

Commitment to Learning
 High Expectations
 All Can Succeed
 Confidence and courage
 Everyone valued equally

Pupil Premium

What is the Pupil Premium?

The Pupil Premium (PP) provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds as the Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers to ensure they benefit from the same opportunities as students from less deprived families.

Funding for 2018 to 2019

The current Pupil Premium per pupil is as follows:

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM*	£935
Looked After Children (LAC)*	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order*	£1,900
Service children	
Pupils in Year Groups 7 to 11 recorded as Ever 5 Service Child whose parent/parents currently serve in the armed forces or receive a pension from Ministry of Defence*	£300

* **Ever 6 FSM** - The pupil premium for will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM in any of the previous 6 years (ie since summer 2012), as well as those first known to be eligible at January 2018.

* **Children adopted from care or who have left care** - The pupil premium for will include pupils recorded in the January 2018 school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant

* **Ever 5 service child** - For the purposes of these grant conditions, ever 5 service child means a pupil whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD and were recorded in the January 2018 school census as eligible for the service child premium, in any of the previous 4 years (ie since the January 2014 school census) as well as those recorded as a service child for the first time on the January 2018 school census.

Reporting

Pupil Premium funding decisions and outcomes are reported termly to Governors, in the Headteacher's report and annually online. Reports will detail how Pupil Premium has been used, the intervention that has been supported by this additional funding and the attainment and progress of students. A named member of SLT with oversight of Pupil Premium will liaise with a named governor to monitor and challenge spending decisions and outcomes to ensure that Pupil Premium is effectively used to raise attainment of identified students.

New measures are included in performance tables that will capture the achievement of those students covered by the Pupil Premium. At Chace where Everyone Valued Equally underpins our signpost we welcome additional funding to support our work to overcome barriers to learning.

Please find below our Chace Community School Pupil Premium Strategy Statement 2018-19.

Chace Community School

Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2018-19	Total PP budget	£385,800	Date of most recent PP Review	July 2018
Total number of pupils	1235	Number of pupils eligible for PP	402	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (Chace) in 2018 (2017 in brackets)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
Progress 8 score average	-0.42 (-0.87)	0.11
Attainment 8 score average	36.41 (35.23)	49.76
% of students achieving the English Baccalaureate (strong/standard)	3/8 (12/13)	26/28
% of students achieving a strong pass in English and Maths (strong/standard)	17/34 (13/35)	49/71

3. Barriers to future attainment for pupils eligible for Pupil Premium	
In-school barriers	
A.	The performance of disadvantaged students in maths is lower than for other students. In 2018 their P8 score for the maths element was -0.87 compared to -0.59 for the whole cohort.
B.	The performance of boys in 2018, including those who were disadvantaged has been worse than that of girls. The PP score for disadvantaged girls in 2016 was -0.05 and -0.71 for the boys.
C.	In 2018 the students with the highest prior attainment had a P8 score of -0.31 compared to the whole school value of -0.20. Within the group of students with the highest prior attainment those students who were disadvantaged had a Progress 8 score of -0.49.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The rate of absence among disadvantaged students is 6.6%, better than the national average of 7.5%. However the school target is for an average attendance figure of 95%. Strategies put in place last year improved this figure and we need to continue to move our PP attendance from 93.4% to 95%.
E.	Disadvantaged students arrive at our school with a lower KS2 APS than non-disadvantaged students. This gap tends to widen during secondary school. To prevent this we need to raise aspirations among disadvantaged students to help them make accelerated rates of progress and catch up with their peers.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes and narrow gaps for disadvantaged students and ensure they benefit from sharply focused support which addresses barriers to their achievement (CP3c).	37% of PP students in year 11 achieve a grade 5 or above in GCSE Mathematics in 2018-19. In other year groups each cohort meets or exceeds the school target based on the FFT benchmarks.
B.	Improve outcomes for Boys CP3a	In all subjects the cohort meets or exceeds their subject targets based on FFT benchmarks.
C.	Improve outcomes for the most able CP3b	In all subjects the cohort meets or exceeds their subject targets based on FFT benchmarks.
D.	Improve attendance and reduce persistent absence - to meet and exceed the national average (CP2c)	All year groups meet or exceed their attendance targets. School attendance is at least 95% for 2018-19,
E.	Improve the quality of teaching and learning so that it is at least consistently good (CP1b)	Research shows that the most effective way to raise the attainment of all students, including PP, is through quality first teaching.
F.	Develop students' learning skills through improving literacy and numeracy (CP4a)	Improved Numeracy and Literacy will result in students having better access to the curriculum, being able to get more out of each lesson and ultimately achieve better results at GCSE.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
A,B,C. Improve outcomes of pupils at GCSE - Raise attainment and levels of progress levels for all to ensure that all progress meets or exceeds national average	Mentoring programme for targeted group of underachieving PP Boys at KS4. Use the Structured conversation model as championed by AFA	Research suggests that greater parental engagement results in better outcomes for students including those who are PP. The EEF (Education Endowment Foundation) toolkit suggests that this adds 3 months additional progress in one school year.	Support strategies in place. 100% PP students meetings logged and support in place where needed	PJO	Resources £1000	Termly
	Boys Motivational Groups to monitor effort and positive engagement in lessons	According to the EEF toolkit peer tutoring adds approximately 5 months additional progress to a student's learning in one school year.	Positive contributions to lesson for all boys logged in their Fifa report	AG	Resources £5,000	Termly
	Provide Post-16 support for students not matching at 5+ in English and Maths.		Assessment prior to intervention - PLC created for each student on intervention - improved results in December PPE's	AG		Termly
	Systematic monitoring of the attendance & progress made by PP groups at KS3. Set up "personalised learning time" sessions for underperforming students based on a diagnostic of strengths + needs		"Clinic Approach" - with the intervention of year teams, Individual Challenge Plan set up for students to troubleshoot learning issues identified with the students.	FBL/JL	Termly	

<p>A,B,C. Effectively track and monitor the progress and outcomes of key groups including PP students.</p>	<p>Additional SLT time to support the development and implementation of improved monitoring and tracking of key groups of pupils, in particular PP pupils</p>	<p>Better data about student attainment and progress will allow us to effectively identify underachievement and target interventions appropriately. According to 'Divergent Pathways: The disadvantage gap, accountability and the Pupil Premium' by the Education Policy Institute, good practice includes 'Excellent collection, analysis and use of data relating to individual pupils and groups takes place frequently'.</p>	<p>Set up a series of data drops during the year and ensure the key information is circulated to all staff. Ensure parents are kept up to date with their student's progress via regular reports.</p>	<p>PJO</p>	<p>0.20 x FTE teacher £17,591.40</p> <p>SISRA Analytics £1995</p> <p>4Matrix £2000</p>	<p>Half Termly</p>
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<p>E Improve the quality of teaching and learning so that it is at least consistently good.</p>	<p>Use 2017/18 CIP reviews to interrogate the success of actions to improve the quality of teaching and ensure robust plans are in place to improve teaching in each faculty</p> <p>Provide HoFs with teacher non negotiables and expectations to ensure consistency in the approach to teaching and learning at Chace as part of a Teaching and Learning policy</p> <p>Joint observations to become normal practice</p> <p>Improve the use of the Teaching and Learning Hub through focus days, workshops and events</p> <p>Introduce a coaching programme to develop teaching and reflective practice</p>	<p>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.</p> <p>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'</p>	<p>Termly analysis shows more accuracy in assessing the quality of teaching at Chace compared to 2017-18. More accurate understanding of teaching will show an improvement in overall quality of teaching at Chace in 2018-19.</p> <p>Lesson observations and learning walks evidence teacher non negotiables and strategies in the Teaching and Learning policy are in place</p> <p>More consistency amongst staff in making judgements on the quality of teaching at Chace</p> <p>Signing in sheets to the Hub and attendance to events show that it is being used regularly for training and to develop teaching at Chace</p> <p>Lesson observation and learning walk paperwork shows an improvement in the quality of teaching for colleagues that are coached. Teachers being coached report on the impact of coaching in developing their teaching.</p>	<p>CLT</p>	<p>CLT 0.5 FTE</p> <p>£32799</p> <p>PP Champion 0.5 FTE £43978</p>	<p>July 2019</p>
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	<p>Introduce a programme of twilight improve teaching that focus on school priorities</p> <p>Introduce bespoke PD pathways to ensure all teachers have PD tailored to their development needs</p> <p>Introduce Faculty Planning Time to give time for subject specific PD</p> <p>Improve the use of student questionnaires/voice to improve the quality of teaching</p> <p>FDT and Faculty Planning Time to be used to address school T&L priorities in particular challenge, questioning, KS3 high expectations and using time in lessons productively</p>		<p>Learning walk data and termly analysis shows an increase in lessons that are secure, meeting or highly competent in expected standards.</p> <p>PD leads to an increase in lessons that are secure, meeting or highly competent in the expected standards</p> <p>Increase in % of lessons where subject knowledge is secure (95% March 2018)</p> <p>Student views analysed and shared leading to sharp and focussed improvement planning</p> <p>Lesson observations and learning walks show an increase in the % of lessons secure, meeting or highly competent in expected standards</p>			
Total budgeted cost					£104,363.40	

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
A,F: Improve outcomes and narrow gaps for disadvantaged students in Maths	To employ additional maths and English teachers so that we can have smaller class sizes for those with the greatest needs.	Be able to provide more bespoke learning support to those students who find Maths and English more challenging. The EEF toolkit suggests that smaller class sizes add 3 months progress to a student's learning in one school year.	Monitor the progress of students half termly after each data drop.	JH/AKU	2 x FTE teachers £34415 £38008	Termly
	Work with RSL to identify and support disadvantaged students that are under achieving. Put into place strategies to support their specific learning need(s).	EEF toolkit evidence suggests that small group tuition can add 4 months progress to a student's learning in one school year.	Completing Google docs register in order to monitor attendance and ensure all students are attending interventions (100% of all targeted students attending) (37% achieving 5+)	AG/AKU	Intervention Groups £10000	Termly
	Online tutoring for disadvantaged Y11 students	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.	85% of students grades improving. 37% of all Disadvantaged students achieving 5+ in Mathematics	AKU	Online My Tutor £3392	Termly
C. Improve outcomes for most able	Highly Able Coordinator to track progress of Year 11 cohort and plan interventions with RSL and HoL/HoFs half-termly	The EEF toolkit shows that Small group tuition can add up to 4 months progress to a student's learning in one school year.	48% High Attainers group to achieve 5 or more GCSEs 7-9 in 2018	HH	Half Termly Celebration £1000	Termly

	<p>- Chace University to continue for Chace High Starters in Yrs 9+10, with invites extended to Yrs 7 and 8. Year 11 and 6th from high starters to run sessions along with staff. Sessions to continue weekly from the Autumn term, after school and during some lunchtimes. Half termly student updates to SLT. Chace University hub in the LRC including display of student work.</p>	<p>In 'Academic Tenacity – Mindsets and Skills that Promote Long-Term Learning (Dweck, Walton & Cohen, 2014) the researchers found that students who see intelligence as fixed worry about how much intelligence they have.</p> <p>Highly able students may not wish to be seen to fail and therefore may choose less challenging tasks. However in order for them to improve they should be encouraged to seek out academic challenges and persist on difficult academic tasks</p>	<p>Termly Chace University programmes of study will have been completed with student and staff questionnaire showing positive feedback.</p>	<p>HH</p>	<p>Guest Speakers £2,000</p>	<p>Termly</p>
	<p>- Brilliant Club Programme to continue with different cohort of PP High Starters - Yrs 7+8 beginning Spring term 2018. Possibility of Yr 9+10 programme from January 2018.</p>		<p>Brilliant Club cohorts will have achieved over 50% Class 1 'degrees' at the end of their programme and will have a graduation ceremony. 100% of students will hand in their assignments to the satisfaction of the course PHD tutors.</p>		<p>£160 per student Total £7680</p>	<p>Termly</p>
	<p>- Elevate study expert to present study skills session at the beginning of the Autumn term to Yr 12 High Starters. Yr 11 High Starters also to be invited.</p>	<p>Researchers say that we expect students to study in particular ways but we rarely explain how. Elevate will teach study and revision strategies which research has proven to be effective. The EEF toolkit suggests that Meta Cognition and self-regulation can add up to 8 months progress to a student's learning in one school year.</p>	<p>Student feedback survey completed.</p>		<p>£2,000</p>	<p>Termly</p>

B. Improve outcomes for boys	Boys Motivational Groups to monitor effort and positive engagement in lessons	The EEF toolkit suggests that behaviour interventions can add 3 months progress to a student's learning in one academic year.	Positive contributions to lesson for all boys logged in their Fifa report. 2019 boys cohort to achieve 42% 5+ Eng+Ma and 65% 4+ Eng and Maths			Termly
	Mentoring with Civil service-Local	The EEF toolkit suggests that behaviour interventions can add 1 months progress to a student's learning in one academic year.	Improved attainment in December PPEs in relation to year 10 PPEs. Improved attitude to learning (increased positive behaviours in behaviour log). Specific values would be dependent on the students identified.			Termly
	Raising aspirations through motivational talk/ workshops/mentoring with local entrepreneurs	Linked to the evidence for the growth mindset this approach seeks to raise the aspiration of the targeted students	Survey completed in September and May - showing greater number of students having a good understanding of their career pathways and what is required to achieve this		£5000	July 2018
	Regular meetings with boys and parents if they are underachieving	Research suggests that greater parental engagement results in better outcomes for students including those who are PP. The EEF toolkit suggests this adds 3 months progress to a student's learning in one calendar year.	Barriers to learning identified and Strategies in place.			July 2018

	Targeted interventions for boys to raise attainment	This is particularly important for PP students whose families may not be able to afford other forms of revision support such as tutoring. The EEF toolkit suggests that extending school time adds up to 2 months progress to a student's learning in one school year.	HOFs completing google docs register in order to monitor attendance and ensure all students are attending interventions (100% of all targeted students attending)			July 2018
F. To support the Additionally Resourced Provision (ARP for students with complex needs) in teaching students Maths.	Resources to enable students to access the curriculum.	The ARP is able to offer: <ul style="list-style-type: none"> • Teaching staff with additional knowledge, skills and expertise in a particular area of SEN; • Specialist environments which support the learning needs of each pupil; <ul style="list-style-type: none"> • Systems to track small-step progress; • Lessons in mainstream classes, but with additional specialist resources and teaching • Additional Educational Psychologist and specialist health input as necessary 	Monitor the quality of the sessions through work scrutinies and lesson observations	SENCO	£3,000	Termly

<p>F. To improve the reading ability of targeted students</p>	<p>A range of reading strategies have been used with targeted students aimed at improving their reading ages.</p>	<p>These interventions have had a positive impact in helping students make significant gains in this area over recent years. The majority of students improve their reading ages by more than 12 months during the academic year. The EEF toolkit suggests this approach adds 4 months progress to a students learning in one school year.</p>	<p>Measure student reading ages several times during the year to measure progress.</p>	<p>SENCO</p>	<p>1 x 0.40 FTE Teacher and 1 x 0.20 FTE HLTA £27,978.80 Accelerated Reader £3355.80 Bedrock Learning £1000</p>	<p>Half Termly</p>
<p>E. Support students with complex learning needs and help prepare them for secondary school.</p>	<p>A dedicated programme of study for a small group of eligible students. This runs each afternoon.</p>	<p>These students receive a programme of study specifically targeted to their individual needs. Other students benefit from greater teacher time in their regular lessons when these students have been removed to be taught separately.</p>	<p>Ensure the course is scheduled and that students are assessed regularly using the Boxall profile to ensure they are making progress</p>	<p>JL</p>	<p>1 x 0.25 FTE of Teacher £20550</p>	<p>Half Termly</p>
<p>D. Improve attendance and reduce persistent absence – narrowing gaps for disadvantaged students</p>	<p>Parental Support Advisor</p>	<p>This intervention is primarily targeted at pupil premium students. The effect has been to reduce the rates of absence and persistent absence among PP students. 'The Link between Absence and Attainment at KS2 and KS4' DFE March 2016, shows the dramatic effect of absence on attainment.</p>	<p>Monitoring attendance data.</p>	<p>KB</p>	<p>1 x 0.25 FTE PSA £13557 1 x 0.25 FTE Attendance Officer £6855 SOL Attendance £825</p>	<p>Weekly.</p>

A. To ensure equality of access to school visits, enrichment day activities, extracurricular activities and AG&T enrichment activities.	Subsidies for PP students to help pay for activities and resources	All PP students have equality of access to resources and activities. This is a basic requirement if these students are to attain as well as their peers.	Invite all faculties to bid for funds to provide resources for PP students. Ensure all PP students attend activities related to their courses.	PJO	School visits, enrichment day activities, extracurricular activities including AG&T, revision guides £30,000	Half termly
Total budgeted cost					£210,616.60	
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
E. To improve the outcomes at GCSE for all students AG	Implement intervention programmes for underachieving students at KS4 led by faculties. This will include lunch and after school study sessions, holiday revision sessions and Saturday sessions.	This is particularly important for PP students whose families may not be able to afford other forms of revision support such as tutoring. As mentioned earlier the EEF toolkit shows that extending school time improves a student's progress by 2 months in one school year.	HOFs completing google docs register in order to monitor attendance and ensure all students are attending interventions (100% of all targeted students attending)	AG	£10,000	Based on the outcomes in the GCSE Examinations in August 2018
	Motivational talks and raising profile of revision strategies, via parent/student presentations at calendared Q&A evenings/workshops, revisited throughout the year in assemblies and during form time.	Research suggests that greater parental engagement results in better outcomes for students including those who are PP. EEF toolkit evidence suggests this adds 3 months progress to a student's learning in one school year.	Survey completed in September and May - showing greater number of students having a good understanding of revision techniques.	AG		May 2018
E: Maximise the impact of Teaching Assistants to improve outcomes	Set up and run the MITA course in house with support from out AFA Coach L Cudd.	The MITA programme is being funded by the EEF. The course aims to improve the effectiveness of TA's in	Training programme completed during the 2018-19 academic year.	JL	£2,000	July 2019

for all students		raising the outcomes for the students with whom they work.				
D. Provide counselling services in-house to support vulnerable learners SW	Employ a school counsellor	More immediate access to appropriate support/agencies for students. Large number of students with BESD and vulnerable needs being supported. Increased staff awareness of groups and individual students' needs and strategies to support students. EEF toolkit evidence suggests this adds up to 4 months progress to a student's learning in one school year.	Regular line management meetings with the counsellor to monitor how the provision is being accessed and its effectiveness.	SW	1 x FTE £19320	Monthly through line management meetings with the counsellor.
D. Ensure all students have a good breakfast before they start the school day, especially those from disadvantaged families. KW	Breakfast Club	A targeted group of disadvantaged students are invited to the club. They receive a free breakfast each day. The effectiveness of this strategy is difficult to quantify. However the selected students say that they enjoy attending the club and find it beneficial.	Monitoring attendance data of students to the sessions.	KW	1 x 0.25 FTE TA £6,000 Food £1000	Weekly.
E. To provide alternative provision to pupils for whom mainstream curriculum is unsuitable to their learning needs. JL	Alternative provision (Southgate College & Capel Manor)	Improvement in attendance rates and reduction in fixed term exclusion rates for these students demonstrates improved engagement with learning. Other students benefit through greater teacher time in lessons now that these pupils have been removed.	Ensure the right students are identified and matched with suitable courses.	JL	Cost for Capel Manor & Southgate £32500	Half termly
Total budgeted cost					£70820	
Overall Total Cost					£385,800	

