

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	Chaucer School
Number of pupils in school	832
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Joanna Crewe
Pupil premium lead	Tom Hope
Governor / Trustee lead	John Clephan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£485,140
Recovery premium funding allocation this academic year	£75,110
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	£545,435

Part A: Pupil premium strategy plan

Statement of intent

2021/22 sees a continuation of extremely challenging times for the community that we serve. In addition to driving educational provision, our school has been a hub for ensuring that disadvantaged families have enough food and that safeguarding and mental health and wellbeing support is in place for students impacted by significantly increased levels of domestic abuse, neglect due to substance abuse and anti-social behaviour in the community. These challenges are set to continue as reductions in income support coincide with increases in the cost of living.

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

Our current pupil premium strategy plan addresses the Covid recovery context, with related 'recovery' challenges having been identified for our disadvantaged students.

Our key principles are to relentlessly drive high expectations in every regard for our disadvantaged students, both in terms of what we expect of them and what they expect of themselves. Acting on guidance from Marc Rowland and the Making the Difference programme, we will build on the strong foundations we have established through wider strategies (inclusion and safeguarding) and increase our focus on teaching and targeted academic support, particularly for literacy and oracy.

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
2	Literacy - reading
3	Literacy - oracy
4	Attendance
5	'Secondary ready' catch up provision for Year 7 and Year 8
6	Accelerated progress of underachieving sub cohorts in Key Stage 4
7	Behaviour and relationships

8	Safeguarding, mental health and well-being
9	Aspiration, motivation and cultural capital

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
Improved attainment and progress	<ul style="list-style-type: none"> Improving trajectory of outcomes (basics, P8) for disadvantaged students Trajectory of narrowing attainment gap (basics, P8) between disadvantaged and non-disadvantaged
Improved reading proficiency	<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
Improved confidence and proficiency with oracy	<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)
Improved profile of teaching and learning across the school	<ul style="list-style-type: none"> Learning walk evidence to show an increasing proportion of 'Good or better' teaching and no inadequate provision Quality assurance processes 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
Improved attendance	<ul style="list-style-type: none"> Improved overall attendance of disadvantaged cohort Reduced attendance deficit between disadvantaged and non-disadvantaged
Higher levels of aspiration	<ul style="list-style-type: none"> Destinations data shows an increase in the proportion of disadvantaged students progressing to Level 3 pathways Destinations data shows an increase in the proportion of more able disadvantaged students progressing to study A Levels Student voice demonstrates an increasing trend of disadvantaged students' understanding of post 16 pathways

Increased participation in enrichment, enterprise and cultural capital opportunities	<ul style="list-style-type: none"> • Opportunities mapped across all year groups and curriculum areas, along with evidence of successful implementation for cohorts of disadvantaged students
Improved behaviour and relationships	<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 • Behaviour data to show a decreasing trajectory of 'persistent disruptive behaviour' and 'Failure to follow instructions' logs for disadvantaged students
Effective safeguarding and support for the most vulnerable disadvantaged students	<ul style="list-style-type: none"> • Student voice indicates that our most vulnerable disadvantaged feel safe and effectively supported • Improving trajectory of attendance for our most vulnerable 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: £ £135,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the level of 'Teaching and Learning' expertise, experience and capacity in the Leadership Team	EEF toolkit - Feedback Feedback EEF (educationendowmentfoundation.org.uk) EEF toolkit – Metacognition and self regulation Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Mixed ability grouping in Y7 and Y8	EEF toolkit – Setting and streaming Setting and streaming EEF (educationendowmentfoundation.org.uk)	1, 7
Overhaul feedback policy	EEF toolkit - Feedback Feedback EEF (educationendowmentfoundation.org.uk)	1
Metacognition CPD	EEF toolkit – Metacognition and self regulation Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1
Reducing class sizes	EEF toolkit – Reducing class sizes Reducing class size EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 159,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions, for example TalkForTalk, Voice21, Speak Out Challenge	EEF toolkit – Oral language interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)	3, 5
Reading interventions	EEF toolkit – Reading interventions Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 5

Mathematics small group tuition / one-to-one tuition	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) Proven impact in previous years	5, 6
Year 11 programme of support including 'Gradewatchers' mentoring programme	EEF toolkit – Mentoring Mentoring EEF (educationendowmentfoundation.org.uk) Proven impact in previous years	6
CAT4 assessments for Y7 and Y8 to enable identification and tracking of key cohorts	EEF toolkit – Reading interventions Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF toolkit – Setting and streaming Setting and streaming EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5

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

Budgeted cost: £ 249,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the capacity for the leadership and management of careers, enrichment and cultural capital provision	EEF toolkit – Behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	9
Recruitment of Engagement Officers for all year groups	EEF toolkit – Behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	9
Enterprise, enrichment and cultural capital opportunities	EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	9
Behaviour / Social and emotional learning interventions	EEF toolkit – Behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit – Social and emotional learning	7

	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Mental health and wellbeing interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7, 8
Safeguarding interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	8

Total budgeted cost: £ 545,435

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.

The 2021 lockdown had a detrimental impact on our ability to fully implement our original pupil premium strategy plan, requiring us to adjust our focus towards:

- Quickly adapting curriculum design and teaching and learning pedagogy to enable high quality remote learning
- Ensuring that all disadvantaged students had access to the technology required to participate in remote learning – over 450 laptops were sourced and issued to disadvantaged students who did not have a suitable device with which to access remote live lessons, along with technical support for a large number of families who lacked basic ICT skills in terms of knowing how to navigate websites and use logins/passwords
- Providing significant levels of safeguarding and mental health and wellbeing support to vulnerable disadvantaged students in a context of significant rises in the community of domestic violence, neglect linked to substance abuse and antisocial behaviour

The key aspects of the pupil premium strategy plan that we focused on implementing during and after the lockdown were the significant reading age deficits and mathematics skills gaps that had emerged following the 2020 lockdown.

The assessment of reading enabled interventions to be targeted appropriately and the impact measured:

- LIT training (EEF recommended) was implemented for 12 members of staff. The LIT programme was delivered effectively to 3 cohorts leading to effective student engagement (learning walks)- 80%, positive student feedback (voice)- 85%. Single Word Reading Test (SWRT) results indicated 80% improved scores, unfortunately we were unable to do in-depth full assessments due to both staff and student absences (COVID related in most cases).
- 'Fresh Start' (phonics) training to SEND team. Fresh start was delivered to 3 cohorts and 95% improved their scores on the SWRT at the end of last term.
- Reading Plus: 77% of students who received the intervention reported that it helpful and increased their confidence. 80% of students who were reassessed made between 3 and 6 months progress following participation in the programme. The programme will be continued and expanded in 2021/22.

The deployment of the KS4 Mathematics Intervention Tutor to targeted disadvantaged cohorts contributed towards maths having the lowest disadvantaged attainment gap of all subjects based on our unvalidated analysis of 2021 outcomes. The deployment of a Mathematics TA to KS3 disadvantaged students enabled Year 7 and Year 8 students performing below Grade 2

on end of unit assessments to receive support on their individual areas of weakness and reach a 'secondary ready' standard on specific topics where they had initially underperformed.

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 (behaviour intervention)	Think for the Future www.thinkforthefuture.co.uk
Shaped (alternative provision)	Shaped www.shaped.org.uk
Unravel (mental health and wellbeing provision)	Unravel www.unravelsupport.co.uk

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Continuing Local Context

The IDACI deprivation index of 2019 places our students as living in one of the most deprived wards in the country – the top 1% - 246th out of 32,844 wards in England. This position had worsened since 2015 and we can see that position having been exacerbated again through COVID impact. The 7 domains of deprivation such as income, employment, health, crime, all place our students under significant risk, with some factors rating at the most disadvantaged scores. Over 2021-22, Chaucer families are going to see a reduction to their income from Universal Credit, whilst their expenditure on food and energy is going to increase. Pupil Premium funding is registered for up to 77% of students in each year group, with an average of 65%. This context informs each of our strategies to support, safeguard and guide students to success.

Covid recovery in a disadvantaged community is slower than in other parts of the country. Safeguarding actions have increased significantly as children returned to school. This information informs our inclusive practice in order to reengage students into learning, and the improvements in behaviour data shows positive outcomes.

Entry data

In the context of no KS2 tests over Covid, the Trust undertook CAT4 tests to give baseline information for students in Y7 and 8. This data shows a significant rise in the amount and proportion of students beginning high school not at a standard considered to be 'secondary ready' when compared to previous years. Local comparisons within our Trust allow us to see that schools with lower proportions of disadvantaged students see little or no impact on cognitive abilities in comparison to previous cohorts of entry, whereas those with increased, or significantly higher levels of deprivation, such as Chaucer, are significantly negatively affected. Extensive analysis is available for review.