Pupil premium strategy statement - Chaucer School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	825
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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	£518535
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£138552
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*	£657087

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 that 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.

2023 has seen a shift in the cultural diversity within Chaucer School. There has been an increase in the proportion of students who speak English as an additional language. In December 2023, 155 students on roll are categorised as EAL (19% of the school population). 63 of these students are categorised as 'PP' (13% of the PP cohort, 8% of the school population). These numbers have been increasing on a weekly basis. Many of our new EAL students have recently moved to the United Kingdom.

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	**Quality First Teaching** EEF evidence indicates Homework, Feedback, Metacognition and Oracy as being high impact strategies for PP students.
2	**Literacy – Reading** 36% of our school population are in the bottom 20% nationally when national standardised reading assessments have been administered. This figure is 43% for the Pupil Premium cohort, and 27% for their less disadvantaged peers. The DfE identify the bottom 20% of readers as a disadvantaged cohort in their own right - but it's also clear that at Chaucer, as nationally, this is exacerbated by *broader* disadvantage.
3	**EAL Strategy** There has been an increase in the proportion of students who speak English as an additional language. In December 2023, 155 students on roll are 'EAL' (19% of the school population). 63 of these students are 'PP' (13% of the PP cohort, 8% of the school population). These numbers are increasing on a weekly basis. Many of our new EAL students have recently moved to the United Kingdom.
4	**Outcomes** P8 is on an improving trajectory for PP cohort, but gap with non-PP expected to grow between 2023 and 2024 due to non-PP improving at a faster rate than PP. Standard pass basics for PP improved significantly between 2022 and 2023. Cohort 2024 not on course to match 2023 based on Autumn term predictions. <table><tr><th></th><th>2022 actual</th><th>2023 unvalidated</th><th>2024 predicted (November 2024)</th></tr><tr><td>Standard pass basics</td><td>18%</td><td>29%</td><td>25%</td></tr><tr><td>P8 PP</td><td>-1.63</td><td>-1.31</td><td>-1.15</td></tr><tr><td>P8 non-PP</td><td>-1.01</td><td>-0.76</td><td>-0.25</td></tr><tr><td>P8 gap</td><td>-0.62</td><td>-0.55</td><td>-0.9</td></tr></table>
5	**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. A significant number of disadvantaged students have high levels of vulnerability due to their circumstances outside of school.
6	**Aspiration 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'

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

Challenge 1:
Improved profile of teaching and learning across the school
	• Creation of whole school and subject specific strategies / policies for:
	  o Metacognition and self-regulation
	  o High quality feedback
	  o Homework
	  o Oracy
	• Quality assurance processes (work scrutiny, learning walks, student voice) demonstrate consistent effective use of pedagogical strategies particularly impactful for disadvantaged students:
	  o Metacognition and self-regulation
	  o High quality feedback
	  o Oracy
	• Disadvantaged students given access to oracy focused enrichment / cultural capital opportunities
	• 'Learner Status' data indicates increasing proportions of disadvantaged students engaging with homework

Challenge 2: Improved reading proficiency	Reading age data to demonstrate significant reductions in: • 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
Challenge 3: EAL disadvantaged students able to thrive in school	• Positive behaviour data for EAL PP cohort • Positive attendance data for EAL PP cohort • Students make progress on the Bell Foundation Assessment Framework • The admission process ensures accurate data is collected and shared with staff • KS4 EAL PP students secure GCSE qualifications in their first language • Learning walks / work scrutiny / student voice shows evidence of teachers implementing pedagogical strategies to support EAL learners • Learning walks / work scrutiny / student voice show engagement and progress in English intervention with MB • Student voice from EAL PP cohort indicates that they feel happy and safe in school
Challenge 4: Continued trend of improving 'Standard Pass Basics' and 'P8' outcomes for PP students	Continued improving trajectory of outcomes (basics, P8) for disadvantaged students

Challenge 5: Impactful deployment of inclusion team (engagement leaders, learning mentors, councillor, year leaders, LINCs team) Improving behaviour data for PP cohort Improving levels of effort and engagement for PP cohort Improving attendance for PP cohort	• 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
Challenge 6: Higher levels of aspiration Increased participation in enrichment, enterprise and cultural capital opportunities	• 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: £134805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic drive on metacognition and self-regulation • 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, 4
Strategic drive on homework • Refine policy • Quality assure implementation of policy • Raise profile by including 'HW' as a variable in reports	EEF toolkit - Feedback Feedback | EEF (educationendowmentfoundation.org.uk)	1, 4
Strategic drive on oracy • Pedagogy within lessons • Enrichment and cultural capital opportunities	EEF toolkit – Oral language interventions Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 3
Strategic drive on EAL provision • Pedagogy within lessons • Enable EAL students to gain qualifications in their first language		1, 3, 4

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

Budgeted cost: £ 169773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions – 'Thinking Reading': CPD and allocation of tutors	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)	1
Year 11 strategy:	EEF toolkit – Small group tuition	4

• 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	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	

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

Budgeted cost: £ 352659

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: £ 657236

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

	2022 actual	2023 unvalidated	2024 predicted (November 2024)
Standard pass basics	18%	29%	25%
P8 PP	-1.63	-1.31	-1.15
P8 non-PP	-1.01	-0.76	-0.25
P8 gap	-0.62	-0.55	-0.9

The performance focus for cohort 2023 was on Standard Pass Basics and Progress 8 measures for disadvantaged students. Both of these measures saw improvements from 2022, with a significant improvement in Standard Pass Basics.

The P8 gap between PP and non-PP students narrowed, in a context of both cohorts improving.

Predicted outcomes for cohort 2024 are for a continued improvement in P8, but a drop in Standard Pass Basics – trying to prevent the predicted drop in Standard Pass Basics will be a key priority for the 2024 disadvantaged strategy.

Key successes from the 2023 strategy statement

Oracy:
- Evidence of speaking activities becoming integrated into classroom pedagogy
- Disadvantaged students participating in high quality enrichment / cultural capital oracy events

Metacognition:
- Y11 student voice reporting increase in confidence with how to revise, following a series of activities
- Evidence of explicit metacognitive pedagogical approaches being embedded into KS4 lessons

This work contributed to the improved KS4 outcomes reported above.

Key areas for development emerging from the 2023 strategy statement

Literacy – reading:

Recruitment of reading intervention tutors and investment in 'Thinking Reading' strategy.

Homework:

Pilots of various approaches have indicated that a knowledge organiser based approach will be most effective / accessible.

Personal development:

Increased focus on measuring the impact of alternative curriculum interventions for disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
'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: **How our service pupil premium allocation was spent last academic year**
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.