

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	Chellaston Academy
Number of pupils in school	1464 (Y7-11)
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	
Pupil premium lead	Lara Giles
Governor / Trustee lead	Sandra Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,500
Recovery premium funding allocation this academic year	£31,900
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	£266,400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to flourish in their academic and non-academic endeavours.

The activities outlined in this statement are informed by academic research and through local knowledge and feedback from our students. We recognise that no single intervention will provide a complete solution and intend to ensure that we provide a multi-layered approach. Fundamental to this is careful tracking and monitoring, coupled with knowledgeable pastoral support. Staff at all levels are key in identifying the challenges to achievement, helping us ensure that students receive the personalised support they need.

We place a huge importance on the development of teaching and learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils.

A wide variety of other types of support are also adopted including those that support enrichment, emotional and well-being, participation and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Levels of literacy and numeracy – PP students on entry have lower literacy and/or numeracy levels than that of non-PP students.
2	Behaviour for learning amongst non-PP students is better when compared with that of PP students. Some PP students engage less well with school structures and systems.
3	Being prepared for learning – PP students often need to be provided with the correct uniform and equipment (inc digital disadvantage)
4	Aspirations – PP students can sometimes find it difficult to cope with the demands of school life and this impacts their learning. They can struggle to find aspiration for their futures. Some PP students have narrow experience of life outside of school compared to their non-PP peers.
5	Poor Attendance
6	Parental Engagement

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
1. Reduce the variation in attainment/progress between PP and non-PP KS3 students (and KS4)	Reduction in the gap in attainment/progress measures between PP and non-PP students KS3 (and KS4)

2. PP students show improved learning behaviours and engagement with learning	DROPP, Disproportional representation of PP students receiving positive behaviour points.
3. Resources and equipment should not be a barrier to PP students learning.	Departments continue to apply for funding for resources and materials to aid the learning of PP students.
4. Raise the aspirations of PP students (Careers and Further Education options). Ensure PP students have the opportunity to access activities/trips/interventions that help improve cultural capital and develop the 'whole child' putting them on an equal footing with non-PP students	No NEET PP students at the end of Y11. GO4Schools to be used to show that PP students are disproportionately represented, DROPP, in activities/trips/events.
5. PP students show an improvement in attendance.	Attendance of PP students moving towards 95%.
6. Further improve parental engagement of PP students.	Improve PP attendance at Parents evenings, currently less than 50% of PP parents are booking appointments. Increase the positive communication between home and school.