

Pupil premium strategy statement – Chase Terrace Academy

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	1281
Proportion (%) of pupil premium eligible pupils	20%
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 Year 1
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	N.Mason
Pupil premium lead	J.Devereux
Governor / Trustee lead	G.Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,995
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>	£71,760
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£337,755

Part A: Pupil premium strategy plan

Statement of intent

At Chase Terrace Academy we recognise the unique challenges of every child and strive to enable each and every one to achieve more than they ever thought possible, regardless of their role in school.

We do this by removing barriers to learning, recruiting the best staff and challenging them to be aspirational and tenacious in day-to-day learning. We expect the highest commitment from each member of our community including teachers, support staff, pupils and governors.

Our values of respect, community, tenacity and aspiration are used as a thread through all we do to help us reach this goal.

Our values help build our pupils' character and achieve our school vision. They are:

- Respect
- Community
- Tenacity
- Aspiration

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals. Specific activities are undertaken to counteract the challenges of our pupil premium children. Effective quality first teaching is our priority. There is a particular focus on feedback and metacognition, adaptive teaching and retrieval practice. Our response and approach to supporting disadvantaged pupils is always based on data and knowing our pupils well.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Lower prior attainment compared to non-disadvantaged pupils</u></p> <p>SATS data for current year 11 (2023-4) shows that PP pupils have Prior Attainment average score of 101.6, compared to those who are not PP being 105.2.</p> <p>Our intention is to bridge the gap completely between PP and non-PP pupils despite starting points.</p>

2	<p><u>Lower attendance figures than non-disadvantaged pupils</u></p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 9.7% lower than non-disadvantaged pupils.</p> <p>Currently the attendance for disadvantaged pupils is 83.6% and for non-disadvantaged pupils is 92.6%.</p>
3	<p><u>Behaviour challenges have not decreased at the rate that could be anticipated, in particular for older pupils (year 11 2023-4).</u></p> <p>With the adoption of a new behaviour structure in the last year (from January 2023, and launch Sept 2023), we have been able to clearly track and compare the behaviour incidents for all groups.</p> <p>During the 2023 autumn term PP students averaged 6 negative behaviour incidents per pupil. Compared to 3 per pupil overall.</p>
4	<p><u>Potential for issues related passive families.</u></p> <p>Data analysis has highlighted that parents of disadvantaged pupils are less likely to engage with school, in particular with events such as parents' evenings etc.</p> <p>Passive parental engagement has been seen to lead to more issues arising regarding wellbeing and safeguarding. Which can be seen when comparing active parental engagement and the impact on a child's behaviour to that of a passive parents child.</p>
5	<p><u>Aspirations</u></p> <p>There is a potential for pupils who are disadvantaged to have lower aspirations based on life experiences. This can be influenced from home or peers. There is a large focus on this across this school with close attention paid to inclusion of careers etc. within specific subjects.</p> <p>Therefore, it is important to ensure all pupils' potential is realised and they are given the opportunity to partake in experiences they may never have had before.</p>
6	<p><u>Inability to self-fund resources and/or experiences</u></p> <p>The requirements for the qualification of PP funding are linked to household income below £16,190 either in the present or over the last 6 years.</p> <p>Therefore, families within this category need additional support in the provision of uniform, equipment or paying for school experiences like trips. Our CATCH Hub provides for significant support for families that are disadvantaged, including food and social support.</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
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Progress 8	By the end of this plan it is our aim that disadvantaged pupils will achieve at least expected progress 8 compared to National data. The gap for disadvantaged pupils compared to non-disadvantaged pupils will be expected to close and be better than national data.
Attendance	Ensure sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. The percentage of all pupils who are persistently absent being below 18% and the figure among disadvantaged pupils being no more than 25%.
% grade 4+ in English and maths	By the end of our current plan 2023/24 review date, 55% of disadvantaged students to achieve 4+ in English and maths and in line with non-PP at Chase Terrace Academy.

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: £111,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Maintain specialist teachers within all areas.</u> <ul style="list-style-type: none"> fully staffed departments with specialists in each subject 	Internal and external assessments have continued to highlight the effect of quality first teaching from specialist teachers – particularly in English. The aim is to develop this across other core subjects as Maths is now fully staffed with specialist teachers, and Science will be from Easter 2024.	1, 4 & 5

<p>Staff wellbeing programme to aid retention</p>	<p>Staff wellbeing offer is established and staff voice is used to ensure this is led by staff.</p> <p>Directed time is used flexibly to enable staff to work as flexibly as possible with pupils.</p> <p>Exit and Stayers interviews to support retention of staff.</p>	
<p><u>Full and rigorous CPD programme for all staff</u></p> <ul style="list-style-type: none"> - PD tutor training - Whole staff training – core training - Development of CPD following quality assurance - Safeguarding training for all - CPD focus on routines and retrieval, and adaptive teaching. <p>CPD evaluation system</p>	<p>Internal quality assurance provides evidence that core training is effective. It is both responsive and forward planning and closely linked to whole school priorities.</p> <p>Current evaluations show an average teacher feedback score of 4.5 stars out of a 5 star system.</p>	<p>1, 2, 3, 4 & 5</p>
<p><u>Quality first teaching</u></p> <ul style="list-style-type: none"> - Quality SOWs with embedded routines, challenge and scaffolding - Consistent retrieval practice throughout school to aid memory and retention. - Rigorous QA process with focused work scrutiny's and learning walks. 	<p><i>'Retrieval practice tops a list of the most effective evidence-based learning strategies.' It was shown to be effective for learners of all ages and subjects.'</i> The Education Hub 23.</p>	<p>1, 3, 4, & 5</p>

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

Budgeted cost: £168,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Identify and close individual gaps in students learning/knowledge/skills</u></p> <ul style="list-style-type: none"> - Use of ACE mentor sessions time and enrichment slots for targeted interventions - Targeted intervention sessions for year 11 & 13 - One to one mentoring scheme to support the HPA PP students - Continual analysis of data collection points to identify trends and patterns - Golden students cohort to focus on aspirations and achievement <p>Strong focus on digital literacy to support</p>	<p>Given students the tools to direct their own learning at home (with the support of parents) is a huge part of metacognition. Metacognition can add 7 months to a student's development as you are teaching them to be self-sufficient, effective learners</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2, 3, 5, 6</p>
<p><u>Allocation of Maths and English teachers to tutor pupils in school</u> (under allocation tutoring)</p>	<p>Teachers in school know pupils and gaps in learning better than external tutors and use internal assessments and mocks to support further intervention.</p> <p>Use of Academy Progress Lead to support PP pupils underachieving in core subjects.</p>	
<p><u>Measure and improve the literacy and numeracy levels of all PP students to ensure they match expected for their respective ages</u></p> <ul style="list-style-type: none"> - Use of GL assessments to support SAT's results - Streamed groupings in years 7, 8 & 9 to allow for 	<p>The Sutton Trust created an in-depth analysis of numbers of PP students going on to further education which highlights the need to ensure literacy and numeracy levels are in line with age.</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf</p>	

stretch and challenge for all - use of GL data to inform intervention programmes		

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

Budgeted cost: £57,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Generous staffing in core subject areas to support vulnerable pupils</i>	Teachers are not timetabled to full contractual terms, supporting teaching staff to have more PPA to identify and support PP pupils.	1
<i>Targeted support via the CATCH Hub – community hub for food, cooking, clothing and school resources. Values responsibilities for staff to lead this in school and the community.</i>	The community CATCH hub is available to all families and is widely accessed by PP pupils to obtain learning resources, school uniform and food. The provision is widely promoted and drive thru events are arranged on key calendar days, such as Christmas and Easter.	6
<i>Allocation of laptop devices to PP Pupils</i>	Provision of resources to support attainment compared with non-disadvantaged pupils.	1,6
<i>Breakfast provision free to PP Pupils, and prior to every exam for y11 pupils</i>	PP pupils encouraged to attend school and start the school day or examination day, with breakfast.	1,2,6
<i>Rewards and events to be represented proportionally by 20% PP Pupils</i>	Incentive for PP pupils to achieve attainment and raise aspirations.	1,5
<i>Increased capacity in the Senior leadership Team – focus on behaviour and attitudes, and progress focus of disadvantaged and vulnerable learners</i>	To mentor PP pupils to raise aspirations, reduce behaviour incidents that prevent pupils from achieving expected and aspirational targets.	1,3, 5
<i>Accelerated reading programme in Year 7 and 8</i>	Available to all PP pupils to improve reading and literacy levels to support in achieving 4+ in English	1

<i>GCSE Pod for all KS3 and KS4 pupils</i>	Available to all PP pupils to improve numeracy levels to support in achieving 4+ in English	1
<i>Show My Homework</i>	Available to all PP pupils to support in completing revision and interventions to achieve expected and aspirational targets.	1

Total budgeted cost: £337,755

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The P8 achieved by the 2022/23-year 11 cohort was -0.02 (national average -0.41).

The A8, achieved by the 2022/23 year 11 cohort was 45.5 points, compared to a national of 38.4.

The national average for pupils achieving a grade 4 or above in English and maths was 49% with our students achieving 67%. The national average EBACC point score was 3.26 whilst our students achieved 3.67 points average.

Equally as important as the grades achieved, over 100 families access our CATCH Hub which support families through the cost-of-living crisis. 223 slow cookers were all distributed to our families which were vital in promoting hot meals. Also, our provision of free breakfast to all students has had a huge impact on lateness and attention in lessons.

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