Chace Community School Pupil Premium Strategy Statement 2025-26

This statement details Chace Community 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
School name	Chace Community School
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (Year 1 of 3 year plan)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Tanya Douglas
Pupil premium lead	Carly Lynch
Governor / Trustee lead	Tracey Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£356,190

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. They 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 previous Pupil Premium reviews. 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	Some pupils arrive in Year 7 having not met the expected standard in English / literacy at the end of KS2
2	The attendance of students eligible for Pupil Premium is lower than that for the rest of the cohort
3	Pupil Premium students have limited cultural capital compared to their peers. 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
Improve outcomes for all and narrow gaps for boys, most able and disadvantaged students	The attainment gap is reduced at each data drop.
Ensure students have the foundational knowledge they need to access the curriculum and make sure they know more, remember more and can do more in each Key Stage across all subjects.	Evidence in students' books and assessments over time demonstrates a narrowing performance gap between disadvantaged students and all students.
Ensure that all teachers follow the Behaviour Policy so that expectations of pupils are consistent in lessons and around the school.	Behaviour for learning seen in lessons is good. Incidents reduce . The number of individual teachers who are supported reduces. internal and FT exclusion rates drop over time and the gap between disadvantaged and all students is consistently narrowed.
Improve attendance and reduce persistent absence – to meet and exceed national average	Whole school attendance to be above 94%. Sustained reduction in gap between persistent absence rates of disadvantaged and all students. %age of persistent disadvantaged absence to be below 13.9%
To provide opportunities beyond the normal curriculum to develop the cultural capital of pupils through a variety of experiences. To ensure that the RSE curriculum is delivered to a high standard.	Provide opportunities beyond the curriculum for students to: Extend the curriculum Develop character Prepare for future success Prepare for life in modern Britain
Teach and promote high standards of literacy and reading. Improved reading ages and Standard Age Score (SAS) of disadvantaged students.	Reading ages for disadvantaged students to meet or exceed their chronological ages. Standard Age Score (SAS) is above the National Average and in line with non-pupil premium peers.
Students' understanding of potential careers and educational destinations is deepened within the careers element of the character curriculum and over time, all students develop a structured career plan which they are able to articulate and act upon..	Students' Unifrog accounts provide increasing evidence of students' successfully completing and recording tasks.

Activity in this academic year

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

Teaching

Budgeted cost: **£95,495.33**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a full and rigorous CPD plan for all staff - Whole staff dis advantaged train ing - Twilight sessions specifically targeted to support ing staff in re moving barriers - Teacher develop ment groups	Sutton Trust report July 2015 'Pupil Premium Next Steps' recommend improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively. Centre for Excellence and Outcomes in Children and Young People's Services report – 'The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters'. 'Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty'	1,4
Use of Teaching Development Time to give more time to staff for subject specific CPD to ensure quality first teaching.		
Well planned and researched PD is provided regularly to staff to demonstrate how active participation is created (based on work of Anita Archer)		
Whole school literacy programme - use of Accelerated Reader programme with all KS3 students having one library lesson per week. To improve the reading ages of KS3 pupils The profile of reading across the whole-school community will be built through Literacy The Day form time, Word of the week, Reading misconception videos, "what I am reading posters", Book clubs, parent bulletin sharing, and use of rewards.	Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019) Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.'(DfE Oct 2021)	1

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

Budgeted cost: **£41,124.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions for targeted underachieving students at KS4 led by faculties. This will include lunch and after school study sessions, holiday revision sessions and Saturday sessions. (small groups in the first instance). Register to be created on Arbor and reports used to track attendance	"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition). EEF teaching & learning toolkit 4+ months improvement (Small group tuition)	1
One-to-One meetings with year 11 pupil premium students with negative progress and greater than 80% attendance to discuss strategies to improve their outcomes. Mentoring programme for year 7 -10 PP students.	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF - Mentoring)	2,3,4
Homework club for 4 nights per week to support students in completing homework.	Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported e.g through providing homework clubs for pupils" (EEF - Homework)	1,4
	“UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds.” (Dr John Jerrim, Sutton Trust, September 2019)	1,4,5
Provide 1 to 1 instrumental tuition for PP students who study GCSE Music	This intervention aims to improve the cultural capital of PP students. ‘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	3

	programmes. Additionally, the home environment may not be conducive for individual practice'. Progression in instrumental music making for learners from disadvantaged communities, Hallam & Burns Sept 2017 – Arts Council England.	
Imbedding Unifrog across the school PAL and Gatsby benchmarks evidenced Appointment of Careers Coordinator to lead on this work alongside Careers Lead Continued use of external careers advisor for Y9, 11 and 12	"High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes". Sir Kevan Collins, CEO of EEF (July, 2016)	3
Provide opportunities beyond the curriculum for students to: ● Extend the curriculum ● Develop character ● Prepare for future success ● Prepare for life in modern Britain		
Online programmes to support with home learning and making sure all students have access to high quality teaching resources from home such as Sparx Maths, Educake and Seneca	UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds." (Dr John Jerrim, Sutton Trust, September 2019)	1,4
	Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.'(DfE Oct 2021)	1,4

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

Budgeted cost: **£219,114.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Ensuring all PP students have the opportunity to improve their cultural capital by being able to experience the Arts. This includes Theatre, exhibitions and overseas visits. The EEF toolkit suggests that when managed properly, allowing students to fully participate in the Arts can add three months of learning in one calendar year.	3
Employment of extra pastoral staff - Pastoral Managers.	EEF Behaviour report. October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5,6
Allow teaching to flow and not be disrupted. Embed new routines for break, bus stop, plimsolls to further level up expectations using the values to drive these Reduce lesson relocations per week through quality first teaching to prevent staff needing to use relocation. Staff using values when pressing and holding students to account around school		5,6
Lesson start and end routines reinforcing the calm and purposeful start to each day after the morning lineup		2,3,5,6
Provide Counselling services in-house to support vulnerable learners		6
Use of Attend platform for more rigorous attendance tracking. Fortnightly morning form time sessions with a focus on the importance of attendance, after October half term, personalised sessions per form class, focussed on individual attendance.	Wider strategies including increasing attendance have proved to be effective in improving outcomes for disadvantaged students. (EEF, July 2019) More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately when a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in	2

Prioritising of disadvantaged students for home contact, visits and clinics - Monitoring by progress team - Competitions and re ward schemes	getting their children to school. face in getting their children to school. (Supporting the attainment of Disadvantaged Students, DFE November 2015)	
Students with excellent attendance are celebrated and have regular rewards.		2,5
Careers programme To provide high quality career guidance to support disadvantaged students in making informed decisions that are ambitious for their future. Within the character curriculum, delivered through assemblies, tutorials and enrichment days, students develop a careers action plan using Unifrog online toolkit. University Visits To raise students' aspirations and ensure they understand the full range of opportunities available to them.	Gatsby benchmarks "Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance."	

Total budgeted cost: £355,734.13

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using Key Stage 4 performance data. Please see a summary for this data for disadvantaged students only below:.

Measure	2025	2024	2023	2022	2019	2018
Number of Pupil Premium Students	**76**	67	73	72	73	81
%Achieving Grade 5+ in English and Maths	**28**	10	22	23	21	17
Attainment 8	**35.68**	26.84	35.27	35.36	37.65	36.45
Progress 8	***-0.50***	-1.12	-0.72	-0.64	-0.61	-0.42
KS2 Prior Attainment	**n/a**	102.5	102	100	4.67	4.46

Please note that due to there being no KS2 data for the 2025 cohort the Progress 8 measure is based on CAT4 data from FFT and is not comparable to previous years.

Overall outcomes in 2025 were some of the best in recent years for Chace Community School in particular for Pupil Premium students and the number of Pupil Premium students achieving grade 5+ the highest it's ever been. Pupil Premium strategies in the last 2 years, including additional teaching funded via the school-led NTP programme, have led to a narrowing of 'Pupil Premium Gaps', although it is clear that there is further work to do in order to reach national averages.

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
Literacy Programme	Accelerated reader
Online Science Resources	Sparx Science
Online Maths Resources	Sparx Maths
Online English Resources	Educake
Careers tracking system	Unifrog