Chace Community School
Pupil Premium Review

3rd October 2022

Introduction

This year was the first sitting of public examinations for three years. At Chace we also had a 'Good' OFSTED inspection after several difficult years as a 'requires improvement' school. There is clearly an upward trajectory for the school and all its stakeholders?

Pupil Premium students fared worst during the pandemic. Poorer students struggled more than their more affluent counterparts to access online learning, initially because they lacked the necessary hardware but also the lack of WiFi and often space to learn. Despite an unprecedented rollout of technology to schools by the current Government, a number of students spent several months experiencing online learning via their mobile phones, or sharing devices and space with a sibling or parent.
This year was an opportunity for us to begin redressing the balance, as face to face learning resumed full time.

This review aims to answer the following questions about the Chace students:

- Is the pupil premium (PP) funding raising the attainment of the identified students?
- What additional interventions do we need to provide for pupil premium students and their parents in 2022-23 to further narrow the gap in attainment between them and the rest of their peers?

The review will consider the following evidence:

- Challenges faced by Pupil Premium students at Chace
- The Pupil Premium Strategy Statement for 2021-22 - divided into three sections; Targeted academic support, Teaching and Wider Strategies
- Performance of PP Students in the 2022 examinations and predicted performance of the current year 11s.
- KS3/4 Summer Data for year 11 2022-23
- Recommendations for 2022-23

1. 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. For year 11 in 2021-22 this number was 101 compared to 104 for non pupil premium students.**
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**

2. The Pupil Premium Strategy Statement

The statement, which is published annually on the school website, is divided into three sections.
- Targeted Academic Support
- Teaching Activities
- Wider Strategies for improving the Outcomes for Pupil Premium Students

I will review our progress in each section after considering the historical outcomes for Pupil Premium students at Chace

Measure	2022	2021	2020	2019	2018
%Achieving Grade 5+ in English and Maths	23	21	36	21	17
Attainment 8	35.36	40.27	42.96	37.65	36.45
Progress 8	-0.64	-0.05	-0.39	-0.61	-0.42

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

Budgeted cost: **£43,262**

Intended Outcome	Success Criteria	Target Set	2022 SPR2	2022 Exams
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. *Improve quality of homework, ensuring tasks consolidate students' learning*	All students %5+ in English and Maths	43	41	41
	Boys %5+ in English and Maths	38	36	37
	Pupil Premium %5+ in English and Maths	34	23	23
	High Starters %5+ in English and Maths	88	81	81
	All Students Progress 8	0	N/A	-0.18
	Pupil Premium Progress 8	> National Average	N/A	-0.64 (-0.40)

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	Activity	Progress made during 2021-22	Challenge number(s) addressed
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 achievement	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)	In place from the Autumn term. There was an increase in attendance during the Spring term. Groups to be made and tracked in Arbor from September 2022	1
	Supervised study club for KS3 3/4 night per week for KS3 PP students, to support students in completing home learning	30 students attended on a regular basis during the year. 175 students attended in total	1,4
	Compulsory Homework club for students who persistently do not complete HW.	This intervention was staffed primarily by PJo and the librarian. Attendance was very good at KS3 but disappointing at KS4. From September 2022 club is staffed by a HOF and tutors bring students down from afternoon reg.	1,4,5
	KS3 HOL and the and core subject coordinator lead programme of intervention with a termly focus on one specific key group: *Term1 - PP* *Term2 - Boys* *Term 3 - HS & SEND*	The Excellence Club ran from the Autumn term. In the Spring term groups were run for boys in Years 8 and 9 and girls in year 7 due to the maths issue.	1,4

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	Activity	Progress made during 2021-22	Challenge number(s) addressed
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	*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 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.*	Programme ran during the year. Indicators including exam results suggest that it has been highly effective. This is also supported by data from previous years.	4

Intended Outcome	Success Criteria	Target Set	2022 SPR2	2022 Exams
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	Year 11 High Starters %Achieve 5 Grades 9 to 7	50	29	41
	Year 11 PP High Starters %Achieve 5 Grades 9 to 7	46	14	43

High Starters have done well this year. This was due to the work put in with these students at KS3 through the Brilliant club and Chace University which has raised the expectations and ambition of these students.

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Intended Outcome	Activity	Progress made during 2021-22	Challenge number(s) addressed
	Accelerated Reader	Use reading records to improve monitoring. Teachers do intervention and 1 to 1 reading prioritising pp making less progress or on below average reading age. All lessons in place and protocols set up. Year end data shows overall percentile ranking improvement of 7 points in yr9, 0 in year 8 and 3 in year7.	1,4
	GCSE Pod	All KS4 students enrolled. No definitive usage statistics. These will need to be collected in 2022-23 to help measure impact post pandemic.	1,4
	Sparx Maths	Year 8 and 10 students received personalised home learning tasks that adapt to their individual understanding. The questions also aid long-term memory as each task recalls prior learning as well as the current topic.	1,4
	National Tutoring Programme	A group of 15 year 7 pupil premium students received tutoring in maths and English for a 15 week programme for 1 hour per week. The tuition took place online and was facilitated by external tutors from Pearson.	1,4
Implement strategies to overcome the disruption to learning due to COVID 19	*Provide 1 to 1 instrumental tuition for PP students who study GCSE Music*	This intervention has continued to be successful allowing a number of students access to instrumental tuition they would otherwise be unable to afford.	3

Intended Outcome	Activity	Progress made during 2021-22	Challenge number(s) addressed
Embed an effective careers strategy to raise aspirations, outcomes and support next steps	*Clear planning and implementation of specific careers support for underperforming PP boys in 10*	This did not run as there was insufficient staffing.	3
	Delivering support and training to improve staff confidence and knowledge of CIAG, and how it links to the curriculum	Skills Builder training for Careers Leads, ongoing support offered to Careers Leads, whole school briefing to discuss strategies for linking careers and curriculum	3
	Provide opportunities for parents to engage with careers education through PCEs, Start, involvement with careers events and newsletters	Fortnightly updates in parent bulletin and updates on social media	5

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Teaching

Budgeted cost: **£82,473**

Intended Outcome	Activity	Progress made during 2021-22	Challenge number(s) addressed
Teach and promote high standards of literacy, reading and, numeracy	*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.*	Systems reviewed for checking 'Seen in the classroom' Weekly review completed by DP and shared in the bulletin. Training provided to all SLT and middle leaders prior to LW and WS this term and example proforma provided with advice. Reduction in number of 'not observed' in March learning walk compared to May 2021. Improved (ADD figure) but still an area where too often NOT observed. Focus of Twilight in summer 2 and to ensure on LW and SITC agendas	1,4
	Revised lesson plan and observation proformas inline with our non-negotiables and greater consistency in observations through training of SLT and middle leaders		1,4
	iii) Differentiation re-visited as part of our non-negotiables in September INSET *Development Leads/CLT to provide training for faculties*		1,4
	Reading for learning strategy shared with teaching staff in Sept INSET	KS3 reading ages are improving against Accelerated reader national averages. Reading is a key part of all subjects.	1
	Dedicated reading time takes place in each subject for at least 10 minutes per week (fortnightly for maths and where fewer lessons)	This was scheduled but not always consistently carried out. In 2022-23 afternoon registration is providing this intervention on a daily basis.	1
	Numeracy principles reshared and embedded through planned series of staff briefings	Ongoing reminders in staff briefing throughout 2021-22	1
	All year groups to complete weekly numeracy activities with a focus on fundamental skills and recall/retrieval	Year 7 and 8 only as years 9-11 now completing two literacy sessions per week	1

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

Budgeted cost: **£222,005.50**

Intended Outcome	Success Criteria	Target Set	Achieved in 2022
Improve attendance and reduce persistent absence – to meet and exceed national average Whole school attendance to be above 95% and persistent absence under 13% both thresholds.	%Year 7 Attendance and (PA)	95.8 (11)	93.4 (19.6)
	%Year 7 PP		92.8 (20.6)
	%Year 8 Attendance and (PA)	95.1 (12.5)	92.9 (22.9)
	%Year 8 PP		92 (30.9)
	%Year 9 Attendance and (PA)	94.5 (13)	88.5 (31.9)
	%Year 9 PP		84.9 (40.2)
	%KS4 Attendance and (PA)	94.6 (13)	90.2 (32.6)
	%KS4 PP		87.4 (42.9)

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We have not met our attendance targets (set pre pandemic) but have been exceeding the national average

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and reduce persistent absence – to meet and exceed national average	*Lineup checks lead to students being well dressed and prepared for a calm day of learning. This opportunity used to celebrate the values and reinforce the school motto*	KS3 did this very well in 2021-22. They have started this year even better. KS4 has needed some reminders around our expectations. This approach has resulted in a calmer start to the day for all.	6
	Lesson start and end routines reinforcing the calm and purposeful start to each day after the morning lineup	"Do now" tasks at the start of every lesson and a clear silent end routine to every lesson is now enforced across all Key Stages	2,3,5,6
	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*	High FTE due to heightened expectations, Pex x2 for serious one off with a number of FTE resulting from the same incident. New tracker produced that consolidates attendance and behaviour actions across all year groups and is working well	2,3,5,6

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote a culture of excellence through heightened expectations of behaviour and routines	*Meet KS4 underachieving PP students and their parents three times a year to ensure they are on target and identify any issues.*		5
	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.	Nearly £5,000 was shared with faculties via a bidding process. The evaluations are attached in the Appendix.	3
	Reduce full day relocations by using the data to rebuild relationships were fractured through mediation, use of behaviour panel, GDC, managed move and AP. *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.*	Numbers were higher than our target in the Autumn term. In Spring the number of alerts dropped by 70%.	5,6
	Reduce lesson relocations per week through quality first teaching to prevent staff needing to use relocation.	They have reduced gradually throughout the academic year. The new school process of 'Faculty Support' will further reduce the number of students attending the relocation room and ensure that students spend an even greater proportion of their time in lessons.	5,6

	Teaching staff consistently applying the policy on lesson disruption, this includes the mediation and restorative work after they have relocated a student		
	Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Promote a culture of excellence through heightened expectations of behaviour and routines	*Provide Counselling services in-house to support vulnerable learners*	The school counsellor continues to meet with a variety of students across all key stages. A significant proportion of these are pupil premium and benefit from a service they would find difficult to access otherwise.	6
	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 *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* *Use rewards to support improvement in attendance.*	Attendance has been above NA, improving overall but dip in last week before the end of each term. Not hitting targets, but above national average Some rewards trips took place. Jump the queue passes being used. Attendance above the national average.	2, 5

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Student Leadership with students leading their learning and taking responsibility	*Annual Head Student election in February 2022. This will be preceded by Hustings assembly and 'Question Time' activities with the candidates.*	Election took place and all students had the opportunity to vote. Head Students have played an active role this year supporting at school events and facilitating whole school assemblies	3
	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.	Students attended the CLT meeting. However opportunities were not created for them to attend HOFs/HOLs and SLT.	3
	Students are given the opportunity to nominate their peers for an outstanding contribution towards meeting the Chace values.	KS3/4 School Council members are given the opportunity to shortlist and select the Jack Pechey award winners for each term..	3
	Students are given regular opportunities to promote their work and ideas to the whole student body, staff and parents.	School Council suggestion box in place	3
	Request regular feedback from the student body about a range of pastoral and curricular issues.	The KS3 School council had several opportunities to influence policy from rewards (PVE) to the school branding (TD)	3

3. Performance of PP students in the 2022 examinations

In year 11 there were 73 pupil premium students out of a cohort of 200. 42 were male and 31 were female.

Gender	Number	Mean(Median) Attendance	Students making Positive Progress	P8 Score
Male	42	89.5% (93.34%)	19%	-0.78
Female	31	84% (88.1%)	24%	-0.46

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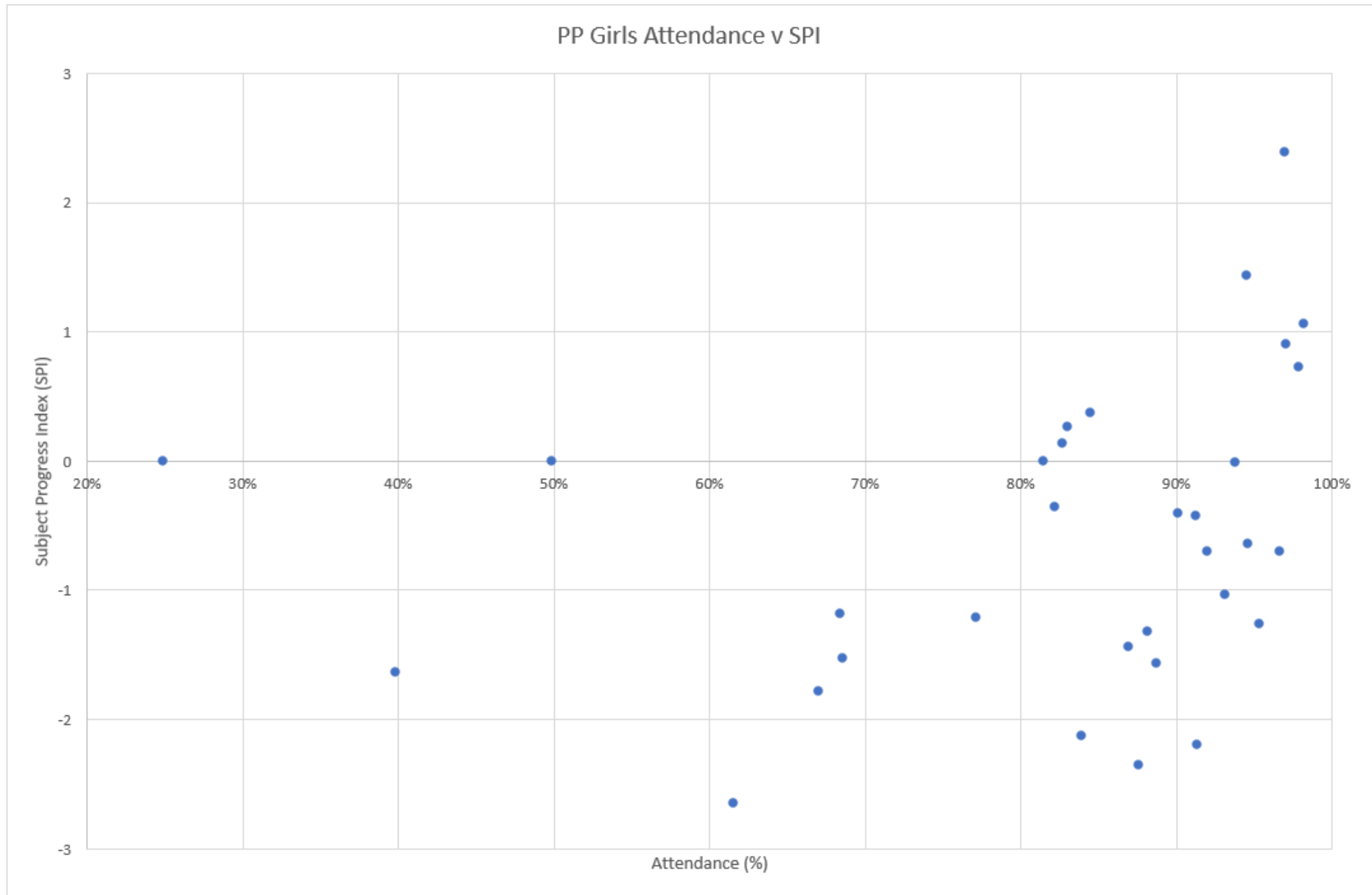
PP Girls Attendance v SPI

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PP Boys Attendance v SPI
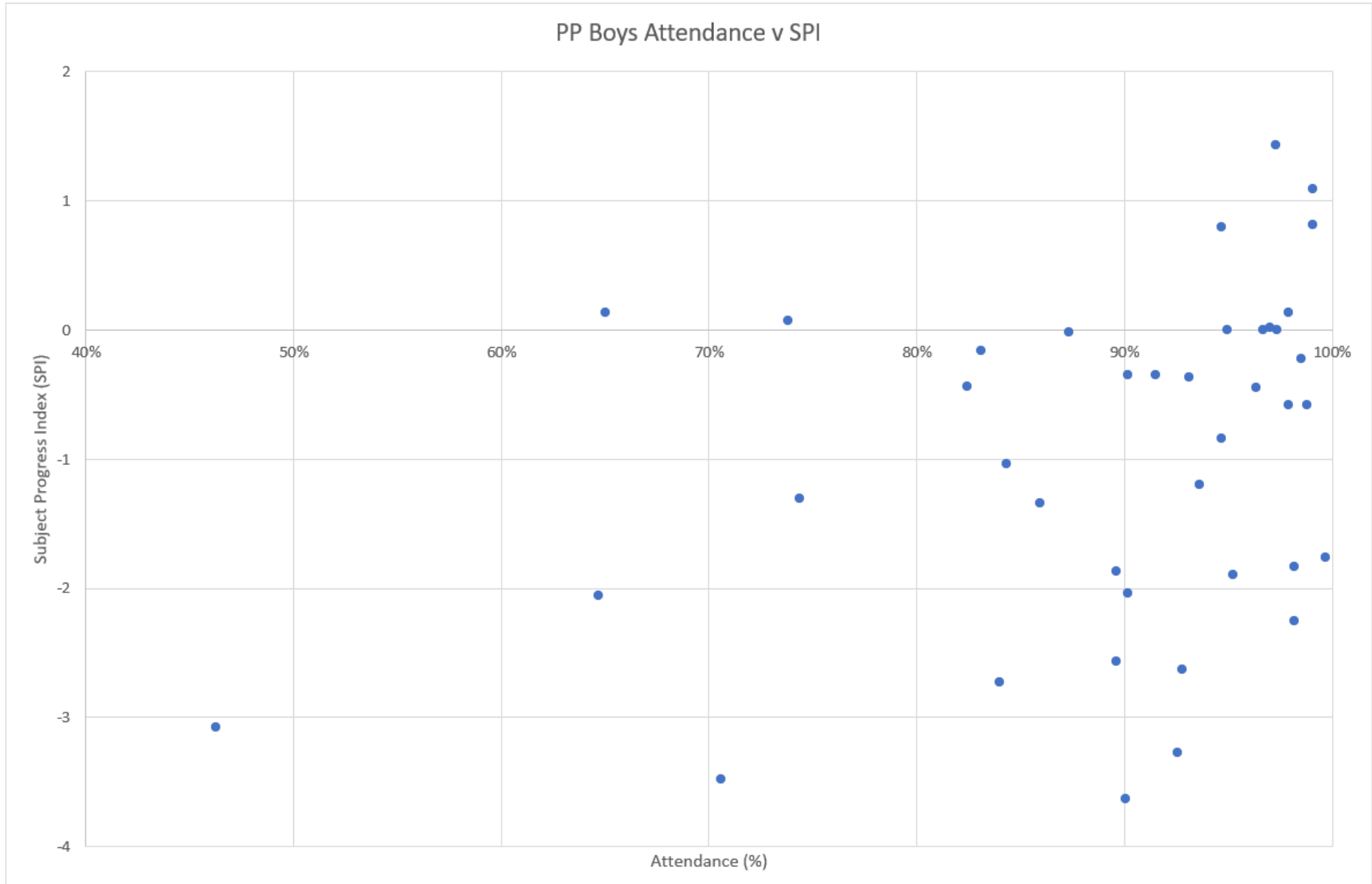
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PP Students - Subject Performance in 2022

GCSE (9-1) (Att8 Points)									
Name	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Point	ect Progress I	Positive SPI %
GCSE Textiles	66.7	100	100	100	3	7+	6.67	1.92	100
GCSE Art	10.5	57.9	84.2	100	19	5+	5.05	0.34	58.8
GCSE Mathematics	7.1	32.9	60	97.1	70	4+	3.77	-0.24	36.9
GCSE Food Technology	6.7	33.3	60	100	15	4+	4.2	-0.3	42.9
GCSE Biology	100	100	100	100	1	7+	7	-0.32	0
GCSE Spanish	11.1	50	66.7	100	18	5-	4.33	-0.47	35.3
GCSE English Literature	12.9	27.1	48.6	95.7	70	4-	3.61	-0.68	27.7
GCSE DoubleScience	3.6	18.1	44.2	97.1	69	33	3.25	-0.72	23.4
GCSE English Language	7.1	28.6	42.9	100	70	4-	3.63	-0.72	27.7
GCSE History	16.7	27.8	33.3	100	18	4-	3.44	-0.84	23.5
GCSE French	3.7	37	48.1	88.9	27	3+	3.07	-0.97	44.4
GCSE Sociology	11.1	37	44.4	96.3	27	4-	3.52	-1.09	25.9
GCSE Chemistry	0	100	100	100	1	6+	6	-1.15	0
GCSE Technology	0	16.7	25	100	12	3-	2.67	-1.25	16.7
GCSE Media Studies	4.5	27.3	54.5	95.5	22	4-	3.45	-1.4	19
GCSE Geography	0	15	15	85	20	2+	2.1	-1.42	11.8
GCSE Music	10	30	40	80	10	4-	3.5	-1.64	30
GCSE Drama	16.7	16.7	33.3	100	6	3+	3.17	-1.66	16.7
GCSE Business Studies	0	33.3	33.3	100	9	3+	3	-1.91	37.5
GCSE Religious Education	4.7	14.1	21.9	93.8	64	3-	2.53	-2.03	8.5
GCSE Physics	0	100	100	100	1	5+	5	-2.24	0

BTEC L2 (Att8 Points)

Name	D* - D %	D* - M %	D* - P2 %	Total Grades	Average Grade	Average Points	oject Progress Ind	Positive SPI %	
BTEC Sport	23.5	29.4	70.6	17	P2	4.31	-1.19	18.8	
Summary	23.5	29.4	70.6	17	P2	4.31	-1.19	18.8	

BTEC TECH (Att8 Points)

| Name	D*2 - D2 %	D*2 - M2 %	D*2 - P2 %	D*2 - P1 %	Total Grades	Average Grade	Average Points	oject Progress Ind	Positive SPI %
BTEC Care	5.9	17.6	52.9	88.2	17	D1	3.32	-0.74	20
Summary	5.9	17.6	52.9	88.2	17	D1	3.32	-0.74	20

4. KS3/4 Summer Data for Year 11 2022-23

Year 10 2021-22

In year 10 there were 82 pupil premium students out of a cohort of 193. 41 were male and 41 were female.

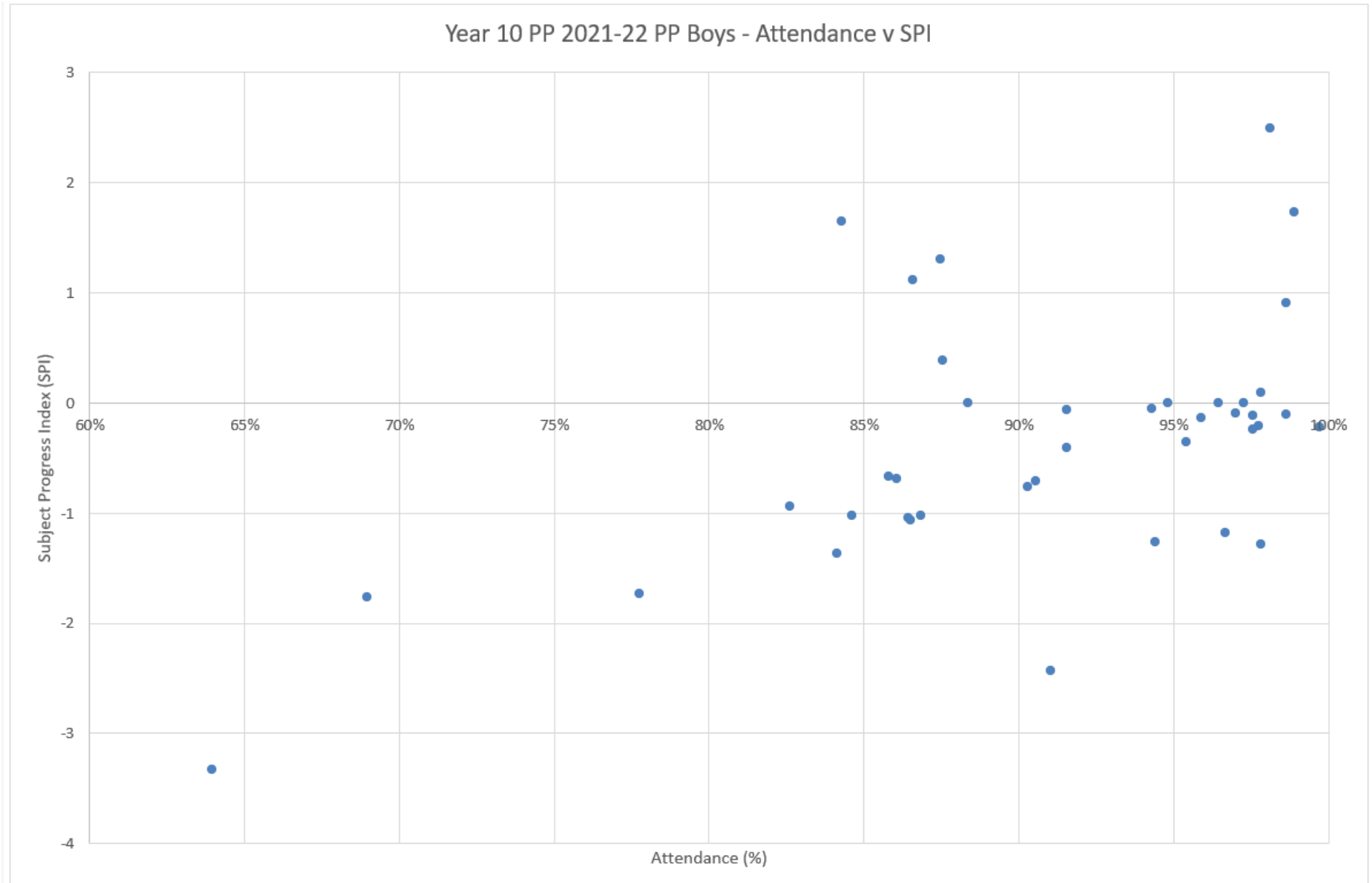| Gender	Number	Mean(Median) Attendance	Positive SPI	P8 Score (Projected)
Male	41	90.3 (91.3)	19.5%	-0.36
Female	41	86.8 (91.8)	36.5%	-0.12

Year 10 2021-22 PP Girls - Attendance v SPI
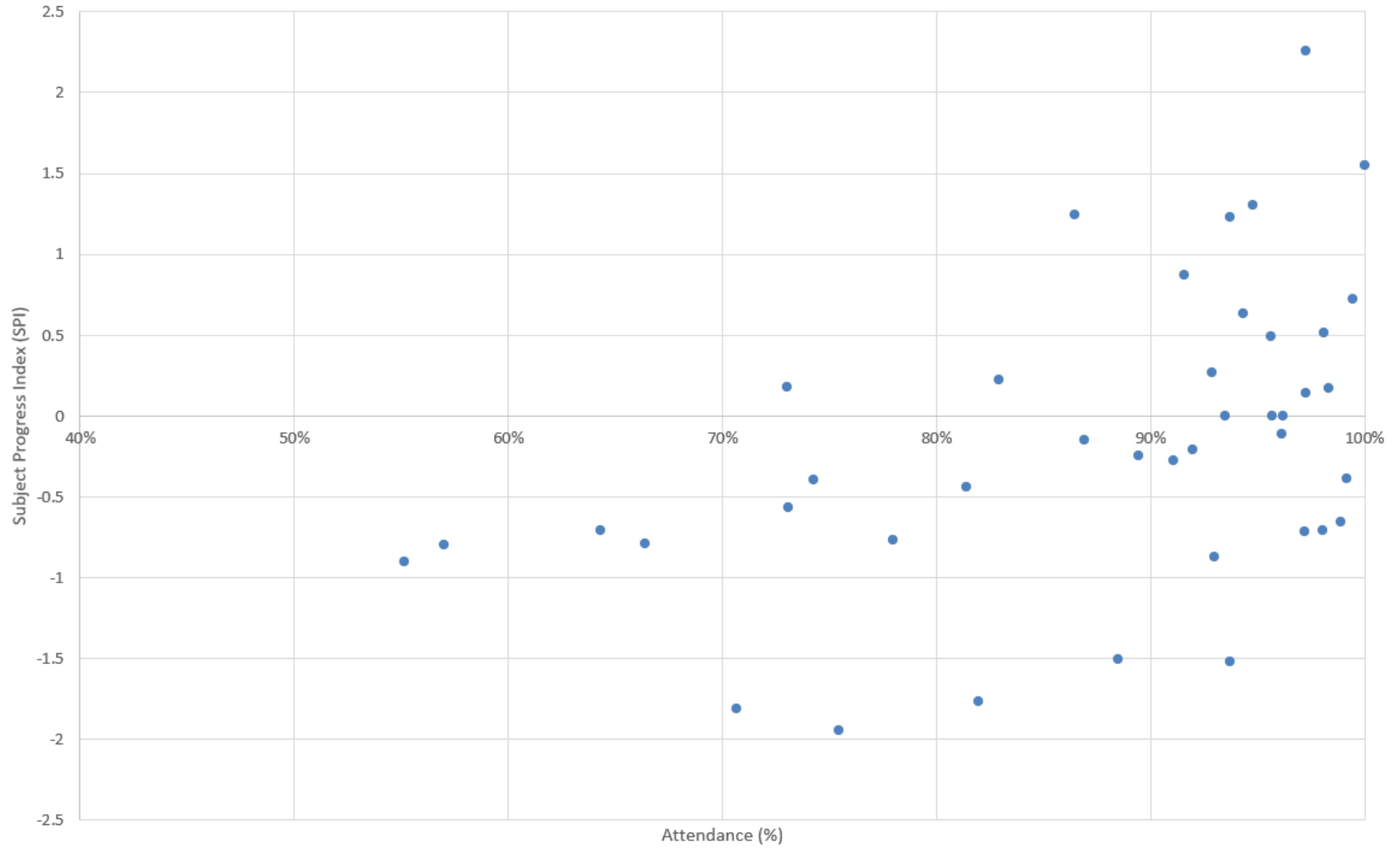
Year 10 PP 2021-22 PP Boys - Attendance v SPI

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Current Year 11 PP Students - Subject Performance in 2022

GCSE (9-1) (Att8 Points)

Name	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Point	ect Progress I	Positive SPI %
GCSE Business Studies	16.7	50	88.9	100	18	4.94	1.12	83.3
GCSE Art and Design	35.7	64.3	85.7	100	14	5.57	0.81	66.7
GCSE English	6.2	43.2	70.4	98.8	81	4.23	0.00	50
GCSE Spanish	12.5	43.8	68.8	100	16	4.5	-0.04	57.1
GCSE Food Technology	17.4	26.1	52.2	100	23	4.13	-0.10	34.8
GCSE French	3.3	33.3	63.3	100	30	4.07	-0.10	55.6
GCSE Media Studies	3.7	29.6	74.1	96.3	27	4.04	-0.12	52
GCSE English Literature	3.7	35.8	69.1	98.8	81	4.15	-0.15	44.6
GCSE Technology	0	21.7	30.4	95.7	23	3.3	-0.18	36.8
GCSE Drama	16.7	33.3	83.3	83.3	6	4.33	-0.20	50
GCSE Science	3.2	27.8	65.8	96.2	79	3.76	-0.26	39.7
GCSE History	6.5	32.3	51.6	90.3	31	3.68	-0.30	46.4
GCSE Sociology	13.3	36.7	63.3	96.7	30	4.03	-0.33	29.6
GCSE Mathematics	8.6	32.1	54.3	95.1	81	3.73	-0.35	37.8
GCSE Geography	6.5	22.6	35.5	80.6	31	2.87	-0.50	29.6
GCSE Religious Education	4.9	20.7	40.2	89	82	3.13	-1.22	17.3
GCSE Music	0	9.1	18.2	63.6	11	2	-1.98	9.1

BTEC L2 (Att8 Points)

Name	D* - D %	D* - M %	D* - P2 %	Total Grades	Average Points	Subject Progress	Positive SPI %
BTEC Sport	21.7	52.2	87	23	4.65	-0.91	34.8

BTEC TECH (Att8 Points)

Name	D*2 - D2 %	D*2 - M2 %	D*2 - P2 %	D*2 - P1 %	Total Grades	Average Points	Subject Progress	Positive SPI %
BTEC Care	50	92.9	100	100	14	6.57	1.43	84.6

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Pupil Premium Bid Evaluations

In 2021-22 we gave faculties and heads of learning the opportunity to bid for additional funds to run interventions aimed at improving the outcomes of pupil premium students. We spent a total \of £4,360 A folder containing all the completed reviews can be accessed by clicking on the link below.

https://docs.google.com/document/d/1KajrowdEIeAU1mDpyoAKkpJBYxec7cQ0d-zK6wWbm-U/edit?usp=sharing

Recommendations:

This year the Pupil Premium Strategy raised the attainment of some of the targeted students. However a number, especially boys struggled to meet expectations. The pandemic has surely impacted on the performance of these students, but we must strive to address the issues this caused when supporting future cohorts.

Therefore in 2022-23 we will

1. Rigorously track the attendance and SPI of all Pupil Premium students at KS4. Divide this group into three based on SPI and attendance

SPI greater than zero - track closely - no intervention required. Contact parents and send 'Well done' postcard/message

Attendance below 80% - work closely with Sevgi. Prioritise intervention to improve attendance to above 90% in the first instance

Attendance above 80% but negative SPI - ensure each student is receiving targeted interventions and attending at least 90% of the time. Each student to receive tutoring (NTP) is at least one subject in which they are underachieving

After every data entry, the intervention list in each subject will consist exclusively of underachieving PP students. Faculties will need to provide rigorous interventions and share evidence of their impact

Get the PP students to the library study club after school. Written invitations to parents. Reward attendance, but imply that attendance is compulsory

2.   Continue with the interventions used during 2021-22. There will be minor tweaks to the strategies employed to improve attendance and lesson relocation and continue to reduce full day relocations and exclusion

3.   Work closely with PP students at KS3. Put in place interventions which prepare these students for KS4 and make interventions less necessary in KS4. These interventions will be for academic and attendance purposes.

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