Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	1490 (Y7-11)
Proportion (%) of pupil premium eligible pupils	21.9% (327 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027 Most recent review May 2025
Date this statement was published	October 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Phil Smith
Pupil premium lead	Lara Giles
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,035
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	£345,035

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 to succeed.

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	**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.
2	**Levels of reading, literacy and oracy** - On entry, PP students have lower levels of reading, literacy and oracy than non-PP students.
3	**Levels of numeracy** – PP students achieve lower levels in numeracy than non-PP students.
4	**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.
5	**Parental engagement** - % of PP parents attending parents' evenings is less than that of non-PP parents.

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	Most recent review
1. PP students show a significant improvement in attendance, particularly PA.	• Attendance of PP students to be 93% or more.	Improvement seen Ongoing monitoring
	• Reduction in PA of PP students and the gap between PA of PP students and non-PP students.	Improvement seen Ongoing monitoring
2. Reduce the variation in attainment/progress between PP and non-PP. Reduce the variation in reading levels between PP and non-PP.	• The overall attainment of PP students students to not only improve but improve disproportionally in comparison with non-PP students.	Improvement seen Ongoing monitoring
	• To establish a fully functioning library.	Completed
	• Robust evidence (QA) of Reciprocal Reader being embedded in every lesson.	Continued focus
3. Improve the outcomes in attainment of PP students in Mathematics	• To increase the APS of PP students in Mathematics AND reduce the attainment gap between PP and non-PP students in Mathematics.	Continued focus
4. PP students show improved learning behaviours and engagement with learning.	• PP students to achieve a 95% behaviour ratio at each data drop.	Improvement seen Ongoing monitoring
	• Reduction in the % of PP students receiving suspensions.	Continued focus
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.	• An equal proportion of PP and non-PP students to engage in activities /trips /events and termly rewards.	Improvement seen Ongoing monitoring
Raised aspirations of PP students. Ensuring PP students are aware of post 16 opportunities/pathways (Careers and Further Education options).	• No NEET PP students at the end of Y11.	
5. Further improve parental engagement of PP students.	• To improve the attendance of PP parents at parents' evenings.	Improvement seen Ongoing monitoring
	• To increase the number of PP parents at other community events.	Continued focus

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: £164,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
HQT (LHY POW GLE) Implementation of Plan, Do, Review cycle to place an increased emphasis on adaptive teaching to support all learners in the classroom. CPD support plan to ensure that staff are confident in Plan, Do, Review cycle. This will include bespoke CPD sessions looking at all elements of Plan, Do, Review cycle to ensure that pedagogical knowledge is secure. This will further be supported by Carousel Teaching* to support with high-quality delivery of CPD. Following the completion of assessments, class teachers will complete 'Teacher on a page' to identify underperforming pupils, and specific strategies they will use to support pupils in accessing the curriculum. We will continue to develop our knowledge around Disciplinary Literacy to further enable a richer understand of how students can access the curriculum. Teachers to use Go4Schools to identify and track all students including PP as a specific focus group. QA to include a focus on PP students. Curriculum resources to be provided to benefit HQT&L.	Guide to the Pupil Premium – Autumn 2021	Education Endowment Foundation	EEF Pupil Premium: General and targeted interventions Written by: Steve Burnage	SecEd Assessment and Feedback	Education Endowment Foundation	EEF	1-Attendance 2-Literacy 3-Numeracy 4-S E B need 5-Parental engagement
Reading (PSM LHY) 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. NGRT to be replaced with SPARX Reader. New assessments to take place at the start of 2025/26. SPARX Reader package for all students in Years 7-11. Weekly homework to be set and monitored to encourage the whole school to read more regularly. Diagnostic test to inform need for phonics interventions. SPARX to be then used to monitor progress. 4 Reciprocal Reader strategies of questioning, clarifying, summarising and predicting will continue to be embedded in curriculum plans and PD literacy to help students improve their reading comprehension. New position appointed: Reading Intervention Mentor to assist with KS3 interventions (PP/SEND/boys focused)	Reciprocal Reading	Projects	Education Endowment Foundation	EEF Improving Literacy in Secondary Schools	Guidance report	Education Endowment foundation	EEF	1-Attendance 2-Literacy 4-S E B need 5-Parental engagement

Librarian/Library (LHY) 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.	Impact of School Libraries | School Library Association | SLA Why school libraries are more important now than ever | Education Executive	1-Attendance 2-Literacy 4-S E B need
SATs / SPARX (LHY) 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 SPARX Reader will provide unbiased robust data on students' progress in Reading. All students in Y7-11 will have a completed SPARX assessment.	Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF (Page 3) EFF, Oxbridge National Foundation for Educational Research.	2-Literacy 3-Numeracy
Numeracy (SDN) New KS3 lead to focus on developing investigative maths and bringing joy back into the classroom. To embed and further investigation the use of manipulatives in the classroom to help increase student engagement in lessons. Focus group interventions timetabled from September.	Improving Mathematics in KS2 and KS3 | EEF Benefits of Manipulatives | hand2mind	1-Attendance 3-Numeracy 4-S E B need

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Department Interventions (HoS POW LHY) Data driven targeted interventions will take place across the school including small group interventions. Focus groups – PP, HPA, Send	Small group tuition | T&L Toolkit Strand | Education Endowment Foundation | EEF Mentoring | T&L Toolkit | Education Endowment Foundations | EEF	1-Attendance 2-Literacy 3-Numeracy 4-S E B need 5-Parental engagement
Support pupil social, emotional and behavioural needs (SKN) We will continue to ensure students are well supported at school and at home through access to the IGR, Reset, Rice, Connect, The Hub and support from external agencies.	Social and emotional learning | T&L Toolkit | Education Endowment Foundation | EEF Mentoring | T&L Toolkit | Education Endowment Foundation | EEF	1-Attendance 4-S E B need 5-Parental engagement
RICE Room - Reparation Room (EYR) 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.	Small group tuition | T&L Toolkit Strand | Education Endowment Foundation | EEF Mentoring | T&L Toolkit | Education Endowment Foundations | EEF	1-Attendance 4-S E B need 5-Parental engagement
Music Tuition PP (STN JNE) PP funding will be used to part fund PP students showing an interest in music.	Arts participation | T&L Toolkit | Education Endowment Foundation | EEF	1-Attendance 4-S E B need 5-Parental engagement

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

Budgeted cost: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching Circles The power of connection and embedding belonging at Chellaston Academy is a fundamental part of fulfilling our academy vision and our coaching model will support this. All staff are 'coaches' who will fulfil a role of pastoral care for a small group of students from Year 7-13 in vertical coaching groups. The aim of this is to: • Ensure every child has an adult who knows them well • Provide every child with a peer support network • Enable every child to talk, be heard and listen to others • Form strong relationships across our school community • Develop a sense of connectedness and belonging We are going to explore additional coaching groups for focus groups • FSM Boys • HPA Boys	Social and emotional learning | T&L Toolkit | Education Endowment Foundation | EEF Mentoring | T&L Toolkit | Education Endowment Foundations | EEF	1-Attendance 2-Literacy 4-S E B need 5-Parental engagement
Home/School Communication (EYR GLE JNE) The Attendance and Family Support Officers, along with the DHoY, will continue to provide a consistent approach to all students, embedding principles of good practice set out in DfE. The whole attendance team will continue to work closely with students and families in order to maximise attendance and ensure "We're in school every day, unless we really can't be". Priority focus - PA and PP PA. Half Termly Attendance Recognition Awards to reward outstanding and improved attendance. School based bespoke workshops to encourage non/low attenders to come into school. Establish a new KS3 Attendance Curriculum with the aim to: • Develop understanding of why school attendance matters. • Support students to set and achieve personal attendance goals. • Build resilience and strategies to overcome barriers to attendance. • Promote responsibility and self-awareness Behaviour and attendance data to continue to be shared weekly with students ensuring an awareness of attendance. We will continue to adapt school systems to encourage parents to engage with their child's learning. Parents Evenings will continue to be face to face with the option of help with booking appointments.	Improving school attendance: support for schools and local authorities | DfE Research into improving attendance in schools serving deprived areas | RSM McClure Watters | Dept of Education Social and emotional learning | T&L Toolkit | Education Endowment Foundation | EEF Working with parents to support children's learning | Report | Education Endowment Foundation | EEF	1-Attendance 4-S E B need 5-Parental engagement

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Co-Curricular activities, clubs and trips (JNE) 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. Introduction of the ICE register to help record, track, monitor and evaluate participation in Co-Curricular activities. E.g. Choir – C.Haywood	Aspiration Interventions | Education Endowment Foundation | EEF Cultural Capital: Why It Is Important in Education? | Classroom Management Expert	1-Attendance 4-S E B need 5-Parental engagement
Careers (SHD) The Careers lead to continue to prioritise PP students for careers events and activities. Ensuring appropriate next steps for all.	What is the impact of careers education on improving young people's outcomes | Education Endowment Foundation | EEF	1-Attendance 4-S E B need
OFSM Eligibility Checker (GLE) We will continue to buy into an online eligibility checker to provide a quick, easy and confidential way to check FSM eligibility.	The Pupil Premium | How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils | Ofsted Report National school breakfast club programme | Guidance | DfE	1-Attendance 4-S E B need 5-Parental engagement
Individual support made available for PP students (GLE) 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	School Uniform | Education Endowment Foundation | EEF Using Digital Technology to Improve Learning | Guidance reports | Education Endowment Foundation | EEF Poverty Proofing The School Day	1-Attendance 2-Literacy 3-Numeracy 4-S E B need 5-Parental engagement

Total budgeted cost: £345,035

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 2024 to 2025 academic year.

Outcomes

Our performance data, from FFT, shows a gap in the progress of PP students compared to their peers. We are pleased that this progress gap, 6 grades, has reduced since 2023/24, but whilst a gap remains, PP students will continue to be a priority group within the Academy Improvement Plan (AIP). Considerable changes continue to take place within the academy, and we look forward to seeing a positive impact on the outcomes of our PP students.
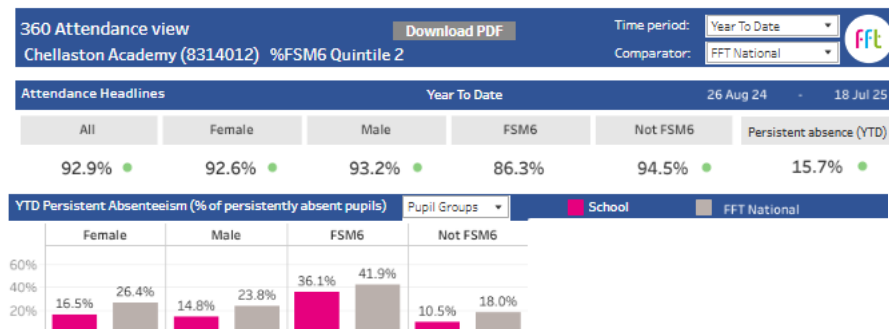
Disadvantaged students is our highest performing subgroup in KS5, +0.59 VA (A Levels) and +0.7 VA (Vocational).

Attendance

The Academy attendance (Y7-11) 2024/25 was 92.9% which was above the FFT national figure of 91.3%. PP attendance of 86.3% was also slightly above FFT national figures. Regardless of this, the in-school gap between PP and non-PP attendance remains consistent, 8%.

Persistent absence (Y7-11) 2024/25 was 36.1%. As with the attendance of PP students, the PA of PP students was also better than the FFT national figure, 36% compared to 42%. Despite PP PA improving since 2023/24 it continues to be a focus in our AIP.

FFT Data Capture (24.25) shows a positive picture for attendance headline figures.

Behaviour

In 2024/25 the behaviour ratio for PP students was 94.8% compared to 92% in 2023/24. The gap between PP and non-PP students has also reduced to 3%. The embedding of our behaviour policy, ICE reward system, reparation protocols and connect facility has led to this continued improvement.

Next Steps

53% 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 23% of the original Y11 PP Cohort. A significant increase from 23.24.

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

Externally provided programmes

Programme	Provider
Choir for all	C.Haywood

Further information

2025-2026 School Figures - Data captured G4S 04.10.25

Year Group	Total No. of Pupils	Non-PP	PP	FSM	% PP
7	299	227	73	71	24.4
8	304	235	71	68	23.4
9	298	233	69	68	23.2
10	298	241	60	56	20.1
11	293	241	54	47	18.4
	1492	1177	327		21.9

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)
2024-2025	317 Students	£324,000.00 (EverPP inc SPP and PLAC)
2025-2026	327 Students	£345,035.00 (EverPP inc SPP and PLAC)

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