

Pupil premium strategy statement for 2019-20

School overview	Data
School name	Chislehurst School for Girls
Pupils in school	943 (Y7 to 11) / 1069 (Y7 to 13)
Proportion of disadvantaged pupils	29% (Y7 to 11)
Pupil premium allocation this academic year	£240.000
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	September 2020
Statement authorised by	Mrs K Raven
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	-0.36 (national : -0.39)
Ebacc entry	21% (limited by % PP taking MFL)
Attainment 8	41.27
Percentage of Grade 5+ in English and Maths	28%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	better progress when compared to disadvantaged students in similar schools and against PP nationally	September 2020
Attainment 8	Attainment for PP is within ½ grade or less when compared with the whole cohort.	September 2020
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	September 2020
KS3	Attainment for PP is within ½ grade or less when compared with the whole cohort.	September 2020
Ebacc entry	Increase the number of PP students who study a MFL in KS4	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1: <u>challenge and retention</u>	<ul style="list-style-type: none"> -challenge for students in lessons - develop resilience (supported by events/ programme > I Heart in KS4 / the world is your oyster in KS3) -meta cognition and cumulative learning/ assessment: CPD - systematic academic monitoring of PP in lessons <p>Marking PP work with clear feedback on how to get to the next grade.</p>
Priority 2: <u>Literacy development:</u>	<ul style="list-style-type: none"> • Pixl unlock: new initiative to develop the subject Literacy > Across KS4 and KS3 • Literacy enhancement focus on reading: accelerated readers (KS3) to close/ narrow the linguistic gap.
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
Projected spending	£30.000

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) I heart (KS4)
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 • Maths > year 9 High PA PP (KS3) • PIXL Maths/ English/ Science strategies (KS4) • Science clinics (Y11) • Alternative provision and experiences (work exp for example) for students at risk in KS4
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of resilience • Lack of space/ ability to revise at home • Difficulties faced in Maths and Science around exam questions literacy and content

Projected spending	£ 44.000
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Wider strategies for current academic year

Measure	Activity
<p>Priority 1: <u>Well-being and attendance</u></p>	<p><u>Well-being</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, Hearing and visual impairments) • External agencies input whenever needed • Relaxation sessions before exams. <p><u>Attendance : improves for all PP and especially for PP persistent absentees</u></p> <ul style="list-style-type: none"> • Member of staff to track identified individuals (new member appointed to focus on PP through the school) + positive rewards and mentoring • Attendance meetings led by J Lord with each YC <p>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): this approach has proved positive in the past especially when it is the same person talking to the same students (relationship building)</p>
<p>Priority 2: <u>Tackling the cultural/ financial gaps</u></p>	<ul style="list-style-type: none"> • Trips and clubs monitoring: Club involvement within school: KS3 and trips for all year groups • PP event: project with Michelle Moore: year 9/ 10 (event in November + business mentoring + university trip: students and parents' involvement) • Tackling the financial gap: • FSM and breakfast offer • Trips funding

	<ul style="list-style-type: none"> • Uniform replacement • Some educational equipment
Barriers to learning these priorities address	<p>Well-being and attendance:</p> <ul style="list-style-type: none"> • Complex background support • Lack of commitment of certain students • Negative feelings in regards 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 • Lack of resources to have the correct equipment needed for daily activities within school
Projected spending	<p>Well-being and attendance > £70.000</p> <p>Tackling the cultural and financial gap > £76.000</p>

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 2019-20 in order to enable all these strategies to be fully embedded in 2020-21
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 (I Heart) • PP review meeting look at staffing and resources 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

Full evaluation on website in the old format

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></p> <ul style="list-style-type: none"> • attainment 8 > average is a low grade 4 for PP students and a high grade 4 for the whole cohort. Our PP attainment 8 is better than the national A 8 for PP students which stands at a high grade 3. • Progress 8: whole cohort: +0.08 / PP: - 0.35 • P8: better than last year and above the national average for PP, well above PP P8 for similar schools. • Our PP students do better than PP students nationally for A8 , P8 and when compared to similar schools. <p><u>Other year groups:</u></p> <p><u>Year 7:</u> Low prior PP have exceeded the progress made by the cohort by 16% and the progress of our more able disadvantaged students is very close to that of the whole cohort (1% difference). Our main focus for the coming year should be on Mid prior KS2 who have made the least progress against the whole cohort.</p> <p><u>Year 8 ></u> Low PP students are exceeding the progress made by the whole cohort by 13% but the High and Mid PP are below by 10% (equivalent to 5 students) in regards to our internal progress measure.</p> <p><u>Year 9 ></u> High ability and low ability PP students are exceeding the progress of the whole cohort by 4% and 6% respectively. Unfortunately, the gap in this year group has increased (compared with previous year) due</p>

to the progress of PP students with mid starting points.

Year 10 > The gap is very narrow between PP and the whole cohort in our own progress measure with only a 0.4% difference. All our starting point groups have performed better than the whole cohort. In this year group the little gap comes from our non- PP who have performed even better. The mid PP need to perform better in English and Maths in order to narrow the gap between PP and non -PP in this coming year.

Targeted support: interventions

English: 60% achieved a strong pass

PP support for small group of targeted students: Y11

Student	Actions taken
1	Individual tuition and resources prepared
2	was in the small group taught by the HLTA
3	Individual lessons taught by additional English teacher
4	Individual lessons taught by additional English teacher plus additional breakfast and after school sessions
5	Individual lessons taught by additional English teacher
6	was in the small group taught by the HLTA
7	Additional breakfast and after school sessions by English teacher
8	Additional breakfast and after school sessions by English teacher
9	Additional breakfast and after school sessions by English teacher
10	Additional breakfast and after school sessions by English teacher

	<p>Maths : Y11</p> <table border="1" data-bbox="794 197 1407 786"> <thead> <tr> <th data-bbox="794 197 1114 309">Intervention and numbers</th> <th data-bbox="1114 197 1407 309">impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="794 309 1114 432">Low prior intervention (7 students)</td> <td data-bbox="1114 309 1407 432">15% achieved 4+</td> </tr> <tr> <td data-bbox="794 432 1114 555">Mid prior intervention (6 students)</td> <td data-bbox="1114 432 1407 555">50% achieved 4+</td> </tr> <tr> <td data-bbox="794 555 1114 678">High prior intervention (4 students)</td> <td data-bbox="1114 555 1407 678">100% achieved 5+</td> </tr> <tr> <td data-bbox="794 678 1114 786">Maths for Science (2 students)</td> <td data-bbox="1114 678 1407 786">100% achieved 4+</td> </tr> </tbody> </table> <p>Maths year 9: Using SIMS data 22% of the students were one sub grade below end of year target and 78% were on or above their target</p> <p>Student TARGET CURRENT</p> <ul style="list-style-type: none"> • 1) 4 4- • 2) 4 4- • 3) 4 4+ • 4) 4+ 5+ • 5) 4 5 • 6) 4 5 • 7) 4 4+ • 8) 5- 5 • 9) 5- 5 		Intervention and numbers	impact	Low prior intervention (7 students)	15% achieved 4+	Mid prior intervention (6 students)	50% achieved 4+	High prior intervention (4 students)	100% achieved 5+	Maths for Science (2 students)	100% achieved 4+
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<p>Wider support: well-being and attendance</p>	<p>FSM:</p>	<p>General strategies</p> <ul style="list-style-type: none"> • our free school meals students have taken their free school meals on the days that they attended school • water or juice was systematically given as part of the meals for hydration (meal deal) • part of overall well-being 										

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	<p>Family Liaison Officer : impact</p> <p><u>Counselling</u> : 100% of the verbal feedback from the PP students was very positive and the mindfulness which was offered was taken up by students at KS4 to help them through exam stress (for example, all PP students who went to mindfulness sessions took 100% of their exams).</p> <p>Total number of students who received counselling/triage/short term support/mindfulness who are PP : 46</p> <p>73 students with PP received support on CP/CHIN/CAF/LAC/Referral supported by TB.</p> <p>Attendance:</p> <p>Extra staffing has enabled the following strategies for PP</p> <p><u>Years 7 to 10</u></p> <ul style="list-style-type: none"> Robust tracking of PP students :17 students in year 7, 18 in Y8, 20 in Y9, 15 in Y10 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 need), 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. (Year 11: 20 students benefited) Added: Collection for exams, daily calls during exam period, exams taken at home for 1 student 				

	<p>Years 7 to 10:</p> <ul style="list-style-type: none">● 47 out of 70 students improved their attendance over the whole year with 13 students increasing their attendance beyond 95% and 8 of them going over 96%.● In addition, 24 students made improvement in either term 2 or term 3 .
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