

Pupil premium strategy statement – Chase Terrace Academy (Year 3 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	1180
Proportion (%) of pupil premium eligible pupils	(267) 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 Year 3
Date this statement was published	December 2025
Date on which it will be reviewed	Next review: October 2026
Statement authorised by	N.Mason
Pupil premium lead	J.Devereux
Governor / Trustee lead	S. Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,000
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>	£289,000

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 specialist 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 run as a golden thread through everything we do, helping to shape pupils' character and drive us towards our school vision. These values are:

- Respect
- Community
- Tenacity
- Aspiration

Our Pupil Premium strategy is designed to ensure every pupil can achieve their goals, regardless of background or starting point. We implement targeted activities to address the specific challenges faced by pupils eligible for Pupil Premium.

Our highest priority is delivering exceptional, high-quality teaching, which represents the largest share of our funding. This approach places a strong emphasis on feedback, metacognition, adaptive teaching, and retrieval practice. Our approach is always informed by robust data, a deep understanding of our pupils, and evidence-based strategies proven to make a difference.

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> Students who attract Pupil Premium funding have a slightly lower KS2 average starting points with an average score of 100, compared to those who are not PP being 106. 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>

	<p>Our attendance data for 2024/25 shows a 0.6% improvement among eligible pupils, rising to 84.1%. However, the gap compared to non-eligible pupils remains significant at 8.3% (92.4%). Our aim is to continue closing this gap and raise attendance for eligible pupils above the national average of 89% (DfE, 2023/24).</p> <p>Currently, eligible pupils are twice as likely to be persistently absent compared to their peers. We are committed to reducing this figure and bringing persistent absence for eligible pupils below the national average of 34.8% (2023/24).</p>
3	<p><u>Behaviour challenges:</u> Internal tracking data shows that, when comparing behaviour incidents across all student groups, there remains a gap: eligible pupils continue to receive a higher number of negative events than their non-eligible peers. Our focus remains on closing this gap through targeted strategies and support.</p>
4	<p><u>Parental engagement.</u></p> <p>Data analysis shows that parents of eligible pupils are less likely to engage with school events, particularly progress evenings and partnership evenings. Lower levels of parental engagement often correlate with increased challenges around wellbeing and safeguarding. Comparisons indicate that active parental involvement has a positive impact on a child's behaviour, whereas passive engagement is linked to a higher likelihood of issues arising.</p>
5	<p><u>Aspirations</u></p> <p>There is a risk that pupils eligible for pupil premium funding may have lower aspirations due to life experiences and influences from home or peers. To address this, we place a strong emphasis on inclusion, ensuring that careers education and future skills are embedded within subject teaching.</p> <p>Eligible pupils are prioritised for participation in career related activities from as early as Year 7 to support them in realising their potential and access opportunities they may not otherwise experience.</p>
6	<p><u>Inability to Self-Fund Resources and Experiences</u></p> <p>Eligibility for pupil premium funding is based on household income below £16,190. Families in this category often require additional support to cover the cost of uniform, equipment, and school experiences such as trips.</p> <p>Our CATCH Hub provides assistance for these families, offering not only practical resources but also food and social support to help reduce barriers to learning.</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
Attainment	<p>By the end of this plan, our aim is for all eligible pupils to achieve at least the national average for Progress 8 and Attainment 8. We expect the attainment gap between eligible and non-eligible pupils to close and perform better than the national benchmark.</p> <p>The gap between eligible pupils and non-eligible pupils achieving grade 4 or above in English and Maths should also be reduced.</p>

Attendance	<p>Ensure sustained improvement in attendance demonstrated by:</p> <ul style="list-style-type: none"> Reducing the attendance gap between eligible pupils and their non-eligible peers. Narrowing the gap in persistent absence rates between pupils eligible for pupil premium and those who are not.
Behaviour	<p>Reduce the gap in behaviour and engagement by:</p> <ul style="list-style-type: none"> Lowering the number of negative incidents recorded for eligible students compared to their non-eligible peers via targeted strategies and support. Increase the proportion of eligible students who actively participate in wider school life and extra-curricular activities.
Parental engagement	<p>Improve parental engagement and progression support by:</p> <ul style="list-style-type: none"> Increasing attendance of eligible parents at key events such as progress evenings and partnership activities. Continuing to support eligible students in securing meaningful progression routes beyond school. Providing parents with resources and guidance through 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: £144,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Maintain specialist teachers within all areas.</u></p> <ul style="list-style-type: none"> fully staffed departments with specialists in each subject, particularly core subjects. TLR allocated for staff wellbeing Staff wellbeing programme to aid retention. Working towards achievement of the Carnegie mental health award. 	<p>Internal and external assessments have continued to highlight the effect of quality first teaching from specialist teachers – particularly in English.</p> <p>Research from the NFER shows that the quality of teaching can make a whole year's difference.</p> <p>Staff wellbeing offer is continually evolving, guided by staff voice to ensure it meets needs.</p> <p>Directed time is used flexibly to enable staff to work effectively with pupils.</p> <p>Exit interviews support retention of staff.</p> <p>Staff turnover is now low and both external and internal surveys reflect that staff are happy at CTA.</p>	1, 4 & 5

<p><u>Full and rigorous CPD programme for all staff</u></p> <ul style="list-style-type: none"> - Whole staff training – core training is planned a year in advance & delivered by internal staff and external representatives - CPD is continually developed following quality assurance - Safeguarding training for all - CPD focuses on teacher standards such as routines, assessment & adaptive teaching. - Pixl leadership courses - Continued engagement with RADY via SLT link (Raising achievement for Disadvantaged Youth) 	<p>Evidence suggests that students make more progress in productive learning environments</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’, EEF guide to Pupil Premium.</p> <p>Internal quality assurance provides evidence that core training is effective. It is both responsive and forward planned closely linked to whole school priorities. 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 assessment routines, challenge and scaffolding - JTMAT curriculum alignment - Consistent retrieval practice throughout school to aid memory and retention. - Rigorous QA process with focused work scrutiny, learning walks & lesson evaluations. 	<p>Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit.</p> <p>‘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.</p>	<p>1, 3, 4, & 5</p>
<p>Generous staffing in core subject areas to support vulnerable pupils</p>	<p>Teachers are not timetabled to full contractual terms, supporting teaching staff to identify and support pupils where required.</p>	<p>1, 2</p>

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

Budgeted cost: £72,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><u>Identify and close individual gaps in students learning/ knowledge/ skills</u></p> <ul style="list-style-type: none"> - Use of mentor sessions time and enrichment slots for targeted interventions - Targeted intervention sessions for year KS4 and KS5 - One to one mentoring scheme to support SEND & PP students. - Continual analysis of data collection points to identify trends and patterns. Use of Horsforth quadrant. 	<p>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 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>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>Internal data indicates that pupils eligible for Pupil Premium funding generally start with slightly lower KS2 attainment compared to their peers.</p>	<p>1, 5</p>

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

Budgeted cost: £72,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve attendance via early intervention & increased staffing capacity.</p> <ul style="list-style-type: none"> - JTMAT policy used to address attendance. - Attendance is routinely monitored & reported on and shared with staff and parents/carers - Interventions are delivered through the pastoral and attendance teams, with capacity strengthened by the addition of one full-time staff member. 	<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> <p>Engagement with RISE strategy, and local authority project 'I'm here'.</p>	<p>1, 2, 5</p>
<p>Targeted support via the CATCH Hub – community hub for food, cooking, clothing and school resources.</p> <p>Engagement in HAF programme to families.</p> <p>Dedicated TLRs for staff to lead this initiative within the school and wider 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 via our parent bulletin, social media and events which are arranged on key calendar days, such as Christmas and Easter.</p> <p>First aid club for students.</p>	<p>6</p>
<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>	<p>1,6</p>
<p>Breakfast provision free to 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>	<p>1,2,6</p>
<p>Rewards and events to be represented proportionally by 20% PP Pupils</p>	<p>Specific rewards organised for eligible students at points throughout the academic year.</p> <p>End of year rewards evenings.</p> <p>Eligible students are prioritised for targeted careers provision, with an emphasis on workplace encounters and careers talks. This strategy is central to addressing educational inequality and ensuring they have access to the same opportunities as their peers.</p>	<p>1, 2, 5, 6</p>
<p>Increased capacity in the Senior leadership Team – focus on behaviour and attitudes, and progress focus</p>	<p>To mentor PP pupils to raise aspirations, reduce behaviour incidents that prevent pupils from achieving expected and aspirational targets.</p>	<p>1,3, 5</p>

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: £289,000

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 2024 to 2025 academic year.

The overall Progress 8 score for the 2024/25 Year 11 cohort was -0.22, while disadvantaged pupils achieved -0.89. The average Attainment 8 score was 4.42 for all pupils and 3.73 for those eligible for Pupil Premium.

The national average for pupils achieving a grade 4 or above in English and maths was 67.1%. 66.4% of the 2024/25 Year 11 cohort achieved a grade 4 or above in English and Maths, compared to 53.7% of eligible students. While the gap remains, this represents a 7.9% improvement for eligible students compared to the previous year. Importantly, the gap between eligible and non-eligible pupils has narrowed for the third consecutive year.

11.8% of our eligible students achieved a strong pass in the EBacc which reflects an improvement of 7.7% compared to the previous year.

Eligible students recorded an overall attendance rate of 84.1% last year, compared to 92.4% for non-eligible students. While attendance remains a challenge, there has been steady improvement, with eligible pupils' attendance increasing by 3% over the past three years. Persistent absence among eligible students has also improved, with a 7.5% reduction. However, the gap in persistent absence between eligible and non-eligible pupils remains significant at 26.3%.

Behaviour data shows a gap between eligible and non-eligible pupils, with eligible pupils receiving a higher number of negative incidents. However, this gap has been reducing year on year. The majority of negative incidents among eligible pupils are concentrated within a small group of students who display significantly higher-than-average levels of negative behaviour.

With our well-established careers programme, NEET figures remain exceptionally low (0 in 2024–25) and outperform the local authority average. 99.54% of our students progressed onto structured learning, compared to the local authority average of 96%.

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 punctuality, at least 70% of the regular attenders to breakfast club are eligible students.

Parental engagement has improved, though it remains lower than that of parents of non-eligible students. Our opportunities to engage with parents include coffee mornings, partnership evenings, settling-in sessions, progress evenings, mentoring, rewards events, and community activities. Moving parent progress evenings to face-to-face for Year 8 and Year 10 has significantly strengthened engagement.