

Pupil premium strategy statement – Chase Terrace Academy (Year 2 of 3-year plan)

This statement details our school's use of pupil 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	1237
Proportion (%) of pupil premium eligible pupils	(248) 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 Year 2
Date this statement was published	November 2024
Date on which it will be reviewed	Next review: October 2025
Statement authorised by	N.Mason
Pupil premium lead	J.Devereux
Governor / Trustee lead	C.Ballett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,922
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>	N/A
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>	£290,922

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 all pupils to achieve their goals, despite their differing backgrounds and starting points. Specific activities are undertaken to counteract the challenges of our pupil premium eligible 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 eligible pupils is always based on data, knowing our pupils well and adopting strategies which are supported by evidence.

Challenges

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

Challenge number	Detail of challenge
1	<u>Lower prior attainment compared to non-disadvantaged pupils</u> In the absence of SATS data for the current year 11 cohort (2024-5) the CATS testing results showed that PP pupils have a slightly lower starting point with an average score of 102.5, compared to those who are not PP being 103. National trends show that gaps increase from Y7 to Y11. Our intention is to bridge the gap between PP and non-PP pupils despite differing starting points.
2	<u>Lower attendance figures than non-disadvantaged pupils</u> Our attendance data over the last year (2023/24) indicates that attendance among eligible pupils (83.5%) has been 8.4% lower than non-eligible pupils

	<p>(91.9%). Which is an improvement on the year before when the gap was 9.7% however our intention is to further close the gap & aim to lift eligible pupil attendance to above national (88.7%, source: FFT).</p> <p>Eligible pupils are more likely to be persistently absent than other students.</p>
3	<p><u>Behaviour challenges have not decreased at the rate that could be anticipated.</u></p> <p>With the adoption of a new behaviour structure in the last 2 years (from January 2023, and launch Sept 2023), we have been able to track and compare the behaviour incidents for all groups. Whilst improvements have been made, there remains a gap between eligible and non-eligible pupils with eligible pupils receiving approximately twice the number of negative events.</p>
4	<p><u>Potential for issues related to passive families.</u></p> <p>Data analysis has highlighted that parents of eligible pupils are less likely to engage with school, in particular with events such as parents' evenings.</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 eligible for pupil premium funding to have lower aspirations based on life experiences. This can be influenced from home or peers. There is a large focus on this across the school with close attention paid to inclusion of careers and skills for the future 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, 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
Progress 8	By the end of this plan, it is our aim that eligible pupils will achieve at least expected progress 8 compared to National data. The gap for eligible pupils compared to non-eligible 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 9%, and the attendance gap between eligible pupils and their non-eligible peers being reduced. A reduction in the gap between the percentage of PP pupils who are persistently absent compared with their non-PP peers.
% grade 4+ in English and maths	By the end of our current plan 2024/25 review date, 55% of eligible students to achieve 4+ in English and maths and in line with non-PP at Chase Terrace Academy.
Behaviour	Behaviour data will show that the number of negative incidents recorded for eligible students is declining and more in line with that of non-eligible students. Increase the number of eligible students who actively participate in wider school life.
Parental engagement	Attendance of eligible parents to events such as parent consultation evenings and partnership events will improve. Eligible students will continue to be supported in securing meaningful progression routes. Parents will be supported with resources via our community CATCH hub.

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: £145,461

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 Staff wellbeing programme to aid retention. TLR allocated for staff wellbeing, Sept 2024	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. Research from the NFER shows that the quality of teaching can make a whole years difference. Staff wellbeing offer is continuing to develop and staff voice is used to ensure this is led by staff. Directed time is used flexibly to enable staff to work as flexibly as possible with pupils.	1, 4 & 5

	Exit and Stayers interviews to support retention of staff.	
<u>Full and rigorous CPD programme for all staff</u> <ul style="list-style-type: none"> - PD tutor training - Whole staff training – core training delivered by internal staff and external representatives e.g. C. Bentley-Davies - Development of CPD following quality assurance - Safeguarding training for all - CPD focus on routines and retrieval, and adaptive teaching. - Pixl leadership courses - Continued engagement with RADY via SLT link (Raising achievement for Disadvantaged Youth) 	Internal quality assurance provides evidence that core training is effective. It is both responsive and forward planning and closely linked to whole school priorities. Current evaluations show an average teacher feedback score of 4.5 stars out of a 5-star system.	1, 2, 3, 4 & 5
<u>Quality first teaching</u> <ul style="list-style-type: none"> - Quality SOWs with embedded routines, challenge and scaffolding - JTMAT trust interventions & curriculum alignment - Consistent retrieval practice throughout school to aid memory and retention. - Rigorous QA process with focused work scrutiny and learning walks. 	'Retrieval practice tops a list of the most effective evidence-based learning strategies. ¹ It was shown to be effective for learners of all ages and subjects.' The Education Hub 23.	1, 3, 4, & 5
Generous staffing in core subject areas to support vulnerable pupils	Teachers are not timetabled to full contractual terms, supporting teaching staff to identify and support pupils where required.	1, 2

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

Budgeted cost: £58,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Identify and close individual gaps in students learning/ knowledge/ skills</u>	Giving 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	1, 2, 3, 5, 6

<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 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>them to be self-sufficient, effective learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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>1, 5</p>
<p><u>Measure and improve the literacy and numeracy levels of all disadvantaged 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 stretch and challenge for all. - use of GL data & CAT tests to inform intervention programmes. - Accelerated reader at key stage 3 - Sparx Maths and Sparx Reader software to enhance intervention & homework in Maths & English 	<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>	<p>1, 5</p>

Wider strategies (related to attendance, behaviour, wellbeing & participation)

Budgeted cost: £87,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance via early intervention & increased staffing capacity.</p> <ul style="list-style-type: none"> - Letters are sent home using a tiered approach in line with JTMAT policy. - Attendance is monitored & reported half termly. - Interventions via pastoral & attendance team. 	<p>Internal and national data highlights a continued gap between eligible and non-eligible pupil attendance with a disproportionately higher number of eligible students who are classed as persistently absent. (FFT Data)</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</p>	1, 2, 5
<p>Targeted support via the CATCH Hub – community hub for food, cooking, clothing and school resources. Marketing of HAF programme to families. Values TLR for staff to lead this in school and the community.</p>	<p>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 through events are arranged on key calendar days, such as Christmas and Easter.</p> <p>First aid club for young carers.</p>	6
<p>Allocation of laptop devices to PP Pupils</p>	<p>Provision of resources to support attainment compared with non-eligible pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,6
<p>Breakfast provision free to PP Pupils, and prior to every exam for y11 pupils</p>	<p>PP pupils encouraged to attend school and start the school day or examination day, with breakfast.</p>	1,2,6
<p>Rewards and events to be represented proportionally by 20% PP Pupils</p>	<p>Incentive for PP pupils to achieve attainment and raise aspirations.</p> <p>End of year rewards events held externally with trophies issued.</p> <p>Targeting careers provision towards eligible students is a key area in seeking to address inequality in education and enable eligible pupils to access the same opportunities as their peers.</p>	1, 2, 5, 6
<p>Increased capacity in the Senior Leadership Team – focus on</p>	<p>To mentor PP pupils to raise aspirations, reduce behaviour incidents that prevent pupils from achieving expected and aspirational targets.</p>	1,3, 5

behaviour and attitudes, and progress focus of disadvantaged and vulnerable learners		
Accelerated reading programme & Sparx reader in Year 7 and 8 supported by school librarian.	Available to all PP pupils to improve reading and literacy levels to support in achieving 4+ in English Improving Literacy in Secondary Schools	1, 5
GCSE Pod for all KS3 and KS4 pupils	Available to all PP pupils to improve numeracy levels to support in achieving 4+ in English & a number of subjects across the curriculum.	1
Show My Homework	Available to all PP pupils to support in completing revision and interventions to achieve expected and aspirational targets.	1, 4

Total budgeted cost: £290,922

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The overall Progress 8 achieved by the 2023/24 Y11 cohort was -0.45 (National figure -0.03), disadvantaged Progress 8 was -0.81 (National figure = -0.57).

The national average for pupils achieving a grade 4 or above in English and maths was 67.4%. 61.3% of the 2023/24 Y11 cohort achieved grade 4 and above in English and maths compared to 45.8% of eligible students. Whilst the gap persists, this data displays a 2.9% increase for eligible students compared with the previous year and the gap between the eligible and non-eligible students has narrowed.

The national average EBACC achieving a strong pass was 18% whilst our students achieved 4.1%.

Eligible students have lower overall attendance rates compared to all students last year. Year 7 attendance for eligible students remains over 90% but dips in the older year groups. There have been some improvements in the rate of persistent absence in Y7 & Y10 when compared with 2022-23 figures. Attendance continues to be a challenge.

Behaviour data displays a gap between eligible and non-eligible pupils. The trend of negative events recorded by eligible pupils tends to come from a small number of pupils who display higher than average negative behaviour.

With our established careers programme, numbers of NEET remain low and better than the local authority average with 98.8% of students continuing with structured learning (local authority average = 95.1%).

Equally as important as the grades achieved, over 100 families access our CATCH Hub which support families through the cost-of-living crisis. Preloved uniform, stationery and vouchers have been provided to help those who need it. Our provision of free breakfast to all students has had a positive impact on lateness, at least 55% of the regular attenders to breakfast club are eligible students. Parental engagement has also improved with our programme of partnership evenings, mentoring, rewards events and community events such as the Christmas Fayre.