



Chestnut Grove Academy

**Closing the gaps:
Strategies for raising the
attainment of disadvantaged
students**

**Pupil Premium Action Plan
September 2019**



Chestnut Grove Academy

PUPIL PREMIUM ACTION PLAN 2019-20

Rationale

The best strategy to improve the outcomes of disadvantaged students is excellent teaching. The most important prerequisite of excellent teaching is a broad and balanced curriculum. Therefore, our main strategy is simple: to ensure disadvantaged pupils make progress in line with *all pupils nationally* the priority for Chestnut Grove Academy is to consistently deliver quality first teaching and increase the cultural capital for our students. Our imperative is to provide disadvantaged students with the access to a knowledge-rich, transformational curriculum and numerous enrichment opportunities which will broaden their horizons and ignite a love of learning, turning them into life-long learners.

Nevertheless, as a community in which disadvantaged students are a minority, we are acutely aware that their needs need special attention. We understand that disadvantaged pupils have additional needs that can be complex and personal, which can make them difficult to identify and categorise. Thus, we tailor programmes that support the whole child, which means that we mobilise all available resources in order develop an understanding of disadvantaged pupils' needs and best strategies to address them. This approach requires collaboration: we ensure that all staff are united in their unwavering determination to remove or neutralise all barriers to learning so that social disadvantage does not hold back any child in realising their best potential. We ensure that all staff understand that Pupil Premium funding is intended to improve the outcomes of disadvantaged pupils, not fuel progress in general. United by a profound sense of moral purpose, we ensure that low achievement is not confused with low ability, that our disadvantaged students are valued members of our Creative Learning Community, and their potential and right to an excellent education is unchallengeable and protected.

To effectively remove all barriers to learning, we endeavour to deliver both whole-school and personalised strategies tailored with our disadvantaged students' educational needs in mind. Our disadvantaged students have access to a range of academic support, enrichment programmes, mentoring, careers advice and financial support (provision of resources, uniform, counselling, etc.).

The Pupil Premium programme for 2019-20 will be reviewed in September 2020.

Acronyms legend:

PP- Pupil Premium

DP –disadvantaged pupil

NDP – non-disadvantaged pupil

FSM – free school meals

BEP – below expected progress

EP – expected progress

AEP – above expected progress

LAC – Looked After Children

EWO – Educational Welfare Officer

Funding of Pupil Premium 2016/17 to 2019/20

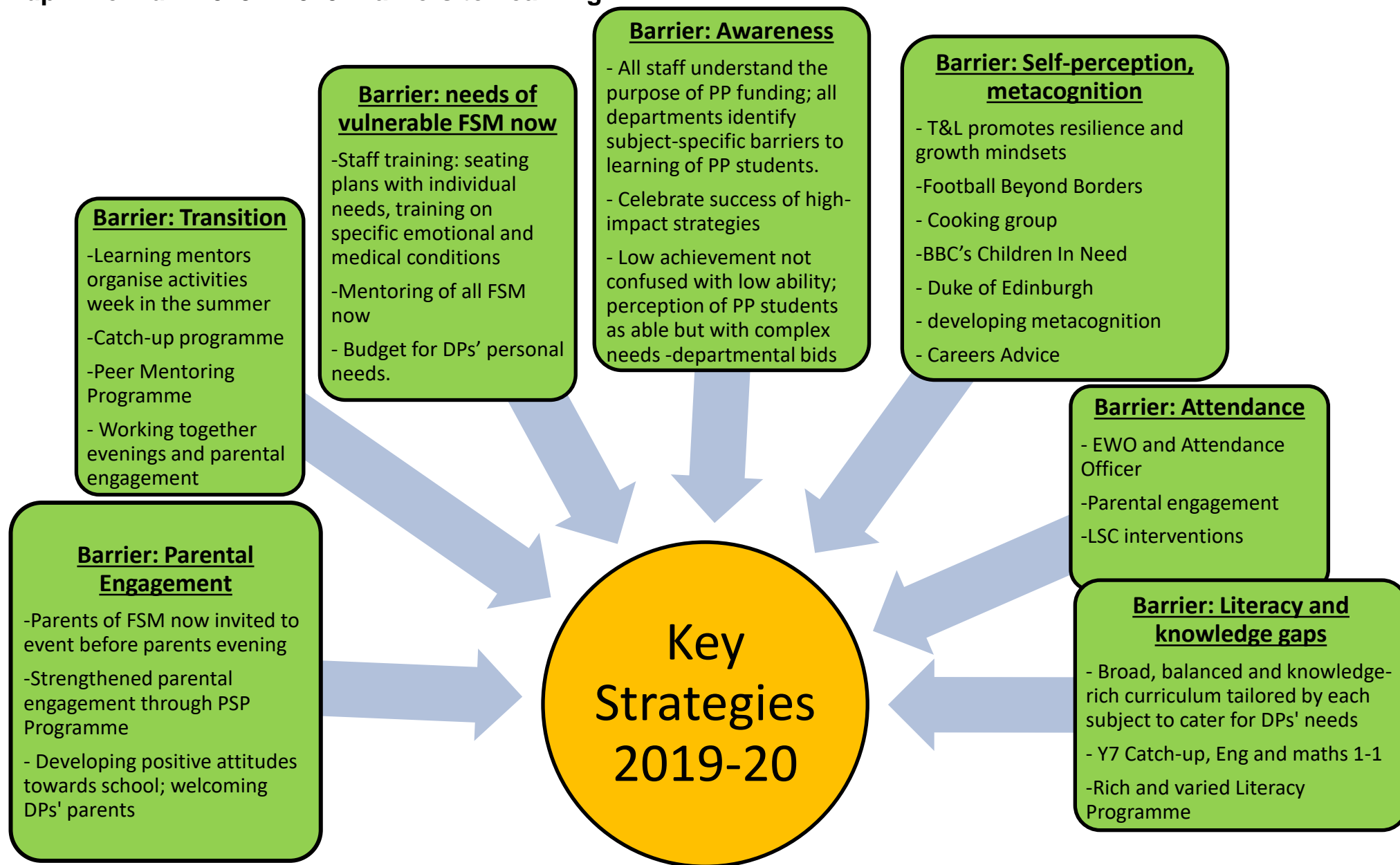
	2016-17	2017-18	2018-19	2019-20
Students on roll* (Years 7-11)	796	828	1077	1129*
Eligible students** (Ever6-FSM)	331.9	342	284	281**
% eligible for PP	42.5%	41.3%	26.4%	24.8%
Rate per student	935	935	935	953
Pupil Premium Funding	£310,400	£320,000	£280,970	265,000***
Children looked after**	8	10	8	8
Rate per student	£1900	£1900	£1900	£1900
Total funding LAC	£15200	£19000	£15200	£15200
Service children	0	0	0	0
Rate per student	£300	£300	£300	£300
Total funding service children	0	0	0	0
Year 7 catch up	£7000,00			

*Data based on the January census the year before. This is the census on which funding is based each year. Therefore, there is an eight-month delay between data used to agree the funding and the actual funding in the year.

** As measured in September 2018

***Based on an estimate

Pupil Premium 2019 – 2020: Barriers to Learning



Pupil Premium 2019 – 2020: Action Plan

Focus	Actions	Intended Outcomes	Monitoring
Access to Pupil Premium funding	<ul style="list-style-type: none"> all Y7 parents have applied for FSM in Autumn 1; FSM ever parents contacted and prompted parents regularly informed about the purpose of FSM and how to apply: parents' evenings, newsletter. 	<ul style="list-style-type: none"> All children from disadvantaged backgrounds are in receipt of PP funding 	<ul style="list-style-type: none"> FSM admin to monitor Y7 in Autumn 1 AH to ensure parental communication is consistent and effective
Accountability for DPs' attainment	<ul style="list-style-type: none"> All staff are held accountable for the outcomes of DPs: <ul style="list-style-type: none"> AH i.c. PP and PP Co-ordinator for the outcomes of all DPs HODs for the outcomes of DPs' outcomes in their subjects AH i.c. parental communication for the engagement of DPs' parents/guardians RSLs for the attendance and punctuality of DPs Teachers for the progress and attainment of DPs they teach Tutors for the attendance and punctuality of DPs All staff are responsible for the wellbeing of DPs 	<ul style="list-style-type: none"> All DPs thrive at CGA 	<ul style="list-style-type: none"> Termly monitoring of progress Weekly monitoring of attendance
Teaching and learning strategies			
Broad, balanced, knowledge-rich and transformational curriculum that caters for the needs of DP	<ul style="list-style-type: none"> All subjects utilise curriculum content and pedagogy designed to close literacy, numeracy, knowledge and cultural capital gaps and enable DPs to flourish as autonomous and effective learners. 	<ul style="list-style-type: none"> Reduction of the attainment and progress gaps across key stages 	<ul style="list-style-type: none"> SLT curriculum team to deliver CPD centred around curriculum design: intent, content, delivery and experience
Reduced class size in English and Maths in KS4	<ul style="list-style-type: none"> Additional English and Maths staff employed Class size remain below 30 in KS4 	<ul style="list-style-type: none"> All children making a minimum of good progress and in line with age related expectations 	<ul style="list-style-type: none"> SLT each term as part of whole school data tracking
Improved outcomes in maths and science	<ul style="list-style-type: none"> PP Co-ordinator works closely with these subjects and supports T&L 	<ul style="list-style-type: none"> Reduction of the gap in maths and science 	<ul style="list-style-type: none"> Maths and science perform in line with English

	<ul style="list-style-type: none"> RSLs to support regarding attendance, punctuality and behaviour 		
Interventions	<ul style="list-style-type: none"> After school clubs Easter revision school Half term revision school SEND interventions (SALT, Literacy, OT) All FSM now to have academic mentoring session Y7/Y0 – with RSL, Y8/9 – with Assistant Head, Y11- with Deputy Head, 6th form with Head of 6th form 	<ul style="list-style-type: none"> All children reaching target grades Students know what they need to do to improve 	<ul style="list-style-type: none"> SLT/Head of Inclusion to monitor termly as part of whole school data tracking
1-1 Tuition	<ul style="list-style-type: none"> HOD of English and Maths to identify underperforming disadvantaged pupils Interventions to run on 6 week rolling programme All interventions to be rigorously tracked including pupil voice 	<ul style="list-style-type: none"> All children making a minimum of good progress in relation to baseline assessment 	<ul style="list-style-type: none"> HODs of English and Maths to track progress and parent/pupil voice. One to one tuition folder with all evidence.
Continued Professional Development (CPD)	<ul style="list-style-type: none"> Embedding Formative Assessment: research shows huge impact on students' outcomes; EEF classes FA as the top PP strategy 	<ul style="list-style-type: none"> Change of focus from teaching to learning of PP students. Teachers effectively more PP students' learning forward through effective FA Improvement in PP students' outcomes 	<ul style="list-style-type: none"> track, evaluate and report to SLT All staff to have annotated seating plans with individualised strategies for FSM now pupils
Learning Support Assistants	<ul style="list-style-type: none"> Regular Teachers and LSAs sharing and planning sessions Comprehensive training programme for LSAs to ensure high-quality provision for SEND DP 	<ul style="list-style-type: none"> LSAs effective in addressing SEND DPs' needs Key worker scheme enables LSAs to address the PP students' needs more effectively 	<ul style="list-style-type: none"> SENCO and Assistant Head i.c. PP to monitor
Literacy	<ul style="list-style-type: none"> Promote the love of reading through different reading initiatives and providing resources for DP Promote numeracy across the school with specific focus on solving problem questions and supporting mathematical aspect of other subjects; provide numeracy-related resources for DP 	<ul style="list-style-type: none"> Increased literacy and numeracy competence among DP 	<ul style="list-style-type: none"> Literacy and Numeracy Co-ordinators to monitor and quality-assure, VS to oversee
Departmental bids	<ul style="list-style-type: none"> HODs to be invited to bid for PP funding (£250) that will enhance progress or cultural capital for target groups 	<ul style="list-style-type: none"> To be set by HODs 	<ul style="list-style-type: none"> HODs impact reports

BBC Children In Need	<ul style="list-style-type: none"> Run after school HW club 	<ul style="list-style-type: none"> Improved completion rates and quality of DP's HW DP to develop confidence both in and out of school DP to have increased opportunities to widen their horizons and develop new skills DP to improve academic attainment 	<ul style="list-style-type: none"> monitor attendance, quality of provision, HW completion and quality Termly student voice
Attendance and Motivation			
EWO and attendance officer time	<ul style="list-style-type: none"> Support school in monitoring attendance and punctuality, carrying out attendance panels , penalty notices and home visits Managing day to day safeguarding issues 	<ul style="list-style-type: none"> All children to achieve a minimum of 95% attendance 	<ul style="list-style-type: none"> monitor attendance half termly monitor outcomes of safeguarding issues
Parental engagement	<ul style="list-style-type: none"> Parents of FSM now who are underperforming attend sessions with PP Co-Ordinator 	<ul style="list-style-type: none"> Increase in parental engagement for FSM parents 	<ul style="list-style-type: none"> Head of Inclusion to track attendance for Parents evenings
KS3 Learning Support Centre (LSC) early interventions	<ul style="list-style-type: none"> To provide social skill support for the most vulnerable children To facilitate improved focus and concentration in lessons To maintain close contact with parents to establish positive relationships with target families 	<ul style="list-style-type: none"> All children to have a reduction in the number of behaviour incidents and increase in positive engagement with the academy 	<ul style="list-style-type: none"> monitor behaviour, rewards, attendance, punctuality data and pupil/parent voice half termly
Mentoring for Pastoral Support Programme (PSP) students at risk of exclusion	<ul style="list-style-type: none"> To provide 1:1 support for PSP pupils To establish positive family links To work with outside agencies where required Peer mentoring programme to be set up to train peer mentors 	<ul style="list-style-type: none"> All PSP pupils to meet agreed targets Reduction in permanent exclusions Children with peer mentors to show improved motivation 	<ul style="list-style-type: none"> monitor behaviour, rewards, attendance, punctuality data and pupil/parent voice half termly
Football Beyond Borders (FBB)	<ul style="list-style-type: none"> To provide positive activity for disengaged/underperforming boys 	<ul style="list-style-type: none"> All children to have a reduction in number of behaviour incidents and increase in positive engagement with the academy To encourage students to be resilient through working together as a team and in the homework club. 	<ul style="list-style-type: none"> monitor behaviour, attendance, punctuality, homework data and pupil/parent voice half termly
Year7 Catch-up	<ul style="list-style-type: none"> To provide literacy support to Y7 students with SATs score below 100 	<ul style="list-style-type: none"> All students to pass SATs with score above 100 	<ul style="list-style-type: none"> HOD English to monitor quality of provision, resits, progress and attendance

		<ul style="list-style-type: none"> All students to make EP by the end of Y7 	
G&T disadvantaged High attaining disadvantaged	<ul style="list-style-type: none"> Disadvantaged pupils identified in G&T cohort. Mentored by G & T coordinator. Subject leaders to track & implement interventions for underperforming high attaining disadvantaged pupils. PP students encouraged and given easy access to all G&T and HPA initiatives, such as Brilliant Club, Classical Civilisations GCSE, Chestnut Grove Challenge, etc. 	<ul style="list-style-type: none"> Disadvantaged pupils represented in G&T cohort High attaining disadvantaged students make progress in line with all pupils nationally 	<ul style="list-style-type: none"> track progress in and take up of G&T enrichment opportunities Assistant Heads to monitor impact of strategies for high attaining disadvantaged
Additional careers advice	<ul style="list-style-type: none"> Extra careers guidance days to be paid for by Independent Careers Advisor All DP prioritised in mentoring and accessing all Wandsworth services Careers Fair 	<ul style="list-style-type: none"> All DP aware of career paths and requirements for chosen courses Improved attendance and resilience 	<ul style="list-style-type: none"> maintain interview records and report termly
Breakfast club	<ul style="list-style-type: none"> Learning mentors/RSLs to identify pupils who would benefit from breakfast club Learning mentors/RSLs to publicise, invite and track attendance to breakfast club 	<ul style="list-style-type: none"> To ensure that every child has breakfast to allow them to focus on learning 	<ul style="list-style-type: none"> track attendance
After School Clubs	<ul style="list-style-type: none"> A wide range of extra-curricular activities offered to DP 	<ul style="list-style-type: none"> Increase performance, attendance, motivation and boost cultural capital 	<ul style="list-style-type: none"> monitor quality and maintain attendance records for DP
Resources			
Duke of Edinburgh Award	<ul style="list-style-type: none"> Duke of Edinburgh Award: increase numbers of PP students taking part Train another member of staff due to the increase in students' participation 	<ul style="list-style-type: none"> All children to be able to take part in DoE irrespective of parental ability to contribute financially This programme is vital in teaching students how to be resilient in that they have to find ways to adaptive and to develop personal strategies to re-orientate to new situations. The camping weekends and the hikes are key elements in developing these skills which can be transferred to coping and being adaptive in school. 	<ul style="list-style-type: none"> Increase percentage of Disadvantaged students to take part on Duke of Edinburgh Increase in overall attendance

Financial support for Disadvantaged pupils (trips, uniform, equipment, etc.,)	<ul style="list-style-type: none"> Personalise the Financial support for Disadvantaged pupils 	<ul style="list-style-type: none"> All children to be able to access subsidised school uniform, equipment, texts, ICT, trips etc when required 	<ul style="list-style-type: none"> track use of financial support funds
CLA	<ul style="list-style-type: none"> To provide a mentor for all CLA students 	<ul style="list-style-type: none"> To provide mentoring support in order to facilitate high expectations and high quality learning for the students who lack stability and continuity in their lives. 	<ul style="list-style-type: none"> Termly reports from the CLA mentor Student evaluations
Governance	<ul style="list-style-type: none"> Governors to have oversight of pupil premium to ensure the maximum impact and value for money 	<ul style="list-style-type: none"> Governors to act as "2 critical friends" to the school and to ensure the pupil premium is being spent in a way that has most benefits for the identified students 	<ul style="list-style-type: none"> Reports to Governing Body to give details of how resources are allocated and to provide evidence on impact of the measures