

## Pupil Premium Strategy

1. Summary Information					
School	Chase Terrace Academy				
Academic Year	2020/21	Total Pupil Premium Budget	£221,660	Date of Most Recent PP Review	September 2020
Total Number of Pupils	1397	Total Number of Eligible PP Pupils	246 (17.06%)	Date for next internal review of this Strategy	September 2021

2. Current Attainment			
	Pupils Eligible for PP (CTTC) 2019 (41 students)	Disadvantaged Pupils England 2019	Pupils not eligible for PP (National Average) 2019
P8 Score Average	-0.51	-0.45	0.13
A8 Score Average	32.3	36.7	50.3
3. Barriers to Future Attainment (Pupils eligible for PP)			
A.	Lower literacy levels shown through STAR reading age data (Average RA for Non-PP = 10.7, PP = 9.7)		
B.	Lower literacy levels shown through KS2 reading data (SS for Non PP = 104 PP = 100)		
B.	Pupil Premium Students attendance is 3.64% lower than Non Pupil Premium students		
C.	Lower mathematical attainment on entry shown through KS2 maths data (SS for non PP = 105 and PP is 101)		
D.	Pupil Premium pupils historically accrue more behavior points compared to their Non-PP peers (across the KS3/4 cohorts)		
E.	Pupil Premium pupils have lower aspirations than non-Pupil Premium		

4. Intended Outcomes		Success Criteria
A.	To improve literacy levels for PP pupils using AR to monitor and track	PP Reading Age to show at least 10 months' progress at the end of the academic year.
B.	To improve attendance of Pupil Premium Students	PP attendance to be in line with school target, with the aim this academic year to be 93.5%, with a view to hit the 95% target in the academic year 2019/20.
C. i	To improve P8 score for Pupil Premium Students	P8 score for PP pupils to be -0.2.
C. ii	To improve A8 for Pupil Premium students (continue current trend)	A8 score for PP pupils to be at least 40.00 .
D.	To embed the PIVOTAL model so that pupils are better equipped to manage and regulate their behaviour	The number of behaviour points issued will be reduced and the number of PP pupils who are excluded will be reduced (without changing recording practices or standards).
E.	To raise the aspirations of Pupil Premium pupils as shown through destination lists.	More Pupil Premium students completing Post 16 Level 3 qualifications. More Pupil Premium pupils continuing to study at University.
F.	To improve outcomes for Pupil Premium students through new Teaching and Learning strategy – The Chase Terrace Way.	Improved A8 and P8 in KS4, improved attainment in KS3 as shown through internal data.
G.	To improve Pupil Premium engagement with home learning through the use of Knowledge Organisers.	Reduced number of homework related behaviour points for PP students as shown on SIMs.
H.	To address any gaps in learning as a result of lockdown through KATs in class for all subjects in the first term, and curriculum adjustments where necessary.	Pupil Premium students attainment by the end of the academic year is on track to their EAP.

Previous Academic Year			
Action	Intended Outcome	Impact	Lessons Learnt
Half termly Triad CPD with a focus on Disadvantaged	To equip staff with the skills/strategies needed to engage	Learning walk data shows that the T&L foci such as 'no hands up questioning' is	Staff need more structured time to meet. This year, not all triads met on a regular basis

	and ensure progress is made for all students, but with specific tried and tested methods which are proved to have positive impact for disadvantaged pupils.	being used more consistently and all seating plans highlight PP students.	due to other commitments. Next year, we need to build this into directed time.
Assessment Calendars to build in a reteach week	To improve pupils' mastery of a topic	Staff predictions are much closer to external examination data.	Staff and student feedback suggest that assessments are too frequent so a review of the curriculum, in consultation with HODs so that the balance of teaching and assessments are readdressed.
Marking policy to be focused on QLA for all departments	To improve attainment of pupils	Cohort 2020 sees an improved P8 and A8 scores across all subjects.	More focus on literacy needs to be embedded into the whole school marking policy.
Smaller class sizes in KS4 for all core subjects	To improve the attainment of all pupils	Cohort 2020 sees an improved P8 and A8 scores for PP students.	More learning walks of key groups needed this academic year, especially in those subjects where P8 data was low in 2019.
To implement metacognition strategies into all departments to support pupils progress	To improve attainment of pupils	Departmental review data shows positive impact of metacognition in some departments.	More CPD needed for staff and planning time for HODs so that the use of metacognition is formalized within the curriculum.
Assistant Headteacher appointment with a responsibility for PP	To improve attainment of PP pupils	The PP cohort of 2020 has a projected P8 0.115 score of A8 score of 42.47	More individual contact with the most vulnerable PP students and their parents needed throughout the year. Relationships need building in KS3 to avoid the persistent absenteeism in KS4 seen by a small number of PP students.
Afterschool Intervention	To improve progress in all departments for all students	Afterschool intervention had a positive impact on the results for PP students in Y10.	Many students were needed in more than one subject so the timetable this year needs more flexibility built in so that more students

	Will allow pupils who have missed lessons and/or who are struggling with key topics/skills to have more time to master them whilst working in a smaller, more focused group	Their English literature data showed +0.23 increase in progress 8 compared to the previous years' data.	can access a wider range of interventions. Also, more time for extra curriculum needed so the timetable has been adapted so that staff can offer both intervention and extra curricular. After consultation with staff and parents, the 10 minute form period at the end of the day has moved into lunchtime so that there is more time to do clubs at lunchtime.
Smaller class sizes for Pupil Premium (maximum 19 pupils) students in year 10, in English, with additional support in all lessons	To improve pupil progress in English	The P8 score for Y10 PP students for English literature was -0.48 compared to Y11 whose P8 score for English Literature was -0.73	This has continued into Y10 again this year, but there are a small number of PP students who are not in these groups so close monitoring of these students is needed after each departmental data drop and potential set changes for those who need extra support.
Raising Girls and Raising Boys Achievement for vulnerable pupils in Y10 and Y11	To improve attainment, progress and attendance for all pupils who have been highlighted as vulnerable and at risk of being NEET	SEE JULIE RE DESTINATIONS The impact for RBA and RGA students is not as strong this year. Only 20% of PP students fully engaged with the programme.	The RBA/RGA programme needs to be more robust. None negotiables need to be brought in so that 100% of students engage.
Careers Meetings – Pupil Premium Students prioritised	To raise aspirations to pupils.	SEE JULIE	
Maths Intervention Tutor	To improve the attainment of all pupils, but also to raise the attainment of PP pupils so that their attainment is in line with their peers.	2019 PP cohort P8 score was -0.24 (compared to 2018 - 0.50)	Lw to monitor half termly. Having just 1-1 in KS4 means less students had access to intervention, so this year, students will be paired up based on their ability and areas of weakness so that more students are targeted.

Catch Up Tutor (English)	To raise the reading ages of the weakest cohort of Y7 pupils, with a minimum cohort of 20% PP pupils.	The PP students who received intervention improved their reading ages by 11.3 months in 8 months.	The previous intervention tutor has left so ensure that replacement tutor has relevant training on AR to maximize impact. Also, widen the cohort so that 75% of the students receiving intervention in KS3 are PP.
Student Support Officer x 5	To improve the behaviour of PP pupils To improve the attendance of PP pupils To identify barriers to learning and communicate them to the specific staff To improve parental engagement	SEE DAV RE ATTENDANCE	
Family Support Worker	To improve parental engagement To improve the attendance of PP pupils	SEE DAV RE ATTENDANCE	
ATTEND			

<b>Academic Year 2020/21</b>						
<b>Quality First Teaching</b>						
<b>Action</b>	<b>Intended Outcome</b>	<b>Barrier</b>	<b>Evidence</b>	<b>Staff Lead</b>	<b>Review Date</b>	<b>Cost</b>

Further embed metacognition strategies across the school through the use of Knowledge Organisers.	To improve attainment of students	C	EEF Toolkit considers metacognition as high impact strategies to improve PP progress.	MB/LW	September 2021	Funded through PP contingency fund.
Achievement for All programme	To improve attainment and attendance of PP students, to improve parental engagement.	B, C, E		Lw	September 2021 for full review but monthly progress meetings will be held with the AforA Achievement coach.	Funded through PP contingency fund.
To raise literacy levels of all Pupil Premium students	This will be evidenced using the Y7 accelerated reader programme and through English, and other literacy based subjects' assessments at data drops chronologically through the year.	A  A		Sb/Lw  sB	September 2021 (and periodically throughout the academic year after each STAR test and English data drops)	£1,032, based on 17.06% (year 7 PP cohort) of total cost for the school.

Assistant Headteacher appointment with a responsibility for PP	To improve attainment of PP pupils	B, C, E	EEF toolkit highlights the importance of positive relationships with adults in improving PP attainment	Lw	September 2021	£13,464*
Smaller class sizes in KS4 for all core subjects	To improve the attainment of all pupils	C	The EEF toolkit evidences that reducing class size appears to result in around three months' additional progress for pupils, on average.	Through line management meetings and SIMs data drops, HODs and SLT can monitor the progress of pupils. SISRA will be used regular to highlight concerns and intervention strategies will be implemented for pupils who are not making	Ongoing	Nil cost

				sufficient progress.		
Raising Girls and Raising Boys Achievement for vulnerable pupils in Y10 and Y11	To improve attainment, progress and attendance for all pupils who have been highlighted as vulnerable and at risk of being NEET with at least 30% of the cohort being Pupil Premium. Adpated this year to have 3 wave approach to reduce the number of students who disengaged with the programme.	C, E	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behavior. (EEF toolkit)	Lw, LY, Sc	Termly using internal data	£7,450  Breakfast club supplies funded through PP contingency fund.
Raise the awareness of the PP cohort to ensure for effective planning, differentiation and in class inceptive support.	To create Pupil Premium 360 Profiles which will be shared with staff so that individual barriers to learning are shared with teachers and support staff. Creation of an individual review/plan for every Disadvantaged pupil in the school. Plan to include prior	A, B, C, D	EEF - feedback has very strong evidence for improving learning and progress. If teachers know who the disadvantaged pupils are they can ensure that they are		Termly.	Funded through PP contingency fund.



	attainment, attendance/punctuality, behaviour, strengths, and barriers to learning, turbulence factors and teaching strategies		targeting them with verbal and written feedback, AFL and Questioning, grouped for collaborative learning, and provided individualised instructions more frequently			
Implementation of Whole School Assertive Mentoring Programme	Using SIMs data from academic data drops, attendance figures and behaviour logs, a cohort of 30 students in y11 have been identified to receive an SLT assertive mentor.	B, C	EEF – Research available to demonstrate how mentoring can impact positively on ATL, progress and attendance.	Jc/Lw	Termly after each data drop.	Funded through PP contingency fund.
To improve the quality of feedback for the Disadvantaged cohort.	To improve attainment of PP students across all Key Stages and subjects.	C	EEF - feedback has very strong evidence of improving PP attainment.	Mb/Lw/Sb	Termly through learning walks, QLA and book scrutinies.	Nil cost

Peer tutoring programme (Sixth form reading mentors and subject ambassadors). Students will be assigned a younger student who has a reading age lower than their chronological age. The mentor will work with them at least twice weekly to support with their reading during tutor time.	To improve PP students reading ages in y7.	A	Peer tutoring has relatively high evidence of impact. Lower prior attainment band make the most progress.	Lw	Half termly after each STAR test.	Funded through PP contingency fund.
To improve the cultural capital and well being of PP pupils by offering more extra curricular clubs: art therapy, electro communications, sports clubs, LAMDA.	At least 20% of PP representation in all extra curricular clubs.	E	EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning, Arts participation have measurable impact.		July 2020	Funded through PP contingency fund.
To improve the literacy levels of Pupil Premium Students through the employment of a literacy coordinator who will diagnose whole school		A			Termly with a full review for governors in July 2020.	£163, based on 17.06%

literacy issues and provide CPD for staff to address them.						
To improve the attainment of PP students across all key stages through 1:1 and small group intervention in Maths (one tutor).	To further narrow the attainment gap between PP students and Non PP as shown through internal QLA and external exam data.	C	The EEF - suggests that small group tuition leads to moderate impact in comparison to those pupils who do not receive small group tuition	Lw, Lb, Tj	Termly after each data drop with full review in July 2020.	£41,478, based on 80% of total salary based on contact time with PP students.  £215, based on 17.06% - My Maths
To improve the attainment of PP students across all key stages through 1:1 and small group intervention in English (two tutors).	To further narrow the attainment gap between PP students and non PP students as shown through internal QLA, AR reading data and external exam data.	C	The EEF - suggests that small group tuition leads to moderate impact in comparison to those pupils who do not receive small group tuition	Lw, Rc, Tw, Lr	Termly through data drops and STAR tests and full review in July 2020.	£5,637 based on 17.06%  £20,430
<b>Targeted Support</b>						
<b>Action</b>	<b>Intended Outcome</b>	<b>Barrier</b>	<b>Evidence</b>	<b>Staff Lead</b>	<b>Review Date</b>	<b>Cost</b>
To improve the behaviour of the disadvantaged cohort in order to reduce the number of fixed term exclusions, especially for PP boys through the use of	Reduction in the number of fixed term exclusions for PP students.	D	EEF toolkit states that behavioural interventions can produced large improvements in academic	Dt	Termly through SIMs data.	£4,825, based on 17.06%

a new reflection room and targeted behaviour workshops for our most vulnerable and at risk students.			performance along with a decrease in problematic behaviours.			
To improve the behavior of PP students through targeted support with a specific pastoral leader for PP students.	Reduction in the number of behavior points for PP students.	D	EEF – Research available to demonstrate how mentoring can impact positively on ATL, progress and attendance	Lw/Ct/Dt	Termly through SIMs data.	£810, based on 17.06%
To improve aspirations for PP students through the introduction of the 'Chase Terrace Promise' which seeks to improve the cultural capital for PP students.	Provide students with a passport with key life skills to fulfil by the end of each year group, including Y12 and y13 to promote Sixth Form. More PP students enrolled onto Level 3 courses.	E		Lw	July 2020.	Funded through PP contingency fund.
To improve Parental Engagement with school through the use of show my homework and My Ed app.	Internal data suggests that parents only % of PP students attend parents evening and PP students accrue the most behaviour points for no homework.	E		Lw	Termly using SMHW log in data and after each parents' evening in the Spring term.	£639, based on 17.06% - SMHW £767, based on 17.06% - My Ed £1,305, based on 17.06% - GCSE Pod (all subjects)

High quality CIAG programme for PP students. PP students are prioritised for careers meetings and all PP students experience at least one high quality CIAG activity in each key stage.			EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning, Arts participation have measurable impact	Jp		£10,188, based on 17.06%
Student Support Officer x 5	To improve the behaviour of PP pupils To identify barriers to learning and communicate them to the specific staff To improve parental engagement	A, B, C,D, E	EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours	Dt		£99,275 (75% of salary)
Attendance Officer	To improve the attendance of Pupil Premium students.	B				£2,225, based on 17.06%
Family Support Worker	To improve parental engagement	A, B, C, D, E	EEF – Parental involvement shows moderate	Dt		Funded through SEND.

	To improve the attendance of PP pupils		impact for moderate cost			
ATTEND	To improve the attendance of Pupil Premium students	B		Dt		£921, based on 17.06%
Continuation of a system of requests through which departments can submit proposals for additional funding in order to benefit the teaching and learning of PP.		A, C, E.			July 2020	£14,000
					Total Cost	£224,821.00

For further information regarding National Performance Indicators please see:

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