

**Chace Community School**  
**Pupil Premium Internal Review 2018**

**Date of Review:** 18<sup>th</sup> to 30<sup>th</sup> June

**Context/background details:**

At Chace we are committed to raising the achievement of all students and to 'narrowing the gap' and removing barriers to learning and success. Pupil Premium funding is allocated based on student data as part of the school's annual budget setting process so that funding follows need and addresses underperformance so narrowing gaps.

In 2017-18, the school has 1263 students of which 398 are eligible for Pupil Premium funding. This gave the school a pupil premium budget of £374,720. The Pupil Premium strategy statement outlines how the school proposed to spend this funding and lists the interventions and activities which were put in place.

The review aimed to answer the following questions:

- Is the pupil premium funding raising the attainment of the identified students?
- Is the pupil premium funding narrowing the gap between the attainment of those identified as pupil premium and the other students at Chace?
- Do pupil premium students find the interventions beneficial and effective?
- What additional interventions do we need to provide for pupil premium students and their parents in 2018-19 to further narrow the gap in attainment between them and the rest of their peers?

This review will consider the effectiveness of the following interventions:

- Breakfast Club
- Chace University
- Brilliant Club
- Reading Groups
- Mentoring and Workshops – Year 11
- The Barge
- Boys Motivational Groups
- ARP
- Alternative Provision
- Faculty Pupil Premium Bids
- School Counsellor
- Smaller groups in KS4 English and Mathematics
- Improving Teaching and Learning using the CLT
- Improving Attendance and Reducing Persistent Absence

A copy of the questions used in the student interviews can be found in Appendix 2 and the names of the students in Appendix 3.

**Review of the Interventions**

**1. Breakfast and Lunch Clubs**

At Chace there are 17 students regularly attending Breakfast club, **10** of these are pupil premium. All of these students are in KS3. It is hard to quantify the impact of this intervention as it does not directly impact on their attainment

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**Student Interviews:**

The four students who were interviewed felt that Breakfast club had helped them to make new friends and develop their social skills. They do not have time to eat Breakfast at home in the morning.

One student uses Breakfast club as an opportunity to complete their homework, while another has found that their behaviour has improved and they are able to manage their ADHD better.

Two of those interviewed felt that the behaviour of other students in their class stops them from learning at times, while another said that they had poor relationships with a couple of their teachers. The whole group want Breakfast club to continue next year for many of the reasons already discussed. They also feel it will benefit the new Year 7 students, with similar issues to themselves, to settle it to Chace.

**COST PER PUPIL = £6000/17 = £352.94**

**Action:** Review further – may run for year 7 in term 1 only.

**2. Brilliant Club and Chace University**

These interventions were designed to stretch our most able students and help us to tackle the problem of underachievement of our high starters.

**Brilliant Club**

This intervention was provided for twelve students, 6 in year 9 and 6 in year 10 and consisted of a range of activities designed to challenge and extend their knowledge and understanding.

In year 10 three of the students were pupil premium, while in year 9 this number was four.

Number of Students = 6	Year 10 Cohort Progress 8 Score		
	Year 10 Autumn 2	Year 10 Summer 2	Change
Year 10 Brilliant Club	-0.04	0.23	+ 0.27

Number of Students = 6	Year 9 Cohort Average Points Score		
	Year 9 Autumn 2	Year 9 Summer 2	Change
Year 9 Brilliant Club	6.32	6.41	+ 0.09

**Chace University**

This intervention was provided for thirty two students, 11 in year 9 and 21 in year 10 and consisted of a range of activities designed to challenge and extend their knowledge and understanding.

In year 10 four of the students were pupil premium, while in year 9 this number was three.

Of the 32 students who were invited to attend only 16 attended regularly. Of the 16, five are pupil premium

Number of Students = 21	Year 10 Cohort Progress 8 Score		
	Year 10 Autumn 2	Year 10 Summer 2	Change
Year 10 Chace University	-0.18	-0.11	+ 0.07

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Number of Students = 11	Year 9 Cohort Average Points Score		
	Year 9 Autumn 2	Year 9 Summer 2	Change
Year 9 Chace University	5.99	6.08	+ 0.09

**Student Interviews:**

The four students who were interviewed had attended both Brilliant club and Chace University. They understood why they were chosen for the intervention citing the fact they had better KS2/ CATs grades and perhaps a greater determination to succeed. It had improved their work ethic, essay writing and research skills, developed their understanding and been entertaining.

When asked about barriers to learning half the students cited intrinsic motivation while the other half highlighted the behaviour of other students as a distraction.

To help them to improve further they suggested more student led activities and presentations, more challenging questions during lessons and activities which related more closely to real life.

The group strongly agree that the intervention should continue next year. It has given them a different perspective about learning, allowed them to meet new and interesting people, been challenging and fun. They also have a greater understanding of what University can offer them and at least two of the students would like to apply for Oxbridge when the time comes

**Brilliant Club - COST PER PUPIL = £3840/12 = £320**

**Chace University - COST PER PUPIL = £1000/32 = £31.25**

**Action:** Renew and expand the programme due to their excellent value for money.

**3. Reading Groups**

This intervention takes place in years 7 and 8.

**Year 7**

**All of these students started the programme with a reading age below 10 years.**

Number of Students = 35	Improvement in Reading Age in 2017-18	
	Significant Improvement (Greater than 12 months)	Less than significant improvement or regression
Non-PP (20)	60%	40%
PP (15)	53%	47%

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**Year 8**

**All but one of these students started the year with a reading age below 10 years.**

Number of Students = 14	Improvement in Reading Age in 2017-18	
	Significant Improvement (Greater than 12 months)	Less than significant improvement
Non –PP (4)	50%	50%
PP (10)	20%	80%

**Student Interviews:**

The four students who were selected all understood that the intervention was provided to improve their reading ages and in one case help them to better manage their Dyslexia. One said that the intervention had helped them to get better grades on their tests, while another said that it had given them more confidence to read out allowed in class.

On several occasions students complained that several sessions had been cancelled and that this was not communicated clearly which resulted in a lot of wasted time.

The students all agreed that the sessions should continue although three of the students did not want to have to miss lessons to do so.

**Reading Groups - COST PER PUPIL = £27978.80/49 = £571**

**Action:** Review this provision. Are there more cost effective ways to improve students reading ages?

**4. The Barge**

This intervention is provided for students in year 7 who are identified as having complex learning, social and/or emotional needs. This year 10 students were selected of which 5 are pupil premium.

**Boxall Profiles**

The Boxall profile is a resource for helping teachers to develop a precise and accurate understanding of children’s emotional and behavioural difficulties, and for planning effective interventions and

BOXALL PROFILE	Student A		Student B		Student C		Student D		Student E	
	Dec 17	June18								
Organisation of Experience (72) 	32	41 (+9)	39	32 (-7)	25	33 (+8)	24	33 (+9)	24	34(+10)
Internalisation of Controls (64)	29	39(+10)	38	41 (+3)	32	44(+12)	20	21 (+1)	29	36 (+7)
Self-Limiting Features (24) 	11	7 (-4)	6	9 (+3)	12	6 (-6)	10	12 (+2)	13	10 (-3)
Undeveloped Behaviour (36)	9	4 (-5)	6	12 (+6)	1	1 (-)	20	18 (-2)	6	5 (-1)
Unsupported Development (76) 	29	30 (+1)	5	25(+20)	9	4 (-5)	41	45 (+4)	35	16(-19)
BOXALL PROFILE	Student F		Student G		Student H		Student I		Student J	
	Dec 17	June18								
Organisation of Experience (72) 		51	48	55 (+7)	29	42(+13)	40	48 (+8)	43	51 (+8)
Internalisation of Controls (64)		52	40	45 (+5)	46	46 (=)	37	56(+19)	40	48 (+8)
Self- Limiting Features (24) 		5	15	9 (-6)	12	15 (+3)	17	3 (-14)	6	4 (-2)
Undeveloped Behaviour (36)		4	18	4 (-14)	7	5 (-2)	16	1 (-15)	15	14 (-1)
Unsupported Development (76) 		2	26	15 (-9)	8	7 (-1)	25	6 (-19)	7	3 (-4)

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support activities. The data shows the Boxall profiles for all the Barge students.

An improvement is denoted in red. The vast majority of the Barge students have made improvements in nearly all of the 5 areas.

**Student Interviews:**

The students said they had been chosen for a variety of reasons including help with reading and writing, to improve their communication skills and to help them to improve their social skills.

They all felt the intervention had been beneficial. For one student this was by making them a more confident speaker and for another it was because they had increased their vocabulary.

A couple of the students commented that disruptive behaviour on occasions from other students prevented them from learning in regular lessons.

To improve further one student wanted a teaching assistant in more of their lessons, two students wanted to be able to attend the barge in year 8 and one said they needed to focus more.

They all agreed that the Barge should continue for Year 7 students next year because of the gains they had made in their own learning during the year.

**Barge - COST PER PUPIL = £10320/10 = £1032**

**Action:** Review and continue in 2018-19

**5. 6<sup>th</sup> Form Mentoring/Tutoring in Maths**

This intervention took place between October and December 2017. Fourteen Pupil Premium students were selected based on the Year 10 EOY exam data and predicted grades.

Students	Progress 8 Score in Mathematics		
	Yr10 SUM1	Yr11 AUT2	RESULT 2018
Pupil Premium (14)	0.84	0.64	0.34
Students	% Grade 9-5 in English and Maths		
	Yr10 SUM1	Yr11 AUT2	RESULT 2018
Pupil Premium (14)	67	73	53

The data suggests that perhaps these were not the most suitable students for intervention. They already had significantly positive P8 score at the end of year 10. Their results were also positive and in line with the pattern of over prediction in mathematics.

**This programme incurred no cost from the PP Budget**

**Action:** Continue for another year but choose the cohort more carefully.

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**6. Online Tutoring in Maths**

This intervention ran during the spring term. Students were identified based on their mock results. There is a lot of evidence that this approach improves student attainment. The EEF toolkit suggests it adds as much as 5 months progress in one school year.

Students	Progress 8 Score in Mathematics		
	Yr11 AUT2	Yr11 SPR2	RESULT 2018
<b>Pupil Premium (12)</b>	<b>0.07</b>	<b>0.15</b>	<b>-0.28</b>

**COST PER PUPIL = £2232 /12 = £186**

There were individual cases where this proved to be a useful intervention, however the data for this cohort as for that for 6<sup>th</sup> form mentoring is affected by the tendency of the maths team to over predict making it difficult to deduce the impact of the intervention. The results for this cohort were significantly better than those for all PP students in the year group.

**Action:** Continue in 2018-19 but choose the cohort more carefully.

**7. Boys Motivational Groups**

For this intervention 25 boys were chosen. They competed against each other to try and gain the most points from their class teachers for positive contributions to their lessons:

Students	Progress 8 Score		
	Yr11 AUT2	Yr11 SPR2	RESULT 2018
<b>Pupil Premium (9)</b>	<b>-0.75</b>	<b>-0.59</b>	<b>-0.55</b>
<b>Non – Pupil Premium (16)</b>	<b>-0.64</b>	<b>-0.55</b>	<b>-0.49</b>

Based on their Progress 8 scores, the students have made minor gains. However, there are many factors other than the motivational groups that could have contributed to this outcome. These PP students progressed less well than the entire PP cohort, but better than the other PP Boys in the year group.

**This programme incurred no cost from the PP Budget**

**Action:** Renew in 2018-19 and provide finance so that the project can be expanded to involve more students.

**8. Resources for the ARP**

This intervention was provided for 18 students, two in year 10, six in year 9, one in year 8 and nine in year 7.

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Six of the eighteen students are eligible for Pupil Premium funding.

Four of the cohort are named for the ARP and a further four receive supported hours.

**Student Interviews:**

The three students interviewed all feel that the intervention is improving their reading, writing and spelling. One student said that they had noticed benefits in lessons e.g. knowing when to use capital letters.

All three of them commented that disruptive behaviour in mainstream lessons by other students has on occasions disrupted their learning.

They would all like the intervention to continue next year so they continue to see the benefits outlined above.

**Resources for the ARP - COST PER PUPIL = £3000/18 = £166.67**

**Action:** See ARP Review for further information about effectiveness.

**9. Alternative Provision**

We have continued to support three Year 11 students, and now two Year 10 students on alternative provision. Four of the five students are PP students. The four PP students are all Male, and are placed at either CONEL or First Rung. They are also being supported through the local authority's Behaviour Support Programme. Those that started their programmes in September are still on track. One to complete some GCSE subjects, the other to complete Entry Level 3 and one Level 1 qualification in numeracy. The two students in year 10 at First Rung have started recently on an entry level programme focused on English, Maths, ICT, and Business Administration. The one female student is working to complete GCSE Subjects with the attendance support unit which is based in West Lea School.

For the three year 11 students, attendance improved once they had been enrolled on college courses.

They all completed their courses and one student achieved a grade 3 in both English and Mathematics. This is significant because 2 of these students had been at risk of exclusion prior to this alternative provision being made available to them.

**Alternative Provision - COST PER PUPIL = £30,932.13/5 = £6186.40**

The main benefit of this intervention has been a reduction in the number of permanent exclusions during 2017-18 compared with the previous year.

**Action:** Continue in 2018-19 subject to there being suitable students.

**10. Pupil Premium Bids**

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This year there were four successful PP bids totalling £3899.90. The bid evaluations are attached in the appendix 1. A brief summary of the costs per PP Pupil are below:

**Food Technology GCSE Intervention – £372/8 = £46.50**

**KS4 Art – Supplies for PP students - £1140.40/ 118 = £9.66**

**Science Investigation Club - £426.74 – cost per pupil difficult to determine due to attendance.**

**GCSE Science Intervention - £620 / 25 = £24.80**

### **11. School Counsellor**

The service continues to be used extremely well, demand is high, self-referral has increased, in particular from students in key stage 4. There has been a significant increase in male students using the service, from years 11/12 and 13. As before issues are not related directly to school/learning, however the age/stage students are at means that any mental health /emotional well-being challenges they are experiencing is heavily impacted on by the extra stresses of expectations on them and future planning they may have to be making decisions about. This means the work with them has many tangents, e.g. immediacy of their situation and helping them to be able to focus on their studies and future, looking at how 'past' is impacting on their 'present' and working with any mental health issues. There has been an increase in working in the areas of, Gender/Sexuality/Personal Identity, Suicidal thoughts, ideation and substance misuse. Successful endings to counselling have happened and are currently being worked towards for those leaving Year 11, some students have been able to progress to fortnightly and/or only as and when needed appointments. For those young people who have and will have ongoing mental health issues and or extra challenges, e.g. Autistic Spectrum, they continue to be seen weekly to support their access to curriculum/learning and in some cases difficulties with social interaction. It continues to be a serious issue in the lack of outside agencies to support young people when they leave school, even if they attend college /university.

**Cost: £28,152**

**It is very difficult to measure the impact financially. However the intervention was reviewed very positively by OFSTED in June 2018 and described as 'great value for money'.**

### **12. Smaller Group Sizes in English and Mathematics**

The data suggests the support has benefitted all Pupil Premium students especially those in KS4.

Year 11	% Achieving a Grade 5+ in English and Mathematics			
	Autumn 2	Spring 2	Result 2018	Result 2017
PP Students	20	24	17	13
Non - PP	44	44	39	27

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The predicted outcomes for the PP students against this measure were overinflated throughout the year. This year's cohort of PP students performed 4% better than that of 2017, but the improvement for non-PP students was 12%.

**Cost per PP Pupil = 82,198 / 147 = £559.17**

**13. Improving Teaching and Learning using the CLT team**

CLT has led work with the Curriculum Deputy across the year to continue to improve teaching and learning.

The pre-eminence given to the impact of teacher quality on student achievement – specifically on disadvantaged students – is supported by research, including the study undertaken by the Sutton Trust (Improving the impact of teachers on pupil achievement in the UK – interim findings, September 2011).

The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.

**Key areas from CLT work 2017/18:**

Improved lesson observation and lesson drop-in paperwork to allow closer follow up work with teachers to improve areas of practice.	20 teachers were involved in 1 to 1 work with the CLT team across the year. 18 made improvements in their practice as seen through on-going observations. Ofsted June 2018 "Leaders' monitoring of teaching and learning has improved, enabling leaders to ensure that teachers receive better training and support. Trainee teachers receive good support which enables them to develop their craft."
Improving marking and feedback across the school through training and monitoring	Work scrutinies indicate that marking and feedback across the school has continued to improve. Ofsted June 2018 "Work in pupils' books shows that they are now reaching higher standards across a range of subjects compared to previous cohorts. This lends confidence to leaders' expectations of improved results this year."
Improve questioning to extend and challenge pupils	Questioning has improved but this will continue to be a priority as Ofsted did not see enough questioning to deepen knowledge. Ofsted June 2018 "Leaders and managers have

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	set out clear expectations to improve teaching, outcomes and behaviour. Better training is improving teaching”
Planning to match need – introduction of CIF	Teachers “know” their students better and can plan seating plans and learning. Advisors, Ofsted have suggested that this is good practice and really helps ensure staff know the students. Ofsted June 2018 “Ofsted June 2018 “The Headteacher and the Deputy Headteachers have taken effective action to improve teaching, behaviour and achievement. Outcomes are starting to improve as a result of this action.”
Developing literacy skills	Whole-school briefings used to present research about the impact of low literacy levels on life chances. Departments have used FDT to address this in resources and SOL through topic sentences, improving vocab, using feedback

**CLT PP LEAD - COST PER PUPIL = £43,978/1263 = £34.82**

**PP CHAMPION – COST PER PUPIL = £32,799/1263 = £25.97**

**14. Improving attendance and reducing persistent absence**

Attendance is rigorously tracked using SOL attendance. Interventions and support are put in place for students with attendance below 90%. Those whose attendance is a few percent above this are also monitored to ensure they do not drop below 90%. The interventions include home visits, parental meetings and the strategic use of a hardship fund to provide uniform and other financial assistance if required.

The impact of this has been as follows:

<b>Attendance Measure</b>	<b>2017 -18 (to June 2018)</b>	<b>2016-17</b>	<b>2016-17 National</b>
<b>% Absence PP</b>	<b>6.6</b>	<b>8</b>	<b>7.5</b>
<b>% Absence Non-PP</b>	<b>4.5</b>	<b>4.9</b>	<b>4.2</b>
<b>% Persistent Absence PP</b>	<b>18.3</b>	<b>27.8</b>	<b>22.4</b>
<b>% Persistent Absence Non-PP</b>	<b>9.2</b>	<b>12.6</b>	<b>8.5</b>

For both PP and Non -PP students the numbers are better against all the measures than those achieved in 2016-17. With the exception of persistent absence among non PP students there is still some work to do to meet the national averages from 2016-17.

**Improving Attendance - COST PER PUPIL = £13,557/1263 = £10.73**

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**Attainment of Students during 2017-18**

Using our internal data monitoring systems it is possible to measure the attainment made by pupil premium and non-pupil premium students across 2017-18. I have recorded this below:

**KS3**

In year 7 pupil premium students have improved their attainment in the core subjects. However, they are still failing to meet the Chace target in Science. The gap between the performance of PP and Non-PP students has reduced since the beginning of the academic year in all subjects but is only meeting the Chace target in English.

KS3 Subject APS v FFT Benchmarks	Student group	Average Points Score						
		Year 7						
		Number	AUTUMN	SPRING	SUMMER	Chace Target	FFT50	FFT20
English	Pupil Premium	74	4.17	4.40	<b>4.53</b>	4.49	4.34	4.65
	Non Pupil Premium	148	4.78	4.79	<b>4.75</b>	4.79	4.64	4.95
	Gap		0.61	0.39	0.22	0.30	0.30	0.30
Maths	Pupil Premium	74	4.62	4.70	<b>4.74</b>	4.45	4.25	4.66
	Non Pupil Premium	148	5.20	5.10	<b>5.28</b>	4.69	4.49	4.90
	Gap		0.58	0.40	0.54	0.24	0.24	0.24
Science	Pupil Premium	74	3.41	3.54	<b>4.00</b>	4.04	3.86	4.23
	Non Pupil Premium	148	4.00	4.21	<b>4.41</b>	4.31	4.13	4.49
	Gap		0.59	0.67	0.41	0.27	0.27	0.26

In year 8 pupil premium students have improved their attainment in English and Science. However they are still not meeting the Chace target in English. The gap between the performance of PP and Non-PP students still exceeds the Chace target in Maths and Science.

KS3 Subject APS v FFT Benchmarks	Student group	Average Points Score						
		Year 8						
		Number	AUTUMN	SPRING	SUMMER	Chace Target	FFT50	FFT20
English	Pupil Premium	98	4.28	4.23	<b>4.38</b>	4.48	4.33	4.63
	Non Pupil Premium	119	5.04	4.93	<b>5.03</b>	5.15	4.99	5.31
	Gap		0.76	0.70	<b>0.65</b>	0.67	0.66	0.68
Maths	Pupil Premium	98	4.83	4.87	<b>4.76</b>	4.40	4.19	4.61
	Non Pupil Premium	119	5.74	5.76	<b>5.70</b>	5.12	4.94	5.31
	Gap		0.91	0.89	<b>0.94</b>	0.72	0.75	0.70
Science	Pupil Premium	98	3.99	4.05	<b>4.09</b>	4.03	3.85	4.21
	Non Pupil Premium	119	4.72	4.95	<b>4.81</b>	4.68	4.50	4.87
	Gap		0.73	0.90	<b>0.72</b>	0.65	0.65	0.66

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In year 9 pupil premium students have only improved their overall attainment in English during the year. They are only meeting the Chace target in Mathematics. The gap between PP and Non –PP students exceeds the Chace target in all core subject areas.

KS3 Subject APS v FFT Benchmarks	Student group	Average Points Score						
		Year 9						
		Number	AUTUMN	SPRING	SUMMER	Chace Target	FFT50	FFT20
English	Pupil Premium	68	3.90	4.21	<b>4.28</b>	4.42	4.27	4.58
	Non Pupil Premium	140	4.41	4.59	<b>4.68</b>	4.79	4.64	4.95
	Gap		0.51	0.38	<b>0.40</b>	0.37	0.37	0.37
Maths	Pupil Premium	68	4.95	4.79	<b>4.60</b>	4.32	4.12	4.53
	Non Pupil Premium	140	5.44	5.36	<b>5.21</b>	4.69	4.49	4.90
	Gap		0.49	0.57	<b>0.61</b>	0.37	0.37	0.37
Science	Pupil Premium	68	3.79	4.33	<b>3.71</b>	3.97	3.78	4.15
	Non Pupil Premium	140	4.44	4.56	<b>4.22</b>	4.31	4.13	4.50
	Gap		0.65	0.23	<b>0.51</b>	0.34	0.35	0.35

**KS4**

**Year 11 Progress 8 and Attainment 8**

The Progress 8 PP gap in year 11 is comparable to that from 2017. However the performance of both PP and Non PP students in 2018 is much better than that obtained by those groups in 2017. The progress of students in English closely matched what was predicted in Spring 2. However in Maths the actual results were nearly half a grade worse than what was predicted. In both the EBacc and open baskets the outcomes exceeded predictions and this was in part due to students studying the new GCSE specifications in a range of non-core subjects and teachers being uncertain about grade boundaries.

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BASKET	Student group	Year 11 Progress 8 Score								
		Number	AUT1	AUT2	SPR2	2018 Result	2017 Result	Chace Target	FFT50	FFT20
Overall	Pupil Premium	71	-0.51	-0.58	-0.50	<b>-0.45</b>	-0.87	0.00		
	Non Pupil Premium	127	-0.12	-0.13	-0.15	<b>-0.07</b>	-0.53	0.00		
	Gap		0.39	0.45	0.35	<b>0.38</b>	0.34	0.00		
English	Pupil Premium	71	-0.85	-0.66	-0.53	<b>-0.59</b>	-0.75	0.00		
	Non Pupil Premium	127	-0.39	-0.15	-0.10	<b>-0.10</b>	-0.27	0.00		
	Gap		0.46	0.51	0.43	<b>0.49</b>	0.48	0.00		
Maths	Pupil Premium	71	-0.40	-0.51	-0.48	<b>-0.94</b>	-0.99	0.00		
	Non Pupil Premium	127	-0.01	0.09	0.04	<b>-0.40</b>	-0.78	0.00		
	Gap		0.39	0.60	0.52	0.54	0.21	0.00		
Ebacc	Pupil Premium	71	-0.38	-0.54	-0.46	<b>-0.35</b>	-0.56	0.00		
	Non Pupil Premium	127	-0.01	-0.14	-0.26	<b>-0.01</b>	-0.40	0.00		
	Gap		0.37	0.40	0.20	<b>0.34</b>	0.16	0.00		
Open	Pupil Premium	71	-0.51	-0.61	-0.53	<b>-0.12</b>	-1.15	0.00		
	Non Pupil Premium	127	-0.13	-0.26	-0.21	<b>0.10</b>	-0.65	0.00		
	Gap		0.38	0.35	0.32	<b>0.22</b>	0.50	0.00		

BASKET	Student group	Year 11 Attainment 8 Score								
		Number	AUT1	AUT2	SPR2	2018 Result	2017 Result	Chace Target	FFT50	FFT20
Overall	Pupil Premium	71	35.05	34.32	35.15	<b>36.16</b>	35.78	42.00	40.00	44.00
	Non Pupil Premium	127	45.81	46.00	45.69	<b>46.31</b>	41.61	51.00	49.00	53.00
	Gap		10.76	11.68	10.54	<b>10.15</b>	5.83	9.00	9.00	9.00
English	Pupil Premium	71	7.12	7.48	7.74	<b>7.73</b>	8.04	9.00	8.60	9.40
	Non Pupil Premium	127	9.27	9.80	9.90	<b>9.81</b>	9.51	10.90	10.60	11.20
	Gap		2.15	2.32	2.16	<b>2.08</b>	1.47	1.90	2.00	1.80
Maths	Pupil Premium	71	6.79	6.52	6.57	<b>5.77</b>	6.39	8.10	7.80	8.40
	Non Pupil Premium	127	9.08	9.36	9.21	<b>8.30</b>	7.51	10.00	9.60	10.40
	Gap		2.29	2.84	2.64	2.53	1.12	1.90	1.80	2.00
Ebacc	Pupil Premium	71	9.27	8.80	9.08	<b>10.38</b>	10.21	11.70	11.10	12.30
	Non Pupil Premium	127	12.70	12.41	12.07	<b>13.55</b>	11.53	14.70	14.10	15.30
	Gap		3.43	3.61	2.99	<b>3.17</b>	1.32	3.00	3.00	3.00
Open	Pupil Premium	71	11.88	11.51	11.76	<b>12.27</b>	11.13	13.80	13.20	14.40
	Non Pupil Premium	127	14.77	14.43	14.51	<b>14.65</b>	13.07	16.35	15.60	17.10
	Gap		2.89	2.92	2.75	<b>2.38</b>	1.94	2.55	2.40	2.70

**Year 10 Progress 8 and Attainment 8**

The Progress 8 gap between PP and Non PP students is much higher than in year 11 (half a grade as opposed to one third). PP students are projected to perform much worse than in 2018 in all baskets except for mathematics. However in a number of subjects in both the open and Ebacc areas, predictions are likely to be revised upwards in light of the outcomes obtained in 2018.

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BASKET	Student group	Year 10 Progress 8 Score								
		Number	AUT1	AUT2	SPR2	2018 Result	2017 Result	Chace Target	FFT50	FFT20
Overall	Pupil Premium	76		-0.67	<b>-0.66</b>	-0.45	-0.87	0.00		
	Non Pupil Premium	132		-0.07	<b>-0.03</b>	-0.07	-0.53	0.00		
	Gap			0.60	<b>0.63</b>	0.38	0.34	0.00		
English	Pupil Premium	76		-1.10	<b>-0.87</b>	-0.59	-0.75	0.00		
	Non Pupil Premium	132		-0.35	<b>-0.22</b>	-0.10	-0.27	0.00		
	Gap			0.75	<b>0.65</b>	0.49	0.48	0.00		
Maths	Pupil Premium	76		-0.33	<b>-0.30</b>	-0.94	-0.99	0.00		
	Non Pupil Premium	132		0.09	<b>0.21</b>	-0.40	-0.78	0.00		
	Gap			0.42	<b>0.51</b>	0.54	0.21	0.00		
Ebacc	Pupil Premium	76		-0.43	<b>-0.63</b>	-0.35	-0.56	0.00		
	Non Pupil Premium	132		0.06	<b>-0.03</b>	-0.01	-0.40	0.00		
	Gap			0.49	<b>0.60</b>	0.34	0.16	0.00		
Open	Pupil Premium	76		-0.85	<b>-0.78</b>	-0.12	-1.15	0.00		
	Non Pupil Premium	132		-0.12	<b>-0.05</b>	0.10	-0.65	0.00		
	Gap			0.73	<b>0.73</b>	0.22	0.50	0.00		

BASKET	Student group	Year 10 Attainment 8 Score								
		Number	AUT1	AUT2	SPR2	2018 Result	2017 Result	Chace Target	FFT50	FFT20
Overall	Pupil Premium	76		36.74	<b>37.43</b>	36.16	35.78	45.00	43.00	47.00
	Non Pupil Premium	132		45.83	<b>45.75</b>	46.31	41.61	48.50	46.00	51.00
	Gap			9.09	<b>8.32</b>	10.15	5.83	3.50	3.00	4.00
English	Pupil Premium	76		7.22	<b>7.79</b>	7.73	8.04	9.80	9.40	10.20
	Non Pupil Premium	132		9.28	<b>9.47</b>	9.81	9.51	10.50	10.20	10.80
	Gap			2.06	<b>1.68</b>	2.08	1.47	0.70	0.80	0.60
Maths	Pupil Premium	76		7.70	<b>7.84</b>	5.77	6.39	8.60	8.20	9.00
	Non Pupil Premium	132		9.22	<b>9.29</b>	8.30	7.51	9.30	9.00	9.60
	Gap			1.52	<b>1.45</b>	2.53	1.12	0.70	0.80	0.60
Ebacc	Pupil Premium	76		10.16	<b>9.71</b>	10.38	10.21	12.60	12.00	13.20
	Non Pupil Premium	132		12.72	<b>12.29</b>	13.55	11.53	13.80	13.20	14.40
	Gap			2.56	<b>2.58</b>	3.17	1.32	1.20	1.20	1.20
Open	Pupil Premium	76		11.67	<b>12.07</b>	12.27	11.13	14.70	14.10	15.30
	Non Pupil Premium	132		14.62	<b>14.69</b>	14.65	13.07	15.60	15.00	16.20
	Gap			2.95	<b>2.62</b>	2.38	1.94	0.90	0.90	0.90

**Recommendations for 2018-19**

The review aimed to answer the following questions:

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- Is the pupil premium funding raising the attainment of the identified students?
- Is the pupil premium funding narrowing the gap between the attainment of those identified as pupil premium and the other students at Chace?
- Do pupil premium students find the interventions beneficial and effective?
- What additional interventions do we need to provide for pupil premium students and their parents in 2018-19 to further narrow the gap in attainment between them and the rest of their peers?

**Is the pupil premium funding raising the attainment of the identified students? Is the pupil premium funding narrowing the gap between the attainment of those identified as pupil premium and the other students at Chace?**

In 2018 the progress of year 11 pupil premium students was significantly better than that obtained by the 2017 cohort. The progress 8 score rose from -0.87 to -0.45. However this improvement was mirrored by non-pupil premium students so the gap is still about one third of a GCSE grade. In year 10 (year 11 2018-19) the PP gap is currently predicted to be two thirds of a GCSE grade so work will need to be done to address this in the coming months.

When considering individual interventions there is insufficient empirical evidence to suggest that they are having a positive impact on the students that participate in them.

**Conclusion:** The progress of Pupil Premium students has been better in 2018 than in 2017 but is still significantly worse than that on the non-pupil premium group. The Pupil Premium strategy has failed to substantially narrow the attainment gap between the two groups. In year 10 (year 11 2018-19) the PP gap is currently predicted to be two thirds of a GCSE grade.

**Do pupil premium students find the interventions beneficial and effective?**

The student's feedback about their interventions is overwhelmingly positive. For those for which a sample of students was interviewed the feeling was that the interventions should be allowed to continue next year either for themselves or a new cohort of students. This was because their perception was that they had been beneficial and clearly enjoyable.

**Conclusion:** The students who were interviewed felt their interventions had been beneficial and enjoyable. However there is only limited evidence to suggest they were effective.

**What additional interventions do we need to provide for pupil premium students and their parents in 2018-19 to further narrow the gap in attainment between them and the rest of their peers?**

A high proportion of our current interventions are contributing towards improvements for PP and Non –PP students. In many cases such as in English, Maths and reading groups the improvements for Non –PP students are greater than those for the PP group.

Perhaps we need to fund a greater number of interventions that are only for PP students such as:

- AFA Mentoring for targeted group of underachieving Boys.

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- Chace University.
- Brilliant Club.
- Boy's motivational groups.
- Greater number of faculty bids – larger proportion of the PP budget spent on bespoke subject based interventions targeted solely at the PP students.
- Interventions targeted at adopted students.

**Conclusion:** Spend a greater proportion of the PP Budget on interventions that are solely for PP students are less on interventions that benefit all students.

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**Appendix 1 – PP Bid Reviews.**

**Narrowing the Gap Bid for Pupil Premium Funding 2017/18**

**Evaluation Form**

An evaluation needs to be completed for every intervention that has been the result of a successful Pupil Premium bid.

Subject Art	Teacher A Constantinou
Intervention: To provide students with the equipment they need in order to fully access the curriculum. Students received a pack that they took home.	

**Evaluation of impact and objectives of the intervention:**

Lack of specific equipment at home has hindered progress in the past. Access to the equipment enabled some of our less organised students to be in a position where everything was in place for them, giving students a positive start and creating the right mind-set. This worked particular well with the boys and has had a direct impact on grades. Art equipment can also be expensive so this allowed all to access the curriculum at home, also the quality of the materials were superior to materials that students had at home.

**Evidence (data, observation, student evaluation etc):**

Please attach any supplementary evidence

In the GCSE data analysis, teachers commented on the positive impact the equipment had.

Students really valued the equipment and took pride in their pack. A number of the more challenging boys looked after the equipment well and carried it around with them, this will definitely have a positive impact on grades.

4+

PP 93% none PP 97%

Signed .....A Constantinou.....(Teacher) Signed...D  
Glyde.....(HoF) Date.....26/06/2018 .....

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**Narrowing the Gap Bid for Pupil Premium Funding 2016/17**

**Evaluation Form**

An evaluation needs to be completed for every intervention that has been the result of a successful Pupil Premium bid.

**Please return this evaluation to PJO**

Subject Science	Teacher Sophie Adam
Intervention: 20-20 Learning intervention session	

**Evaluation of impact and objectives of the intervention:**

5 hours of expert intervention was given by Twenty Twenty Learning. We selected specific AQA Trilogy Combined 9-1 topic that are students were under performing in and 20-20 Learning covered the information with our students. Students were given the opportunity to really immerse themselves in the subject through a variety of different learning activities. Students all received a full colour booklet to cover the workshop activities which included material for independent revision.

**Evidence (data, observation, student evaluation etc):**

Please attach any supplementary evidence

Please see attached sheet from 20-20 Learning

Signed ...Sophie Adam .....(Teacher)

Signed.....(HoF) Date.....

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**Evaluation Summary**  
GCSE Science  
Chace Community School

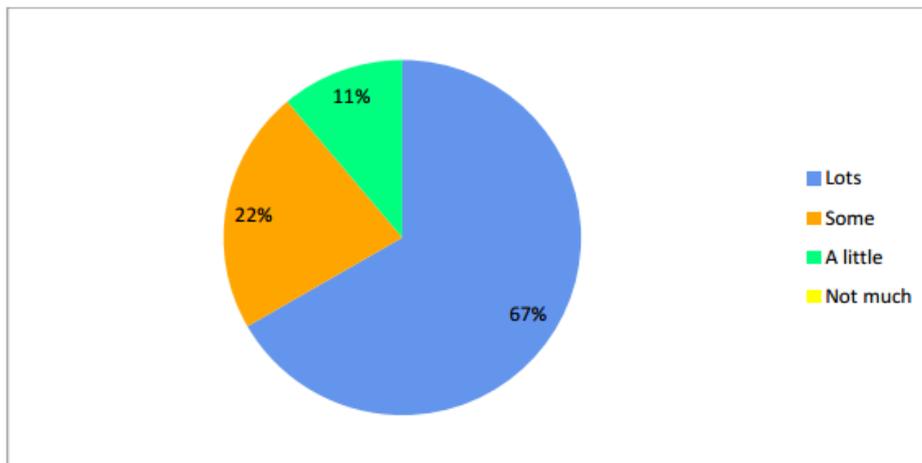


Friday 16<sup>th</sup> March 2018

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**Q1. How much did you enjoy today?**

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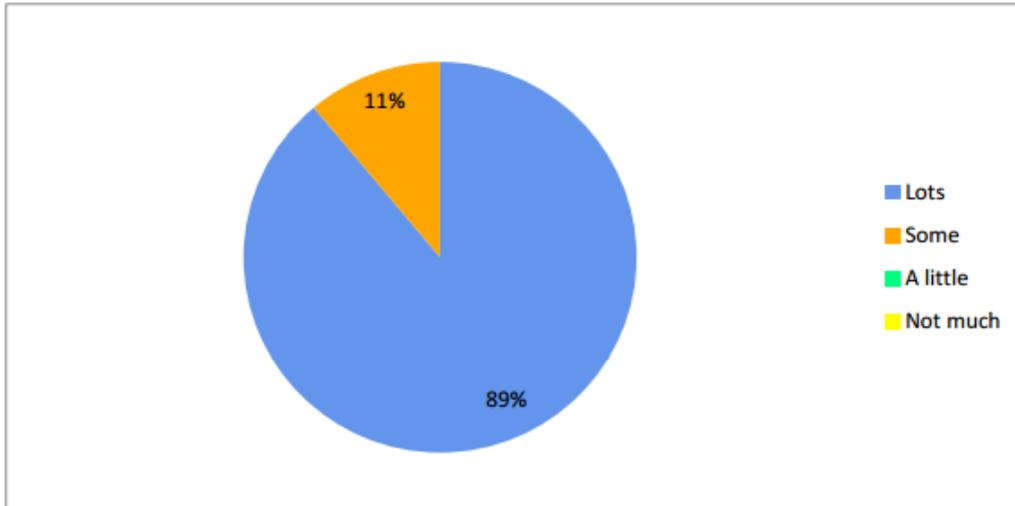
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**Q2. How useful was today?**

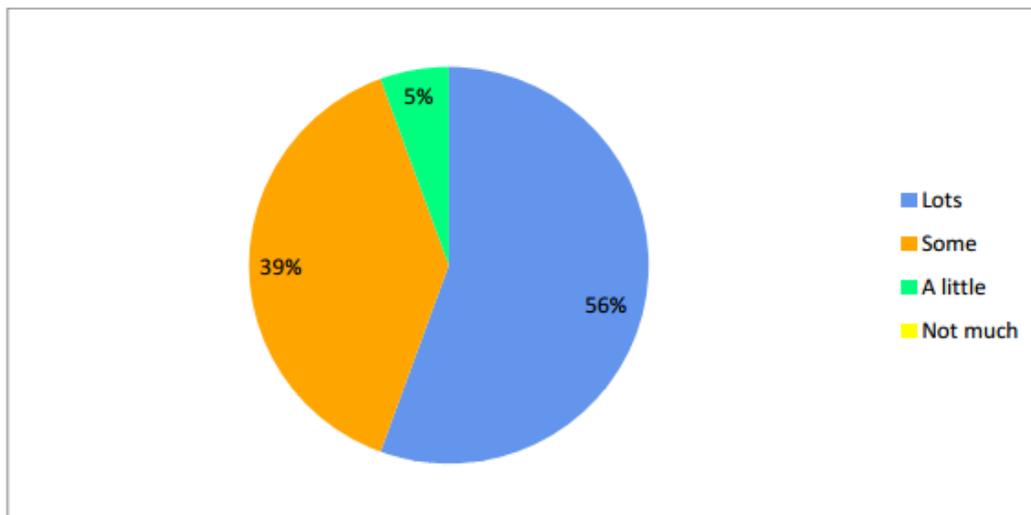
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**Q3. How confident do you feel after today?**

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**Q4. What has been particularly useful?**

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- The resources that were provided to us and the activities
- I understood more about how to do different calculations in Chemistry
- It's been useful because of how each topic was broken down
- Just making me feel more confident in things that I wasn't so comfortable in
- Explanations
- Going over subject in depth and teaching was so good
- I learnt how to balance equations more efficiently
- Balancing equations and learning about moles
- The pens were nice
- A lot of information in a little time and the individual help
- Going over difficult topics slowly and step by step
- Spending a whole day on one topic was beneficial and going through the information thoroughly was helpful
- Balancing equations, taking notes and teaching other people
- Doing tasks in groups because if I don't know it my group can help me
- The content in the powerpoint and the activities we took part in really boosted my confidence in chemistry
- Mass and atoms
- The going over of things and the explanations were perfect.

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**Q5. Any other comments?**

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- Would be good if we received extra questions we could do as revision
- Where was my instructor from?
- The booklet is helpful for revision
- Great enthusiasm, thanks a lot.

**100%** of your students would recommend a Twenty Twenty Learning workshop to a friend.

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**Narrowing the Gap Bid for Pupil Premium Funding 2017/18**

**Evaluation Form**

An evaluation needs to be completed for every intervention that has been the result of a successful Pupil Premium bid.

Subject Food preparation and Nutrition	Teacher Ann Leonard
Intervention: Revision session hours	

**Evaluation of impact and objectives of the intervention:**

We were able to give appropriate intervention for Year 11 Food Preparation and Nutrition by employing other support staff to assist in delivering after school, weekend and holiday workshops. Students were able to attend more Saturday workshops which gave a good standard of NEA completion. I had 30 hours of paid support from Sarah Dubiard last year which was very successful in achieving 79% A\*-C.

This year I would have liked the same support, unfortunately Sarah was unavailable due to personal circumstances so I deployed Fiona White to support. While this was useful and helped students produce better NEA Sarah's experience and knowledge of food would have been put to better use, I am hoping that she will be available next year.

**Evidence (data, observation, student evaluation etc):**

Please attach any supplementary evidence

84% of students achieved more than 50% on their NEA

All PP students have been meeting or exceeding their FFT 50&20 targets as per Spring 2 data analysis.

Signed ...Ann Leonard Teacher) Signed.....(HoF) Date.....

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**Appendix 2 Student Questions**

**Pupil Premium Learning Walk**

**Intervention:** \_\_\_\_\_

**Students:** \_\_\_\_\_

<b>1. Why were you chosen to receive this intervention</b>	
<b>2. How has this intervention helped you at school? How do you know?</b>	
<b>3. Can you identify anything that is stopping you from learning?</b>	
<b>4. How could Chace help you to get on better in your lessons</b>	
<b>5. Do you think this intervention should continue next year? If so, why?</b>	

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**Appendix 3**

**Student Groups**

**Breakfast Club – Tue AM**

Nathan Weiland	8RBI
Emma Povey	8ACW
Shadrach Okoye	7ETA
Tamantha Rann	9SAD

**Barge – Tue P5**

Jaime Leigh Docherty	7ETA
Francis Muka Mbala	7LMT
Glodie Vubu	7ACA

**ARP – Wed P3**

Leo Chapman	9LWI
Francesca Butcher	9LWI
Tia Tarner	9LWI

**Brilliant Club/Chace University - Tue P1**

Rene Kande	10TGO
Chris Koseda	10AGY
Moska Suratgar	9AWi
Pia-Llewella Jones	9MBr

**Reading Groups – Tue P4**

Sophie Kent	8SCH
Zeynep Baser	7ACA
Shane O'Connor	8ACW
Eren Poyraz	8ACW