.6 Other Nat)
- Average grade per qualification for Disadvantaged pupils is E with other pupils D+
- Best 8 VA Score is 971.6 (Sig -) percentile rank 8, English VA is 997.1 (Sig -) percentile rank 90 and Maths 995.9 (Sig -) percentile rank 95
- Progress Measures VA for 2015 for disadvantaged is 963.4 (an increase from 947 in 2014 (sig -), Other pupils in 2015 was 981.1 (Sig -)
- Progress Measures VA was Sig – for all Ebac subjects – Eng 996.3, Maths 995.2, Science 992.8, Languages 993.1 and Humanities 990.8
- 51% of disadvantaged pupils made expected progress in English from KS2 and 35% in Maths, both Sig - (Nat 57% Eng and 49% Maths)
- Pupils at L2 at end of KS2 make good progress in both English and Maths compared to national, however those pupils at L3, L4 and L5 have not made expected progress and progress is also below that of other pupils and those nationally
- The within school gap and the gap on national at the end of KS4 has closed from all 2014 measures (English, Maths and Capped Score), however with the exception of 5A*-G all gaps have either widened or stayed the same from 2014 in Eng Bac, 5A*-C (inc Eng & Maths), Basics, English A* -C and Maths A*-C
- The Progress 8 figures for 2015 were just above the floor target however expected progress in English and Maths was well below average, as was the VA score for progress in the best 8.
- The progress of disadvantaged pupils is showing signs of improvement in English and Maths, however the gaps between PP and Non-PP in school against national are closing but not quickly enough.

School visit template

Chaucer School visit: June 20 th 2016	
Summary of school's existing areas of focus and approaches	<p>Area one:</p> <p><i>Focus: Continued investment in pastoral and academic support including Year Manager team, full time Safeguarding Manager (£140,000) and effectiveness and use of on-site provision (£75,000)</i></p> <p><i>Strategies: Appointment of Key staff and Targeted work with students at significant risk of exclusion and significant disengagement.</i></p> <p><i>Success criteria: Increased levels of attendance and engagement leading to reduced levels of FC2s and exclusions. Increased engagement and progress across all measures. Students remain safe and secure leading to greater attendance, engagement and attainment.</i></p> <p>Reduced levels of disengagement, improved levels of attainment evidenced by increased attendance, reduced exclusions and increased levels of progress.</p> <p>Area two:</p> <p><i>Focus: Impact of Progress Manager, PPI Leader, targeted teacher support in English and Maths (£84,5000)</i></p> <p><i>Strategies: Appointment of range of staff to lead, monitor and</i></p>

<p>Summary of how effectively school uses evidence to identify effective approaches</p>	<p>Area one and two:</p> <p><i>Evidence from the review would suggest that both area 1 and area 2 have had a positive impact on pupil outcomes and as such will continue into the coming year. Evidence from a wealth of sources and then analysed by leaders has correctly identified the strengths and area for development and as such these have become, or remain priorities for the coming year.</i></p>
<p>Names of key people to speak to and outline itinerary</p>	<p>Headteacher – Scott Burnside</p> <p>Pupil Premium Leader / Progress Manager – Anne Todd and Gillian Webb</p> <p>Named PP Governor – Sarah Draper</p> <p>Pupils and Staff (especially those appointed to support PPI)</p>

Area (including sources of evidence)	Comments	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility 	<p>The schools population is on average 66%+ disadvantaged pupils and this is a growing number year on year. The pattern of eligibility is increasing from Y11 (leavers) 56% to Y7 68%. The school is clear about eligibility patterns in year and has data for the incoming cohort of Y7 pupils with eligibility at 61%.</p> <p>Data is accurate and whilst known by key leaders recent changes in the leadership of PP will enable a more strategic approach</p>	<p>Identification of PP and awareness by all staff of who PP are is highly effective.</p>	<p>Leaders have recognised and therefore taken action around leadership of PP from Sept 16</p>

<p>Achievement¹</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny 	<p>Chaucer has not made use of the EEF toolkit however taken advice from external consultants regarding PP expenditure. PP Lead role is covered by 2 people (finance and academic) and this is under review for September 2016.</p> <p>There is evidence of some evaluative approaches to PP funding taking place, with the 2014/15 being more evaluative than previously however this is also an area for further refinement, as recognised by the school.</p> <p>Data and progress meetings take place weekly</p> <p>Progress of PP pupils from starting points in variable based on historical data, however current in year data would suggest that progress is better, especially for Y7 and Y8 pupils. June 2016 data suggests that Y11 2017 could close gap on national to -0.13 and 42%A*-C (inc E&M) /30% (move to 4-5 grade) targets for Y11 2016 at -0.49 based on students making 1/3 grade per data set. 40% projected to achieve 5A*-C (Inc E&M), with Progress 8 at -0.3</p>	<p>It was clear that all teachers are aware of PP and strategies to support them.</p> <p>Lesson plans, seating plans and planning showed detailed consideration of PP to maximise impact of additional staff, resources to improve outcomes</p>	<p>Use appropriate guidance / research to help shape future actions.</p> <p>Develop clarity around PP Lead role and the wider awareness of staff now that progress manager role ceases from September 16.</p>
<p>Area (including sources of evidence)</p>	<p>Suggested questions and areas to explore</p>	<p>Strengths</p>	<p>Areas for development</p>

<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent Ofsted report • Published and current data 	<p>The school uses data and the impact of previous expenditure to support the plans for spending. The priorities have been dictated by the low attainment of pupils, external reviews and the recent Ofsted inspection. Outcomes for this are driving the SIP, the Post Ofsted Improvement Plan which is very detailed and the Trust's Statement of Action.</p> <p>The school has a clear plan for expenditure which centres predominantly around pupil outcomes, achievement, Teaching, Learning and Assessment. The SEF judges Chaucer to be RI and the post Ofsted action plan details clearly the action to be taken to address PP funding, allocation, review and action planning.</p> <p>The schools spends the significant proportion of funding on activities or staffing directly related to pupil outcomes, behaviour, safety and welfare. There is some, but limited expenditure on enrichment activities. Expenditure of the Catch Up funding (not part of this review) is targeted at Y7 however also support into Y8 as relationships are stronger and awareness of need greater by end of Y7.</p> <p>Governors are very clear about PP, expenditure and next steps. They spoke with passion and clarity around strengths and areas for improvement for the school.</p>	<p>Detailed PP action plan with growing elements of evaluation.</p> <p>Clear plans in place for improvement which are already having impact.</p> <p>Leaders and Governors awareness of PP expenditure and impact of this.</p>	<p>To be more evaluative in approach to reviewing expenditure.</p> <p>Whilst not part of this review to evaluate Catch Up funding in more detail.</p> <p>Further support leaders in raising profile of PP pupils for all.</p> <p>Support new year managers to understand and focus on PP students.</p>
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Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Teaching</p> <ul style="list-style-type: none"> Lesson observation/ learning walks, to include work scrutiny and discussion with teachers Observation of out of class interventions Current progress data 	<p>It was clear that all class teachers plan for disadvantaged pupils within lessons and there are clear targeted interventions both within lessons and as additional support. Lesson plans, seating plans and registers highlighted the PP pupils and pro-active action taken to ensure needs are met. Smaller classes have been important in improving outcomes.</p> <p>It is not clear how parents/carers are involved in discussions, however multi professionals are involved in plans to support the PP pupils.</p> <p>It was not clear how the school evaluates the impact of all interventions and leadership of PP will address this further. Whilst undertaking the review there was limited evidence of TA's and other interventions however it was exam time.</p>	<p>Clear rationale and awareness of PP by all staff.</p> <p>PP is clearly everyone's business.</p> <p>TEEP strategy seems well embedded</p>	<p>TEEP unclear with some children.</p> <p>Evaluate impact of smaller classes</p>
<p>Behaviour & safety</p> <ul style="list-style-type: none"> Learning walk and discussion with PPCo Scrutiny of behaviour records 	<p>Chaucer school is using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts. LIFE lesson observed and data from lessons and</p> <p>Support is offered for a range of extra-curricular events however HAP PP pupils I spoke with were unclear about the support available to them. One spoke about support from home rather than school around aspirations/next steps.</p>		<p>Further develop pupil and parent support strategies to further improve outcomes</p>

<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> • Discussion with HT/ CoG/PPCo 	<p>Significant funds are spent on additional staffing including pastoral support and reducing class sizes and to improve outcomes. It is clear that PP expenditure has been used to enable smaller classes to close the gap in outcomes however the impact of this is not clear.</p> <p>Leaders are clear about the steps that need to be taken regarding PP pupils and action has already started with the leadership of pupil premium, ensuring that it's everyone's business and high profile in lessons, with teachers and other adults around school.</p> <p>Whilst there is some expenditure on engagement and enrichment activities this is to be developed. HAP students were not totally clear about how they could access additional support to improve outcomes or engage</p> <p>The website is compliant and meets requirements. It is easy to navigate and provides accurate and up to date information. The PP report and action plan for 2016/17 is due to be more evaluative.</p> <p>Leaders feel that TEEP is having a positive impact on teaching and learning as is the recent work in improving engagement and enrichment through the Chaucer Standards, Pride Counts and Positive Discipline are all to be further embedded to improve outcomes further.</p> <p>Clear next steps are detailed below and will form part of the schools action plans for 2016/17.</p>		
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Action plan template

An action plan similar to the one below should help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main approaches, owners and milestones, with dates to review and evaluate the success of each approach.

Reviewers should note that for schools who use the pupil premium strategy statement (see annex 2), it may be more convenient to update the 'planned expenditure' section of the pupil premium strategy statement rather than maintain both a strategy statement and action plan.

Chaucer School's Pupil Premium Action Plan [2016/17]			
Headteacher name:	Scott Burnside	Signature:	
Chair of Governors name:	Ken Matthews / Sarah Draper	Signature:	
Reviewer name:	Nicola Shipman	Signature:	
Date of pupil premium review:	20 th June 2016		
Pupil Premium Profile [2015/16 and 2016/17]			
Number of eligible pupils:			
Amount per pupil:	£935		
Total pupil premium budget:			
Executive summary			
Following the review the core strategies that will now be implemented and how these will contribute to closing gaps include:			
<ul style="list-style-type: none"> • Further and more frequent analysis of the data, especially around attendance and those HAP pupils, to identify and plan effective QFT and interventions to further close attainment and progress gaps of all students. To ensure school systems are consistent in 			

approach in the identification of and support for disadvantaged pupils, especially those MAP and HAP pupils whose attainment gains matters to close the gap.

- Develop role of Pupil Premium Leader “Champion Role” with regard pupil premium pupil / disadvantaged to strategically lead this aspect of work, (responsibility, evaluation and impact of expenditure and action planning) and ensure all staff are aware of who this is. This will form part of the Governors plans for leadership development. To further develop the role of Governors in their strategic analysis, in identifying next steps for disadvantaged pupils from data and clear reports.
- The work around TEEP to be further embedded across all subjects and with all staff with strengths seen shared to enhance opportunities for all students and teachers. To ensure students are clear about how TEEP can support their ownership of learning and help them improve.
- Pupils, whilst not aware of Pupil Premium, are clear about the enrichment and engagement opportunities available for them. This links to the work underway around Attendance, Pride Counts, Chaucer Standards and Positive Discipline – all of which feed into raising the aspirations of all pupils.

The overall aims of the plan is to

- Reduce the attainment gap between the school’s disadvantaged pupils and others in school and of those pupils nationally
- Raise the in-school attainment of both disadvantaged pupils and their peers to close the gap on national
- Increase and accelerate the progress of disadvantaged pupils to match the progress of their peers and that of those pupils being measured by the same outcomes.
- Increase all staff awareness of pupil premium, how it is allocated, the provision in place and how all staff and the work they do impacts positively on pupil outcomes.

- Embed the teaching and learning strategies particularly around TEEP to develop staff and students confidence to impact on pupils outcomes.

- Agreed date for the next review: October 2016

Action plan – Chaucer School

Approach	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
Strategic Leadership of Pupil Premium	Improved accountability and responsibility of new PP Leader and Year Managers for student outcomes and PP expenditure. Evaluative approach to the reviewing of impact of PP expenditure and interventions Detailed future action plans	PP Leader Governors SLT	Evaluate current impact 2015/16 and plan for 2016/17 expenditure	1/09/2016	Oct 2016		
			Develop Champion, PP leader and Year managers role to develop accurate plans for 2016/17	1/09/2016			
More regular accurate and detailed data analysis, including attendance	More regular and detailed data analysis “drilling down” to inform intervention planning and with a focus on PP. To ensure all pupils, including HAP’s have clear plan for improvement and progress is accelerated to improve outcomes	PP Leader SLT Governors	Half termly analysis of data, including attendance. Drill down on PP students.	31/12/2016	Oct 2016		
			HAP pupils progress and achievement is monitored closely	31/12/2016			

TEEP strategies further embedded with staff and students	Staff and students are confident with how to improve outcomes through engagement with TEEP TEEP is clearly understood and embedded throughout school	SLT	Students know and understand TEEP and how they can use the model to support learning	31/12/2016	Oct 2016		
		Teachers Students	Staff and students use TEEP and other T&L support to improve outcomes.	31/12/2016			
Embed the enrichment & engagement strategies to improve behaviour, attendance, pride to lead to better outcomes for all students	Embed Pride Counts Embed Positive Discipline Embed Chaucer Standards Improve Attendance with more regular analysis of outcomes for PP students Reduce behaviour issues and exclusions	SLT Inclusion Leaders All Staff Students Families	Autumn Term focus on implementing all new strategies. Embedding strategies over 2016/17	31/12/2016	Oct 2016 to monitor impact with pupils and staff		
Total pupil premium expenditure:							

Agreed Date for follow up: October XX 2016

Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The [EEF toolkit](#) provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The [EEF evaluation toolkit](#) helps schools to understand which approaches might work best for their pupils. The [Families of Schools database](#) is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.
- Ofsted's Jan 2013 report, [The pupil premium: how schools are spending funding successfully](#) summarises successful and unsuccessful approaches to pupil premium use. The accompanying [analysis and challenge toolkit](#) helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An [update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils](#) was published in July 2014.
- The [Pupil Premium Awards website](#) provides an inspirational insight into what successful schools are doing with their pupil premium.
- [Making Best Use of Teaching Assistants](#), published by the EEF, and [Teaching Assistants \(TAs\): a guide to good practice](#) by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.
- Sir John Dunford's 2014 article, [Using the pupil premium effectively: an evidence-based approach to closing the gap](#) from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his [Ten-point plan for spending the pupil premium successfully](#).
- NFER's research [Supporting the attainment of disadvantaged pupils](#) focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren't so successful (see figure 1 below).

Figure 1: What are the most effective ways to support disadvantaged pupils' achievement?

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

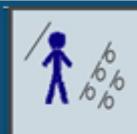
1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



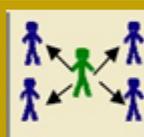
3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: <http://www.education.gov.uk/researchandstatistics/research> and www.nfer.ac.uk/publications/PUPP01