

Pupil premium strategy statement - 2020-2021

School overview

Metric	Data
School name	The Cherwell School
Pupils in school	2080
Proportion of disadvantaged pupils	13.46%
Pupil premium allocation this academic year	£259,000
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Mr C Price
Pupil premium lead	Mr Price (Head teacher) Ms Timms (Deputy Head teacher)
Governor lead	Mrs J Woolridge

Disadvantaged pupil performance overview for last academic year

Progress 8	0.67
Ebacc entry	22%
Attainment 8	45.9%
Percentage of Grade 5+ in English and maths	46%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve a minimum Progress 8 score for disadvantaged students of 0.6 (<i>would be within top 100 schools for progress for disadvantaged students in the country</i>)	Sept 2021
Attainment 8	Achieve an Attainment 8 score of at least 50 which would be significantly above the national average for non-disadvantaged students	Sept 2021

Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ of at least 43% (which is the 2019 figure for all students nationally and has not changed)	Sept 2021
Other	Increase PP attendance to 95%	Sept 2021
Ebacc entry	Increase Ebacc entry to at least 40% (higher than national average for all students)	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue subject based 'adjustment' meetings with teaching staff. Specific focus upon vulnerable students and impact of COVID on loss of learning.
Priority 2	Ensure that all vulnerable students have access to a coherent, well sequenced curriculum rich in knowledge and vocabulary in school, in blended or remote curriculum form.
Barriers	Training and time
Monitoring and implementation	<p>High quality CPD which allows subject specialists to work effectively together to address the learning needs of vulnerable students leading to longer term learning gains. Professional learning calendar plans regular training opportunities and chances to meet in discussion groups. Observation trios focus on adjustment work.</p> <p>Access to technology, attendance to remote lessons, accessible curriculum</p> <p>Technology provided where needed, attendance monitored and supported via pastoral teams. Monitoring via google classroom and subsequent support training for remote or blended curriculum</p>
Projected Spending	£84, 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to use Learning Mentors with identified PP students
Priority 2	Continue to use a variety of reading interventions across KS3
Barriers to learning these priorities address	<p>Learning mentors ensure that under achieving PP students have the support that they need to access all aspects of their school experience. This has proven to be very successful in raising attainment.</p> <p>Our reading intervention Read, Write Inc makes sure that all students are phonically sound and so can access the curriculum.</p>
Projected spending	£120,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Improved attendance through targeted work of the Inclusion and Attendance Officer and improved parental engagement.
Priority 2	Increased regular participation of disadvantaged children in extracurricular activities (especially DofE)
Barriers to learning these priorities address	<p>Disadvantaged children generally have lower attendance than other children Improved attendance will aid their overall experience of school and increase their chances of success.</p> <p>Extra-curricular activities play a significant role in character development and the DofE award scheme has a track record for building confidence, resilience and problem solving skills. These attributes are key to success in school and beyond.</p>
Projected spending	£55, 000

Monitoring and implementation

Area	Challenge	Mitigating action
Curriculum and challenge	<p>Insufficient CPD time which may mean that adjustment work is less impactful.</p> <p>Limited staff time to develop remote or blended curriculum. Extra administrative burden of adding work to google classroom alongside normal workload</p> <p>Students unable to access remote materials</p>	<p>Professional learning calendar takes into account and builds in appropriate amounts of time and review point. Staff training to maintain focus on this area amongst COVID changes</p> <p>High quality training materials on using google classroom. FL to disseminate responsibilities amongst team and find efficiencies where needed. Minimise calendared meetings and use gaps from staggered starts and finish to support.</p> <p>Use learning mentors to support self-isolating students access to google classroom. Invite vulnerable</p>

		students into school in event of a rota system being implemented
Targeted Support	<p>Reduced number of Learning Mentors mean that fewer students can be supported and students who are borderline may not get the support they would benefit from.</p> <p>The success of reading Interventions depend largely on the skill of the staff leading them and their knowledge of general literacy issues</p>	<p>Learning Mentors to be carefully line managed by Attendance and Inclusion Officer and also incorporated into the work of AHT Inclusion to co-ordinate with Teaching Assistants.</p> <p>Our HLTA's are trained and experienced in Read, Write Inc, are high skilled and lead in extra English lessons to small groups of Y7 and Y8 students as well as comprehension interventions in Y7</p>
Wider strategies	<p>When disadvantaged students join us from primary School many have already developed poor patterns of attendance</p> <p>Disadvantaged students may opt out of extra-curricular activities.</p>	<p>Focus resources in Y7 and at transition to help develop positive habits from the beginning.</p> <p>Target students and ensure that cost is not a barrier to their participation</p>

Review: last year's aims and outcomes

Aim	Outcome
Achieve a minimum Progress 8 score for disadvantaged students of 0.6 (<i>would be within top 100 schools for progress for disadvantaged students in the country</i>)	Achieved - No progress 8 data to be published nationally but aim can be considered a success as internally calculated P8 score was 0.67
Achieve an Attainment 8 score of at least 50 which would be significantly above the national average for non-disadvantaged students	Partially achieved - Attainment 8 score moved up from previous cohort but not as high as 50
Achieve English and maths 5+ of at least 43% (which is the 2019 figure for all students nationally and has not changed)	Achieved – 46% of students achieved 5+ in English and maths
Increase overall attendance to 95%	Not achieved (91.98%) National average is 91%. This is to March as COVID meant school closure and everyone was

	recorded as 100% attendance during that time.
Increase Ebacc entry to at least 40% (higher than national average for all students)	Not achieved - Ebacc entry 22% for the 2019 year 11 and 30 % for the 2020. Languages entries remain the challenge with 37% in current year 11 vs 61% taking humanities