

Chace Community School

Pupil Premium Strategy Statement 2021-22

This statement details Chace Community school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1145
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024 - 3 years
Date this statement was published	18th December 2021
Date on which it will be reviewed	30th September 2022
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	£340,223
Recovery premium funding allocation this academic year	£50,605
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	£390,828

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
<p>Improve outcomes for all and narrow gaps for boys, most able and disadvantaged students ensuring all benefit from sharply focused teaching and support which addresses barriers to their achievements.</p> <p>Improve quality of homework, ensuring tasks consolidate students' learning</p>	<p>Year 11</p> <p>Cohort: >45 % 5+ English & Maths</p> <p>Boys: > 39% 5+ English & Maths</p> <p>PP: >37% 5+ English & Maths</p> <p>HS : >88% 5+ English & Maths</p> <p>P8: >0</p> <p>A8 > 45.5</p>
<p>Plan teaching to stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential</p>	<p>Year 11 High Starters:</p> <p>50% Achieve 5 Grades 9 -7</p> <p>Year 11 PP High Starters</p> <p>46% Achieve 5 Grades 9 -7</p>
<p>Ensure that all teachers follow the Behaviour Policy so that expectations of pupils are consistent in lessons and around the school.</p>	<p>Lesson Drop-ins and relocations data used to monitor that this is taking place. Support for colleagues that are finding this challenging to achieve.</p>
<p>Improve attendance and reduce persistent absence – to meet and exceed national average</p>	<p>Whole school attendance to be above 95% and persistent absence under 13% both thresholds.</p> <p>Year 7-95.8% PA-11%,</p> <p>Year 8 - 95.1% PA 12.5%,</p> <p>Year 9-94.5% PA-13.5%.</p> <p>KS4 HOL PM targets are 94.6% PA-14%.</p>
<p>Develop an effective careers strategy to raise aspirations, outcomes and support next steps</p>	<p>Student feedback, engagement in the event, attendance at non-compulsory sessions</p>
<p>Teach and promote high standards of literacy, reading and, numeracy</p>	<p>Students read regularly and choose suitable books. Students' reading ages improve by more than chronologically expected.</p>
<p>Promote a culture of excellence, improving pride and community cohesion leading to improved outcomes</p>	<p>Lineup conducted impeccably by students, visible by all staff and external visitors with uniform issues being picked up immediately and students taking pride in their uniform</p> <p>Lesson start and end routines in place throughout the school.</p>
<p>Embed Student Leadership with students leading their learning and taking responsibility</p>	<p>Regular School Council meetings evidenced by minutes</p> <p>Feedback from Student Questionnaire</p> <p>Fundraising activities completed</p>
<p>Implement strategies to overcome the disruption to learning due to COVID 19</p>	<p>The use of GCSE POD to support learning closing gaps at KS4.</p> <p>Implementation of The National Tutoring Programme in maths and English at KS3.</p> <p>Use of accelerated reader to encourage reading and improve reading ages at KS3.</p>

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: £82,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inconsistencies identified quickly through observations, learning walks and lesson drop-ins and followed up in departments/by CLT. Seen in the classroom relaunched with clear expectation of every HoF/HoL/CLT/SLT to complete this fortnightly. Close monitoring of this is achieved through line management as a standing item on all agendas and through fortnightly checking by CLT.</i>	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.	1,4
<i>Revised lesson plan and observation proformas inline with our non-negotiables and greater consistency in observations through training of SLT and middle leaders</i>		1,4
<i>iii) Differentiation re-visited as part of our non-negotiables in September INSET Development Leads/CLT to provide training for faculties</i>		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'
<i>Reading for learning strategy shared with teaching staff in Sept INSET</i>	Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019)	1
<i>Dedicated reading time takes place in each subject for at least 10 minutes per week (fortnightly for maths and where fewer lessons)</i>	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

<i>Numeracy principles reshared and embedded through planned series of staff briefings</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 year groups to complete weekly numeracy activities with a focus on fundamental skills and recall/retrieval</i>		1

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

Budgeted cost: £43,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement intervention programmes for 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)	"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition)	1
<i>Supervised study club for KS3 3/4 night per week for KS3 PP students, to support students in completing home learning</i>	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
<i>Compulsory Homework club for students who persistently do not complete HW.</i>	"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
<i>KS3 HOL and and core subject coordinator lead programme of intervention with a termly focus on one specific key group:</i> Term1 - PP Term2 - Boys Term 3 - HS & SEND	"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition)	1,4
<i>Chace University to continue for Chace High Starters, via google meet. Main focus aimed at Yrs 7, 8, 9. As soon as conditions permit, High starter Year 10 + 12 students to run sessions along with staff and Lesson 7 to be used to run Chace University sessions for Yr 7. Sessions to continue weekly from</i>	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	4

<p>October half term, after school and during some lunchtimes (when possible). Half termly student updates to SLT. Brilliant Club Programme to continue with a majority of PP High Starters. Yr 7+8 group to be first autumn cohort (as Yr 7 missed out last year). Conditions permitting, Yrs 9+10 to begin later in Autumn term 2020. Further cohort booked from Summer 2021. Regular liaison with Brilliant Club staff to check status of courses.</p>	<p>Stage 4 (a Progress 8 score of 0.02, where the national average is zero), those from disadvantaged backgrounds fall substantially behind, with a negative Progress 8 score of -0.32. (Sutton Trust, July 2018)</p>	
<p>Provide 1 to 1 instrumental tuition for PP students who study GCSE Music</p>	<p>This intervention aims to improve the cultural capital.</p> <p>‘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’.</p> <p>Progression in instrumental music making for learners from disadvantaged communities, Hallam & Burns Sept 2017 – Arts Council England.</p>	<p>3</p>
<p>Clear planning and implementation of specific careers support for underperforming PP boys in 10</p>	<p>“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)</p>	<p>3</p>
<p>Delivering support and training to improve staff confidence and knowledge of CIAG, and how it links to the curriculum</p>		<p>3</p>
<p>Provide opportunities for parents to engage with careers education through PCEs, Start, involvement with careers events and newsletters</p>		<p>5</p>
<p>Accelerated Reader</p>	<p>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)</p>	<p>1,4</p>
<p>GCSE Pod</p>	<p>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</p>	<p>1,4</p>

	ability from more affluent backgrounds.” (Dr John Jerrim, Sutton Trust, September 2019)	
Sparx Maths	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 group 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: £222,005.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Meet KS4 underachieving PP students and their parents three times a year to ensure they are on target and identify any issues.</i>	The key mechanism for parental engagement is improving the quality and quantity of learning that takes place in the home. Some key elements to consider: - tailoring communications to encourage a positive dialogue - offering more sustained and intensive support when needed - regularly review the working relationship EEF - Parental Engagement	5
<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 on learning in one calendar year.	3
<i>Reduce full day relocations by using the data to rebuild relationships were fractured through mediation, use of behaviour panel, GDC, managed move and AP.</i>	EEF Behaviour report.	5,6

<i>New member BST working on building resilience and using the team to get into lessons to prevent students being sent out by using data to form hot spots in the week.</i>		
<i>Reduce lesson relocations per week through quality first teaching to prevent staff needing to use relocation.</i> <i>Teaching staff consistently applying the policy on lesson disruption, this includes the mediation and restorative work after they have relocated a student</i>		5,6
<i>Provide Counselling services in-house to support vulnerable learners</i>		6
<i>HOL/RSL working with tutors for early support following thresholds for action across KS3 & 4. KB to follow thresholds where students drop week on week by conducting home visits after normal text/phone calls or meetings have been unsuccessful. KB increases home visits, penalty notices, court proceedings by working with EWS effectively. Regular reviews using HOL with KB leading the meetings using the data with half termly attendance surgeries, assemblies for those doing well and those hitting key thresholds to increase whole school attendance above NA</i>	<p>Wider strategies including increasing attendance have proved to be effective in improving outcomes for disadvantaged students. (EEF, July 2019)</p> <p>More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately 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)</p>	2
<i>Cascading specific attendance targets from CIP to PM for RSL/HOL/KB. This will create more accountability with systems and monitoring using the HOL meetings with clear focus on attendance</i>		2
<i>Use rewards support attendance improvement using attendance improvement flowchart for consistency in KS3/4</i>		2,5
<i>Lineup checks lead to students being well dressed and prepared for a calm day of learning. This opportunity used</i>		6

<i>to celebrate the values and reinforce the school motto</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>Reduce FTE/PEX by using Enfield NEXUS, Holler and normal BSS support, managed moves and AP. New tracker working across Year 7-11 to identify students where early intervention hasn't been successful embedded into normal practice, from tutor to SLT links</i>		2,3,5,6
<i>Annual Head Student election in February 2022. This will be preceded by Hustings assembly and 'Question Time' activities with the candidates.</i>		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: £398,345.50

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 2020 to 2021 academic year.

Our Pupil Premium Review for 2020-21 can be found on the school website and by clicking on the link below:

<https://www.chace.enfield.sch.uk/wp-content/uploads/2021/09/Chace-Community-School-Pupil-Premium-Review-2021.pdf>

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