

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our 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	Chaucer
Number of pupils in school	845
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Joanna Crewe
Pupil premium lead	Tom Hope
Governor / Trustee lead	Sarah Draper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22/23	£487,083
Recovery premium funding allocation this academic year 22/23	£138,690
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	£625,773

Part A: Pupil premium strategy plan

Statement of intent

In the latest indices of deprivation, published in 2019, Southey Ward was:

- 3rd out of 100 for income
- 4th out of 100 for exposure to criminality
- 8th out of 100 for IDACI
- 5th out of 100 for education and training

Since then, the community has suffered at the sharp end of a Covid pandemic (increased instances of domestic violence, neglect linked to substance abuse and instances of antisocial behaviour) and an ongoing cost of living crisis.

The large majority of our students are socioeconomically disadvantaged - many of those not categorised as Pupil Premium are only just on the other side of the threshold.

Reading age and CATs data from 2021/22 indicate that Covid had a far more detrimental impact on our community than on other schools within our trust, who serve more affluent wards.

An October 2021 Pupil Premium review from Marc Rowland identified oracy as being a key area to strategically develop.

A 2022 Ofsted inspection identified the need to significantly improve behaviour.

Our ultimate objectives are for our disadvantaged students to attain in line with their non-disadvantaged peers nationally and to achieve high levels of social mobility. We will enable them to progress onto ambitious post-16 pathways with the skills required to continue a sustained trajectory of success, happiness and economic wellbeing.

Our Pupil Premium Strategy Plan will work towards achieving these objectives by carefully identifying the most significant barriers for our disadvantaged learners. We will frame our Challenges, Intended Outcomes and Activities around systematically addressing and overcoming these barriers.

Our key principles are to implement guidance from Marc Rowland and the Making the Difference programme. We will take an empirical approach:

- Activities grounded in research
- Impact measured through data, case studies or student voice
- Adjusting our strategy based on evaluations of impact

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality first teaching EEF evidence indicates Homework, Feedback and Metacognition as being high impact strategies for PP students. These areas of pedagogy require development at Chaucer.</p>
2	<p>Literacy – reading NGRT identifies 60 Y7 students and 66 Y8 students with a reading age below their chronological age.</p>
3	<p>Literacy – oracy A PP review conducted by Marc Rowland in October 2021 identified ‘Oracy’ as being</p>
4	<p>‘Standard Pass Basics’ and ‘P8’ outcomes for PP students In 2022 18% of PP students attained ‘Standard Pass Basics’ 2022 P8 for PP cohort estimated at –1.7</p>
5	<p>Inclusion and ‘state of the learner’ June 2022 Ofsted inspection identified behaviour as an area for improvement. A high proportion of students in school behaviour processes are Pupil Premium (lesson removals, suspensions, fixed term exclusions). PP cohort has low attendance.</p>
6	<p>Aspiration, motivation and cultural capital Many of our disadvantaged students have little awareness / understanding of life outside the community postcode – they are not aware of opportunities that are available, or do not perceive those opportunities as being ‘for them’</p>

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>Challenge 1: Improved profile of teaching and learning across the school</p>	<ul style="list-style-type: none"> • Creation of whole school and subject specific strategies / policies for: <ul style="list-style-type: none"> ○ Metacognition and self-regulation ○ High quality feedback ○ Homework • Quality assurance processes (work scrutiny, learning walks, student voice) demonstrate consistent effective use of pedagogical strategies particularly impactful for disadvantaged students: <ul style="list-style-type: none"> ○ Metacognition and self-regulation ○ High quality feedback ○ Homework
<p>Challenge 2: Improved reading proficiency</p>	<p>Reading age data to demonstrate significant reductions in:</p> <ul style="list-style-type: none"> • The number of disadvantaged students whose reading age is lower than their chronological age • The average gap between reading age and chronological age for disadvantaged students
<p>Challenge 3: Improved confidence and proficiency with oracy</p>	<ul style="list-style-type: none"> • Learning walks to show improving trajectory of oracy focused pedagogical strategies being deployed across all curriculum areas • Target cohorts of disadvantaged students successfully complete oracy development programmes (including higher level oracy development opportunities for more able disadvantaged students) • Case studies showing demonstrating impact of cultural capital / enrichment oracy opportunities for disadvantaged students • Student voice from PP students reporting an increasing trajectory in terms of how often they are required to participate in discussions / group work, and how confident they feel in being able to do so
<p>Challenge 4: Improved 'Standard Pass Basics' and 'P8' outcomes for PP students</p>	<p>Improving trajectory of outcomes (basics, P8) for disadvantaged students</p>

<p>Challenge 5:</p> <p>Impactful deployment of inclusion team (engagement leaders, learning mentors, councillor, year leaders, LINC's team)</p> <p>Improving behaviour data for PP cohort</p> <p>Improving levels of effort and engagement for PP cohort</p> <p>Improving attendance for PP cohort</p>	<ul style="list-style-type: none"> • Student voice for disadvantaged students to indicate an improving, positive trajectory when asked about how frequently their learning is disrupted • Student voice indicates that our most vulnerable disadvantaged students feel safe and effectively supported • Improving trajectory of 'Learner Status' for PP cohort in each year group • Improved overall attendance of disadvantaged cohort • Reduced attendance deficit between disadvantaged and non-disadvantaged • Case studies showing evidence of impact of attendance team on targeted disadvantaged students
<p>Challenge 6:</p> <p>Higher levels of aspiration</p> <p>Increased participation in enrichment, enterprise and cultural capital opportunities</p>	<ul style="list-style-type: none"> • Destinations data shows an increase in the proportion of disadvantaged students progressing to Level 3 pathways • Student voice demonstrates an increasing trend of disadvantaged students' understanding of post 16 pathways • Opportunities mapped across all year groups and curriculum areas, along with evidence of successful implementation for cohorts of 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: £119437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic drive on metacognition and self regulation <ul style="list-style-type: none"> • CPD • Tutor time activities • Embed into Year 11 lessons 	EEF toolkit – Metacognition and self regulation Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 4
Strategic drive on feedback	EEF toolkit - Feedback Feedback EEF (educationendowmentfoundation.org.uk)	1
Strategic drive on homework <ul style="list-style-type: none"> • Establish policy • Quality assure implementation of policy 	EEF toolkit - Feedback Feedback EEF (educationendowmentfoundation.org.uk)	1
Increased leadership capacity for quality of education – new Deputy Headteacher role		1

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

Budgeted cost: £142125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions and allocation of TLR	EEF toolkit – Reading interventions Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2
Oral language interventions and allocation of TLR	EEF toolkit – Oral language interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Year 11 strategy: <ul style="list-style-type: none"> • Maths/English matchup cohort identification • Regular meeting of SLT with maths and English leads • Mathematics small group tuition / one-to-one tuition • After school examination preparation sessions • P8 / low 'Learner Status' cohort identified for mentoring programme 	EEF toolkit – Small group tuition One to one tuition EEF (educationendowmentfoundation.org.uk) EEF toolkit – One to one tuition Small group tuition EEF (educationendowmentfoundation.org.uk) EEF toolkit – Mentoring Mentoring EEF (educationendowmentfoundation.org.uk) Proven impact in previous years	4

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

Budgeted cost: £364210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive staffing capacity for inclusion (behaviour, attendance, safeguarding, mental health and wellbeing)	EEF toolkit – Behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Careers and cultural capital coordinators		6
Enterprise, enrichment and cultural capital opportunities	EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6
Behaviour / Social and emotional learning interventions	EEF toolkit – Behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Mental health and wellbeing interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Safeguarding interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £625773

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.

Key successes

Data driven, sharply focused mathematics one-to-one / small group tuition

Data driven, sharply focused reading interventions

Impact of new Careers / Enrichment team

Assessment/reporting systems updated to identify key cohorts of disadvantaged students to target for support due to underachievement and/or low levels of effort

Increased whole school focus on developing oracy skills

Accountability for disadvantaged provision distributed / embedded across leadership, rather than seen as a bolt-on or the responsibility of a particular leader

Empirical approach established for Pupil Premium strategy, in line with recommendations and training from Marc Rowland / Learn Sheffield 'Making the Difference'

Adjustments moving forward:

Phase out use of 'Think for the Future' external mentoring due to lack of evidence of impact. Increase capacity of the inclusion team instead.

Introduce TLRs for leadership of Reading and Oracy

Phase out use

Increased focus on homework, metacognition and self-regulation

Increased focus on 'state of the learner'

Increased training for leaders on measuring the impact of activities for disadvantaged students (data, student voice, case studies)

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
'Think for the Future' inclusion/behaviour mentoring	Think for the Future
'Shaped' alternative provision for students at risk of permanent exclusion	Shaped
'Unravel' counselling / mental health services	Unravel

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.