

Chace Community School Pupil Premium Strategy Statement 2023-24

This statement details Chace Community school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chace Community School
Number of pupils in school	1047
Proportion (%) of pupil premium eligible pupils	37
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024 - 3 years Year 3 of 3
Date this statement was published	18th December 2023
Date on which it will be reviewed	7th October 2024
Statement authorised by	Tanya Douglas
Pupil premium lead	Phil Jones
Governor / Trustee lead	Tracey Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,185
Recovery premium funding allocation this academic year	£23,828 so far
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£371,013

Part A: Pupil Premium Strategy Plan

Statement of intent:

Our school motto is 'Excellence has no limits'. This applies to all our students irrespective of their background or the challenges they face.

Therefore our Pupil Premium Strategy aims to give all our Pupil Premium students the opportunity to excel in all aspects of school life. The key priorities we aim to address are:

1. Improving outcomes for all students especially those who are Pupil Premium. Narrow the gender and pupil premium attainment gaps.
2. Improving the quality of teaching and learning for all so that it is consistently good in all lessons. Promote high standards of literacy and numeracy.
3. Plan teaching to stretch and challenge all learners especially the most able
4. Improve attendance and reduce persistent absence, meeting or exceeding the national average
5. Improve the quality and completion of home learning, ensuring the tasks set build upon students classwork
6. Develop and implement an effective careers strategy to raise the aspirations of all students, especially those from disadvantaged backgrounds
7. Promote a culture of excellence, improving pride and community cohesion
8. Embed Student Leadership with all having the opportunity to express their views through the School Council and Student Voice.

We rigorously track and monitor the progress and performance of our Pupil Premium students. Underachieving students are identified and supported with appropriate interventions to get them back on track.

Reading was identified as a key issue in the last Pupil Premium review. The provision of Accelerated Reader and frequent reading assessments has enabled us to address this issue. Students without access to IT equipment at home have been identified and loaned chromebooks to help them complete their home learning.

The interventions and strategies set out in this document have been selected after referring to research from EEF and other sources. At the end of each academic year we review the effectiveness of our strategy. Interventions deemed successful, based on the data, are continued while others are replaced with more effective alternatives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The Pupil premium cohort arrive with lower maths and reading scores when compared to their peers
2	The attendance of students eligible for Pupil Premium is lower than that for the rest of the cohort
3	Pupil Premium students have less cultural capital than their peers. This means they would have fewer opportunities to attend the Theatre or a music concert. They will also have lower aspirations than their peers.
4	High Starter Pupil Premium students can fall further behind their peers at secondary school as they are less likely to access private tutoring or have specialist support available at home.
5	Parental engagement is less likely from families of Pupil Premium students
6	Behaviour issues with a small minority of our cohort

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improve outcomes for all and narrow gaps for boys, most able and disadvantaged students</i> Supervised study and homework club for 4 nights per week to support student in completing homework	Year 11 Cohort: >45 % 5+ English & Maths Boys: > 38% 5+ English & Maths PP: >45% 5+ English & Maths HS : >87% 5+ English & Maths P8: >0 A8 > 49.0
Plan teaching to stretch and challenge the most able	Stretch and challenge is seen in >90% of lessons (for all abilities and subjects) (compared to 84% May 22). Behaviour for learning seen in lessons is good. This leads to improved outcomes for students, particularly the most able, boys and disadvantaged students
Ensure that all teachers follow the Behaviour Policy so that expectations of pupils are consistent in lessons and around the school.	Behaviour for learning seen in lessons is good (>95% compared to 90% in May 22). Incidents reduce . Number of individual teachers who are supported reduces.
Improve attendance and reduce persistent absence – to meet and exceed national average	Whole school attendance to be above 93% and persistent absence under 13% both thresholds. Year 7-96.6% Year 8 - 93% , Year 9 - 93% Year 10 - 93.3% Year 11 - 94%
Ensure all students take full advantage of enrichment opportunities in school	Provide opportunities beyond the curriculum for students to: Extend the curriculum Develop character Prepare for future success Prepare for life in modern Britain
Teach and promote high standards of literacy, reading and, numeracy	Reading records show 1 to1 reading in line with data. Students standardised scores improve and intervention is in place where they drop in a term. TA's to be confident with delivery numeracy sessions and supporting students in lessons
Develop students' sense of belonging and character through the development of a house system and the student council	Thriving Student Council who meet regularly. Annual Head Student election.
Implement strategies to overcome the disruption to learning due to COVID 19	AfL and summative assessments used to identify gaps. Curriculum adapted to meet the needs identified and to fill these gaps. Lessons will display effective use of AfL to assess regularly.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£129,260.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well planned and researched PD is provided regularly to staff to demonstrate how active participation is created (based on work of Anita Archer)	Sutton Trust report July 2015 'Pupil Premium Next Steps' recommend improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively. Centre for Excellence and Outcomes in Children and Young People's Services report – 'The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters'. 'Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty'	1,4
TLC communities are created by CLT and led by SLT members. Members are accountable for their own professional development on the theme of active participation due to tasks and activities set and monitored. 3x Inset days, 3x twilight and SB are organised into TLCs.		
Regular T&L tips, drop in sessions with CLT, T&L Breakfasts and staff briefings focussed on T&L (active participation theme)		
The profile of reading across the whole-school community will be built through Literacy The Day form time, Word of the week, Reading misconception videos, "what I am reading posters", Book clubs, parent bulletin sharing, and use of rewards.	Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019) Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.'(DfE Oct 2021)	1
<i>Numeracy principles re-shared and embedded through a planned series of staff briefings. Posters with principles in all classrooms. Principles to be shared and explained in staff briefings across the year. Form tutors delivering form time numeracy every week.</i>	Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.'(DfE Oct 2021)	1
<i>All staff and students to be involved in National Numeracy day and complete extra-curricular maths across the day</i>		1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£46,464.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions for targeted underachieving students at KS4 led by faculties. This will include lunch and after school study sessions, holiday revision sessions and Saturday sessions. (small groups in the first instance). Register to be created on Arbor and reports used to track attendance	"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition)	1
One-to-One meetings with year 11 pupil premium students with negative progress and greater than 80% attendance to discuss strategies to improve their outcomes.	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF - Mentoring)	2,3,4
Homework club for 4 nights per week to support students in completing homework.	Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported e.g through providing homework clubs for pupils" (EEF - Homework)	1,4
	"UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds." (Dr John Jerrim, Sutton Trust, September 2019)	1,4,5
Brilliant Club Programme to continue with a majority of PP High Starters. Yr 7+8 group to be the first autumn cohort. Yrs 9+10 to begin later in Autumn term 2023. Regular liaison with Brilliant Club staff to check status of courses.	Disadvantaged pupils who do perform strongly in primary school are much more likely to fall behind at secondary school, compared to other high attaining students, across a range of measures. While high attainers overall make about an average level of progress between Key Stage 2 and Key Stage 4 (a Progress 8 score of 0.02, where the national average is zero), those from disadvantaged	4

	backgrounds fall substantially behind, with a negative Progress 8 score of -0.32. (Sutton Trust, July 2018)	
<i>Provide 1 to 1 instrumental tuition for PP students who study GCSE Music</i>	This intervention aims to improve the cultural capital. ‘Children from low SES families face particular challenges in terms of parental support because of financial constraints which can impact on transport, owning an instrument, attending additional programmes. Additionally, the home environment may not be conducive for individual practice’. Progression in instrumental music making for learners from disadvantaged communities, Hallam & Burns Sept 2017 – Arts Council England.	3
<i>Fit for purpose careers programme across school -</i> <i>Imbedding Unifrog across the school</i> <i>PAL and Gatsby benchmarks evidenced</i> <i>Appointment of Careers Coordinator to lead on this work alongside Careers LEad</i> <i>Continued use of external careers advisor for Y9, 11 and 12</i>	“High-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes”. Sir Kevan Collins, CEO of EEF (July, 2016)	3
<i>Provide opportunities beyond the curriculum for students to:</i> • <i>Extend the curriculum</i> • <i>Develop character</i> • <i>Prepare for future success</i> • <i>Prepare for life in modern Britain</i>		
Accelerated Reader	Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.’(DfE Oct 2021) Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019)	1,4
GCSE Pod Sparx Maths Educake Seneca	UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds.” (Dr John Jerrim, Sutton Trust, September 2019)	1,4

	Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.' (DfE Oct 2021)	1,4
National Tutoring Programme	Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small groups and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£271,927.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidies for PP students to help pay for activities and resources. This includes a contribution of £2,000 towards ingredients for PP students studying Food Technology.</i>	Ensuring all PP students have the opportunity to improve their cultural capital by being able to experience the Arts. This includes Theatre, exhibitions and overseas visits. The EEF toolkit suggests that when managed properly, allowing students to fully participate in the Arts can add three months of learning in one calendar year.	3
<i>Reduce FTE to 50, FDR to 350, increase support for those with underlying additional needs. Allow teaching to flow and not be disrupted.</i>	EEF Behaviour report. October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5,6
<i>Embed new routines for break, bus stop, plimsolls to further level up expectations using the values to drive these</i>		5,6
<i>Reduce lesson relocations per week through quality first teaching to prevent staff needing to use relocation.</i>		
<i>Staff using values when pressing and holding students to account around school</i>		
<i>Lesson start and end routines reinforcing the calm and purposeful start to each day after the morning lineup</i>		2,3,5,6
<i>Provide Counselling services in-house to support vulnerable learners</i>		6

Morning form time used to improve the recording of morning registers to ensure greater clarity for the attendance team. Live attendance spreadsheets, created for Fortnightly morning form time sessions with a focus on the importance of attendance, after October half term, personalised sessions per form class, focussed on individual attendance	Wider strategies including increasing attendance have proved to be effective in improving outcomes for disadvantaged students. (EEF, July 2019) More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately when a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. face in getting their children to school. (Supporting the attainment of Disadvantaged Students, DFE November 2015)	2
<i>Daily tracking and home visits, EWS input and pastoral team working together. Especially with falling below 95 to prevent then getting to 90%.</i>		
<i>Students with excellent attendance are celebrated and have regular rewards.</i>		2,5
<i>Annual Head Student election in February 2022. This will be preceded by Hustings assembly and 'Question Time' activities with the candidates.</i>	1. Secure commitment from the governing body or parent council, the senior leadership team and all staff so that pupils know their voice is important. 2. Make sure children and young people understand the scope of their participation, and what is and isn't possible to achieve. 3. Give regular feedback to pupils. If they have put time into contributing they need to know the outcomes. Anna Freud Foundation 'Mentally Healthy Schools' Nov 2022 https://mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/	3
<i>A delegation from the School Council attends one HOF, HOL and CLT meeting each term. They also attend one SLT and one Governors meeting during the academic year.</i>		3
<i>Students are given the opportunity to nominate their peers for an outstanding contribution towards meeting the Chace values.</i>		3
<i>Students are given regular opportunities to promote their work and ideas to the whole student body, staff and parents.</i>		3
<i>Request regular feedback from the student body about a range of pastoral and curricular issues.</i>		3

Total budgeted cost: £447,652.30

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our Pupil Premium Review for 2022-23 can be found on the school website and by clicking on the link below:

https://docs.google.com/document/d/1z8t_NGME-2ghIOKpLIKYf2k5VZCYeU1ybut81pGsMpQ/edit

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Brilliant club	hello@thebrilliantclub.org

