

Pupil premium strategy statement for 2020-21

School overview	Data
School name	Chislehurst School for Girls
Pupils in school	928 (Y7 to 11)
Proportion of disadvantaged pupils	31.8% (Y8 to 11) / awaiting confirmation for Y7 PP numbers Approx : 30.5 to 31% PP Y7 to 11
Pupil premium allocation this academic year	£255,000
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs M French
Pupil premium lead	Mrs D Forder and Miss E Mensah
Governor lead	Mr L Picknett

Disadvantaged pupil performance overview for last academic year

Progress 8	From -0.51 in 2019 to -0.03 for the summer 20 (national : -0.39 in summer 19) Gap with whole cohort remains at 0.5
Ebacc entry	49.5% (limited by % PP taking MFL)
Attainment 8	45.31 (1/2 grade up on last year): gap has reduced in summer 20 against the whole cohort
Percentage of Grade 5+ in English and Maths	42.85% (9% difference with whole cohort)

Strategy aims for disadvantaged pupils

Aim	Target	Review for this year + next evaluation Target date
Progress 8	better progress when compared to disadvantaged students in similar schools and against PP nationally	P8 for our PP: -0.03 National last year: -0.39 Our P8 for PP is 7th out of 17 local schools: showing that our PP performance is average locally against

		<p>other all PP students. However only 4 schools above us have a higher / similar % of PP students. This put our PP performance in the top half locally for schools with a similar number of PP.</p> <p>Next full evaluation: September 2021</p>
Attainment 8	Attainment for PP is within ½ grade or less when compared with the whole cohort.	<p>(Attainment 8 shows ½ grade between PP and whole cohort in September 20)</p> <p>Attainment is higher this year than last for PP by ½ grade.</p> <p>Next year evaluation: September 2021</p>
Percentage of Grade 5+ in English and maths	Achieve at least the average E/M 5+ for similar schools / reduce gap in our own school	<p>42.8% of PP have achieved E/M at grade 5+ this year. There is a gap of 8% with the whole cohort.</p> <p>In summer 19, only 29% had achieved E/M at grade 5.</p> <p>Next full evaluation: September 2021</p>
KS3	Attainment for PP is within ½ grade or less when compared with the whole cohort.	<p><u>In Y7</u>, there is less than ½ grade between PP and non-PP or between PP and the cohort (grade 1.4 for PP and 1.7 for the cohort)</p> <p><u>In Y8</u>, there is only 1 ¼ of a grade between PP and the cohort or PP and non PP (grade 2.3 for the cohort and 2.1 for PP)</p> <p><u>In year 9</u>, pp's average grade is less than ½ grade and is slightly above ½ grade with non PP (PP average grade is 3.25, the whole cohort is 3.65 and non PP is 3.8)</p> <p>Next full evaluation :</p>

		September 2021.
Ebacc entry	Increase the number of PP students who study a MFL in KS4	42.86% PP were entered for EBACC this year. Next Full review September 2021

NOTE: FOR 2020-21

(31.7% PP Y8 TO 11)

**COHORT
2020-2021**

YEAR GOUPS	NUMBER OF STUDENTS IN THE WHOLE COHORT	NUMBER OF PP STUDENTS	% PP PER YEAR GROUP
YEAR 7	182	TBC	TBC
YEAR 8	215	58	26.9%
YEAR 9	190	67	35.26%
YEAR 10	184	59	32%
YEAR 11	157	53	33.75%

Teaching priorities for current academic year

Measure	Activity
Priority 1: <u>challenge , retention and catch up due to COVID</u>	<ul style="list-style-type: none"> -challenge for students in lessons -interleaving and recall (30% recall/ 70% new topics: lesson structure) - develop resilience - Catch up intervention following COVID lockdown by a tutor. -meta cognition and cumulative learning/ assessment: CPD - systematic academic monitoring of PP in lessons -Study books and practice booklets bought for support at home for ALL KS4 PP (Maths, English and Science)
Priority 2: <u>Literacy and Numeracy development: KS3</u> (mid PP for Y8 and 9) (low prior PP in Y7)	<ul style="list-style-type: none"> • Lexia programme: development of reading Y7 and Y8 • Extra sessions in English writing development • Extra Maths sessions
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Linguistic gap • Lack of ambition • Lack of family academic support • Lack of resilience • Gaps left by the COVID 19 lockdown • Lack of supporting resources : eg> IT at home, reference books etc..
Projected spending	£70.000

Targeted academic support for current academic year

Measure	Activity
Priority 1: <u>whole staff CPD:</u>	<ol style="list-style-type: none"> 1) retention strategies, cumulative learning and testing, resilience in students (for all KS) 2) Blended learning: how to maximise using technology to ensure that all students including PP access their education at all times during the Covid recovery period.
Priority 2: <u>Intervention strategies for targeted groups of students:</u>	<ul style="list-style-type: none"> • PP review meetings termly with each Faculty on specific students' tranches (affecting most subjects) > review of their faculty strategies. • E/M interventions KS4 and KS3 • Maths/ English strategies (KS4 and KS3): Tuition in small groups

	<ul style="list-style-type: none"> • Alternative provision and experiences (college for example) for PP students at risk of exclusion in KS4 • Understanding Resilience: "I Heart style course" for 2 year groups.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of resilience • Difficulties faced in Maths and Science around exam questions literacy and content • At risk of exclusion students' lack of engagement
Projected spending	£ 74.000

Wider strategies for current academic year

Measure	Activity
Priority 1: <u>Well-being and attendance</u>	<p><u>Well-being (Trefor Bevan)</u></p> <p>1) Engagement of our hardest to reach families (complex issues) On-going family liaison with vulnerable PP's parents or carers.</p> <p>2) personalised approaches (all year groups) through triage</p> <ul style="list-style-type: none"> • Mindfulness • Counselling • PPs' assessments for multi flags PP and SEND + strategies in place (for eg: Ed Psych, EAL support,) • External agencies input whenever needed • Relaxation sessions before exams. <p><u>Attendance :</u></p> <p><u>A) Persistent absentees:</u></p> <p><u>Aim: Attendance improves for all PP and especially for PP persistent absentees (S Clarke + J Lord)</u> Member of staff to track identified individuals (new member appointed to focus on PP through the school) + positive rewards and mentoring</p> <ul style="list-style-type: none"> • Attendance meetings led by J Lord with each YC • Support with punctuality / attendance as our PP students need this boost and support especially at certain times during the year (exams for example in year 11): same person talking to the same students (relationship building and consistency) • Home visits, pick -ups etc...

	<p>B) Attendance of PP students close to 95%:</p> <p>Aim> to ensure that by increasing their attendance to 95% or above, their achievement increases also: mentoring scheme with resources support and achievement rewards (LSH)</p>
<p>Priority 2: <u>Tackling the cultural/ financial gaps</u></p>	<ul style="list-style-type: none"> • Trips and clubs monitoring: Aim> to ensure that the ration of PP taking part in clubs and trips is similar to the ratio of non-PP. Club involvement tracking within school: KS3 and trips for all year groups (LSH) • PP event: Aim> Developing intrinsic motivation: a virtual motivational event for Y9 in readiness for their KS4 options: based around careers > “the world is your oyster” <p>- motivational speaker: either Ayo Awotona or Action Jackson company</p> <p>-activity with the speaker</p> <p>-groups of 30 in the year bubble in big venue (HALL) during the school day.</p> <ul style="list-style-type: none"> • Tackling the financial gap: Aim> to ensure that Finances are not hindering Attendance or academic progress: <ul style="list-style-type: none"> ○ Trips funding ○ Uniform replacement ○ Some educational equipment ○ Lesson packs for students who would not be able to access lessons on line should there be a new lockdown (based upon the lockdown that we had in March).
<p>Barriers to learning these priorities address</p>	<p>Well-being and attendance:</p> <ul style="list-style-type: none"> • Complex background support • Lack of commitment of certain students • Negative feelings in regard to school and school experience (within families) <p>Tackling the cultural and financial gap</p> <ul style="list-style-type: none"> • Lack of resources to take part in enhancement activities

	<ul style="list-style-type: none"> • Lack of resources to have the correct equipment needed for daily activities within school • Lack of intrinsic motivation • Low self-expectations for the future
Projected spending	Well-being and attendance > £75.000 Tackling the cultural and financial gap > £36.000

Total spend > £255.000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Having the time/ resources to develop retention strategies as part of the SOW and cumulative testing in the Schemes of assessment	<ul style="list-style-type: none"> • Ensure CPD time • faculty time dedicated to this in 2020-21 in order to enable all these strategies to be fully embedded in 2021-22
Targeted support	Ensuring that all the interventions are successful and bring progress through effective use of staffing and resources	<ul style="list-style-type: none"> • Training in new initiatives is fully implemented • PP review meeting focus on targeted students and interventions for best impact as well as outcomes
Wider strategies	<p>Ensuring that all the families fully engage with our Family Liaison officer and our attendance team</p> <p>Follow up to special events and programmes: monitoring, meetings with students in order to continue the impact of the event or programme</p>	<ul style="list-style-type: none"> • Use the same people with the hardest to reach families in order to embed positive relations (TB supported by DSL team when needed / SC and JL mainly) • Enable DF, EM and LS to track, engage and meet students/ families > time is key.

Review: last year's aims and outcomes

Aim	Outcome
<p><u>Teaching:</u></p> <p><u>the gap between PP and the whole cohort has narrowed</u></p>	<p><u>Year 11:</u> the attainment gap has narrowed while the progress gap has remained quite similar: -0.5 and -0.56. The attainment of the PP has increased more than the attainment of the whole cohort to be close to ½ grade better than last year.</p>

2019-20 Re- sults	Progress 8	Attainment 8
Whole Cohort	+0.53	51.88
Pupil Premium	-0.03	45.31
GAP	0.56	6.57
2018-19 Results	Progress 8	Attainment 8
Whole Cohort	-0.01	48.7
Pupil Premium	-0.51	41.38
GAP	0.5	7.32

Other year groups:

Year 7:

Y7 Note: Sept to March lockdown

Progress measure > % of students who are currently in March at expected grade or above.

Grade 1 > is the minimum grade that the majority of students should achieve in Y7 in E/M

	WCohort	PP
Y7 Sep to March lockdown	(215)	(58)
Progress Measure	43.86%	43.37%
Attainment Measure	17.07	14.40
% English 1+	98.00%	95.00%
% Maths 1+	95.00%	93.00%
% English & Maths Threshold (1+)	93.00%	88.00%

- The measure that we had for KS3 was to ensure that the achievement of PP was within ½ grade of that of the whole cohort (achieved by March 20 / lockdown)
- The vast majority of PP have achieved a grade 1 in E/M and the % gap difference

Y8 Note: Sept to March lockdown

Progress measure > % of students who are currently in March at expected grade or above.

Grade 2 > is the minimum grade that the majority of students should achieve in Y8 in E/M

between the whole cohort and the PP for this measure is small.

- Not shown on this table, the progress made by High PP and Mid PP is higher than that of the whole cohort and the achievement of High PP is a grade 2, which is in line with expectations and above.

Year 8

Y8	Whole Cohort(190)	Pupil Premium (67)
Headline Measures	Grade or %	%
Progress Measure	50.20	47.57
Attainment Measure	Grade: 2.4	2.2
% English 2+	91	85
% Maths 2+	89	79
% English & Maths	85	73
Threshold (2+)		

- The measure that we had for KS3 was to ensure that the achievement of PP was within ½ grade of that of the whole cohort (achieved by March 20 / lockdown): for Y8 it is under a ¼ grade, which is a very good result.
- The % difference for Y8 maths at grade 2 is a 10% gap, which was significant in march 20; Interventions in Y9 for PP will have to focus on Mid PP in Maths (our biggest PP group), as they were the group impacting on that measure.

Y9 Note: Sept to March lockdown

Progress measure > % of students who are currently in March at expected grade or above across their subjects.

Grade 3 > is the expected grade that the majority of students should achieve in Y9 in E/M

Year 9 :

	WC	PP
Y9 19-20	(189)	(59)
Headline Measures	%	%
Progress Measure	63.30	50.55
Attainment Measure (grade)	3.6	3.3
% English 3+	81.00	63.00
% Maths 3+	87.00	75.00

- The measure that we had for KS3 was to ensure that the achievement of PP was within ½ grade of that of the whole cohort (achieved by March 20 / lockdown): for Y9 we had achieved this by March, which is a good result.
- The English % is much lower than Maths for Y9 as the Mid PP group not shown in this overall table has a much lower percentage (42%) of students meeting that grade 3 in English by March 20.
- This was the last year of a 3 years GCSE and the PP group have not managed to progress as much as the whole cohort in this first year of their GCSEs. The 30% recall and revision part of lessons in 20-21 will be crucial to increase the rate of progress for the PP group, especially for the Mid PP students.

Year 10: year 10 is this cohort's second year of their GCSEs studies.

The summer data for grade 5+ after lockdown shows the following for PP vs cohort in the 3 core subjects in the EBACC

Grade 5+	English	Maths	Combined Science
W C	41%	47%	55%
PP	36%	31%	45%

- We can see that there is a gap of 5%, 16% and 10% respectively and that E/M are lower than Science. Interventions in Y11 to catch up on gaps and increase progress will be key to the overall success of this cohort in E/M ; in turn the success of the whole cohort will be determine by the rate of progress of the PP group, especially in Maths and Science, where the gaps are wider.

Targeted support: interventions KS4 Y11

- Elevate intervention: recall strategies for Mid PP Y11: 100 % said that they felt confident about tackling their exam revision.
- Maths before school, holiday sessions, lunch sessions for small PP groups: in 19-20, the % of PP students achieving a grade 5 has improved by 1.7% on 2018-19 and the gap between PP and the whole cohort at grade 5 in Maths has narrowed by 5% when compared to 2018-19.
- Science after school for Mid PP and High PP + PIXL testing : it was the first time that we had targeted intervention for specific PP groups in Science. Although there is still a gap between the PP and the whole cohort, we can see a marked improvement upon the previous year: in 19-20, 38% achieved a grade 5 in combined Sciences against 34% in 18-19 while 66.7% achieved a grade 4 against 52.2% in 18-19.

Wider support: well-being and attendance

FSM:

General strategies

- our free school meals students have taken their free school meals on the days that

BREAKFAST CLUB	<p>they attended school + all received their on line vouchers during the COVID lockdown</p> <ul style="list-style-type: none"> • water or juice was systematically given as part of the meals for hydration (meal deal) • part of overall well-being • 100% of the PP students who attended English and Maths workshops before school had the opportunity to have something to eat whilst revising
Financial help	<ul style="list-style-type: none"> • Enabled parents to meet some financial demands towards education: equipment, revision books, uniform etc...

Family Liaison Officer : impact

Total number of students who received counselling/triage/short term support/crisis intervention who are PP: 32/96 students (33%);
 Counselling: 100% of the verbal feedback from the PP students was very positive

57students with PP received support on CP/CHIN/CAF/LAC/Referral supported by TB: this represented 47% of all the students and families supported in school.

During lockdown:

47 PP families were supported (well-being and arising issues: students with a high level of emotional vulnerability or SEMH or other vulnerabilities in the family e.g. housing difficulties, financial difficulties etc). Actions included from TB: on-going contact via phone calls and emails to parents and students on a rolling programme. Where contact could not be made, this was followed up by posted letters and on several occasions, a home visit to ensure the young person's welfare. As concerns were raised, students were added to the list.

TB also worked with AHT to train and deliver I-Heart programme, drop-in Mindfulness for Year 11 and for staff, which all found really useful; TB received positive verbal feedback.

Attendance:

Extra staffing has enabled the following strategies for PP

Years 7 to 11

Robust tracking of PP students :

- First-day calling/texting
- Check for attendance in lessons
- Excellent working relationship between the School and the Education Welfare Service
- Home visits and meetings for key vulnerable students where there are concerns about attendance.
- Personalised approaches for persistent PP absentees: such as > collection from home, progressive return to school (for Emotional, medical or MH cases, when needed),
- Close working relationship with the DSL team for advice on and referral to outside agencies to support the student or the families in and outside school.

However, we still had a 3% gap in attendance between the cohort and the PP between September and March before lockdown. It is to be noted that the summer term is usually better for PP attendance. The overall attendance for PP was 91.5% (Sept to March) against 94.5% for the whole cohort. Attendance and achievement for PP go hand in hand > hence the added monitoring of the group close to a 95% attendance figure by LSH this coming year to boost the overall attendance and achievement especially in Y11.