

Chace Community School Pupil Premium Review

14th July 2021

Introduction

This has been a difficult year for all and has greatly affected the whole community at Chace. After the initial wave of the pandemic and subsequent lockdowns in autumn 2020, there was optimism that in 2020-21 schools would return to some form of normality. Then the government announced that schools would be closed for the first ten weeks of 2021.

It has been well documented that the pandemic has resulted in the gap between rich and poor increasing. Poorer students have struggled more than their more affluent counterparts to access online learning, initially because of a lack of access to the necessary hardware but also because of 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 review aims to answer the following questions about the Chace students:

- Is the pupil premium (PP) funding raising the attainment of the identified students?
- How did students cope during the lockdown and what lessons can we learn from this?
- What additional interventions do we need to provide for pupil premium students and their parents in 2021-22 to further narrow the gap in attainment between them and the rest of their peers?

The review will consider the following evidence:

1. The Pupil Premium Strategy Statement for 2020-21 - which has been RAG rated by key stakeholders and intervention leaders
2. KS3/4 Summer Data
3. One-to-one student interviews with Senior and Middle Leaders
4. Online student survey
5. Online parent Survey

1. Pupil Premium Strategy Statement

The statement, which is published annually on the school website, is divided into 11 sections.

- Summary data about the student body
- Long term plan containing the rationale for our priorities linked to research evidence
- The nine priorities that we aimed to address in 2020-21

Towards the end of the academic year, the staff lead was asked to RAG rate actions they had taken to help us meet our priorities. The full statement can be found in Appendix 1.

Priority 1: Improve outcomes of all pupils – raise attainment and levels of progress to ensure that all students' progress meets or exceeds national average including all key groups

The school performance tables will not be published for the 2020-21 school year. The priority instead has been to ensure that the TAG process was carried out efficiently. Part of this was to ensure PP students were not disadvantaged by this process as set out in our policy. The data collection, analysis and intervention cycle will begin again in September 2021 when we expect normality to return to the school day. At this point we will have a clearer picture of the current state of play in all year groups and be able to select the appropriate students for interventions to address attainment gaps.

The TAG data for the current year 11 PP cohort has been compared to the outcomes achieved by the those in 2019 and 2018 for a few key measures:

Measure	2021 TAGS	2019	2018
Attainment 8	4.03	3.70	3.64
Attainment 8 Gap between PP and Non PP students	1.42	1.01	1.10
% Achieving Grade 5+ in English and Mathematics	21	20	17
% Achieving Grade 5+ in English	44	38	33
% Achieving Grade 5+ in Mathematics	35	22	21
% Achieving Grade 4+ in English and Mathematics	55	43	32

Despite the attainment 8 improving significantly in 2021, the gap between PP and non-PP has increased. A greater proportion of PP students have achieved grade 5+ in English

and/or Mathematics and over half of that cohort has achieved grade 4+ in both subjects meaning they will not need to resit during their post 16 studies.

According to the most recent data the overall projected attainment of PP students at KS3 has increased in all the core subjects in year 7 since their first data entry. In year 8 it has reduced in English and Mathematics, while in year 9 it has reduced in English and Science since the pandemic began.

Priority 2: Improve the quality of teaching and learning so that it is at least consistently good by:

- providing a challenging curriculum with high-quality assessment
- ensuring deep subject knowledge and subject pedagogy
- knowing the students, planning to meet the needs and developing positive relationships

The work of CLT to improve the quality of teaching has continued throughout the academic year, despite the lockdown. Learning walks have provided evidence of improvements in the areas of subject knowledge, questioning and the quality of teaching. Other areas where improvements have been less rapid are to be prioritised in the next academic year.

The proposed cycles of SDT and PDT continued throughout the year, taking place online when face to face meetings were inappropriate. Faculty reviews were postponed and replaced with Curriculum health checks.

The funding of peripatetic teaching was a strength during the year. Lessons continued during the lockdown via Google Meet and in some cases instruments were loaned to students and delivered to their homes to prevent disruption to learning.

Priority 3: Improve outcomes 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

One innovation which will be referred to several times in this review is the smooth transition to online teaching by the school staff:

- Brilliant Club and Chace University were able to continue uninterrupted through the use of this technology. A high starter Google classroom has been set up for year 10 ensuring they have constant access to suitable resources.
- CLT supported all staff in being able to deliver high quality teaching online via Google Meet and even to be able to provide this during regular lessons for students who were isolating.

The school counsellor continued to provide support during the lockdown. Many would argue that this service became far more important at this time and it became a combination of face to face and telephone consultations. Demand for this service continues to be very high and the counsellor is struggling to meet the needs of all the students being referred to the service.

The school had two students involved with alternative provision and again both were able to have unbroken access to this through the use of online learning. They will both gain qualifications this summer.

As stated earlier, the attainment 8 score for the current year 11 PP cohort is significantly improved on previous years, however the gap between them and the rest of the year group has increased. You can see below how the gaps have changed for other key measures:

Measure	2021 TAGS	2019	2018
Attainment 8 Gap between PP and Non PP students	1.42	1.01	1.10
GAP % Achieving Grade 5+ in English and Mathematics	40	25	23
GAP % Achieving Grade 5+ in English	30	27	30
GAP % Achieving Grade 5+ in Mathematics	29	28	23
GAP % Achieving Grade 4+ in English and Mathematics	18	23	25

So clearly 'A rising tide lifts all ships' but those sailed by non pupil premium students rise a little faster.

The latest set of student data collected for KS3 gives a mixed picture regarding the state of gender and PP gaps. In the core subjects, when comparing the latest data to Spring 2020, we see the following:

Year 7: Gender gap in favour of boys in Maths and Science. Increasing in favour of girls in English. No PP gap in any of three subjects.

Year 8: Reduction in the gender gap in all three subjects. Increased PP gap in English and Maths

Year 9: Gender gap has increased in all three subjects. Increased PP gap in Science

The evaluations of the Pupil Premium Bids show that several proposed activities were disrupted or amended due to lockdown three. The decision to purchase Art resources proved fortunate as students were able to use these resources at home ensuring minimum disruption to their learning in that subject. The full set of evaluations can be seen in Appendix 6.

Priority 4: Improve attendance and reduce persistent absence – to meet and exceed national average

The focus has shifted from meeting the whole school target to managing student wellbeing and the track and trace procedures. School trips have been unable to take place so the focus of rewards has switched to opportunities closer to home.

The attendance team, along with other members of the pastoral team have been excellent ensuring every student received at least two or three wellbeing calls during lockdown 3. Despite all the disruption this year our current whole school attendance sits at 93%.

Priority 5: Improve quality of homework, ensuring tasks consolidate students' learning

At the start of 2020-21 the school switched to Google Classroom from Show my Homework. Monitoring reports were created that allowed middle leaders to check staff were setting appropriate homework for their students.

Parents were given the opportunity to sign up for weekly or daily update emails and were informed weekly if their child had failed to hand in a piece of homework by the due date.

They were informed in June that should their child fail to submit three or more homeworks by the due date in a given week they would need to attend Study Club in the library to complete those tasks. This initiative proved reasonably successful, especially with years 7 and 8.

Priority 6: Develop an effective careers strategy to raise aspirations, outcomes and support next steps

Despite all the upheaval Careers week took place providing multiple employer encounters for every year group. Year 11 careers morning included university and apprenticeships information, various employer encounters and advice and support with recruitment.

The year 10 intervention planned for a January start was delayed until the summer term. The compass tool suggests that the school is meeting benchmarks at a higher standard and above the national average. About two thirds of the students interviewed by middle and senior leaders would like to continue to study at our 6th form while about 80% are aspiring to attend university.

Priority 7: Teach and promote high standards of literacy, reading and, numeracy

All the interventions scheduled took place during the academic year. This included the development of new whole school numeracy principles, year 7 numeracy intervention and weekly numeracy activities in tutor time while the students were at school. Library lessons have proved very successful since the return to school after lockdown three. However the data from Accelerated Reader does not show the expected improvements in reading ages. This is primarily due to the effects of lockdown.

Priority 8: Promote a culture of excellence, improving pride and community cohesion leading to improved outcomes

This has been very difficult to quantify as there will be no external benchmarking of exam results in 2020-21. A lot of work was done during lockdown to support the welfare of all Chace students, including delivering praise postcards to their home addresses. The Headteacher has begun a rebranding process which includes three new values: Excellence, Respect and Belonging. A new prospectus is being developed, along with new pastoral systems to improve behaviour which will be rolled out in 2021-22.

Priority 9: Embed Student Leadership with students leading their learning/student voice supported by P16

The new Head Student group was elected in May 2021 through an online vote. Over 600 staff and students voted. While some School Council meetings have taken place during lockdown, it has been difficult to meet face to face and bubbles cannot mix.

The school council model is being revamped for 2021-22 with the introduction of the Smart School Council model. Each form will be expected to have one class representative who will be on the School Council. All students will be able to have a say in important issues via the Class meeting tool. It is hoped that this approach will improve democracy and allow the greater involvement of all students.

3. One-one student interviews with Senior and Middle Leaders

24 students were interviewed, a mix of PP and non-PP from years 7 to 10. Their responses can be seen in full in Appendix 3

When the data was considered for the whole group it was possible to make the following observations:

- The majority of students see socialising and meeting their friends as the best thing about school
- They have a range of favourite subjects
- Some chatting and distractions from other students is the common thing that stops them from learning
- The students had a variety of suggestions as to how the school could help them achieve more in lessons. Only one student cited an improvement in behaviour as a reason.
- Only a minority of the students selected ever had detentions. A greater proportion of these were PP rather than non-PP.
- Students would prefer to work at home than use the school library
- A number of students enjoyed the lockdown, although these were generally non-PP students. PP students were more likely to cite difficulties such as internet issues or family dynamics.
- Students in both groups had similar responses when asked if anything was stopping them from learning at home.
- All students have a strategy for getting help with their homework. Both groups identified siblings or their parents as the first port of call. Messaging teachers or browsing the internet were also common solutions.
- Only two students stated they did not have access to a computer at home whenever they needed it. They were both PP.
- Eight students said they had no additional extra curricular activities in a typical week.
- About half of the students surveyed read a book for pleasure at least two or three times per week. 38% of PP and 27% of non-PP students never read for pleasure at home.
- About two thirds of the students want to complete their post 16 studies in the Chace 6th form.
- 77% of PP and 82% of non-PP students interviewed would like to go to University.

4. Online Student Questionnaire

There were 180 responses, but only 47 from Pupil Premium Students. The full data set can be examined in Appendix 4..

However I have summarised the main findings below:

- Nearly 30% of PP students spent less than 2 hours learning each school day during lock down. For non-PP students this figure was 18%.
- 9% of PP students stated they could complete every task set during lockdown. For non-PP students this was 16%
- About half of PP and Non PP students read at least two or three times a week for pleasure. About 20% of both groups never read for pleasure in a typical week.
- PP students (42%) are twice as likely to travel to school by bus than non-PP students.

5. Online Parent Questionnaire

There were 222 responses, but only 65 from Pupil Premium Students. The full data set can be examined in Appendix 5..

However I have summarised the main findings below:

- 20% of PP students spent less than 2 hours learning each school day during lock down. For non-PP students this figure was 5%.
- 12% of the parents of PP students felt they could not help their child with any of the work set during the lockdown. This compares to 4% of non-PP families.
- Nearly 10% of students from both groups used a phone as their primary device for accessing online working
- 40% of PP parents state that their child reads a book for pleasure at least two or three times per week. This figure is 50% for non-PP families. About 25% of both groups stated that their child never reads a book for pleasure in a typical week.
- 46% of PP students travel to school by bus compared to 17% of the non-PP group.
- Only 3% of PP students have extra-curricular private tuition such as a piano lesson and only 6% have academic private tuition such as a maths lesson. For Non-PP students these figures are 15% and 13%. Non-PP students are twice as likely as their PP counterparts to have an extra curricular group activity such as Football, Theatre group or martial arts lesson.

Recommendations

1. Due to the upheaval of the past 18 months it is difficult to quantify the effectiveness of any interventions that were scheduled to take place in the 2020-21 academic year. The strategy statement was formulated based on the evidence gathered from previous reviews and best practices from other schools. Therefore it would be

prudent to begin 2021-22 with the same core activities in place and robust monitoring to check their effectiveness at key points during the year.

It has been problematic to assess student attainment accurately this year. Data collected in July will be used as a starting point in September. Issues identified from the analysis will inform which students are prioritised for interventions and initiatives aimed at narrowing attainment gaps between key groups.

The RSL should keep a close eye on the performance of PP students especially in years 8 and 9 where gaps have been identified to be widening since the pandemic began.

Year 7 targets were abnormally low due to being based on CATs tests taken in the Autumn term. To increase the level challenge, they should be updated in September to reflect the profile of a typical Chace cohort.

2. Evidence from a range of sources demonstrate that reading should be a priority in the next academic year. A large proportion of students, supported by evidence from their parents, are not reading regularly in their own time and should therefore be provided with suitable opportunities in school. This should be accompanied by regular testing of each child's reading age
3. The school should continue to fund the peripatetic teaching programme from the Pupil Premium budget. Feedback from parents and students suggests a small proportion have access to this opportunity. Pupil Premium students are much less likely to have instrumental tuition than their other peers.
4. Students do not feel the necessity to use the school library after school. Feedback via the one-to-one student interviews suggest they would prefer to work from home. Is the after school library provision fit for purpose? Do we need to consider making changes in the new academic year or could this just be the COVID effect?
5. The emergence of online learning and the adaptability of staff and students in embracing new technology should be explored further in 2021-22. While students have expressed concerns about lockdown style learning, the use of this technology on occasion to provide activities such as half term revision sessions, Saturday interventions and peripatetic teaching should continue and be developed further. It may well be far more efficient to conduct some interventions this way and allow greater numbers of students access via recordings.

Appendix 1 - The Pupil Premium Strategy Statement for 2020-21

https://docs.google.com/spreadsheets/d/1FJOt4m4bQhpUbh_JsxmYHTxj-kMjclsHLdcBQi1KfVw/edit?usp=sharing

Appendix 2 - KS3 and Year 10 Data Summer 2021

<https://docs.google.com/spreadsheets/d/1u93h6V2y2LozXpMkJLNRGKAS-hFb86M3gIrgVDpg9u0/edit?usp=sharing>

Appendix 3 - One to One Student Interviews

Responses	Pupil Premium	Non Pupil Premium
	13	11

1. What is the best thing about being at school?	
Pupil Premium	Non Pupil Premium
<p>Getting to learn new things every day. Safer than other schools. This school has nicer teachers than schools. Lots of fun. socialising I like the teachers likes structure and routine, seeing friends Being with my friends and learning with my friends. Really enjoy certain subjects and being in certain lessons - see below Having fun, learning and friends. Preparing for GCSEs Friends/Socialising learning I like hanging about with my friends at break and at lunch Communicating with others and your teachers</p>	<p>Seeing friends Socialising with people and getting to learn new things You get to learn and be with friends Learning new things Lunch A broad range of subjects and a bigger curriculum than primary The social aspect. Feedback from peers. You can feel isolated at home Get to socialise with others and learn things that I would not get the chance to do otherwise. I don't answer Having a laugh and learning Seeing your friends, learning new things and experiences</p>

What is your favourite subject? Why?	
Pupil Premium	Non Pupil Premium
PE - Because doing sports is enjoyable	PE - like being active and burning energy

<p>Maths or PE. Maths I have a really nice teacher (sch). PE I like sports. science - teacher is fun and I learn Music because I like playing the Piano and I really like my music teachers sociology - relates to what wants to do in future and interesting RE. I really like learning about different religions as well as christianity. I like learning about other peoples God's and their relationships to them. Music - passion for music since primary school. Play the piano and guitar. My teachers are fun and really inspire and help my love of music, very strong relationship with them both. Sociology also because it is really interesting. i like learning about society, how it works and different viewpoints such as Marxist and feminist. Drama. Because I want to be an actress and like working in groups. PE, Fun, Get to physical activity Currently Maths I like PE and Art the best I like English, I like being able to make up my own stories History. You get to see different aspects of life and your past.</p>	<p>Maths - getting to solve puzzles. Maths because I find it fun Art because I like to be creative English because i love writing Science - Because it is it broad and it is fun. Sport Studies or Art as I am a creative person BTEC Sport - I enjoy doing sports a lot. Want to work in a Gym after leaving school. Music. It is interesting and it makes me happy History? find it interesting learning about the past and different area. Maths - loves problem solving ,drama - being someone else for a bit, PE - competition</p>
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Can you identify anything that is stopping you from learning at school?	
Pupil Premium	Non Pupil Premium
<p>My reactions and how I work personally. The teachers try to do their job but I am defiant. I don't like to be told what to do. Some teachers go through too quickly eg maths with Mrs Grapine Sometimes if people put you down. Sometime distractions Focus and sometimes distractions No nothing really I work hard nothing Sometimes teachers shutdown my opinions. E. G Lifeskills</p>	<p>Behaviour of others/distractions and getting myself caught up in conversations (rare) Nothing really, maybe personal motivation Sometimes in class when a few people chat a lot Other students distracting/talking Mental health and friends Some student's behaviour and I get distracted easily. Some covid restrictions have slowed down marking and feedback Not really. Some chatting from other students. How teachers deal with behaviour can stop you from learning Gossip and drama The behaviour in form class of certain students can disrupt learning</p>

How could the school help you to achieve more in lessons?

Pupil Premium	Non Pupil Premium
<p>Not sure No ideas faster work pace - at least every day - no work to do because it is done Harder work across all of my subjects as I sometimes find it too easy. consider setting - does not help some students - makes them feel very bad I think I work better by myself. I would like to sit by myself at the back in lessons. Sitting by myself is the most important thing in my opinion. More after school clubs in all subjects open for all students. I don't know Re-caps for things covered in the past. Help with revision Not sure I would like some extra learning to help me with some of my work more help with homework Do more interactive things. More debates</p>	<p>Putting students into sets - makes it easier for someone who really smart to learn what they need to learn and vice versa. Creating a better environment - letting people be themselves (uniform). More lenient and making people comfortable - eg. letting students talk to people. I don't know I don't know! Nothing really Explain the work slower and make sure all students are on task. More interactive lessons Computers e.g. a chromebook. There are some instances where the behaviour of other students slows down learning. More group work. Targeted support form teachers for students who are struggling. In some lessons this would benefit me. Be more helpful when you ask for help Can't think of anything else. More challenge in some subjects, doing the same work in form doesn't challenge the brightest students</p>

Do you get detentions? What are they for?	
Pupil Premium	Non Pupil Premium
<p>Once - for homework Yes - for 3 or more negatives and for lateness. I have been in relo in year 7 for rudeness. not this year No 1 this year for lateness Yes - uniform, lateness, failing to follow instructions, homework Sometimes for lateness No Yes - lateness Yes, talking in lessons no No No</p>	<p>No Yes - uniform e.g. jewellery, forgetting blazer etc. No No No Not really N/A None recently. Had one for an incident a while ago. No No No</p>

Do you use the library after school to complete your homework? If not, why not?	
Pupil Premium	Non Pupil Premium

<p>Sometimes For English lessons. After school I revise at home. no - don't need to - access to all at home No, because I want to do it at home. no - has laptop and own room so fine No, because I would rather go home and do it in my own space. I used to go to the library in Edmonton Green. I like to listen to music when doing my homework. Not really. I sometimes see teachers after school for help, especially maths and spanish. I find working at home easier. Sometimes on a Monday. No, Doesn't know why, Kayde has a laptop at home No, dont want to spend more time in school than I have to no I did when studying for the recent tests</p>	<p>No - no need, lots of resources at home No - everything is at home. No - because I can do it at home No because I am capable of doing it at home No rather work at home I prefer to do it at home. Mum works from home and needs to be at home Not since lockdown. I feel I have the right resources at home. I would use the library after school if teachers were available to speak to. No. I have everything I need at home. No would rather do it at home No, I would rather do it at home Prefer to use computer at home</p>
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Describe your experience of online learning during lockdown.	
Pupil Premium	Non Pupil Premium
<p>Fun Boring - couldn't do science practicals. Good because bad students could be kicked out of the class. bad - a mess - teachers late/ tech issues/ 2 particular subjects - problems with slides Good. I found learning at home easy. I liked being at home because it is more comfortable but I prefer being in lessons at school as I didn't feel that I could communicate properly with my teachers and other students. lockdown 1 - very difficult as no structure lockdown 2 - much better and able to keep up and do work regularly - lack of presence meant learning was harder - teacher could not see people I was very stressed out because I was at home with my Mum and two younger siblings. I found my siblings irritating. My mental health can be really bad at times. I couldn't go out for weeks at a time. I have a difficult relationship with my Mum and I don't get to see my Dad. Difficult because sometimes my wifi would cut out as my brother was also learning at home. It was hard not to be able to ask questions. Different - because you're at home and usually at home you don't work like that but it is more comfortable because you don't wear uniform Easier because you can do other things whilst on the lesson e.g eat breakfast rather than rush before leaving school</p>	<p>Liked it - it was fun and a new experience and a new way of learning. Ok - not able to learn to my full potential as not really able to communicate with a lot of people (students and teachers). To share ideas with other students - can't do that online. Really hard because it was harder to learn and the internet was disconnecting Difficult because the teachers couldn't help as much as in home Quite hard Less distractions than in a classroom. Good set up I enjoyed part of this. I got a lot of work done. I missed the social aspect of school. Hard because online learning is different from regular lessons. I missed the social aspect of school. If I got stuck I found it difficult to ask for help. Online chat is not as good as asking questions face to face. Hard to concentrate Not great, distracted easily Didn't like it, found it distracting at home, students didn't say if they were stuck</p>

<p>Pointless, didn't feel like he was learning It was quite hard and I didn't learn as much as usual It was easy Good. Teachers very supportive</p>	
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Can you identify anything that is stopping you from learning to the best of your ability at home?	
Pupil Premium	Non Pupil Premium
<p>No No no No when younger - did not have own room - so all fine now. Not great at self regulating for revision. Needs more incentive. I am very tired. On weekdays I go to bed at 8pm but don't sleep until 9-10pm. On weekends I go to bed whenever I want to. I sometimes sleep as late as 4.30am. Lack of sleep might be affecting my ability to learn at home. No Technology like having the TV on and the internet not working properly Playstation is a distraction distractions - e.g playstation. House is always busy I did not have any teachers to remind me to concentrate. Sometimes I did not understand the work and teachers were not always able to explain it to me. At times it was hard because the internet would not work. No</p>	<p>No Internet issues - couldn't be fixed quickly when it went wrong. (Lockdown) Disconnecting Internet, harder for teachers to explain - but homework is fine Distractions - home can be loud Distracted by social media Nothing My phone and my family. No - I can always find a quiet space to do my work. Task can be more clear. Fine with learning at home Technology, social media - mobile phones!</p>

When you get stuck with your homework how do you address the issue?	
Pupil Premium	Non Pupil Premium
<p>Doing other revision Ask my sister. You tube Can't think of anything, I just get on with it. I look though notes in my book to help. Internet or peer or older sister - then teacher - through Google classroom I don't do it. My Mum can't always help me. Search online for help or wait until the next lesson to ask teacher. Sometimes I ask friends on our social media. Ask family and they are very helpful Ask mum, if she doesn't understand, use the internet</p>	<p>Ask siblings and if they don't know, ask an adult. I ask my friends first. Then ask teacher on GC/email. (Sometimes get a response but not always). Ask teachers either face to face or online Email my teacher Ask siblings Dad would help me Ask my friends then reach out to my teacher via email. Ask my parents or message the teachers via Google Classroom.</p>

Ask help from mum My mum helps me I ask my friends, if they don't know I will go to school and ask the teacher. Message the teachers.	Ask friends or look online Email my teacher and send a message on google classroom Ask friends, parents, siblings
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Do you have access to a computer at home whenever you need it?		
	Pupil Premium	Non Pupil Premium
Yes	85%	100%
No	15%	0%

In a typical week do you have any of the following additional activities either at school or at home (Please tick as many as apply)	Pupil Premium	Non Pupil Premium
Academic Private tuition e.g. maths lesson	1	0
Extra-curricular private tuition e.g. Piano Lesson	2	2
Extra-Curricular Group Activity e.g. Football, Theatre Group, Martial Arts lesson etc	6	5
None of the above	4	4

On average, how often do you read books for pleasure each week?	Pupil Premium	Non Pupil Premium
Every Day	23%	37%
At least two or three times per week	31%	9%
Once a week	8%	27%
Never	38%	27%

What do you want to do after finishing your GCSEs?	Pupil Premium	Non Pupil
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		Premium
Go to the Chace 6th form	62%	64%
Go to a different 6th form	0%	0%
Go to college	30%	36%
Leave education and get a job	8%	0%
Other	0%	0%

Would you like to go to University?		
	Pupil Premium	Non Pupil Premium
Yes	77%	82%
No	23%	18%

Appendix 4

This survey aimed to capture the impact of lockdown three on Chace students. All students were given the same questionnaire and the responses collated separately for PP and non-PP students. The questions were adapted from a recent Parent Ping survey carried out by the same group that runs TeacherTapp.

Question	Pupil Premium	Non Pupil Premium
Responses	47	133
On average during the last lockdown, how long did you spend learning each day (%)	Pupil Premium	Non Pupil Premium
Less than 1 hour	10.9	6.1
1 to 2 hours	19.6	11.4
3 to 4 hours	26.1	25.8
5 to 6 hours	32.6	49.2
7 or more	10.9	7.6

During the lockdown, how confident were you in being able to complete the work set by your teachers? (%)	Pupil Premium	Non Pupil Premium
1. I could not complete any of the tasks set	2.1	2.3
2	19.1	15
3	38.3	29.3
4	31.9	37.6

5. I was able to complete every task set	8.5	15.8
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During the lockdown, what device did you use to complete your school work? (%)	Pupil Premium	Non Pupil Premium
Desktop PC/Laptop	52.2	74.4
Chromebook	32.6	13.5
Phone	8.7	6
Other Device	6.5%	6.1

On average how often do you read each week? (%)	Pupil Premium	Non Pupil Premium
Every day	21.7	22.7
At least two or three times a week	28.3	30.3
Once a week	30.4	26.5
Never	19.6	20.5

On most days, how do you travel to school? (%)	Pupil Premium	Non Pupil Premium
Car	14.9	26.3
Bus	42.6	21.1
Bike	0	3
Walk	34	45.9
Other	8.5	3.7

Appendix 5

In a similar way, this was inspired by the Parent Ping survey carried out to see the effects of lockdown on poorer families.

Question	Pupil Premium	Non Pupil Premium
Responses	65	157
On average during the last lockdown, how long did your child spend learning each school day? (%)	Pupil Premium	Non Pupil Premium
Less than 1 hour	6.2	1.3
1 to 2 hours	13.8	3.8
3 to 4 hours	30.8	27.4
5 to 6 hours	41.5	59.2
7 or more	7.7	8.3

During the lockdown, how confident were you in being able to support your child with their work?	Pupil Premium	Non Pupil Premium
1. I could not help with any of the tasks set	12.3	3.8
2	18.5	20.4
3	32.3	33.8
4	20	28
5. I was able to help them complete every task set	16.9	14

During the lockdown, what device did your child use primarily to complete their school work	Pupil Premium	Non Pupil Premium
Desktop Computer	60	79
Chromebook	23.1	10.8
Phone	9.2	7.6
Other	7.7	2.6

On average, how often does your child read books for pleasure each week?	Pupil Premium	Non Pupil Premium
Every day	9.2	22.3
At least two or three times a week	30.8	27.4
Once a week	32.3	25.5
Never	27.7	24.8

How does your child travel to school?	Pupil Premium	Non Pupil Premium
Car	18.5	19.1
Bus	46.2	17.2
Bike	3.1	0.6
Walk	30.8	61.1
Other	2.4	2

In a typical week does your child receive any of the following additional activities either at school or at home (Please tick as many as apply)	Pupil Premium	Non Pupil Premium
Academic Private tuition e.g. maths lesson	6.2	12.7

Extra-curricular private tuition e.g. Piano Lesson	3.1	15.3
Extra-Curricular Group Activity e.g. Football, Theatre Group, Martial Arts lesson etc	16.9	37.6
None of the above	78.5	50.3

Appendix 6 - Pupil Premium Bid Evaluations

These can be found in the folder accessible by clicking on the link below:

<https://drive.google.com/drive/folders/1HAvbBud7puVAuy9VHiEizZNwcxLoejx6?usp=sharing>