

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Chesterton Community College
Number of pupils in school	1001
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	9/9/2021
Date on which it will be reviewed	9/9/2022
Statement authorised by	Donna Hubbard-Young
Pupil premium lead	Donna Hubbard-Young
Governor / Trustee lead	Renee Etienne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196015
Recovery premium funding allocation this academic year	£28565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£224580 (actual spend £296,000)

# Part A: Pupil premium strategy plan

## Statement of intent

Our school has the following key principles in relation to the expenditure of pupil premium funds:

- We have high expectations for all students.
- All teaching and learning strategies are designed to meet the needs of individuals.
- Additional support is integrated into the teaching programme.
- Research/action-research are used in order to allocate the funding to activities that will have the greatest impact on progress and development.
- Developing students' cultural capital is vital for their academic development but also to prepare them for the next stage in their lives.
- Supporting pastoral development, including careers education has the same value attached to it as academic support.
- Students will not be socially isolated when receiving support therefore it is likely groups receiving additional support will be a mix of PP and non-PP students (this is also important for those students living in deprivation but not registered to receive the PP).

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged students have low levels of resilience and therefore are reluctant to engage through fear of failure.
2	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which could prevent them from making accelerated progress in Year 7.
3	Some disadvantaged students present as less motivated and less positive about the future when arriving at Chesterton and so take longer to settle into appropriate secondary behaviour.
4	Students are likely to have increased gaps in knowledge as a result of the school closure periods during the pandemic.
5	Some disadvantaged students are unable to work at home effectively and therefore lose continuity of learning/consolidation between home and school.

6	The Sutton Trust survey during the first school closure period highlighted less than half of parents without higher education qualifications feel comfortable in directing school work at home. Therefore some disadvantaged students will have had less support at home during the closure period and other home working periods.
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## 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
High levels of progress evident for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make accelerated progress. This will be evidenced school data tracking system.
Improved rates of progress across KS3 for students eligible for PP.	Pupils eligible for PP across KS3 make accelerated progress. This will be evidenced school data tracking system. Where they are not, departments put in place interventions, monitored by heads of subject (HOS) and senior team.
Ensure disadvantaged students achieve a Progress 8 score of at least 0.5	Progress measures will confirm the P8 score for Disadvantaged is above 0.
Ensure disadvantaged students maintain attendance of at least 97%	School attendance data
Destination data indicates students are well prepared for the next stage of their education and ultimately for life after education.	100% of all students choose to continue with full time education or employment and on a programme of study that is engaging and challenging for them. 100% remain on their chosen course/employment path.
All disadvantaged students will have accessed activities in addition to the core curriculum.	Additional activities data base for disadvantaged students.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £126200

Activity	Evidence that supports this approach	Challenge number(s) addressed
A CPD programme that focuses on engaging disadvantaged students through collaborative, creative and playful learning. Giving teachers the confidence to take risks in lessons.	The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains. <b>EEF</b>	1, 3, 4
Provision of iPads enables 24/7 access to learning resources online and enables teachers to use a variety of learning styles and mixed media approaches.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	1-6
Quality First Teaching prioritises disadvantaged students and CPD sessions support staff in identifying individual barriers and overcoming them.	The 5 year trend in outcomes for disadvantaged students at Chesterton demonstrates the importance of all staff knowing individual barriers to learning and planning to overcome them.	1 - 6
Realising Potential Leads ensure faculty areas sustain their focus on disadvantaged performance by analysing data to identify need and quantifying impact; developing subject interventions and leading faculty meetings.	Sir John Dunford, the former National Pupil Premium Champion, advocated for every school to have a pupil premium champion this activity takes the notion a step further and has multiple champions across the curriculum.	3-6

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

Budgeted cost: £129800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors support students by having an overview of their performance; encouraging high levels of attendance; liaising with teachers; supporting student organisation; encouraging liaison with home and helping with consolidating what is learnt in lessons.	Learning Mentor facilitates: parental engagement, feedback, individualised instruction, mastery learning, metacognition/self regulation and social/emotional learning all of which are shown in the EEF toolkit to have a moderate or high impact on progress.	1, 4, 6, 6
Homework Club runs daily after school for 90minutes supported by 3 members of support staff.	EEF evidence shows that the impact of homework, on average, is five months' additional progress. Homework Club gives students a space to complete homework with adult support both of which may not be available at home.	2, 5, 6
Disadvantaged students not able to access mainstream provision will be provided with personalised alternative provision or support to re-enter mainstream.	The in-house alternative provision is a mixture of personalised instruction, small group tuition and social/emotional learning all of which are proven to have a moderate impact on student progress. The most important evidence is that alternative provision reduces the risk of permanent exclusion.	1, 4
1:1 or small group tutoring in a range of subjects. Tutors employed from existing staff team	Evidence indicates that one to one/ small group tuition can be effective, delivering approximately five additional months' progress on average. <b>EEF</b> Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial, it is preferred to use existing teaching staff as tutors.	1, 4, 6

Daily morning 20min revision tutoring in core subjects for year 11 (focus on collaborative learning)	The impact of collaborative approaches on learning is consistently positive (+5months progress) <b>EEF</b> We have a history of using tutor time for morning tutoring which we find is a an excellent time of day for student focus and retention and also 20 minutes daily is optimal for recall.	4
Use of Tassomai for Science recall and consolidation	Draws on the mastery approach which can yield an additional 5 months progress.	4
Academic mentoring (year 10 and 11) including independent work set and reviewed weekly. Focus is on metacognition and self regulation.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. <b>EEF</b>	1, 4
Ensuring suitable home learning environment: e.g. access to internet, independent workbooks etc.	Students can not adopt metacognition and self regulation approaches if they don't have suitable equipment.	5
Increase capacity in extended written subjects to allow for increased feedback to students	Research-based feedback is shown to have a very high impact on learners (+8months) <b>EEF</b>	1, 4, 5. 6
Increase capacity to allow for creation of subject specific reading strategies within lessons. These will also be sustainable resources for the years ahead.	On average, reading comprehension approaches deliver an additional six months' progress. <b>EEF</b>	2, 3, 4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half termly meeting with disadvantaged students and HOH to discuss progress, wellbeing etc.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four	1

	months' additional progress on attainment. <b>EEF</b>	
Career interviews are conducted with all KS4 disadvantaged students; KS4 disadvantaged students are supported with college visits, taster days and mock interviews;	Evidence at Chesterton in recent years has shown students with aspirations and dreams for the future have improved outcomes.	1
Rewards scheme for disadvantaged students. Rewarding effort and achievement.	Extrinsic motivation can lead to intrinsic motivation. Self regulation/metacognition can improve progress moderately.	1, 3
During periods of isolation participation levels of disadvantaged students are monitored closely and personalised support given where participation is not regular. Support may include: regular phone calls for motivation and academic support, connectivity support e.g. increased data, wireless dongle, additional food.	The Sutton Trust survey during the first school closure period highlighted less than half of parents without higher education qualifications feel comfortable in directing school work at home. Therefore some disadvantaged students will have had less support at home during the closure period and other home working periods.	4, 5, 6
Cultural capital experiences	Students need to experience learning in order to retain it and therefore to enable new learning to be layered on top. Extending vocabulary base through experience enables new learning to assimilated. On average, pupils who participate in experiential learning make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. <b>EEF</b>	1 - 6

**Total budgeted cost: £ 296000**

## 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 2020 to 2021 academic year.

#### **Year 11 TAGs (2020-2021)**

P8 for disadvantaged students = 0.4

English & Maths 4+ = 85%

English & Maths 5+ = 65%

#### **Year 10**

Year 10 students in school – 50% already on target to achieve 4+ in English and Maths

#### **Year 9**

67% students achieving Good or better progress towards their Potential Grades

#### **Year 8**

71% students achieving Good or better progress towards their Potential Grades

#### **Year 7**

77% students achieving Good or better progress towards their Potential Grades