Pupil premium strategy statement –Chauncy School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1524 (in total) 1227 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	285 (in total) 240 (Year 7-11)- 19.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/6 - 2027/8
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Steve Walton
Pupil premium lead	Kate Nichols
Governor / Trustee lead	Liz Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,683.00
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*	£282,683.00

Part A: Pupil premium strategy plan

Statement of intent

At Chauncy School, we are committed to providing a **happy**, **safe, and successful** environment where every student can thrive. Our intention is that every student, regardless of prior attainment, need, or background, has access to high-quality provision and achieves highly, both academically and beyond the classroom. We are determined to also ensure that all disadvantaged students have opportunities to broaden their cultural capital through a variety of enrichment experiences. There are 1524 (in total) 1227 (Year 7-11) students at Chauncy School. 19.5% of them are PP. The percentage of PP students is under the national average of 26%, under the south east average of 20.7%.

Our Pupil Premium strategy is designed to address both common challenges and individual needs. Whilst we recognise that Pupil Premium is only a partial indicator of disadvantage, our approach combines whole-school initiatives that benefit all students with carefully targeted, personalised interventions. Alongside this, we pay close attention to the needs of vulnerable pupils, such as those with a social worker, young carers, children in care and care leavers—whether or not they are eligible for the funding.

We acknowledge that disadvantage is complex and multifaceted, so our response must be equally wide-ranging. We aim to support students' academic, social, emotional, and organisational development. This involves a collective effort: teachers, form tutors, pastoral staff, SENCO, parents, and external agencies all play a vital role.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through high expectations, strong pastoral systems, and the commitment of our Pupil Premium Champion, we work to remove barriers so that disadvantaged students can thrive in all aspects of school life. Our approach is rooted in the belief that an ambitious curriculum is an entitlement for every student. We do not dilute or reduce provision for disadvantaged learners; instead, we ensure all benefit from a strong curriculum design and the highest standards of teaching. Every member of staff understands their shared responsibility for disadvantaged pupils, and we are clear that quality-first teaching, through direct instruction, is the most effective way to close gaps. We remain committed to ongoing reflection and improvement. By continually reviewing and refining our Pupil Premium strategy, we ensure disadvantaged students are supported effectively and are never further disadvantaged whilst in our care.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- ensure participation in curricular/ extra curricular and super- curricular activities (out of school provision)
- remove barriers where cost is the determining factor holding back student achievement.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment-** Pupil premium students at Chauncy consistently achieve better than their non-PP peers nationally (national A8 data 2024/5 -34.9). Chauncy Pupil Premium students in 2024/5 had an average A8 score above that of their peers nationally with an average A8 of 38.4. The gap between PP and non-PP students at Chauncy is also lower than national– Chauncy is 11.3, in comparison to national at 15.5. Chauncy**.** There does remain an in-school gap between Pupil Premium students and their peers with A8 at the end of KS4. A8 score for Disadvantaged students 2024/5 38.4% (school 49.72). 24.3% (compared to 25.3% nationally) achieve 5 and English and Maths (school 45%) . P8 FFT 50- Disadvantaged students- -3.97 v's whole school 0.27. SATS on entry to year 7 September 2025 indicate that between 46.3% and 68.5% of our disadvantaged pupils arrive below national average. Disadvantaged students GPVS 102.37% (Chauncy average 104.4), Reading 102.87 (Chauncy average 105.0) and Maths 101.64 (Chauncy average 103.4). Approximately a quarter of all students arrive at Chauncy with a reading score below the expected standard (23% 2025, 23% 2024 and 28% 2023).
2	**Behaviour and attitudes** – We have a small proportion of our disadvantaged pupils whose behaviour and attitude to learning is a barrier to their progress and outcomes. This is demonstrated in the issuing of behaviour points and other sanctions. Our positive culture and growth mind-set, aims to change these behaviours by ensuring that every pupil is motivated and equipped with the skills needed to succeed.
3	**Attendance** - National data for 2024/5 indicates the average PP attendance is 88.6%, East Hertfordshire was 86.11%. (Chauncy 85.23% 2024/5). Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5.56% and 8.37% lower than for non-disadvantaged pupils. This is comparable to 5% nationally in 2024/5. 40.39% -48.02% of disadvantaged pupils have been 'persistently absent' from 2022-2025 compared to 7.5%-11.1%% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	**Mental Health, Wellbeing and Safeguarding-** Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 157 pupils (110 of whom are disadvantaged) currently require additional support with social and emotional needs. This includes counselling, MHST, Pastoral Support and mentoring opportunities. **Safeguarding** - Internal data shows that over 45% of our safeguarding referrals are

	made for disadvantaged students whilst they only represent 19.5% of the school population. This results in a large proportion of our Pastoral and Safeguarding staff's time being spent supporting disadvantaged students
5	**Cultural capital and aspiration deficit** – Research suggests disadvantaged students experience a limited range of extra-curricular opportunities and experiences outside school compared to their non-disadvantaged peers. Our disadvantaged students benefit from intensive support to develop their aspirations so that they can achieve positives outcomes and have valid choices when they move to appropriate post-16/ 18 pathways.

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
Improved subject attainment/outcomes among disadvantaged pupils, particularly by the end of KS4, with a specific focus on improving performance in the core subjects	Narrow the P8 gap between disadvantaged and non-disadvantaged pupils to below -0.1 (when this measure is used). Attainment 8 score of above 38 to be achieved for disadvantaged pupils. Improvement in academic outcomes for disadvantaged pupils in line with their target grades, because of targeted and purposeful academic intervention. Early identification of disadvantages students by staff through briefing conversations, colour coded trackers and Edulink to show disadvantaged students on seating plans and registers. Termly tracking data shows that interventions and mentoring time have an impact on improving attitude to learning, attendance and progress over time. Staff articulate high aspirations for disadvantaged students the importance of high quality teaching through direct instruction, intervention and support.
Improved behaviour and attitudes among disadvantaged pupils resulting in a positive impact on academic progress.	The proportion of disadvantaged pupils receiving behaviour points and other sanctions is reduced, whilst rewards increase. Improved behaviour for learning and positive student engagement in lessons and motivation to succeed. Improvement in academic progress of disadvantaged pupils as indicated by internal assessment data and final examination results. This will be achieved by effective tracking of these vulnerable students through academic tracking in subjects, termly reviews and pastoral tracking of attendance (SIMs/ All in School), behaviour (BehaviourWatch) and

	wellbeing (termly WB survey, safeguarding referral analysis).
To achieve and sustain improved attendance for all students, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: ● the overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced, with disadvantaged attendance increasing to at least 92% ● the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers, using the 92% threshold. ● Disadvantaged students targeted for additional support for attendance show improvement in attendance figures across the academic year.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing by 2027/28 demonstrated by: ● Qualitative data from student voice, student and parent surveys and teacher observations. ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Disadvantaged students experience a range of high-quality enrichment experiences so they: - build their cultural capital - build their social capital - develop wider soft skills - can fully access and appreciate the curriculum - have clarity about their post 16 options - move onto meaningful post 16 destinations	The proportion of disadvantaged students in extra-curricular and co-curricular opportunities at least matches the proportion of the whole school cohort (19.5%) Representation of disadvantaged students on trips and visits at least matches the proportion of the whole school cohort (19.5%) The proportion of disadvantaged students graduating on the Chauncy Passport at least matches the proportion of the whole school cohort (19.5%) Specific enrichment trips for disadvantaged students run in each year group, especially careers and vocational opportunities and courses in Year 11. Destinations data shows all disadvantaged students have suitable post 16 and 18 pathways The curriculum enables meaningful opportunities for building cultural capital across a wide range of discipline

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing teaching staff CPD programme so that they have the tools to enhance their delivery of quality first teaching. CPD primary focus on: (a) Retrieval (b) Checking for understanding (c) Assessment (d) Quality of explanation/feedback CPD includes: 1) Adaptive teaching to ensure high levels of challenge. 2) Removing barriers using QFT with the focus on each of the 5 strands 3) Scaffolding strategies: I do you do we do, modelling, use of visualizers CPD: Whole school staff CPD - focused on sharing evidence-informed strategies to improve outcomes for Pupil Premium students. The session provided practical approaches for effective classroom implementation,	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium strategy to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium". 1. High-quality teaching | EEF Effective professional development EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1649136795	1, 2

enabling staff to embed high-impact teaching practices that promote equity, engagement, and academic progress. ECT and PGCE training afterschool on Tuesday with a focus on improve outcomes.		
PIXL – providing staff with evidence informed teaching strategies and high quality curriculum resources and assessment tools. Supports the school with dynamic targeted intervention strategies and monitors students with needs with greater precision.	https://www.pixl.org.uk/blog/what-we-assume-about-disadvantaged-learners-might-be-the-biggest-barrier-of-all/	
Further enhance teaching practice through weekly Teaching and Learning briefing sessions and staff training opportunities	Effective professional development EEF	1
Bespoke programme of ECT/UQT development which includes specific training on Pupil Premium.	Effective professional development EEF	1
Recruit and employ highly skilled subject specialists in English and Maths to improve the quality of education for all students.	From Research to Classroom Practice: The updated EEF guide to metacognition and self-regulation.	1
Development of Feedback Policy, with specific focus on written feedback	EEF: Feedback (+ 6 months) Effective feedback EEF	1
Revise and implement the focus on homework/study to encourage independent learning.	EEF: Homework (+ 5 months) Homework | EEF	1

	Some disadvantaged students need a quiet place to complete homework	
Further embed the whole school strategy, through the promotion of reading opportunities e.g. • NGRT testing • Form time reading • Book fairs • Buddy Reading • Reciprocal reading • Targeted reading intervention	EEF: Reading comprehension strategies (+6 months) Teaching and learning Toolkit- EEF Improving literacy in Secondary schools- EEF Phonics Toolkit- EEF Mentoring | EEF https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf https://educationendowmentfoundation.org.uk/news/eef-blog-the-dna-of-reading-comprehension-knowledge-skills-and-strategies	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition from Interns for students in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF Mentoring | EEF	1, 2
Targeted reading interventions are provided for struggling readers, including small group withdrawal with specialist reading mentors. Phonics interventions.	Targeted support matched to individual pupil needs can be employed to help boost literacy Teaching and Learning Toolkit | EEF Phonics- EEF	1

8.15 Club for Year 7 students- targeted intervention based on SATs data and TAs.	Targeted support for Year 7 in transition and throughout the year. Literacy and numeracy based. Breakfast clubs | Evidence into Action TES, How to Build an Effective Breakfast Club: What the Research Says Extending school time - EEF	1, 3
AP curriculum to support disadvantaged learners with school and with external providers.	Small group tuition | Teaching and Learning Toolkit | EEF Behaviour interventions - EEF	1, 2, 3, 4
Smaller class sizes to ensure higher adult to student ratio with vulnerable learners and appropriate academic pathways	Reducing class sizes - EEF	1, 2, 3, 4
Provide all Ks4 students, prioritising disadvantaged students, with revision material to support academic progress.	Mastery learning | EEF Learning styles | EEF	1
Continue to provide holiday intervention school to support GCSE exam revision and preparation.	Extending school time- EEF	1
Improve subject QA process to review disadvantaged student progress against non-disadvantaged.		1

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. Attendance Improvement	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2, 3, 4

Officer to be in place for Sept 2025		
Further develop recognition of positive behaviours for disadvantaged pupils to raise aspirations: ● Chauncy Passport ● Reward system and trips ● Academic recognition in ● assemblies ● Provide certificates and incentives	EEF: Behaviour interventions +4 months Behaviour interventions - EEF	2, 3
Disadvantaged students at risk of becoming PA supported by tutors, year teams, Pastoral Support Officer and new Attendance Improvement Officer. PSOs develop strong relationships with hard-to reach families of disadvantaged students.	Supporting attendance | EEF	2, 3
Wellbeing health surveys to enable identification of students requiring additional support Layers of support for students' mental health to allow them to develop a healthy self-esteem and mental health and improve their emotional wellbeing:- ● 2 extra Pastoral Support Officers to support students and families. ● Part- time qualified on-site counsellor ● Emotional	Mental health & safeguarding concerns negatively affect the education and readiness to engage with education of pupil premium students. Using pupil premium guidance for school leaders Social and emotional learning- EEF	2, 3, 4

Regulation, Social Stories and Protective Behaviours • External agencies./ support		
Continue to provide Alternative Provision and pastoral/academic support where appropriate for disadvantaged pupils so that they continue to achieve well.	Behaviour interventions - EEF Social and emotional learning- EEF	2, 3, 4
All disadvantaged students receive a one-to-one careers meeting, a mock interview and are supported with college applications.	High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes. Poorer young people more likely to have career aspirations that… | EEF Aspirational interventions= EEF Careers education | EEF	1, 2, 3
Enrichment trips and experiences are subsidised for disadvantaged students & specific enrichment trips for disadvantaged students run in each year group	Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers. Use of local charities to supplement PP and PP+ students on trips e.g. curriculum (Battlefields), extra-curricular (Paris) and sports sponsorship. Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Aspirational interventions- EEF	5
Drama and dance activities delivered through extra-curricular clubs and cultural trips	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.	5

	Arts participation | Teaching and Learning Toolkit | EE	
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £320,000

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
AP programme- outreach, break	Rivers ESC, Stevenage ESC, Therapeutic Hooves
Online face to face tuition	TUTE, Home-School tutoring Hertfordshire
Online platform	EdClass
Bespoke mentoring 1:1 and proactive PSHRE	Future Hope

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A