

Pupil premium strategy statement – Chaucer School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

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	809
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Joanna Crewe
Pupil premium lead	Tom Hope
Governor / Trustee lead	Laura Bawden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£497,083
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£497,083

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.

2023 and 2024 saw 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	<p>Quality First Teaching</p> <p>EEF evidence indicates Homework, Feedback, Metacognition and Oracy as being high impact strategies for PP students.</p>																								
2	<p>Literacy – Reading</p> <p>44% of our school population are in the bottom 20% nationally when national standardised reading assessments have been administered. This figure is 51% for the Pupil Premium cohort, and 35% 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 <i>broader</i> disadvantage. The school's most recent monitoring visit from Ofsted required us to enact the school's plans to improve pupils' reading.</p>																								
3	<p>Attendance</p> <p>2023/24 attendance overview:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP attendance %</th> <th>Non-PP attendance %</th> <th>Gap%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>87.5</td> <td>92.5</td> <td>5</td> </tr> <tr> <td>8</td> <td>80.1</td> <td>91.3</td> <td>11.2</td> </tr> <tr> <td>9</td> <td>78.5</td> <td>91.6</td> <td>13.1</td> </tr> <tr> <td>10</td> <td>71.5</td> <td>87.1</td> <td>15.6</td> </tr> <tr> <td>11</td> <td>67.6</td> <td>91.4</td> <td>23.8</td> </tr> </tbody> </table>	Year	PP attendance %	Non-PP attendance %	Gap%	7	87.5	92.5	5	8	80.1	91.3	11.2	9	78.5	91.6	13.1	10	71.5	87.1	15.6	11	67.6	91.4	23.8
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4	<p>Attainment</p> <p>With no progress measures for cohorts 2025 and 2026, we will focus on improving attainment.</p> <p>Standard pass basics for PP improved significantly between 2022 and 2023 and dipped slightly for cohort 2024.</p> <p>The open basket is the worst performing group of subjects for the PP cohort.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>P8 (PP)</td> <td>-1.6</td> <td>-1.3</td> <td>-1.5</td> </tr> <tr> <td>Standard Pass Basics (PP)</td> <td>18.9%</td> <td>28.9%</td> <td>26.5%</td> </tr> <tr> <td>A8 (PP)</td> <td>24.0</td> <td>26.9</td> <td>21.4</td> </tr> </tbody> </table>	Measure	2022	2023	2024	P8 (PP)	-1.6	-1.3	-1.5	Standard Pass Basics (PP)	18.9%	28.9%	26.5%	A8 (PP)	24.0	26.9	21.4								
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5	<p>EAL Strategy</p> <p>There has been a significant increase in the proportion of students who speak English as an additional language. In December 2024, 202 students on roll are 'EAL' (25% of the school population). 89 of these students are 'PP' (19% of the PP cohort, 11% of the school population). Many of our new EAL students have recently moved to the United Kingdom.</p>																								
6	<p>Inclusion</p> <p>A high proportion of students in school behaviour processes are Pupil Premium (lesson removals, suspensions, fixed term exclusions).</p> <p>A significant number of disadvantaged students have high levels of vulnerability due to their circumstances outside of school.</p>																								
7	<p>Aspiration and cultural capital</p> <p>Whilst our careers provision is Gatsby compliant, student voice activities have indicated that students</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: Quality first teaching 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 ○ Oracy • 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 ○ Oracy • 'Learner Status' data and student voice indicate increasing proportions of disadvantaged students engaging with homework
<p>Challenge 2: Literacy – reading 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: Attendance Improved attendance for PP cohort</p>	<p>Attendance data to demonstrate improving attendance of PP cohorts in all year groups</p>
<p>Challenge 4: Attainment</p>	<p>Resume improving trend of stand pass basics</p> <p>Improved performance from disadvantaged students in open basket subjects, in particular the proportions attaining Grade 4 / Level 2</p>
<p>Challenge 5: EAL Strategy EAL disadvantaged students able to thrive in school</p>	<ul style="list-style-type: none"> • Positive behaviour data for EAL PP cohort • Positive attendance data for EAL PP cohort • Positive attainment data for EAL cohort in comparison to non-EAL cohort • Students make progress on the Bell Foundation Assessment Framework • 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 • Student voice from EAL PP cohort indicates that they feel happy and safe in school
<p>Challenge 6: Inclusion</p> <ul style="list-style-type: none"> • Impactful deployment of inclusion team (engagement leaders, 	<ul style="list-style-type: none"> • Improving trajectory of 'Learner Status' for PP cohort in each year group • Student voice indicates that our most vulnerable disadvantaged students feel safe and effectively supported

learning mentors, councillor, year leaders, LINC's team) <ul style="list-style-type: none"> Improving behaviour data for PP cohort 	<ul style="list-style-type: none"> Improving behaviour data for PP cohort (decreases in removals from lessons and suspensions) Case study data to show positive impact of engagement leaders with target cohorts of students (improved attendance, improved behaviour data)
Challenge 7: Aspiration and cultural capital Increased participation in enrichment, enterprise and cultural capital opportunities Increased progression to level 3 post 16 courses	<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: £96,602

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	1, 4
Strategic drive on feedback	EEF toolkit - Feedback Feedback EEF	1, 4
Strategic drive on homework <ul style="list-style-type: none"> Update and launch policy Raise profile through CPD Raise profile through assemblies 	EEF toolkit - Feedback Feedback EEF	1, 4
Strategic drive on oracy <ul style="list-style-type: none"> Pedagogy within lessons Enrichment and cultural capital opportunities 	EEF toolkit – Oral language interventions Oral language interventions EEF	1, 3
Strategic drive on EAL provision <ul style="list-style-type: none"> 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: £156,711

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	2
Oral language interventions and allocation of TLR, focusing primarily on EAL students	EEF toolkit – Oral language interventions Oral language interventions EEF	1
Year 11 strategy: <ul style="list-style-type: none"> • Mathematics intervention tutor • Vocational intervention tutor • Standard pass basics strategy • Open basket attainment strategy 	EEF toolkit – Small group tuition One to one tuition EEF EEF toolkit – One to one tuition Small group tuition EEF EEF toolkit – Mentoring Mentoring EEF	4

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

Budgeted cost: £243,770

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

Total budgeted cost: £497083

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact reviews have been completed for each Strategy Statement Challenge from 2023/24 and are available for scrutiny if required.

Some of the key data / impact measures are included below.

3 year outcomes trend for Pupil Premium students

Measure	2022	2023	2024
P8 (PP)	-1.6	-1.3	-1.5
Standard Pass Basics (PP)	18.9%	28.9%	26.5%
A8 (PP)	24.0	26.9	21.4

Priorities for cohort 2025 and 2026:

Further improving Standard Pass Basics

Improving A8 figures primarily by focusing on performance of Open Basket subjects

Behaviour impact

Reduced number of suspensions for students identified as PP in 2023/24 compared to 2022/23

2023/24

Cohort	Total	Boys	Girls	PP	Non-PP	Proportion % PP
Whole school	876	410	466	706	170	80.6
Y7	79	53	26	67	12	84.8
Y8	255	77	178	213	42	83.5
Y9	221	113	108	171	50	77.4
Y10	182	99	83	137	45	75.3
Y11	137	68	69	116	21	84.7

2022/23

Cohort	Total	Boys	Girls	PP	Non-PP	Proportion % PP
Whole school	1016	587	429	837	179	82.4
Y7	164	85	79	139	25	84.8
Y8	238	170	68	195	43	81.9
Y9	250	138	112	198	52	79.2
Y10	292	162	130	246	46	84.2
Y11	69	29	40	57	12	82.6

Reading impact

For academic year 2023/24, the Pupil Premium students who received the intervention saw the following progress:

Start date	First programme level	Latest programme completion date	Latest programme level	Latest programme level - chronological age difference	Latest programme level within 2 years of chronological age?	Comprehension?	Total number of TR lessons	Progress per lesson (months)	Progress (in years)
19/02/2024	13.0	14/05/2024	15.0	-0.6	Y	Y	17	2.118	3
01/02/2024	11.0	24/06/2024	15.0	0.2	Y	Y	29	1.862	4.5
20/02/2024	7.5	15/07/2024	11.0	-1.4	Y	Y	47	1.149	4.5
25/04/2024	9.5	16/07/2024	12.0	-0.7	Y	Y	23	1.565	3
06/02/2024	10.5	14/03/2024	12.0	-0.2	Y	Y	11	2.182	2
30/01/2024	7.5	08/07/2024	9.0	-2.9	N	y	39	1.077	3.5
27/02/2024	10.5	05/03/2024	12.0	-0.3	Y	Y	5	4.8	2
31/01/2024	7.5	02/07/2024	9.5	-3.8	N	y	48	0.75	3
07/02/2024	7.5	18/06/2024	8.5	-5.1	N	Y	25	1.68	3.5
27/02/2024	8.0	03/06/2024	11.0	-1.9	Y	Y	18	2.333	3.5
01/02/2024	9.5	14/03/2024	13.0	0.0	Y	Y	25	1.92	4
19/04/2024	8.5	18/07/2024	12.0	-1.8	Y	Y	24	2	4
20/02/2024	11.0	24/04/2024	12.0	-0.8	Y		4	4.5	1.5
07/03/2024	7.5	16/07/2024	9.0	-4.3	N	Y	35	1.029	3
26/02/2024	8.5	21/06/2024	10.0	-3.5	N	y	19	1.263	2
02/02/2024	7.5	13/05/2024	8.5	-5.9	N	Y	14	2.143	2.5
06/03/2024	9.5	16/07/2024	14.5	0.2	Y	Y	35	1.886	5.5
05/02/2024	7.5	16/07/2024	14.5	-0.2	Y	Y	63	1.524	8
02/02/2024	7.5								
20/02/2024	7.5	21/05/2024	10.0	-4.1	N	Y	51	1.059	4.5
03/06/2024	12.0	25/06/2024	13.0	-1.3	Y	Y	6	4	2
06/02/2024	8.0	20/06/2024	14.5	-0.2	Y	Y	53	1.585	7
20/02/2024	7.5	13/06/2024	10.0	-4.3	N	Y	31	1.742	4.5
19/03/2024	9.5	13/05/2024	11.0	-4.6	N	Y	13	1.846	2

Attendance impact

Severe absence is reducing, down 3.1% since the beginning of the year. These students are listed as 'stuck cases' and are regularly discussed in Referral Meetings and statutory work with the LA takes place around them. Recently, numbers have reduced significantly in Y8, in particular, through work done by the attendance and pastoral teams, as well as judicial use of off-site directions. This has led to a 2.5% improvement in PP attendance in this year group since Christmas. 62% of the stuck cases are in KS4, which leads to a suppression of PP attendance in upper school in particular as well as a widening of gaps, as the table below shows:

Year	PP attendance %	Non-PP attendance %	Gap%
7	87.6	88.2	0.6
8	78.3	90.2	10.5
9	77.2	90.9	13.7
10	71.4	87.3	15.9
11	67.6	91.4	23.8

As can be seen, gaps reduce significantly lower down the school to the point where they are negligible in Y7. Next year it is likely the PP attendance will see as significant uplift with gaps narrowing, assuming a similar pattern continues with the new Y7 cohort and is narrowed further elsewhere. If Y11 are excluded from this analysis, the PP/ Non-PP gap sits at 10.2%, which would put our gap the second lowest in the Trust. If Y10 is also excluded, the gap is reduced further to 8.3%.

At the end of the year, the overall PP figure sat at 79% in Y7-10 following Y11 leaving. This is the highest it had been since before the pandemic. The year group breakdown is as follows:

Year	PP attendance %	Non-PP attendance %	Gap%
7	87.5	92.5	5
8	80.1	91.3	11.2
9	78.5	91.6	13.1
10	71.5	87.1	15.6

Apart from a very slight drop in Y7, all other year groups improved with a significant uplift in half-terms 5+6. The gap in Y7 has widened, however this is owing to the suppressing effect of 'refer back' students on Non-PP attendance being less of an issue as the year wore on and these students were removed. Overall, this augured well for a considerable rise in PP attendance in 24-25.

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
'Pastways' – part of alternative provision for students unable to access mainstream / at risk of permanent exclusion	Pastways
'Forest School' – part of alternative provision for students unable to access mainstream / at risk of permanent exclusion	Forest School
'Hive' – part of alternative provision for students unable to access mainstream / at risk of permanent exclusion	Brigantia Trust

Service pupil premium funding (optional)

<i>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</i>
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.