

Chace Community School Pupil Premium Strategy Statement 2022-23

This statement details Chace Community school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chace Community School
Number of pupils in school	1088
Proportion (%) of pupil premium eligible pupils	41
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024 - 3 years
Date this statement was published	18th December 2022
Date on which it will be reviewed	30th September 2023
Statement authorised by	Tanya Douglas
Pupil premium lead	Phil Jones
Governor / Trustee lead	Tracey Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,302
Recovery premium funding allocation this academic year	£93, 426
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 427,728

Part A: Pupil Premium Strategy Plan

Statement of intent:

Our school motto is 'Excellence has no limits'. This applies to all our students irrespective of their background or the challenges they face.

Therefore our Pupil Premium Strategy aims to give all our Pupil Premium students the opportunity to excel in all aspects of school life. The key priorities we aim to address are:

1. Improving outcomes for all students especially those who are Pupil Premium. Narrow the gender and pupil premium attainment gaps.
2. Improving the quality of teaching and learning for all so that it is consistently good in all lessons. Promote high standards of literacy and numeracy.
3. Plan teaching to stretch and challenge all learners especially the most able
4. Improve attendance and reduce persistent absence, meeting or exceeding the national average
5. Improve the quality and completion of home learning, ensuring the tasks set build upon students classwork
6. Develop and implement an effective careers strategy to raise the aspirations of all students, especially those from disadvantaged backgrounds
7. Promote a culture of excellence, improving pride and community cohesion
8. Embed Student Leadership with all having the opportunity to express their views through the School Council and Student Voice.

We rigorously track and monitor the progress and performance of our Pupil Premium students. Underachieving students are identified and supported with appropriate interventions to get them back on track.

Reading was identified as a key issue in the last Pupil Premium review. The provision of Accelerated Reader and frequent reading assessments has enabled us to address this issue. Students without access to IT equipment at home have been identified and loaned chromebooks to help them complete their home learning.

The interventions and strategies set out in this document have been selected after referring to research from EEF and other sources. At the end of each academic year we review the effectiveness of our strategy. Interventions deemed successful, based on the data, are continued while others are replaced with more effective alternatives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The Pupil premium cohort arrive with lower maths and reading scores when compared to their peers
2	The attendance of students eligible for Pupil Premium is lower than that for the rest of the cohort
3	Pupil Premium students have less cultural capital than their peers. This means they would have fewer opportunities to attend the Theatre or a music concert. They will also have lower aspirations than their peers.
4	High Starter Pupil Premium students can fall further behind their peers at secondary school as they are less likely to access private tutoring or have specialist support available at home.
5	Parental engagement is less likely from families of Pupil Premium students
6	Behaviour issues with a small minority of our cohort

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><i>Improve outcomes for all and narrow gaps for boys, most able and disadvantaged students</i></p> <p>Supervised study and homework club for 4 nights per week to support student in completing homework</p>	<p>Year 11 Cohort: >44 % 5+ English & Maths Boys: > 39% 5+ English & Maths PP: >41% 5+ English & Maths HS : >100% 5+ English & Maths P8: >0 A8 > 47.0</p>
<p>Plan teaching to stretch and challenge the most able</p>	<p>Stretch and challenge is seen in >90% of lessons (for all abilities and subjects) (compared to 84% May 22). Behaviour for learning seen in lessons is good. This leads to improved outcomes for students, particularly the most able, boys and disadvantaged students</p>
<p>Ensure that all teachers follow the Behaviour Policy so that expectations of pupils are consistent in lessons and around the school.</p>	<p>Behaviour for learning seen in lessons is good (>95% compared to 90% in May 22). Incidents reduce . Number of individual teachers who are supported reduces.</p>
<p>Improve attendance and reduce persistent absence – to meet and exceed national average</p>	<p>Whole school attendance to be above 95% and persistent absence under 13% both thresholds. Year 7-95.8% PA-11%, Year 8 - 95.1% PA 12.5%, Year 9-94.5% PA-12.5%. KS4 HOL PM targets are 94.6% PA-12.5%.</p>
<p>Ensure all students take full advantage of enrichment opportunities in school</p>	<p>Provide opportunities beyond the curriculum for students to:</p> <ul style="list-style-type: none"> Extend the curriculum Develop character Prepare for future success Prepare for life in modern Britain
<p>Teach and promote high standards of literacy, reading and, numeracy</p>	<p>Reading records show 1 to1 reading in line with data. Students standardised scores improve and intervention is in place where they drop in a term.</p> <p>TA's to be confident with delivery numeracy sessions and supporting students in lessons</p>
<p>Develop students' sense of belonging and character through the development of a house system and the student council</p>	<p>Thriving Student Council who meet regularly. Annual Head Student election. House system implemented in September 2023.</p>
<p>Implement strategies to overcome the disruption to learning due to COVID 19</p>	<p>AfL and summative assessments used to identify gaps. Curriculum adapted to meet the needs identified and to fill these gaps. Lessons will display effective use of AfL to assess regularly.</p>

Activity in this academic year

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

Teaching

Budgeted cost: £110,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regularly review the curriculum's impact on teaching and learning with a focus on High starters, making any adaptations or changes needed to improve it further. Use this to identify Continuing Professional Development (CPD) needs for staff.</i>	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.	1,4
<i>Plan PD to train staff on improving oracy in order to develop memory and students confidence. Train development coordinators and HoFs/ HoDs to review assessments and identify areas where students are performing poorly due to memory issues</i>	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'	
<i>Improve belonging and use of data to improve reading ages a) library lessons follow protocol - check reading records and drop-ins b) 10 minutes reading time - drop-ins, student voice and faculty monitor</i>	Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019)	1
<i>Ensure reading curriculum is implemented in form times: KS3 - check reading records and monitor AR data, KS4 form time drop-ins</i>	Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.'(DfE Oct 2021) Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019)	1
<i>Numeracy principles reshared and embedded through planned series of staff briefings</i>	Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.'(DfE Oct 2021)	1
<i>All staff and students to be involved in National Numeracy day and complete extra-curricular maths across the day</i>		1

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

Budgeted cost: £73,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. (small groups in the first instance). Register to be created on Arbor to track attendance.	"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition)	1
<p><i>Supervised study and homework club for 4 nights per week to support students in completing homework.</i></p> <p><i>Compulsory Homework club for students who persistently do not complete HW.</i></p>	Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported e.g through providing homework clubs for pupils" (EEF - Homework)	1,4
	"UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds." (Dr John Jerrim, Sutton Trust, September 2019)	1,4,5
<i>KS3 HOL and and core subject coordinator lead excellence club with a termly focus on one specific key group: Term1 - PP Term2 - Boys Term 3 - HS & SEND</i>	"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition)	1,4
<i>Chace University to continue for Chace High Starters, via google meet. Main focus aimed at Yrs 7, 8, 9. As soon as conditions permit, High starter Year 10 + 12 students to run sessions along with staff and Lesson 7 to be used to run Chace University sessions for Yr 7. Sessions to continue weekly from October half term, after school and during some lunchtimes (when possible). Half termly student updates to SLT. Brilliant Club Programme to continue with a majority of PP High Starters. Yr 7+8 group to be first autumn cohort. Yrs 9+10 to begin later in Autumn term 2022. Further cohort booked from Summer 2023. Regular</i>	Disadvantaged pupils who do perform strongly in primary school are much more likely to fall behind at secondary school, compared to other high attaining students, across a range of measures. While high attainers overall make about an average level of progress between Key Stage 2 and Key Stage 4 (a Progress 8 score of 0.02, where the national average is zero), those from disadvantaged backgrounds fall substantially behind, with a negative Progress 8 score of - 0.32. (Sutton Trust, July 2018)	4

<i>liaison with Brilliant Club staff to check status of courses.</i>		
<i>Provide 1 to 1 instrumental tuition for PP students who study GCSE Music</i>	<p>This intervention aims to improve the cultural capital.</p> <p>‘Children from low SES families face particular challenges in terms of parental support because of financial constraints which can impact on transport, owning an instrument, attending additional programmes. Additionally, the home environment may not be conducive for individual practice’.</p> <p>Progression in instrumental music making for learners from disadvantaged communities, Hallam & Burns Sept 2017 – Arts Council England.</p>	3
<i>Ensure the planning and implementation of a careers programme that meets the statutory requirements of the Gatsby benchmarks</i>	<p>“High-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes”.</p> <p>Sir Kevan Collins, CEO of EEF (July, 2016)</p>	3
<i>Delivering support and training to improve staff confidence and knowledge of CIAG, and how it links to the curriculum</i>		3
Accelerated Reader	<p>Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.’(DfE Oct 2021)</p> <p>Literacy is key to academic success and is more important than ever for the new curriculum. (EEF, Improving Literacy in Schools, July 2019)</p>	1,4
GCSE Pod	<p>UK children from poorer homes receive significantly less help with their studies outside of school. As a result, children of high ability from low-income families are not receiving the kinds of educational opportunities they should. More support is needed to ensure these pupils are given vital additional support with their learning in order to keep up with children of similar ability from more affluent backgrounds.”</p> <p>(Dr John Jerrim, Sutton Trust, September 2019)</p>	1,4
Sparx Maths	<p>Pupils from disadvantaged backgrounds were about half a month further behind than non-disadvantaged pupils in primary and secondary reading.’(DfE Oct 2021)</p>	1,4
National Tutoring Programme	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality</p>	

	tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £248141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidies for PP students to help pay for activities and resources. This includes a contribution of £2,000 towards ingredients for PP students studying Food Technology.</i>	Ensuring all PP students have the opportunity to improve their cultural capital by being able to experience the Arts. This includes Theatre, exhibitions and overseas visits. The EEF toolkit suggests that when managed properly, allowing students to fully participate in the Arts can add three months of learning in one calendar year.	3
<i>Reduce FTE to 75, FDR to 350, increase support for those with underlying additional needs. Allow teaching to flow and not be disrupted.</i>	EEF Behaviour report. October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5,6
<i>Embed new routines for break, bus stop, plimsolls to further level up expectations using the values to drive these</i>		5,6
<i>Reduce lesson relocations per week through quality first teaching to prevent staff needing to use relocation.</i>		
<i>Staff using values when pressing and holding students to account around school</i>		
<i>Lesson start and end routines reinforcing the calm and purposeful start to each day after the morning lineup</i>		2,3,5,6
<i>Provide Counselling services in-house to support vulnerable learners</i>		6
<i>New staff using attendance systems to update and change current daily tracking and actions</i> <i>Reduce FTE/PEX by using Enfield NEXUS, Holler and normal BSS support, managed moves and AP.</i>	Wider strategies including increasing attendance have proved to be effective in improving outcomes for disadvantaged students. (EEF, July 2019)	2

<i>Daily tracking and home visits, EWS input and pastoral team working together. Especially with falling below 95 to prevent then getting to 90%.</i>	More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately when a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. face in getting their children to school.	2
<i>Use rewards support attendance improvement using attendance improvement flowchart for consistency in KS3/4</i>	(Supporting the attainment of Disadvantaged Students, DFE November 2015)	2,5
<i>Implement a new House System</i>		3,5,6
<i>Annual Head Student election in February 2022. This will be preceded by Hustings assembly and 'Question Time' activities with the candidates.</i>	1. Secure commitment from the governing body or parent council, the senior leadership team and all staff so that pupils know their voice is important.	3
<i>A delegation from the School Council attends one HOF, HOL and CLT meeting each term. They also attend one SLT and one Governors meeting during the academic year.</i>	2. Make sure children and young people understand the scope of their participation, and what is and isn't possible to achieve.	3
<i>Students are given the opportunity to nominate their peers for an outstanding contribution towards meeting the Chace values.</i>	3. Give regular feedback to pupils. If they have put time into contributing they need to know the outcomes.	3
<i>Students are given regular opportunities to promote their work and ideas to the whole student body, staff and parents.</i>	Anna Freud Foundation 'Mentally Healthy Schools' Nov 2022 https://mentallyhealthyschools.org.uk/w-hole-school-approach/pupil-voice/	3
<i>Request regular feedback from the student body about a range of pastoral and curricular issues.</i>		3

Total budgeted cost: £431,697

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our Pupil Premium Review for 2021-22 can be found on the school website and by clicking on the link below:

https://docs.google.com/document/d/13PG7xP_VdNaMBiHRRrOU3XJU_SmYf4XWSqA683tp3nk/edit?usp=sharing

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Brilliant club	hello@thebrilliantclub.org

