

Chace Community School Pupil Premium Review

November 2024

Introduction

Pupil Premium students fared worst during the pandemic. Poorer students struggled more than their more affluent counterparts to access online learning, initially because they lacked the necessary hardware but also 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 year was an opportunity for us to begin redressing the balance, as face to face learning resumed full time.

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?
- What additional interventions do we need to provide for pupil premium students and their parents in 2023-24 to further narrow the gap in attainment between them and the rest of their peers?

The review will consider the following evidence:

- School Overview
- Challenges faced by Pupil Premium students at Chace
- The Pupil Premium Strategy Statement for 2023-24 - divided into three sections; Targeted academic support, Teaching and Wider Strategies
- Performance of PP Students in the 2024 examinations and predicted performance of the current year 11s.
- KS3/4 Summer Data for year 11 2024-25
- Recommendations for 2024-25

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School overview

Detail	Data
School name	Chace Community School
Number of pupils in school	1039
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	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Tanya Douglas
Pupil premium lead	Philip Jones
Governor / Trustee lead	Tracey Jenkins
Pupil premium funding allocation this academic year	£347,185
Recovery premium funding allocation this academic year	£95,836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,928.70
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	£457,949.70

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1. 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

2. The Pupil Premium Strategy Statement

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

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- Targeted Academic Support
- Teaching Activities
- Wider Strategies for improving the Outcomes for Pupil Premium Students

I will review our progress in each section after considering the historical outcomes for Pupil Premium students at Chace

Measure	2024	2023	2022	2021	2020	2019
Number of Pupil Premium Students	67	73	72	75	56	73
%Achieving Grade 5+ in English and Maths	10	22	23	21	36	21
Attainment 8	26.84	35.27	35.36	40.27	42.96	37.65
Progress 8	-1.12	-0.72	-0.64	-0.05	-0.39	-0.61
KS2 Prior Attainment	102.5	102	100	4.53	4.57	4.67

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

Budgeted cost: **£46,464.30**

Intended Outcome	Success Criteria (Year 11)	Target Set (%)	2024 SPR2 (%)	2024 Exams (%)
<i>Improve outcomes for all and narrow gaps for boys, most able and disadvantaged students</i>	All students %5+ in English and Maths	45	28	26
	Boys %5+ in English and Maths	38	22	19
	Pupil Premium %5+ in English and Maths	45	12	10
	High Starters %5+ in English and Maths	87	70	98
	All Students Progress 8	0	-0.48	-0.60
	Pupil Premium Progress 8	0	-1.12	-1.14

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Activity	Progress made during 2022-23	Challenge number(s) addressed
<p>Intervention sessions for targeted underachieving students at KS4 led by faculties. This will include lunch and after school study sessions, holiday revision sessions and Saturday sessions. (small groups in the first instance). Register to be created on Arbor and reports used to track attendance</p>	<p>"Small group tuition has an average impact of four months additional progress over the course of a year" (EEF - small group tuition)</p>	<p style="text-align: center;">1</p>
<p>One-to-One meetings with year 11 pupil premium students with negative progress and greater than 80% attendance to discuss strategies to improve their outcomes.</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF - Mentoring)</p>	<p style="text-align: center;">2, 3, 4</p>
<p>Homework club for 4 nights per week to support students in completing homework.</p>	<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).</p> <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." (Dr John Jerrim, Sutton Trust, September 2019)</p>	<p style="text-align: center;">1, 4, 5</p>

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<p>Brilliant Club Programme to continue with a majority of PP High Starters. Yr 7+8 group to be the first autumn cohort. Yrs 9+10 to begin later in Autumn term 2023. Regular liaison with Brilliant Club staff to check status of courses.</p>	<p>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)</p>	4
<p><i>Provide 1 to 1 instrumental tuition for PP students who study GCSE Music</i></p>	<p style="text-align: center;">This intervention aims to improve the cultural capital.</p> <p style="text-align: center;">‘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 style="text-align: center;">Progression in instrumental music making for learners from disadvantaged communities, Hallam & Burns Sept 2017 – Arts Council England.</p>	3
<p><i>Fit for purpose careers programme across school - Imbedding Unifrog across the school PAL and Gatsby benchmarks evidenced Appointment of Careers Coordinator to lead on this work alongside Careers LEad Continued use of external careers advisor for Y9, 11 and 12</i></p>	<p style="text-align: center;">“High-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes”. Sir Kevan Collins, CEO of EEF (July, 2016)</p>	3
<p><i>Provide opportunities beyond the curriculum for students to:</i></p> <ul style="list-style-type: none"> ● <i>Extend the curriculum</i> ● <i>Develop character</i> ● <i>Prepare for future success</i> ● <i>Prepare for life in modern Britain</i> 		3

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Accelerated Reader	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, 4
GCSE Pod Sparx Maths Educake Seneca	<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.” (Dr John Jerrim, Sutton Trust, September 2019)</p> <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	Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small groups and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality 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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Teaching

Budgeted cost: **£129,260.60**

Activity	Progress made during 2022-23	Challenge number(s) addressed
Well planned and researched PD is provided regularly to staff to demonstrate how active participation is created (based on work of Anita Archer)	<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'.</p> <p>'Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty'</p>	1,4
TLC communities are created by CLT and led by SLT members. Members are accountable for their own professional development on the theme of active participation due to tasks and activities set and monitored. 3x Inset days, 3x twilight and SB are organised into TLCs.		
Regular T&L tips, drop in sessions with CLT, T&L Breakfasts and staff briefings focussed on T&L (active participation theme)		
The profile of reading across the whole-school community will be built through Literacy The Day form time, Word of the week, Reading misconception videos, "what I am reading posters", Book clubs, parent bulletin sharing, and use of rewards.	<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> <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
<i>Numeracy principles re-shared and embedded through a planned series of staff briefings. Posters with principles in all classrooms. Principles to be shared and explained in staff briefings across the year. Form tutors delivering form time numeracy every week.</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>		

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

Budgeted cost: **£271,927.40**

Targeted interventions around attendance already began this September and are showing positive results. Clearly last years figures are not good enough and every effort is being made to return attendance to pre pandemic levels.,

Activity	Progress made during 2022-23	Challenge number(s) addressed
<p><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></p>	<p>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.</p>	<p style="text-align: center;">3</p>
<p><i>Reduce FTE to 50, FDR to 350, increase support for those with underlying additional needs. Allow teaching to flow and not be disrupted.</i></p> <p><i>Embed new routines for break, bus stop, plimsolls to further level up expectations using the values to drive these</i></p> <p><i>Reduce lesson relocations per week through quality first teaching to prevent staff needing to use relocation.</i></p> <p><i>Staff using values when pressing and holding students to account around school</i></p>	<p>EEF Behaviour report.</p> <p>October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p style="text-align: center;">5,6</p>

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<p><i>Lesson start and end routines reinforcing the calm and purposeful start to each day after the morning lineup</i></p> <p><i>Provide Counselling services in-house to support vulnerable learners</i></p>		
<p>Morning form time used to improve the recording of morning registers to ensure greater clarity for the attendance team. Live attendance spreadsheets, created for Fortnightly morning form time sessions with a focus on the importance of attendance, after October half term, personalised sessions per form class, focussed on individual attendance</p>	<p>Wider strategies including increasing attendance have proved to be effective in improving outcomes for disadvantaged students. (EEF, July 2019)</p> <p>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.</p> <p>(Supporting the attainment of Disadvantaged Students, DFE November 2015)</p>	2, 5
<p><i>Daily tracking and home visits, EWS input and pastoral team working together. Especially with falling below 95 to prevent them getting to 90%.</i></p> <p><i>Students with excellent attendance are celebrated and have regular rewards.</i></p>		
<p><i>Annual Head Student election. This will be preceded by Hustings assembly and 'Question Time' activities with the candidates.</i></p>	<ol style="list-style-type: none"> 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. 2. Make sure children and young people understand the scope of their participation, and what is and isn't possible to achieve. 3. Give regular feedback to pupils. If they have put time into contributing they need to know the outcomes. <p>Anna Freud Foundation</p>	
<p><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></p>		

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<p><i>Students are given the opportunity to nominate their peers for an outstanding contribution towards meeting the Chace values.</i></p>	<p>'Mentally Healthy Schools' Nov 2022 https://mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/</p>	<p>3</p>
<p><i>Students are given regular opportunities to promote their work and ideas to the whole student body, staff and parents.</i></p>		
<p><i>Request regular feedback from the student body about a range of pastoral and curricular issues.</i></p>		

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