

Pupil premium strategy statement – Chase High School

This statement details Chase High Schools use of pupil premium funding to help improve the attainment of our disadvantaged pupils. for the 2024 to 2025 academic year.

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	Chase High School
Number of pupils in school	1318
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Sутtenwood
Pupil premium lead	Michelle Nash
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,625
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	£502,625

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is to fully prepare **every** pupil to live highly successful adult lives by;

- Providing the knowledge, skills, attributes and aspirations necessary to instil a love of lifelong learning and the pursuit of academic excellence.

This means that our expectations are consistently high, every pupil enjoys frequent checks for understanding, receives high quality feedback on their current progress and clearly identified next steps. Aspirational academic targets will be worked towards in collaboration with the teachers to develop the necessary knowledge and skills to achieve their potential. Where pupils are engaging fully with excellent classroom provision but outcomes are not reflective of this, bespoke additional interventions will be offered to target academic progress.

- Delivering a challenging and enriching curriculum that ensures outstanding outcomes across a breadth of experiences.

This means pupils in receipt of pupil premium are actively encouraged to take up all curriculum opportunities. Supportive independent guidance will be given for option choices, and all pupils will be enabled to access all areas of the curriculum offer. Curriculum enrichment will be accessible to all.

- Building the strength and depth of character that combines a strong moral purpose with excellent social skills.

Through effective wider strategies, our pastoral system will support every pupil in their pursuit of developing character. For some pupils this need can be a significant barrier to success and so additional, personalised support will be put in place.

- Ensuring our pupils become adults that can go on and make a real difference locally, nationally and globally.

Engagement with the enhanced curriculum offer will enable pupils to develop their sense of self and belonging.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress and Attainment: P8 for whole cohort is -0.95. For Non-PP it is -0.37 vs -1.44 for PP. This indicates a further widening of the gap, which is a consistent trend across the past 3 years. In 2022 the gap was -0.20, in 2023 it increased to -0.99 and has now grown to over one grade (on average) difference between PP and their Non- PP counterparts at -1.07.</p> <p>Access to high quality teaching is the most important lever schools have in order to improve attainment. Pupils must have access to high quality teaching practices in all lessons. Robust target setting processes, accurate data collection and effective data analysis practices are needed to swiftly identify pupils who may require additional support to secure their progress.</p>
2	<p>Attendance: Nationally, pupils who did not achieve Grade 9-4 in En and Ma had an overall attendance of 91.2%</p> <p>PP attendance summer 2024 was 84.1%</p> <p>Attendance to school and to all lessons mean that access to high quality teaching is increased.</p>
3	<p>Secondary readiness: Pupils who arrive at Chase high having not met the standard to be considered 'secondary ready'. This means they did not achieve an average scaled score of 100 or higher in the KS2 SATS. These pupils are identified as KS2 banding low (2024 Y7 27%) and those who are identified as lacking basic competencies in literacy and numeracy (based on SS<100 in Reading or maths).</p> <p>They may lack the academic, social and communication skills needed for an effective transition to the demands of the secondary curriculum.</p>
4	<p>Engagement in learning: Disadvantaged pupils receive a disproportionate assessment of CTL at 3 or below. (Y10 data summer 2 78% of CTL 3 and 4 were PP)</p>
5	<p>Engagement in enhanced curriculum opportunities: Attendance at extra-curricular clubs, trips and visits are not representative of the disadvantaged cohort. Pupils do not indicate a desire to attend.</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
<p>1) Improve the progress and attainment of disadvantaged pupils to be in line with national figures. Robust target setting processes, accurate data collection and effective data analysis practices are embedded for all pupils from KS3 to KS5.</p>	<p>Close the progress and attainment gap for in-school variation between PP and non-PP pupils. Clear evidence of effective use of assessment data to accelerate progress of all pupils to ensure progress and attainment is in line with the school's academic targets</p>
<p>2) Disadvantaged pupils will attend school and lessons on time every day to ensure they have the best opportunity to engage with high quality teaching and learning. Improve pupil interaction with established high-quality teaching practice.</p>	<p>Attendance of PP pupils in line with national figures. 100% of lessons judged as effective</p>
<p>3) Disadvantaged pupils identified as not secondary ready (KS2 low band) will follow a structured programme for literacy and numeracy.</p>	<p>By the end of the intervention reading ages are 9y By end of Y7 reading ages are at least 10y By end of Y7 numeracy skills align with N/C expectations</p>
<p>4) Disadvantaged pupils will be less passive in lessons; they will be actively engaged with learning. Support mechanisms are employed to address gaps in social, emotional and behavioural barriers to engagement.</p>	<p>100% of disadvantaged pupils reported to have avg. CTL of 2 or better</p>
<p>5) Disadvantaged pupils will develop a love of learning through an extensive enhanced curriculum available to all learners in all subjects.</p>	<p>Disadvantaged pupils will represent 50% of the cohort in extracurricular activities. 100% of disadvantaged pupils will have engaged with the enhanced curriculum offer.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approximately £450,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD programme	Built on the EEF guidance on effective professional development There is abundant evidence that, of all the things schools can influence, “what teachers know, do, and care about” (Hattie 2003) has the biggest impact on pupil outcomes, by some margin (e.g. Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004), and that high-quality teaching narrows the attainment gap (Slater et al. 2012).	1
Teaching and Learning Team – monitoring and coaching for implementation of T&L strategies	Part D of EEF guidance is ‘embed practice’. Coaching is recognised as an effective way to support colleagues with the knowing-doing gap.	1
National college and Walkthrus subscriptions for personal CPD	Part B of EEF guidance is ‘motivate staff’ this includes accessing information from a credible source	1
Medical Education	(EEF Individualised instruction +4 months) (EEF one to one tuition +5 months)	1,2
AHT raising standards	Oversight of outcomes. Data led strategies to target interventions and raise attainment of key groups	1
LP PP Lead	Oversight of PP strategy and monitoring. Judicious use of PP funding to support evidence-informed actions	All
Literacy team (library)	(EEF Reading comprehension strategies +6 months)	1,3
Y11 Interventions	(EEF Individualised instruction +4 months)	1
Attendance officer	Case studies have suggested that taking away pupils’ barriers to attending school will allow pupils to attend on a more regular basis.	2
Deputy Head of Year (non-teaching)	Disruptive behaviour leads to lost learning. Disadvantaged pupils are more sensitive to disruptions in their learning. Non-teaching role to enable more precise monitoring of behaviour trends, direct work with pupils and increased parental contact (EEF Behaviour interventions +3 months) (EEF Parental engagement +3 months)	2,4
Resilience Coaches	(EEF Behaviour interventions +4 months) (EEF self-regulation +7 months) (EEF Social and emotional learning +4 months)	2,4
Summer School for year 6 in to 7 transition	(EEF – Summer School +3 months)	2,3,4,5

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

Budgeted cost: Approximately £24,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support	(EEF Reading comprehension strategies +6 months)	3
Rapid Plus		
Book Buzz	(EEF Oral language interventions +6 months)	
Non-fiction		
Author visits	(EEF Individualised instruction +3 months) (EEF Small group tuition +4 months)	
Numeracy Support	(EEF Individualised instruction +3 months)	3
Sparx Maths	(EEF Small group tuition +4 months)	
Manipulatives and training		
Curriculum support	Equipping pupils with necessary provisions ensures equity of provision for all to a broad and balanced curriculum	1
Food nutrition and preparation ingredients	ensures equity of provision for all to a broad and balanced curriculum	
PE kit stock	ensures equity of provision for all to a broad and balanced curriculum	
Curriculum bids		
Targeted Intervention	(EEF Individualised instruction +4months)	1,4
Y11 Targeted intervention groups	(EEF Extending school time +3 months) (EEF HWK + 5 months)	
Tutor Intervention	(EEF Digital Technology +4 months)	
Y11 Twilight intervention	(EEF Metacognition and Self-regulation +7 months)	
Study club Peer mentors for HWK support		
Targeted Pastoral Support	(EEF Mentoring +2 months) (EEF Metacognition and Self-regulation +7 months)	1,2
Spotlight tutor		

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

Budgeted cost: Approximately £27,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	A nutritious breakfast improves learner readiness, attendance and wellbeing	2
Pastoral support	Access to uniform and equipment lifts barriers to attendance and engagement	2,4
Individual support		
Enhanced curriculum support	(EEF extending school time +3 months) (EEF arts participation + 3months)	2,4,5
Trips (30% subsidy)	(Ofsted 2008 Learning outside the classroom - learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.)	
Visits		
Extra-curricular clubs		
Rewards		
Curriculum enrichment Day		

Total estimated budgeted cost: £502,625

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 2023-24 academic year.

Throughout this review the following initials will be used;

Pupils in receipt of pupil premium (PP) Pupils not in receipt of pupil premium (NPP)

Year 7: Based on KS2 outcomes on entry PP pupil are targeted an average grade of G- (4.94 points) and NPP an average grade of G+ (5.11 points). Indicating a lower start point for PP pupils.

July tracking data indicated PP at avg. grade S+ (3.88) a -0.4 EAP difference while NPP avg. grade S= (3.65) and a +0.3 EAP difference with the largest gap in the high prior attaining pupils for both PP and NPP.

In summary PP pupils in year 7 show an early widening of the attainment gap. (gap -0.7) whilst the biggest impact is appearing in the high prior attainment group this is mirrored in NPP. Suggesting this is a whole school focus in addition to PP specific interventions.

Targeted intervention with non-secondary ready pupils in literacy demonstrated a gain in reading age of 13months (from 9y7m to 10y8m) indicating a 10.2% reduction in pupils reading below their chronological age.

Year 8: Based on KS2 outcomes on entry PP are targeted an average grade of G- (4.46 points) and NPP an average grade of G- (4.76 points). Indicating no significant difference in target expectations.

July tracking data indicated PP at avg. grade S+ (3.82) a -0.3 EAP difference while NPP avg. grade S+ (4.02) and a -0.5 EAP difference. Indicating a closing of the gap (+0.2) however, both groups are underperforming. The largest attainment gap is again in the high prior attainment group.

Year 9: This year group have no KS2 prior attainment data. The school used a combination of CATS scores and FFT predictors to set target grades.

July tracking indicated PP at -0.5 and NPP at the same -0.5 so whilst the gap remains at 0 this is due to both groups underperforming. Once again high prior attainers make the most significant contribution to this underperformance.

Year 10: This year group have no KS2 prior attainment data. The school used a combination of CATS scores and FFT predictors to set target grades. PP pupils avg. points 4.68 and NPP 5.10 July tracking data shows the currently working at grades for PP as 2.49 (-2.0) and NPP as 3.33 (-1.7) indicating a widening of the gap (-0.3). On further analysis PP data splits as follows, Low -2.0, Med -2.0, High -2.4, SEN -2.3, Att band 5(<85%) -2.6. These will be areas of focus for intervention.

Year 11: National trend shows the KS4 disadvantage gap index has narrowed slightly compared to 2022/23, from 3.94 to 3.92.

At chase high summer 2024 results gave a P8 score for PP as -1.44 and NPP as -0.98 a gap of -0.46 with 34.1% achieving En and Ma at grade 4+

This gap is a great concern and prompted an early revisit to the three-year PP strategy plan. A more robust focus on the quality of teaching, with investment in a teaching and learning team and whole school CPD, alongside evidence informed interventions for targeted groups. We will achieve a closer alignment with whole school development priorities in order to bring PP outcomes into core developmental work.