



'Every adult and every young person in our school achieving more than they ever thought possible'

Pupil Premium Funding at Chailey School

At Chailey School we are committed to:

- Improving students' academic outcomes in order to ensure that they achieve on a par with other students nationally. ('Other students' is the Department of Education term for students who are not disadvantaged.)
- Closing the gaps between disadvantaged students and non-disadvantaged students at Chailey School.
- Ensuring that disadvantaged students have equality of opportunity in accessing the curriculum.

Our Objectives: In improving outcomes for disadvantaged students the following two areas continue to be the focus of our strategic work:

- **Improving academic outcomes** by:
 - Improving the quality of teaching and learning in the classroom
 - Providing additional literacy and numeracy learning support for identified students
 - Improving feedback to students on their learning
 - Developing our use of data to better identify students in need of additional support
 - Undertaking classroom research to identify strategies that can be deployed to enhance students' progress
 - Developing Growth Mind-set's across the school
 - Supporting costs that ensure disadvantaged students can fully access the curriculum
- **Improving attendance** by:
 - Deploying an attendance officer to support students in achieving high attendance
 - Weekly meetings with pastoral staff focusing on students below 95% attendance
 - Student voice and barriers to learning conversations
 - Rewards and sanctions developed to engage students

Number of pupils and pupil premium grant (PPG) received

Financial year	Amount of Pupil Premium funding
2013-14	£85,500
2014-15	£96,365
2015-16	£116,000

	2013-14			2014-15			2015-16		
Percentage of pupils eligible for PPG	14%			14%			18%		
Number of FSM and ever 6 pupils eligible for the Pupil Premium	92	@£900	=£82,800	99	@£935	=£92,565	120	@£935	=£112,200
Number of looked after pupils/ adopted eligible for the Pupil Premium	3	@£900	=£2,700	2	@£1,900	=£3,800	2	@£1,900	=£3,800
Number of service children eligible for the Pupil Premium	0	@£300	=0	0	@£300		0	@£300	
Total			£85,500			£96,365			£116,000

Breakdown of Disadvantaged Students 2015-16

Year Group	Male No.	Female No.	Total No.	% of cohort	Total Cohort
7	11	13	24	17	136
8	16	18	34	23	147
9	10	18	28	21	131
10	11	14	25	17	151
11	8	11	19	17	123
Total PPG	56	76	132	19	688

Y11 Performance Indicators for PPG students

Year 11: Indicator Using data from RAISEonline and school data for current Year 11 2016.	2013 gap between PPG and non PPG	2014 gap between PPG and non PPG	2015 gap between PPG and non PPG	2016 Provisional outcome for PPG	2016 Provisional outcome for non-PPG	2016 Provisional gap
Attainment – 5+ A*-C passes including English and mathematics	-35	-19	-27	48	78	-30
Attainment – average points score in English	-4.3	-2.1	-10.6	40	44	-4
Attainment – average points score in mathematics	-7.8	-1.1	-12	37	43	-6
Achievement – expected progress in English	-10	-8	-33	95	87	+8
Achievement – more than expected progress in English	-23	-14	-20	53	54	-1
Achievement – expected progress in mathematics	-49	+4	-41	63	79	-14
Achievement – more than expected progress in mathematics	-24	-11	-23	11	38	-18
Achievement – value-added score (best eight GCSEs)	-32	-28.5	-57	1015	1021	-6
Attainment 8				0.15	0.28	-0.13
Progress 8				4.8 C-	5.6 B -	
Attendance	-5%	-3%	-7%	91%	94%	-3%

Y7/8 Assessment without Levels: students who have met their Baseline Threshold and have made more than expected progress across the academic year, as a result they are predicted to exceed expectations by the end of Key Stage 3

Year 7 2015/16	English	Maths
PPG (22 students)	83%	78%
Non-PPG (112 students)	90%	77%
Gap	-7	+1
Year 8 2015/16	English	Maths
PPG (36 students)	72%	69%
Non-PPG (111 students)	68%	77%
Gap	+4	-4

Narrowing and monitoring the achievement gap: students who have made 1 and 2 levels of progress from KS2 until the end of Year 9

Year 9 2015/16	English	Maths
PPG (26 students)	100% / 38%	88% / 21%
Non-PPG (105 students)	91% / 43%	97% / 46%
Gap	+9 -5	-9 -25

Students in Year 10 2015/16 – who are predicted to make three levels of progress in English and maths

Year 10 2015/16	English	Maths
PPG (25 students)	38%	71%
Non-PPG (126 students)	82%	91%
Gap	-44%	-20%

% of Y9 students currently predicted to achieve five or more Level 5s including English and maths and Y10 students to achieve Grade 4 + for English and maths

	Year 9 2015/16	Year 10 2015/16
PPG	72%	36%
Non-PPG	92%	82%
Gap	-20%	-46%

*Y10 Progress 8 measure: PPG -1.08 and non-PPG +0.05: gap is - 1.03.

Evaluation 2015/16

Our strategy of deploying resources to improve the quality of teaching and learning across the school has successfully achieved a steady improvement in outcomes for all students. In 2015 changes to GCSE examinations and grade boundaries in English and maths impacted negatively on our rising trend in results for all students and this is reflected in the achievement figures for disadvantaged students. However, gaps have successfully narrowed for 2016, in particular when comparing the new performance measures.

Increasingly teachers have a better understanding of individual student's needs and are more focused in ensuring that teaching meets these needs. Furthermore, we have devoted time and resource into researching how specific strategies can be deployed to enhance disadvantaged students learning and this has helped to develop expertise and innovation across the school.

Our goal has been to narrow the gaps of PPG students to non PPG students at Chailey. We have sustained our focus on improving teaching and learning across the school and continued to support those students whose literacy and numeracy skills need particular support. Furthermore, we have implemented a Growth Mindsets approach into our curriculum with the specific intention of developing characteristics in students that will allow them to achieve success in both their academic studies and their wider lives.

Strengths that are suggested by current data:

- The gap between PPG and Non-PPG students has been significantly reduced across most performance indicators for 2016, resulting from interventions employed throughout the year.
- Y11 PPG results are significantly positive +0.15 P8, 4.8 A8, 95% English 3LOPs and slightly lower for maths - 63%.
- Sophisticated data tracking and monitoring systems inform all staff of underperforming students.
- Y11 intensive support and provision programmes across all subjects in April and May have strengthened student outcomes.
- Rates of progress in English and Maths are high in all year groups, for both PPG and Non-PPG students and gaps are closing.
- Predictions for 2017 are cautious for English and maths. New 9-1 GCSEs are extremely challenging. Unavoidably, there is uncertainty over how the GCSEs will be graded as the exams are new and the exam boards have not offered guidance on the grade boundaries or the equivalence between the old and the new number grades. Consequently teacher assessments reflect this.
- Y7 and Y8 have aspirational thresholds. Students who have met their baseline threshold have made expected or more than expected progress across the academic year, as a result they are predicted to exceed expectations by the end of Key Stage 3.
- Literacy and numeracy interventions in Y7/8 have been a priority in closing gaps.
- Student voice has been developed through year reviews, subject specific and barriers to learning conversations.
- The school's curriculum and strengths in progress mean that it is well placed for the national accountability changes to Progress 8.
- Chailey continues to have a 5 year approach to quality-first teaching, with continued strengths in assessment, tracking and monitoring.

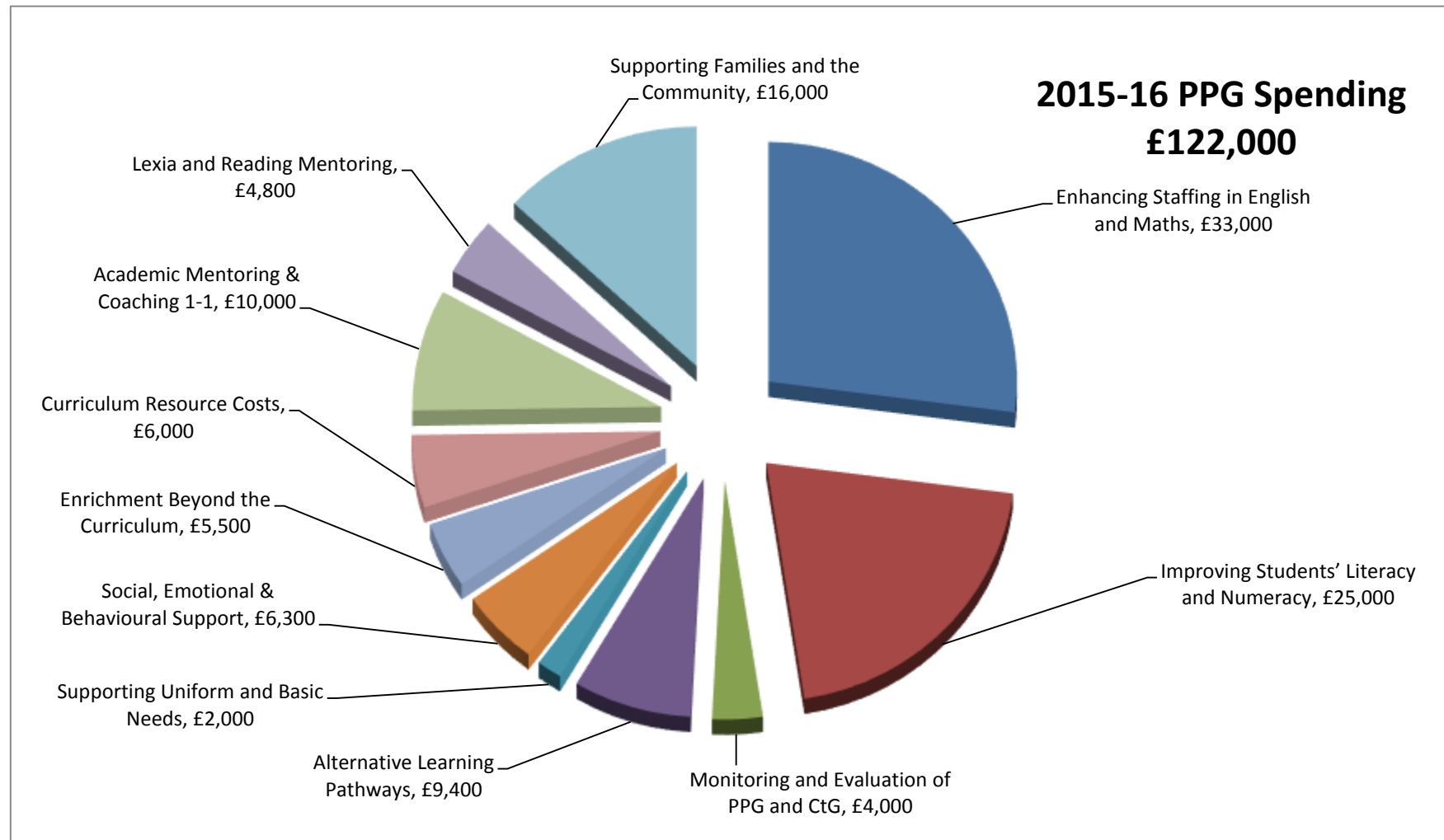
Improving attendance

Reducing the attendance gap between Chailey disadvantaged students and other students nationally:

Attendance gaps PPG v Non PPG	2014	2015	2016
Attendance % KS3 & 4	-3	-7	-3

During the last three years we have been committed to improving the attendance of disadvantaged students. Improvements to the quality of teaching and learning have been instrumental in these improvements. Weekly attendance and PPG meetings have allowed us to more effectively support and challenge students and parents where attendance has been problematic. Furthermore, improvements to our pastoral support structures have ensured that those students vulnerable to poor attendance receive greater support. Where appropriate we provide alternative curriculum pathways for students, college placements, work experience and supported timetables to help promote good attendance and secure their learning. For 2016/17 we are employing an Education Welfare Officer for one day a week to support students' attendance.

Strategic Plan Review 2015-16



Planning and evaluation outline 2015-16

Strategy	Detail	Impact																								
<p>Action focused on Learning in the Curriculum (staffing): Improving students Literacy and Numeracy</p>	<p>Highly focused individual or small group teaching focused on identified students of all abilities with specific curricular targets. Intended outcome for all students – to reach academic targets and develop confidence. This year more 1-1 has been targeted at Y7/8 to ensure these students catch up and are matching their peers in expected progress.</p>	<p>Excellent progress has been made by all students who have received Literacy and numeracy intervention. 83% English, 78% maths have made more than expected progress and as a result are likely to exceed expectations by the end of KS3.</p>																								
<p>TOTAL</p>	<p>£25,000</p> <p>Writing support – GCSE Writing exam and SPaG, persuasive techniques and language devices, planning/ controlled test writing strategies, formal letter writing. Writing intervention has been led by non-English specialists, and resources were provided following referrals by English teachers, assigned by Literacy Coordinator.</p> <p>Literacy and Numeracy Coordinators track and monitor interventions and progress and impact noted. Success is evidenced through: Intervention Reports, Assessment Data, Learning Walks and student and teacher feedback.</p>	<p>Summative writing assessment shows progress with writing structure, language devices and written accuracy. Pupil Voice responses reflect students' positive learning experience. 96%</p> <p><i>Student x Baseline Secure & TA Developing. WWW: Basic times tables, Good understanding of division into decimals, Great improvement of understanding of fractions. "I have more confidence." "I learnt more in a session than in a lesson." "You took the time we needed and didn't rush us."</i></p>																								
<p>Enhanced staffing in English and maths</p> <p>TOTAL</p>	<p>£33,000</p> <p>All students in Years 10 and 11 have been involved in this intervention, which enables us to create smaller classes in English and Maths than would otherwise be possible. The intended outcome is that all students make expected (or beyond) levels of progress from KS2 to the end of KS4.</p> <p>Y7 Maths nurture teaching group was created for students below level 4 (14 students)</p>	<p>Results in English and Maths 2016: 3 LPs - English 95% and maths 63% for PPG students. Gaps have been reduced and show +8 for English and no notable gaps for maths. The schools target to reduce gaps to less than 10% has been met and this is an excellent outcome. Y11 will continue to be a focus for 2016-17.</p> <p>All 14 students made good progress, confidence increased and 100% have excellent or good for attitude to learning. This group continues for 2016-17 with the same teacher.</p>																								
<p>Intervention - Academic Mentoring and Coaching Lexia and Reading Mentoring</p> <p>TOTAL</p>	<p>£ 10,000</p> <p>All Y11 PPG students have an Academic Mentor and students highlighted to be at risk also receive a mentor. All tutors have one lesson a week for mentoring of their tutees and again priority is for PPG students and those below 90% attendance.</p> <p>Improved reading provision through strengthened tutor programme, reading intervention carried out by TAs with 17 students and Y10 buddy Y7 reading mentoring scheme.</p> <p>Numbers of students in each year group receiving this teaching (number in brackets are those in receipt of PPG):</p> <table border="1" data-bbox="600 1155 1341 1391"> <thead> <tr> <th>2015/16</th> <th>Literacy</th> <th>Lexia</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>25 (8)</td> <td>20 (8)</td> <td>21 (5) 11 (8) Numia</td> </tr> <tr> <td>Year 8</td> <td>28 (8)</td> <td></td> <td>18 (7)</td> </tr> <tr> <td>Year 9</td> <td>15 (1)</td> <td></td> <td>16 (3) 'Power of 2' 5(4)</td> </tr> <tr> <td>Year 10</td> <td>2 (2)</td> <td></td> <td>2 (1)</td> </tr> <tr> <td>Year 11</td> <td>41 (11)</td> <td></td> <td>22 (8)</td> </tr> </tbody> </table>	2015/16	Literacy	Lexia	Numeracy	Year 7	25 (8)	20 (8)	21 (5) 11 (8) Numia	Year 8	28 (8)		18 (7)	Year 9	15 (1)		16 (3) 'Power of 2' 5(4)	Year 10	2 (2)		2 (1)	Year 11	41 (11)		22 (8)	<p>17 students increased reading ages, Lexia only 3 failed to move from entry level with most making 2 or 3 stages of progress over 15 sessions.</p> <p>Numicon continues as a key part of numeracy provision for 2016 and Numia is further developed to increase confidence with basic number for students on level 4.</p> <p>PPG students 80% made 3 LPS through numeracy intervention in Y11</p>
2015/16	Literacy	Lexia	Numeracy																							
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<p>Action focused on Learning in the Curriculum: Curriculum Resources Classroom Research Shanghai Maths Y11 Revision Workshop TOTAL</p>	<p>£ 6,000</p>	<p>Action research projects have contributed to identifying and developing specific strategies that can be used to support disadvantaged students. This work has additionally raised the profile of disadvantaged students and deepened staff knowledge. Shanghai Maths –teachers have developed strategies to ensure the more vulnerable learner is supported</p> <p>Year 11 Intervention Programme and Revision Workshop which included all PPG students (21) with the aim of improving student confidence and outcomes.</p>	<p>Improvements in curriculum delivery, literacy, numeracy, growth mindsets, assessment and exam skills have been evidenced through CPD research findings and student voice. 2015/16 research projects – 60% focused on PPG.</p> <p>Growth Mindset approaches implemented across the school and specifically through Y7 L2L, Y11 Intervention Programme. Learning walk feedback - <i>Students really engaged and found the work both technically and intellectually challenging (including the most able); they work hard, are positive, and are generally resilient.</i></p>
<p>Supporting uniform and basic needs Books Revision materials Stationery TOTAL</p>	<p>£ 2,000</p>	<p>This intervention is designed to avoid students being left at a disadvantage with regards to support or equipment needed for them to be as academically and personally successful as possible.</p> <p>Barriers to learning conversations between tutors and students highlight if there are any concerns. This information is then passed onto the PPG coordinator.</p>	<p>PPG students are no longer disadvantaged at school in cases where there are insufficient funds or support at home to be organised and equipped for learning.</p> <p>Revision guides have been provided and a revision packs created for Y11 PPG students. All students were equipped for exams and no absence was recorded.</p>
<p>Focus on social, emotional and behavioural support S25 Educational Psychologist ESBAS TOTAL</p>	<p>£ 6,300</p>	<p>This provision provides essential 1-to-1 support for students to help them cope/manage challenging circumstances/issues. Thrive training - to ensure in house provision for next year, Fegans and other counselling has been arranged.</p> <p>Mentors are also allocated to students at risk of exclusion, persistent absence and mental health issues to ensure they remain connected with education.</p>	<p>Ed Psychologist services are used when required. ESBAS time is predominantly used by 5 PPG KS4 students. However, intermittent sessions by 14 other students were made and tracked.</p> <p>Attendance, emotional wellbeing and parental engagement has improved for a number of students – but still remains a priority.</p>
<p>Enrichment beyond the curriculum Subsidising PPG students' participation on school trips and other enrichment activities TOTAL</p>	<p>£ 5,500</p>	<p>This is designed to give students an opportunity to experience the full extra-curricular programme that is available at Chailey School, including international trips for KS4 students studying languages, participation in the Duke of Edinburgh scheme and Year 9 Welsh camp.</p> <p>Increased participation for PPG students on these trips has been deliberately targeted.</p> <p>In English, Theatre Trips and author visits have been arranged and PPG students prioritised for participation.</p>	<p>As a result of this action we have provided more learning experiences for every student who would not otherwise have been able to attend worthwhile academic and extra-curricular activities.</p> <p>Such learning experiences engage and inspire minds, are highly motivating, and promote success though challenge. They can offer a different kind of stimulus, broadening the perspective, strengthening positive working relationships and team-work, and demonstrating real-life situations.</p>
<p>Families and the community Pastoral Secretary/PPG Uniform, PE Kit, Contribution to practical subjects Lunches, Travel TOTAL</p>	<p>£ 16,000</p>	<p>The PPG coordinator and tutors lead 'barriers to learning' sessions with all PPG students and is then able to respond to what she learns from the students, whether it is a practical resource need or a response to social, emotional and behavioural issues.</p> <p>Additionally 1-1 mentoring, social skills workshop, academic mentoring, mindfulness groups and anger management courses have been delivered.</p> <p>19 students have received support with their school uniform with the aim of them not being differentiated to others in the school.</p>	<p>These conversations and activities have led to numerous positive outcomes and projects as noted.</p> <p>We are aiming to continue to develop our links with families and the community, with the overall aim of supporting students' learning in school.</p> <p>These funds have ensured that all disadvantaged students receive support with curriculum materials as required and free participation on curriculum based trips to ensure equality of access to the curriculum.</p>

<p>Alternative learning pathways College Courses Work experience Placements Plumpton College Careers Advice Personalised Learning TOTAL</p>	<p>£9,400</p>	<p>All disadvantaged students in Y11 benefit from the opportunity to have a 1-to-1 careers interview in advance of making applications for 6th Form/college. This ensures that students' applications are appropriate and completed to meet deadlines.</p> <p>This year we have also provided opportunities for students in Y10 and Y9 to have careers advice and attended a careers fayre with selected students.</p> <p>Support has been provided 21 PPG students in the Sports Leadership Award. Personalised Learning - Identified students in KS4 (5 in 2015/16) follow this programme which takes place in LSU and is led by the SENCO. Further support in English, Maths and Science is provided by teachers who are timetabled to support students individually alongside their Asdan (Personal Development Programme) courses.</p>	<p>All our Year 11 2016 PPG students are continuing their education at college or work related learning. No NEET students (June 2016 predicted) 60 KS4 students have been seen on a 1-1 by independent careers advisor. This continues to be monitored by PPG co-ordinator.</p> <p>Currently 3 PPG students benefit from weekly work experience placements and 2 students are at Plumpton College one day a week.</p> <p>Personalised learning has been developed further this year to provide more support for English and Maths for PPG students in Year 11. The amount of extra English support boosted students' final outcomes; they were also given more time and support for catch up, i.e. coursework and exam/controlled assessments preparation. This continues for 2016-17</p>
<p>Monitoring and Evaluation of PPG and CtG TOTAL</p>	<p>£ £4,000</p>	<p>Line management of PPG coordinator, weekly PPG and CtG meetings have been central to ensuring gaps are closing.</p> <p>Staff training – data analysis and using data to inform planning. Half termly RAP meetings – focus on PPG students and interventions.</p>	<p>Monitoring and tracking systems are in place and used by SLT/FTL and middle leaders. SIMS Assessment Manager and 4Matrix has been embedded across the school. Holding others to account through rigorous line management has ensured that standards have continued to rise within all subject and faculty areas.</p>

2016-17 Student Numbers

Year Group	Male No.	Female No.	Total No.	% of cohort	Total Cohort
7	13	17	30	19	156
8	10	12	22	15	142
9	16	16	32	23	142
10	10	19	29	22	130
11	11	12	23	15	151
Total PPG	60	76	136	19	721

2016-17 Priorities that are suggested and reflected in Chailey' School improvement plans:

- Year 11 (2016/17) will naturally be a key focus with 1:1 and intervention, alongside quality-first teaching, being our main strategies to ensure the progress gaps for English and maths remain positive and less than 10%.
- FTL accountability to the progress being made in all subjects to improve the Progress 8 scores and attainment grade for all students.
- Student progress review meetings with FTL English, maths and KSDs and Raising Attainment (RAP meetings DFTL) calendared with the focus being the progress of PPG and SEND students.
- Year 9 students begin their GCSE courses in MFL and Beliefs and Ethics and all students will receive targets using the new GCSE 9-1 grades for all subjects to ensure they are ready for KS4.
- PPG Students in Year 9 will receive intervention in subjects additional to English and maths to improve their performance across a range of subjects.
- This year we continue to target Y7/8 with 1-1 and small group literacy and numeracy to ensure these students catch up and are matching their peers in expected progress.
- Strategies to further improve attendance for PPG students are detailed in the school's improvement plan for 2016/17.
- KS4 attendance strategies to remain a high priority for persistent absence students by further strengthening links with outside agencies.
- Investments and improvements in pastoral care staff, Student Support Managers, Pastoral Secretary and EWO are priorities and Thrive training - to ensure in house provision for our more vulnerable students.
- Increased participation for PPG students in LOC activities.
- A continuation of Embedding Formative Assessment, teacher classroom-based research and the sharing of effective strategies between staff for individual students.
- Performance Appraisal target based on disadvantaged students continues.
- Mentoring of key PPG students by SLT/ELT to ensure progress, attendance, parental engagement and positive mindset.

Approximate spending plan based on 136 students.

