

Chace Community School
Pupil Premium Internal Review 2019

Date of Review: June/July 2019

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 2018-19, the school has 1235 students of which 402 are eligible for Pupil Premium funding. This gave the school a pupil premium budget of £385,800. 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 2019-20 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
- Structured Conversations
- Accelerated Reader
- GROW Reading
- Boys Motivational Groups
- Online Tutoring
- 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.

The student interviews for Breakfast Club, Chace University, Structured Conversations, Brilliant Club, Accelerated Reader and GROW reading were carried out by Louise Cudd from AFA and PJO.

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Review of the Interventions

1. Breakfast Club

Context

At Chace there are 22 students regularly attending Breakfast club, **13** 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

Student Interviews:

Four students were interviewed. They were not all chosen to participate in this intervention. Students learnt about it from friends. They felt it gave them a good start to the day, improved their punctuality and made them happy. They all felt the intervention should continue next year as it would help students who cannot have breakfast at home and it improved some of the student's punctuality.

When asked about their experience of Chace, the students felt that behaviour had improved over the last 12 months but that in some lessons there was still some low-level disruptive behaviour.

Data:

Group	Attendance (%)
PP Breakfast Club Students (13)	95.1
All PP Students (402)	91.8

Total Cost = £7000
COST PER PUPIL = £7000/22 = **£318.18**
COST PER PP PUPIL = £7000/13 = **£538.46**

Action: Continue the club in 2019-20 primarily because the attendance of this group of PP students far exceeds that of the entire cohort.

2. Brilliant Club

Context:

This intervention took place throughout the year for 33 of our most able students in Year 9 and 10.

Of these 33 students, 12 were pupil premium. The funding for this programme was increased in 2018-19 due to its excellent value for money in the previous year and the improved outcomes which were witnessed for the participants.

Student Interviews:

Three students were interviewed. They were selected for the intervention to give them greater challenge, greater variety of experience and because they were hard working. Brilliant Club has helped them in regular lessons by making them better essay writers, ask better questions and explore topics in greater depth. They also said it had made them want to push themselves to achieve more. They would like the intervention to continue next year, as other students should get to experience these benefits.

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When asked about their experience of Chace they felt behaviour was dealt with effectively by the stricter teachers. One student described some incidents of low level disruptive behaviour that had on occasion prevented them from learning. One student felt some other students needed greater aspiration.

Data:

Number of Students = 9	Year 10 Cohort Progress 8 Score		
	Year 10 Autumn 2	Year 10 Summer 2	Change
Year 10 Brilliant Club	0.38	0.62	+ 0.24
All Year 10	-0.03	0.05	+ 0.08
PP Year 10	-0.23	-0.29	-0.06

Number of Students = 12	Year 9 Cohort Average Points Score		
	Year 9 Autumn 2	Year 9 Summer 2	Change
Year 9 Brilliant Club	8.86	9.49	+ 0.63
All Year 9	6.00	6.38	+ 0.38
PP Year 9	5.38	5.69	+ 0.31

Number of Students = 6	Year 9 Cohort Average Points Score		
	Year 8 Autumn 2	Year 8 Summer 2	Change
Year 8 Brilliant Club	9.07	9.57	+ 0.50
All Year 8	5.81	6.17	+0.36
PP Year 8	5.47	5.69	+ 0.22

Number of Students =	Year 9 Cohort Average Points Score		
	Year 7 Autumn 2	Year 7 Summer 2	Change
Year 7 Brilliant Club	8.17	9.07	+0.90
All Year 7	6.07	6.21	+0.14
PP Year 7	5.78	5.79	+0.01

Total Cost = £5760
COST PER PUPIL = £5760/33 = £174.55
COST PER PP PUPIL = £5760/12 = £480

Action: For the second consecutive year, students participating in this programme have made measurable improvements in outcomes. This programme should continue next year but ensure that at least half the participants are pupil premium.

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3. Chace University

Context:

This intervention was provided for 22 year 9 students. Of these, 6 were pupil premium.

Student Interviews:

Only two students were interviewed as one was absent. They believed they had been selected due to their KS2 results, effort in lesson and grades achieved.

The intervention had helped them by improving their essay writing skills and extending their vocabulary. These skills were transferrable into lessons. They believe the intervention should continue next year as it would encourage and motivate students to engage in learning and work harder. It would also raise their aspirations.

When asked about their experience of Chace they said that their learning was sometimes affected by the behaviour of others. One said that sets were better than mixed classes and they would like even more challenge in lessons. The other described how they always sat at the back of the class (as they were well behaved) and would like teachers to move them to the front.

Data:

Chace University	Year 9 Cohort Average Points Score		
	Year 9 Autumn 2	Year 9 Summer 2	Change
Year 9 (12)	8.82	9.41	+ 0.59
Year 8 (4)	9.22	9.77	+ 0.55
Year 7 (6)	8.12	8.76	+ 0.64

COST: =£2000
COST PER PUPIL = £2000/22 = £90.90
COST PER PP PUPIL = £2000/6 = £333.33

Action: This continues to be excellent value for money and the participating students demonstrate improved outcomes across the academic year. For 2019-20 the participating groups should be at least 50% Pupil Premium.

4. GROW Reading

This intervention takes place in years 7 and 8. It consisted of 9 students who received interventions during the academic year. Each student receives 3 hours of intervention per week for 1 term.

Student Interviews:

Four students were interviewed about this intervention. Each student participated for about a month.

They felt the intervention had improved their reading as shown by test score and also be experience in the classroom where they found themselves blocking fewer words. They would recommend this intervention to other students as they learnt new reading skills.

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When asked about their experience of Chace, one student mentioned how other students distract them.

Data:

Year 7

Number of Students = 6	Improvement in Reading Age in 2018-19			
	Year 7 AUT	Year 7 SUM	Change	Improved by more than 12 months
Pupil A (PP)	7y 1m	10y 3m	+ 3y 2m	Yes
Pupil B	8y 5m	12y 0m	+ 3y 7m	Yes
Pupil C (PP)	9y 6m	No Test	N/A	N/A
Pupil D	7y 2m	10y 3m	+ 3y 1m	Yes
Pupil E	8y 0m	12y 3m	+ 4y 3m	Yes
Pupil F (PP)	Left Chace Community School			

Year 8

Number of Students = 3	Improvement in Reading Age in 2018-19			
	Year 7 SUM	Year 8 SUM	Change	Improved by more than 12 months
Pupil G (PP)	8y 1m	12y 2m	+ 4y 1m	Yes
Pupil H	9y 1m	8y 8m	-0y 5m	No
Pupil I (PP)	8y 5m	8y 8m	+ 0y 3m	No

COST: = **£11,423.70**
COST PER PUPIL = **£11,423.70 / 9** = **£1269.30**
COST PER PP PUPIL = **£11,423.70 / 5** = **£2284.74**

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

5. Accelerated Reader

All students in year 7 were provided with this programme which ran throughout the academic year.

Student Interviews:

All students in year 7 were given this intervention to improve their reading ages. Three students were interviewed about their experiences.

They felt it had improved their vocabulary. One said that teachers had commented on this.

The students liked the scoring system and the feedback they received which they found motivational and helped them to improve. They believe the intervention should continue next year as it encourages students to read more.

When asked about their experience of Chace one commented that their form groups could be disruptive in some lessons, something they blamed on new students joining the form. Two students asked for more activities/revision during form time.

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Data: Based on reading age tests carried out by Student Progress in September 2018 and then in June 2019 – therefore assuming all should make 9 months improvement.

%	All students (163*)	PP (64*)	Non PP (99*)
Improved	83%	86%	80%
Equal	6%	5%	7%
Below expected improvement	11%	9%	12%

*Number of students who followed the course throughout year 7

Cost: = £3355.80
Cost per Pupil: = £3355.80/163 = £20.59
Cost per PP Pupil: =£3355.80/64 = £52.43

Action: Compared to similar tests carried out with year 8, reading ages improved more for this year 7 cohort than the previous one. The school has decided to invest in Accelerated reader for the new Year 7 and year 8. We will review the data in March 2020 to decide whether to continue for the following year.

For 2019/ 2020 we are looking at improving the monitoring and intervention carried out by form tutors and the Literacy coordinator which should lead to even greater improvements.

6. Structured Conversations

Student Interviews:

Originally 30 students were selected for this intervention. The selected students were Pupil Premium boys who were underachieving based on the previous data drop. Many of the selected students proved challenging to work with and parental meetings were difficult to arrange. A couple of students left the school during the year. In March the decision was made to replace a few of the existing cohort and two underachieving PP girls were added.

Three mentees were chosen for the interview. They were aware why they had been selected for the process and had received two structured conversations each during the academic year so far. They felt the intervention had made them take school more seriously and encouraged them to begin revising and attend after school clubs. The discussions about their current achievement had made them take studies more seriously. They would like the intervention to continue next year as it is helpful. They appreciated the encouragement from their mentor and described the good relationships they had developed with them.

When asked about their experiences at Chace, one said he got distracted easily in lessons, but not in English. Another described disruptive behaviour from other students, although not in English. One student said he would like lessons to be more entertaining with more picture, videos and group discussions.

Mentor Interviews : Holly Allen and Mizgin Koker interviewed by Louise Cudd

- Staff/mentors felt they had a better understanding of students and liked the improved link with the parents

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- Staff were encouraged to contact a parent they may not have contacted in the past due to a language barrier or lack of confidence in talking to parents
- The framework for Structured conversations has helped structure meetings with parents and students outside of Achievement for All as well.
- The regular meetings and contact with parents have helped keep students on track and helped parents to not have to rely on their child to keep them informed about important information.

Data:

Students	Progress 8 Score		
	Yr10 SUM2	Yr11 AUT2	RESULT 2018
Year 11 (13 students)	-1.16	-0.98	-1.17
Students	Progress 8 Score		
	Yr10 AUT2	Yr10 SPR2	Yr10 SUM2
Year 10 (14 students)	-0.82	-1.01	-0.92

Cost = £1000

Cost per PP Pupil = £1000/30 = £33.33

Action: The data suggests that this intervention has had very little impact on this group. However, in some cases better staff student relationships have been created.

In 2019-20 the focus will switch to FSM High Starters and then PP High Starters. Underachieving KS4 students with the first group will be given academic mentors whom they will meet every two weeks. Students stay on this programme until their data suggests they have made expected academic gains.

7. 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 2019
Pupil Premium (13)	-0.11	-0.36	-0.55

COST PER PUPIL = £3392 /13 = £260.92

The group performed worse in the examinations than they were predicted in Autumn 2018. However, 6 students did better and 7 did worse.

Action: This intervention is to be discontinued.

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8. Boys Motivational Groups

For this intervention 29 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	% Achieving 4+ in ENG/MA	
	Yr11 AUT2	RESULT 2018
Pupil Premium (13)	46	46
Non – Pupil Premium (16)	56	56
All Students	52	52

Students	% Achieving 5+ in ENG/MA	
	Yr11 AUT2	RESULT 2018
Pupil Premium (13)	23	31
Non – Pupil Premium (16)	19	44
All Students	21	38

Students	Progress 8	
	Yr11 AUT2	RESULT 2018
Pupil Premium (13)	-0.28	-0.19
Non – Pupil Premium (16)	-0.39	-0.20
All Students	-0.34	-0.19

This programme incurred no cost from the PP Budget.

The performance of this cohort of students improved when measure using Progress 8 and in terms of the %Achieving 5+ in both English and Mathematics. The Pupil Premium boys in this group significantly outperformed the whole cohort of Pupil Premium boys in the year group.

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Action: Renew in 2019-20 and provide it exclusively for Pupil Premium Boys.

9. Resources for the ARP

The ARP are supporting students in KS3-4 who need additional support. 33 students are currently being supported from anywhere between 2 lessons a week and a full timetable. 17 of these pupils are PP. Lesson Drop-ins show a significant level of engagement from students who would otherwise struggle in the mainstream. SUMO lessons for 2 (of 5) students has shown to have a decrease in behaviour related incidents in the school.

COST = **£3000**
COST PER PUPIL = **£3000/33 = £90.90**
COST PER PP PUPIL = **£3000/17 = £176.47**

Action: PJO to liaise with the SENCO to provide support for PP students in the ARC during 2019-20.

10. Alternative Provision

Five students were being supported on full time alternative placements during the Autumn term @CONEL, Focus Training, LTS, and First Rung. Four of these students are PP. In the Spring Term this number dropped to three. All three are PP.

Throughout the year the attendance and academic performance of this group were tracked by the SENCO.

The main benefit of this intervention has been a reduction in the number of permanent exclusions during 2018-19 compared with the previous year.

COST PER PUPIL = £32500/5 = £6500

Action: Continue this intervention in 2019-20 focusing on students who are at risk of permanent exclusion.

11. Pupil Premium Bids

This year there were four successful PP bids totalling £12,708.27 The bid evaluations are attached in the appendix 1. A brief summary of the costs per PP Pupil are below:

Drama :	Theatre Trip	£1160
Mathematics:	Textbooks for PP Learners in Year 7 and 8	£3500
Mathematics:	Calculators for PP Learners	£1000
Mathematics:	Edexcel Revision Workbooks for KS4 PP Learners	£980
Science:	Develop Maths skills of Year 11 PP Learners	£577.50
Science	KS3 Science Club	£426.74

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Media:	Media Textbook for KS4 PP Students	£748.20
English:	Revision Guides for Year 11 Students	£595
Food:	Assorted Food Tech Equipment	£873.66
Geography	Field Trip to Stratford	£800
Art	Equipment for PP Students in YR9 and KS4	£1326.17
Science	Funding PP Learners for Trip to Greenwich	£600
Business	Online Revision resources at KS4	£30
Sociology	Textbooks and Practice Papers for KS4	£100
Total		£12,708.27

12. School Counsellor

The Counsellor worked for 36 weeks and did 20 hours per week. She also had support from trainee counsellors who between them offered an additional 5 hours per week. In that time the counselling team saw 170 different students. A number of these would have received more than one consultation. Approximately 25% of the students were Pupil Premium. Most of the Pupil Premium students are from KS3. This intervention supports pupils with emotional needs which have become barriers to learning. This is a long-term strategy. Many students receive this intervention across several academic years

Cost:	= £28,152	
Cost per Pupil:	= £28,152 /170	= £165.60
Cost per PP Pupil:	= £28,152 /43	= £654.70

Action: Continue to provide counselling students for those in need. In 2019-20 implement a monitoring system which maintains pupil confidentiality but allows us to track attendance and attainment for these students across the year to measure impact.

13. Smaller Group Sizes in English and Mathematics

This intervention was carried out based on evidence from the EEF toolkit. This suggested that students could gain up to 3 months learning using this approach.

In Mathematics, where outcomes have consistently lagged behind those in other subjects over the past three years, the approach was to create smaller groups in year 11 for sets 2 and 3, students whose prior attainment suggests they should be achieving grades 4 and 5. In years 9 and 10, the

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mathematics team had smaller groups for the less able students, allowing for small group tuition for the weakest students.

In English this intervention occurred at KS4 only. Students were set according to ability and the smallest groups were created for the weakest students.

Outcomes in both subjects improved in 2019 compared to 2018 when comparing both attainment and progress.

Cost = £72,423

Cost per Pupil = £72,423/835 = £86.73

Cost per Pupil Premium Pupil = £72,423/ 315 = £229.91

14. Improving Teaching and Learning using the CLT team

- The quality of teaching at Chace continues to improve and the majority of teaching is good. Improvements in teaching have been a result of a robust professional development plan aligned to our priority areas and addressing any areas of teaching not consistently good.
- Teacher planning has significantly improved at Chace as this area formed a central part of our PD plan for the last two years. Teachers are aware of our planning non-negotiables, 'know their students', and are using data to inform their plans. The introduction of Contextual Information Folders (CIFs) in 2017/18 has enabled teachers to plan around the needs of different students. Compared to June 2017, learning walk data shows an improvement in teachers' use of seating plans and contextual data. In our most recent learning walk (March 2019) 89% of lessons were secure in this area. (*see Learning Walk March 2018*). Teachers can therefore easily identify PP students and are able to prioritise in class intervention.
- This information has been used to hold teachers to account and, where necessary, tackle underperformance through a supportive and evidence based system.
- The CLT have been instrumental in ensuring high quality PD has been delivered this year and have evidence of the impact of their support for individual teachers that are not consistently meeting the Teacher Standards in their teaching. Ensuring high quality teaching is essential to all students but has high impact on PP (EEF reports).
- At all INSET/ CPD within school, The CLT team ask teachers to identify students that they have in mind, when looking at all aspects of improving practice.

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

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

Action: Research states that Quality first Teaching has the greatest impact on attainment and progress. We will continue to use Pupil Premium funding to fund CLT in 2019-20 to continue improving practice throughout the school by implementing the latest research methodologies.

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15. 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:

Attendance Measure	2018 -19 (to May 2019)	2017-18	2018-19 National
% Absence PP	8.2	6.9	7.8
% Absence Non-PP	5.2	4.9	4.4
% Persistent Absence PP	28.7	22.5	24.0
% Persistent Absence Non-PP	11.8	12.2	8.9

COST PER PUPIL = £21,237/1235 = **£17.20**

COST PER PP PUPIL = £21,237/402 = **£52.83**

Action: Ensure SOL attendance matches Progresso at all times. Monitor key attendance benchmarks weekly. Get tutors to log interventions on Progresso such that RSL's can check regularly that this is taking place. Aim to have absence figures which are at least as good as the national average.

Attainment of Students during 2018-19

Year 11

Group	KS2 APS	Number	Progress 8	Attainment 8	%Achieving 5+ in English and Mathematics	%Achieving the EBacc (Good/Strong Pass)
All	4.73 (4.68)	206 (198)	-0.15 (-0.21)	43.85 (42.65)	36 (31)	24/14** (24/12)
Boys	4.76 (4.61)	93 (103)	-0.63 (-0.50)	38.92 (38.87)	31 (27)	18/9 (17/7)
Girls	4.70 (4.75)	113 (95)	0.25 (0.11)	47.89 (46.67)	40 (34)	29/18 (32/18)
Pupil Premium	4.67 (4.46)	75 (71)	-0.60 (-0.44)	36.95 (36.45)	20 (17)	15/11 (11/4)

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Non Pupil Premium	4.76 (4.84)	131 (127)	0.11 (-0.08)	47.78 (46.06)	45 (38)	30/15 (31/16)
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In Year 11 the Attainment of Pupil Premium Students exceeded that of the previous cohort against all measures. However, this year group had higher prior attainment than the 2017-18 cohort so the Progress 8 score was lower.

		WHOLE SCHOOL				
Year 11 2018-19		% Grade 5+ in English and Maths				
		Pupils	Yr11 SPR2	RESULT	FFT50	FFT20
Summary	All Pupils	206	28%	36%	38%	45%
Gender	Male	93	19%	31%	38%	45%
	Female	113	35%	40%	39%	46%
	FFT Higher attainers	54	65%	76%	83%	88%
	FFT Middle attainers	69	28%	33%	38%	49%
	FFT Lower attainers	68	1%	6%	6%	10%
Pupil Premium	High Attainers	17	47%	63%	81%	87%
Pupil Premium	FSM (in last 6 years)	75	16%	20%	33%	40%
	Not FSM (in last 6 years)	131	35%	45%	41%	49%
SEN Group	SEN Support	40	16%	25%	22%	27%
Ethnicity	White	96	30%	39%	38%	45%
GAP ANALYSIS						
Measure			YR11 SPR2	RESULT	FFT50	FFT20
Pupil Premium			19%	25%	8%	9%
Gender			16%	9%	1%	1%

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Year 10

Year 10 2018-19		Pupils	% Grade 5+ in English and Maths					%GCSE's Graded 7 to 9				
			Yr10 AUT2	Yr10 SPR2	Yr10 SUM2	FFT50	FFT20	Yr10 AUT2	Yr10 SPR2	Yr10 SUM2	FFT50	FFT20
Summary	All Pupils	206	36	34	32	37	46	5	5	9	11	16
Gender	Male	109	32	28	28	36	44	3	3	5	8	12
	Female	97	40	41	36	39	47	8	8	14	14	19
Prior Attainment	FFT Higher attainers	43	86	81	77	82	88	26	26	30	39	49
	FFT Middle attainers	86	41	38	35	39	51	0	0	5	6	10
	FFT Lower attainers	66	3	2	0	7	12	0	0	0	0	1
EAL		76	34	32	30			3	1			
Pupil Premium	All Pupils	66	29	23	22	31	39	2	2	3	8	11
	High Attainers	8	75	63	63	83	88	13	13	13	44	52
	PP MALE	32	27	16	19	33	42	0	0	3	5	9
	PP FEMALE	34	30	29	26	28	35	3	1	3	11	13
Non Pupil Premium		140	39	39	36	40	49	7	7	11	13	18
SEN Group	SEN	31	3	3	3	7	11	0	0	0	0	1
	EHCP	8	0	0	0	2	4	0	0	0	0	0
Ethnicity	White	85	41	40	37	39	47	8	8	13	14	20
Measure			Yr10 AUT2	Yr10 SPR2	Yr10 SUM2	FFT50	FFT20	Yr10 AUT2	Yr10 SPR2	Yr10 SUM2	FFT50	FFT20
Gender			8	13	8	3	3	5	5	9	6	7
Pupil Premium			10	16	14	9	10	5	5	8	5	7

The picture for this year group is the most promising for many years. Year 10 Summer 2 predictions have proved to be a reliable indicator of final year 11 performance.

We have never had such a good set of Year 10 predictions. The indication for Pupil Premium students is that they will perform significantly better than in the past 3 years and exceed the national average for this cohort. The gap between PP and Non-PP students is also projected to be lower than at any time in the last 3 years.

KS3

Year 9	% Working at or above age related expectations in English and Mathematics		
	YR9 AUT	YR9 SPR	YR9 SUM
Pupil Premium	37	38	41
Non Pupil Premium	67	68	72
Gap	30	30	31

Year 8	% Working at or above age related expectations in English and Mathematics		
	YR8 AUT	YR8 SPR	YR8 SUM
Pupil Premium	46	53	53
Non Pupil Premium	56	63	62
Gap	10	9	9

Year 7	% Working at or above age related expectations in English and Mathematics		
	YR7 AUT	YR7 SPR	YR7 SUM
Pupil Premium	64	50	55
Non Pupil Premium	70	60	58
Gap	6	10	3

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The PP Gap in Year 9 is a real concern. This is because when a similar gap was identified in the 2018-19 cohort when they were in year 10 it proved impossible to narrow during KS4.

The picture in year 7 and 8, like year 10 is much more promising. The challenge here will be to maintain this position and attempt to reduce the gaps further.

Recommendations for 2019-20

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 2019-20 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?

Outcomes in 2019 for Pupil premium students showed an increase in attainment compared to 2018 but a drop in Progress from -0.44 to -0.57. This year group had a substantial Pupil Premium gap throughout KS4 and interventions in the final 18 months of KS4 did little to address this.

In 2019-20 and beyond greater emphasis will be placed on intervening with Pupil Premium students at KS3, especially High Starters and High Starters who are also FSM. This will take the form of enrichment activities, academic mentoring and group work with their HOL.

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

In 2018-19 we saw an improvement in the attainment of Pupil Premium Students but the gap between PP and Non-PP students widened compared to 2018. However in the current year 11 the gap between the two groups is lower than in both 2018 and 2019. There could be many reasons for this, including that this year group has far fewer PP students than any other.

Do pupil premium students find the interventions beneficial and effective?

The evidence collected from the Student Interviews was overwhelmingly positive in this regard. Students found the interventions enjoyable and beneficial. In many cases they wanted to either be able to continue participating in them or wanted them to continue so that other students could benefit from them.

The Strategy Statement for 2019-2023 has considered this, as well as quantitative evidence about the benefit of interventions when deciding whether to continue with them in future years.

Chace Community School
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Date of Review: June/July 2019

What additional interventions do we need to provide for pupil premium students and their parents in 2019-20 to further narrow the gap in attainment between them and the rest of their peers?

The focus in 2019-20 and beyond will be to channel more support into KS3 interventions as well as targeting High Starters (especially FSM High Starters). Of all the Pupil Premium students, this sub group is perhaps the most disadvantaged of all. Evidence suggests that focused interventions with this group early in their school careers could have the biggest impact in improving outcomes for the Pupil Premium cohort and more importantly narrowing the gap between them and their peers.

**Chace Community School
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Appendix 1 – Pupil Premium Bid Evaluations

Narrowing the Gap Bid for Pupil Premium Funding 2019

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 by Monday 15th July 2019

Subject Art	Teacher A Constantinou
Bid: To provide students with the equipment that they need in order to fully access the curriculum. Students will receive a pack that they can take home and use for homework and coursework tasks.	

Evaluation of impact and objectives of the bid:

Lack of specific art equipment has hindered progress, especially at home. After evaluating the impact from last years successful bid, we noted that the access to equipment enabled the pp students to be in a position where everything was in place for them, giving the students a positive start.

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

This worked particularly well with the boys as they are the most disorganised; this all had a direct impact upon grades. 96% of our pp students received a grade 9-4 and this year we predict that 90% of pp students will receive a grade 9-4. For some students it gave them a sense of pride as they were given equipment which they looked after, so were more motivated to complete tasks. Homework improved as students had the equipment that they needed. The quality of the sketchbooks was superior to what students normally buy, resulting in higher grades.

SignedA Constantinou.....(Teacher) Signed.....D
Glyde.....(HoF) Date.....8/7/19.....

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Narrowing the Gap Bid for Pupil Premium Funding 2019

Evaluation Form

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Please return this evaluation to PJO by Monday 15th July 2019

Subject Drama	Teacher AFG
Bid: Money for Theatre Tickets for PP students (live theatre evaluation in written exam paper)	

Evaluation of impact and objectives of the bid:

The objective for our bid was to ensure that all PP students who opted for GCSE Drama were able to attend at least one theatre trip. This is an essential part of the course as AQA GCSE Drama now demands that every student has watched a piece of live theatre; section C of their written exam paper (worth a total of 32/80 marks) is dedicated to the analysis and evaluation of this viewed piece of live theatre. The money has allowed us to purchase a ticket for our PP students so that they can complete all compulsory elements of the course.

Evidence (data, observation, student evaluation etc):

The attendance of our PP students to our theatre trips was significantly improved (particularly the compulsory matinee and knowing that the ticket cost was covered) meaning that all students had been to at least one theatre trip and could therefore sit the written exam paper.

Signed(Teacher) Signed.....(HoF)

Date: July 2019

Chace Community School
Pupil Premium Internal Review 2019

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Evaluation Form

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Subject Maths	Teacher C Lynch
Bid £1000 for scientific calculators	

Evaluation of impact and objectives of the bid:

By purchasing scientific calculators for the department this has meant that all students have been able to access the curriculum without the financial worry of buying a scientific calculator. As the maths GCSE now requires students use a calculator for 2/3 of their exams this is increasingly important.

The onus has been on ensuring that students are remembering to bring in their equipment, but by having spares available this has reduced the disruption to lessons over students not having the correct equipment. In addition, it has meant that staff have spent more time on key calculator topics during lesson time and making sure that students are comfortable with all of the functions on a scientific calculator.

Overall, this has meant that PP students are better prepared for their GCSE exams without the financial worries of buying a scientific calculator

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

There has been less disruption to lessons as students are able to borrow a calculator when they don't have one. This has meant that staff are able to spend more time on calculator topics which is very important as the calculator papers now make up 2/3 of the maths GCSE.

All PP students have a calculator to use in lessons and exams and are more prepared/confident hopefully leading to improved outcomes.

Signed ...C Lynch.....(Teacher) Signed...C Lynch.....(HoF)
Date...10/07/19.....

Chace Community School
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Evaluation Form

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Please return this evaluation to PJO by Monday 15th July 2019

Subject Maths	Teacher C Lynch
Bid £3500 for Key Stage 3 textbooks for lower attaining PP students	

Evaluation of impact and objectives of the bid:

At the start of the year all Key Stage 3 classes being taught using Key Stage 4 textbooks as nothing else was available. This meant there was little scaffolding/differentiation for the weakest students at Key Stage 3. This made planning difficult for teachers and resources inaccessible to certain students.

The My Maths KS3 textbooks have provided accessible work for year 7 and 8 students in and outside of lessons. They have allowed staff to break work down into more manageable chunks for students with clear and concise diagrams and examples. They also provide staff with a bank of KS3 problem solving tasks that are appropriate at a year 7 and 8 level rather than just using GCSE exam questions that are too difficult for many students.

Outside of maths lessons, the books have been used to set work for students that have missed school for different reasons or as a revision resource for students that need extra support.

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

The feedback on these books from students has been very positive, however not all staff have been using them as often as others, so there needs to be more consistency with this next year.

Signed ...C Lynch.....(Teacher) Signed...C Lynch.....(HoF)
Date...10/07/19.....

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Narrowing the Gap Bid for Pupil Premium Funding 2019

Evaluation Form

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Please return this evaluation to PJO by Monday 15th July 2019

Subject Geography	Teacher AGY/ACA
Bid: £ 1600	

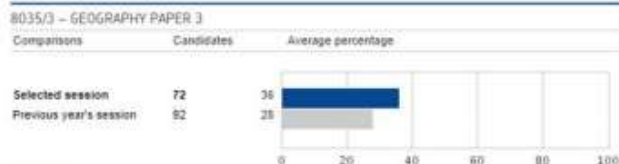
Evaluation of impact and objectives of the bid:

The bid is essential in funding our field trips. Without the knowledge gained in the field the students would be completely under prepared for the Paper 3 examination. The expertise of the field centre and the resources they provide are invaluable to our students. The money has helped improve our paper 3 performance (see below)

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

GCSE Summer 2019 GEOGRAPHY
8035 - GEOGRAPHY



[Back to top](#)

Signed AGY(Teacher)
Signed.....(HoF)
Date.....8/10/2019.....

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Evaluation Form

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Subject : Sociology	Teacher : Melanie Nathan
Bid: Practice paper textbook	

Evaluation of impact and objectives of the bid:

The textbook has been used to create exam papers which have been used in the year 10/11 PPE's and within lesson. The aim was to raise achievement which will be evident in the year 11 results and has been evident in the year 10 mock exams.

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

Planning of assessments has been completed for this and next academic year. Students have more practice exam papers which is improving confidence with exam structure. Numerical evidence will be in the form of results.

Signed ...Melanie Nathan.....(Teacher)

Signed.....(HoF) Date.....08/07/2019.....

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Please return this evaluation to PJO by Monday 15th July 2019

Subject Food	Teacher AL
Bid: £873.66	

Evaluation of impact and objectives of the bid:

Improved outcomes at GCSE.

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

73% 9-4 at GCSE, Almost 20% higher than other centres in NEA which reflects the use of the equipment and books purchased.

Signed Ann Leonard (Teacher)

Signed Santania Ricketts (HoF) Date 7th October 2019

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Narrowing the Gap Bid for Pupil Premium Funding 2019

Evaluation Form

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Please return this evaluation to PJO by Monday 15th July 2019

Subject Science	Teacher Samantha Burt
Bid: London Observatory Visit - Funding the PP students	

Evaluation of impact and objectives of the bid:

All Year 7 students were able to attend the trip. This reinforced their understanding of the Universe and how telescopes can see celestial object deep into space. They were given an lecture on the phases of the moon and eclipses. This knowledge links directed to their unit on space.

Evidence (data, observation, student evaluation etc):

Please attach any supplementary evidence

Many photos were taken on the day, many of which are now part of our hallway display demonstrating how we can step from 1 hemisphere over to the other. Both teacher and student comments were positive after the trip.

Signed ...Sam Burt.....(Teacher) Signed.....Sam Burt.....(HoF) Date.....Sept 2019.....

Chace Community School
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Narrowing the Gap Bid for Pupil Premium Funding 2019

Evaluation Form

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Please return this evaluation to PJO by Monday 15th July 2019

Subject Science	Teacher Sam Burt
Bid: Maths in Science Revision Book to Year 11 students (Bid £2.75 per students)	

Evaluation of impact and objectives of the bid:

We had to modify our plan to have it in the Main Hall. Here is what we did. Each Form was given a class set of Maths in Science books to work through during the Numeracy time during Registration. 6 weeks prior to the exams this was distributed. Tutors were to encourage and oversee this time and also were to give the students the books to take home prior to the exams. Not all books were taken home.

Additionally in our Rotation we ran Maths in Science lessons which worked through the maths skills that could be examined in any of the 6 papers (graphing skills and interpretation, calculating means, calculating change of increase/decrease, drawing lines of best fit and spotting anomalies from data tables). The majority of the classes had time to complete this however with two non-permanent staff the quality of the delivery varied.

We were unable to schedule 2 in Hall sessions due to the number of exams that were carried out interfering with Music lessons.

After analysing the data from the exams there are several maths questions which indicate we did significantly better than other similar schools. (Attached).

If able to give this book again out to students I would use them in class and in assembly slots to ensure the delivery to all students was consistently of good quality.

Evidence (data, observation, student evaluation etc):

Observation – during Tutor group lessons students were using them, the mark scheme in the back allowed for peer assessment.

Students – they felt it was a practise tool for top set, but those in Foundation groups preferred having the book as a textbook during guided lessons and would have valued more time in lessons in rotation.

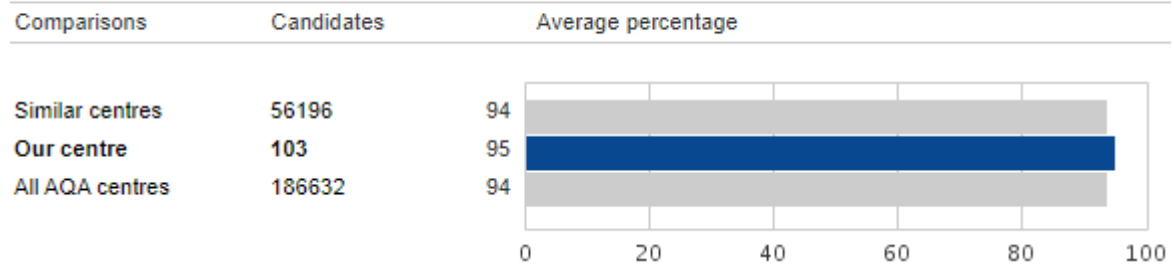
Evidence attached of numeracy questions against other schools.

Signed.....Samantha Burt.....(HoF) Date.....25/9/19.....

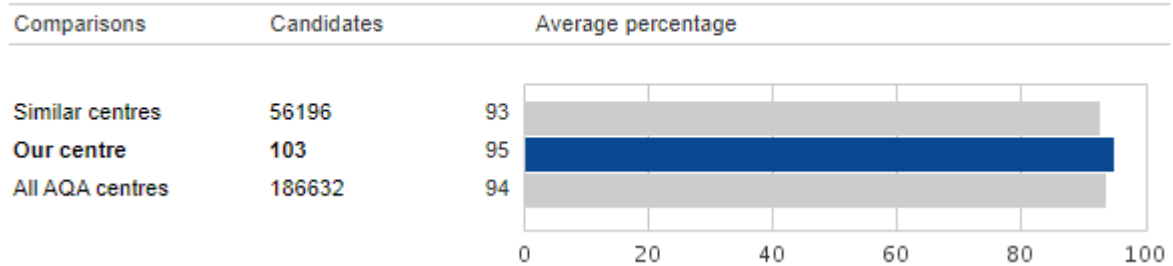
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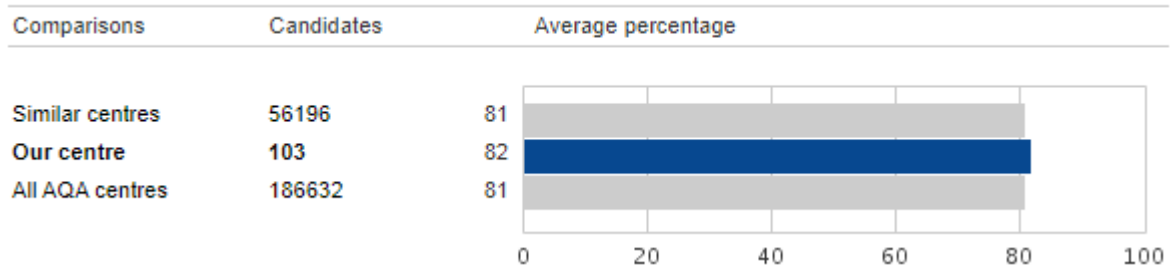
Question 2.4



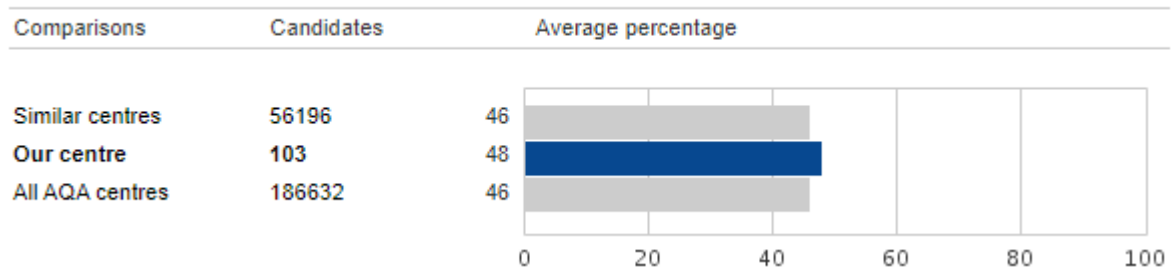
Question 3.2



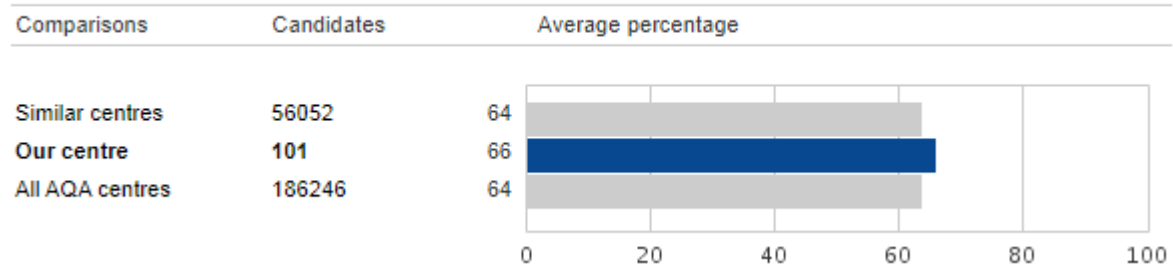
Question 4.4



Question 4.8



Question 1.6



**Chace Community School
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Pupil Premium Review – Student Feedback about their Intervention

Intervention: _____

Students: _____

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