

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1484 (Y7-11)
Proportion (%) of pupil premium eligible pupils	20 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	***
Date on which it will be reviewed	May 2024
Statement authorised by	Phil Smith
Pupil premium lead	Lara Giles
Governor / Trustee lead	R.Burton and D.Brass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,620
Recovery premium funding allocation this academic year	£74,244
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	£364,864

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. 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. To support this, we aim to develop a culture around the school where staff consistently provide the 'Chellaston response', outlined below.

Children from 'non-disadvantaged' families	Children from 'disadvantaged' families	Chellaston Response
Know 1100 words at age 3	Know 400 words at age 3	All teachers are teachers of language
Engage in 487 verbal interactions p/h	Engage in 167 verbal interactions p/h	Oracy culture
Enjoy 500,000 encouragements	Enjoy 20,000 encouragements	Meaningful rewards/relationships
Given 15,000 discouragements	Given 300,000 discouragements	Address the behaviour not the child
Have more than 100 books	Have fewer than 20 books	The library and reading is at the heart of the school

In addition to this, 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 reading, literacy and oracy - On entry, PP students have lower levels of reading, literacy and oracy than non-PP students.
2	Attendance – The absence rate for PP students is higher than that of non-PP students. There is also a significant gap in the PA of PP students compared to their non-PP peers.
3	Social, emotional and behavioural needs - 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 and find it difficult to cope with the demands of school life, this impacts on learning. Some struggle to find aspiration for their futures and have narrow experience of life outside of school compared to their non-PP peers.
4	Parental engagement - % of PP parents attending parents' evenings is less than that of non-PP parents.
5	Levels of numeracy – PP students achieve lower levels in numeracy than non-PP students.

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
<p>1. Reduce the variation in reading levels between PP and non-PP.</p> <p>Reduce the variation in attainment/progress between PP and non-PP.</p>	<ul style="list-style-type: none"> The overall attainment of PP students to not only improve but improve disproportionately in comparison with non-PP students. To establish a fully functioning library. Robust evidence (QA) of Reciprocal Reader being embedded in every lesson.
<p>2. PP students show a significant improvement in attendance, particularly PA.</p>	<ul style="list-style-type: none"> Attendance of PP students to be 93% or more. Reduction in PA of PP students and the gap between PA of PP students and non-PP students.
<p>3. PP students show improved learning behaviours and engagement with learning.</p> <p>PP students have the opportunity to access activities/trips/interventions that help develop the 'whole child' putting them on an equal footing with non-PP students.</p> <p>Raised aspirations of PP students. Ensuring PP students are aware of post 16 opportunities/pathways (Careers and Further Education options).</p>	<ul style="list-style-type: none"> PP students to achieve a 95% behaviour ratio at each data drop. Reduction in the % of PP students receiving suspensions. An equal proportion of PP and non-PP students to engage in activities/trips/events and termly rewards. No NEET PP students at the end of Y11.
<p>4. Further improve parental engagement of PP students.</p>	<ul style="list-style-type: none"> To improve the attendance of PP parents at parents' evenings. To increase the number of PP parents at other community events.
<p>5. Improve the outcomes in attainment of PP students in Mathematics</p>	<ul style="list-style-type: none"> To increase the APS of PP students in Mathematics AND reduce the attainment gap

	between PP and non-PP students in Mathematics.
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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: £186,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HQT (WLK GLE)</p> <p>We will continue to embed The Chellaston Classroom Code to help further improve high quality teaching, routines and consistency. PP and SENd students continue to be a focus group within The Chellaston Classroom Code (Rigour).</p> <p>Teachers to use Go4Schools to identify and track all students including PP as a specific focus group.</p> <p>QA to include a focus on PP students.</p> <p>Curriculum resources to be provided to benefit HQT&L, including use of visualisers to enable staff to model good practice in the classroom.</p>	<p>Guide to the Pupil Premium – Autumn 2021 Education Endowment Foundation EEF</p> <p>Pupil Premium: General and targeted interventions Written by: Steve Burnage SecEd</p> <p>Assessment and Feedback Education Endowment Foundation EEF</p>	<p>1-Literacy 2-Attendance 3-S E B need 4-Parental engagement 5-Numeracy</p>
<p>Reading (PSM LHY)</p> <p>We will continue to develop a whole school focus on Reading, literacy and oracy challenging the notion that literacy solely sits with the English dept.</p> <p>Small reading groups to be continued to encourage a culture of reading for pleasure.</p> <p>4 Reciprocal Reader strategies of questioning, clarifying, summarising and predicting to be embedded in curriculum plans and form time literacy to help students improve their reading comprehension. NGRT to be used to monitor progress.</p>	<p>Reciprocal Reading Projects Education Endowment Foundation EEF</p> <p>Improving Literacy in Secondary Schools Guidance report Education Endowment foundation EEF</p>	<p>1-Literacy 2-Attendance 3-S E B need 4-Parental engagement 5-Numeracy</p>
<p>Librarian/Library</p> <p>The Librarian will continue to develop and establish a working library to help improve the reading culture of the school and nurture our 'reading for pleasure' ethos.</p>	<p>Impact of School Libraries School Library Association SLA</p> <p>Why school libraries are more important now than ever Education Executive</p>	<p>1-Literacy 2-Attendance 3-S E B need</p>
<p>SATs / NGRT</p> <p>The SATs data along with any additional information supplied by the primary schools will enable aspirational targets to be set for all students. Regular testing using the NGRT will provide unbiased robust data on students' progress in Reading. All students in Y7-9 will complete NGRTs (PP and non-PP).</p>	<p>Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF (Page 3)</p> <p>EEF, Oxbridge National Foundation for Educational Research.</p>	<p>1-Literacy 5-Numeracy</p>
<p>Numeracy</p>		<p>2-Attendance 3-S E B need</p>

<p>The Maths department will be part of the Academy QA process. This will involve a review of the Maths curriculum and highlighting areas of strength and development.</p> <p>Funding to be available for</p> <ul style="list-style-type: none"> • Maths leads to visit other teams to see and share good practice. • Manipulatives and other resources to be purchased and their use to be embedded into SoW to help engage and support good T&L. 	<p>Improving Mathematics in KS2 and KS3 EEF</p> <p>Benefits of Manipulatives hand2mind</p>	<p>5-Numeracy</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Department Interventions (HoS)</p> <p>Data driven targeted interventions will take place across the school including small group interventions during form time from SL of Maths, English and Science.</p> <p>'Yipiyap' (NTP) Tuition in place to support English, Maths, Science and Reading as a funded alternative to school led tuition.</p>	<p>Small group tuition T&L Toolkit Strand Education Endowment Foundation EEF</p> <p>Mentoring T&L Toolkit Education Endowment Foundations EEF</p>	<p>1-Literacy 2-Attendance 3-S E B need 4-Parental engagement 5-Numeracy</p>
<p>Support pupil social, emotional and behavioural needs (HVH)</p> <p>We will continue to ensure students are well supported at school and at home through access to The Hub and support from external agencies.</p> <p>E.g. Think for the Future TFTF</p>	<p>Social and emotional learning T&L Toolkit Education Endowment Foundation EEF</p> <p>Mentoring T&L Toolkit Education Endowment Foundation EEF</p> <p>Mentoring Think for the Future TFTF</p>	<p>2-Attendance 3-S E B need 4-Parental engagement</p>
<p>RICE Room (Reparation Room)</p> <p>A RICE room leader has been establish creating an environment for students finding it difficult to cope with school structures and systems. The leader promotes positive behaviour for learning whilst maintaining a calm working environment allowing for effective reflection, reparation and restoration.</p>	<p>Small group tuition T&L Toolkit Strand Education Endowment Foundation EEF</p> <p>Mentoring T&L Toolkit Education Endowment Foundations EEF</p>	<p>2-Attendance 3-S E B need 4-Parental engagement</p>
<p>Music Tuition PP (ELT)</p> <p>PP funding will be used to part fund PP students showing an interest in music.</p>	<p>Arts participation T&L Toolkit Education Endowment Foundation EEF</p>	<p>2-Attendance 3-S E B need 4-Parental engagement</p>

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

Budgeted cost: £131,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Co-Curricular activities, clubs and trips (JNE)</p> <p>A variety of enrichment activities and trips will be available to all students, with a particular focus on DROPP, disproportionate representation of Pupil Premium, in participation.</p> <p>E.g. Choir – K.Haywood</p>	<p>Aspiration Interventions Education Endowment Foundation EEF</p> <p>Cultural Capital: Why It Is Important in Education? Classroom Management Expert</p>	<p>2-Attendance 3-S E B need 4-Parental engagement</p>
<p>Home/School Communication (EYR HVH)</p> <p>The Attendance officer will provide a consistent approach to all students, embedding principles of good practice set out in DfE. DHoY to focus on PP PA. HOY and DHoY to track PA and work closely with the students, families and EWO.</p> <p>BAM logs to continue to be used ensuring all students are aware of their weekly attendance.</p> <p>We will continue to adapt school systems to encourage parents to engage with their child's learning. Parents evenings will be a combination of online and face-2-face.</p>	<p>Improving school attendance: support for schools and local authorities DfE</p> <p>Research into improving attendance in schools serving deprived areas RSM McClure Watters Dept of Education</p> <p>Social and emotional learning T&L Toolkit Education Endowment Foundation EEF</p> <p>Working with parents to support children's learning Report Education Endowment Foundation EEF</p>	<p>2-Attendance 3-S E B need 4-Parental engagement</p>
<p>Careers (SHD)</p> <p>The Careers lead to continue to prioritise PP students for careers events and activities. Ensuring appropriate next steps for all.</p>	<p>What is the impact of careers education on improving young people's outcomes Education Endowment Foundation EEF</p>	<p>2-Attendance 3-S E B need</p>
<p>OFSM Eligibility Checker and Free Breakfast (GLE)</p> <p>We will continue to buy into an online eligibility checker and provide a breakfast item to every student eligible for a FSM.</p>	<p>The Pupil Premium How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils Ofsted Report</p> <p>National school breakfast club programme Guidance DfE</p>	<p>2-Attendance 3-S E B need 4-Parental engagement</p>
<p>Individual support made available for PP students (GLE)</p> <p>Based on our previous experiences, we have identified a need to set funding aside to provide items not listed to overcome specific barriers to student attainment – Lack of equipment, uniform and transport costs are 3 such barriers</p>	<p>School Uniform Education Endowment Foundation EEF</p> <p>Using Digital Technology to Improve Learning Guidance reports Education Endowment Foundation EEF</p> <p>Poverty Proofing The School Day</p>	<p>1-Literacy 2-Attendance 3-S E B need 4-Parental engagement 5-Numeracy</p>

Total budgeted cost: £ 364,864

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes

Our performance data, from FFT, has shown a positive trend in both attainment and progress across the academy. There remains a gap between Pupil Premium students and their peers, but this gap is reducing. We have an Attainment 8 (A8) score of 4.1 compared to 5.6 and a Progress 8 (P8) score of -0.29 compared to 0.29, leading to gaps of 1.5 and 0.58 respectively. Over the last year considerable changes have taken place within the academy, and we continue to see the positive impact these are having on the outcomes of our PP students. PP students continue to be a priority group within the Academy Improvement Plan (AIP).

Attendance

The Academy absence (Y7-11) 2022/23 was 7% which was significantly lower than in 2021/22. PP absence was 14% compared to 5.4% for non-PP, and although PP absence has also reduced a gap remains. PP attendance figures in every year groups are favourable when comparing them to national figures.

Persistent absence (Y7-11) 2022/23 was 17.4%. PP PA has reduced from 47.5% last year to 42.3% this year however despite this improvement a significant gap of 30.6% remains. Attendance continues to be a focus in our current AIP.

Behaviour

The behaviour ratios for PP students have increased considerably from 73.4% to 92.8%, the gap between PP and non-PP students has decreased from 15.6% in 2021/22 to 5.0% in 2022/23. The development of our behaviour policy, ICE rewards, reparation protocols and connect facility have led to this improvement in ratios.

Next Steps

42% of our Y11 PP cohort applied to continue to study in our sixth form, 44% of these have started their next steps in Y12. This amounts to 19% of the original Y11 PP Cohort. Our 2022/23 NEET figure was 0%.

We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Externally provided programmes

Programme	Provider
Behaviour and Resilience Mentoring provision	Think For The Future (T.F.T.F)
Choir for all	K.Haywood
Yipiyap Tuition (NTP)	Yipiyap

Further information

2023-2024 School Figures - Data captured G4S 25/09/22

Year Group	Total No. of Pupils	Non-PP	PP	FSM	% PP
7	300	237	63	54	21.0
8	300	241	59	52	19.7
9	300	246	54	45	18.0
10	300	242	58	48	19.3
11	300	233	67	51	22.3
	1500	1199	301	250	20.1

Chellaston Academy Pupil Premium Funding Sept Allocations

2018-2019	195 Students	£184,740.00
2019-2020	205 Students	£188,607.50 £173,507.50 (EverPP) + £16,100.00 (PLAC)
2020-2021	222 Students	£205,905.00 £180,110.00 (EverPP inc SPP) + £25,795.00 (PLAC)
2021-2022	270 Students	£266,400.00 £234,500.00 (EverPP inc SPP and PLAC) + £31,900 (Recovery Premium)
2022-2023	266 Students	£326,842.00 £265,570.00 (EverPP inc SPP and PLAC) + £61,272 (Recovery Premium)
2023-2024	301 Students	£364,864.00 £290,620.00 (EverPP inc SPP and PLAC) + £74,244 (Recovery Premium)