

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.

What is pupil premium funding?

The Pupil Premium is additional funding that is provided by the government to schools to help improve the attainment of pupils from low income families and those who are 'looked-after' and previously 'looked after'. This is because these pupils generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Schools receive £955 for each pupil that has been eligible for free school meals at any point within the last six years and additional funding for those who are classed as 'looked after'.

The additional Pupil Premium budget is calculated based on the number of pupils meeting the criteria in the January of the previous school year. This is not funding allocated to each pupil as this additional funding can be allocated to staffing or other costs that provide additional support to help pupils who need it to overcome any barriers to learning. It is up to school leaders to decide how to spend the Pupil Premium as it is recognised that they are best placed to assess need and use funding to improve attainment. (Adapted from; <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>)

Evidence informed strategy

We are committed to using an evidence informed approach when making strategic decisions about the spending of the Pupil Premium. As such, we use a range of resources including the Education Endowment Foundation Teaching and Learning Toolkit (here, EEF), the Sutton Trust report into Pupil Premium spending (here, Sutton Trust) and our own evidence and experience of what works within our school context

School overview

| Detail | Data |
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| School name | Chilwell School |
| Number of pupils in school | 1007 |
| Proportion (%) of pupil premium eligible pupils | 13.41% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 to 2024/25 |
| Date this statement was published | December 2020 |
| Date on which it will be reviewed | July 2021, July 2022, July 2023 |
| Statement authorised by | D Phillips - Headteacher |
| Pupil premium lead | L Goodhead – Assistant Headteacher |
| Governor / Trustee lead | K Valentine – PP lead, governing board |
| Pupil premium funding allocation this academic year | £160,831 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High attendance is also crucial in ensuring pupils can access the range of curricula and extra curricula opportunities in order for them to gain the skills, experiences and qualifications for them to be successful.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional literacy support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Additionally, our strategy taken into account the importance of ensuring disadvantaged pupils as well as non-disadvantaged pupils, have access to experiences and curriculum opportunities that enable them to expand their cultural capital, including experience a range of extra curricula opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are able to access and are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure disadvantaged pupil have access to a range of experiences that improve their cultural capital
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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| | | | quality marking feedback. | | |
| 3. Use effective data analysis to target underachievement. | <ul style="list-style-type: none"> Create Progress 8 Indicators for all subjects and include on all KS4 SIMs mark sheets. Monitor Subject Progress 8 Indicator Averages. Challenge through FL Data Meetings with SAW. Use Progress 8 Indicators to identify underachievement and identify the need for both in class and addition intervention required to reduce any barriers to learning. | <ul style="list-style-type: none"> SIMs Updated (SAW) Data Meeting records (SAW). Intervention Lists and strategies informed by P8 Indicators (SAW and SLT) | <ul style="list-style-type: none"> Improved progress of PP pupils – KS4 Progress 8 Score above -0.6 including outliers and -0.38 without outliers. KS3 63+% securing | Data Admin Staff Year 11 intervention | Sep 2021 Sep 2021 and ongoing Sep 2021 and ongoing |
| 4. Use effective data analysis and mentoring support to improve pupil attendance and punctuality | <ul style="list-style-type: none"> Late detentions for any pupil arriving after 8:55. Attendance action sheets and weekly tracking sheets for persistent absentees and unauthorised absences. DisAdv Attendance officer and mentor to meet with all disadvantaged pupils below 90% attendance and put together pupil action plan to improve attendance. | <ul style="list-style-type: none"> C3 records and punctuality analysis (LGD and AD) Evidence of action plans and impact on pupil attendance intervention tracking sheets (YL/ KJB) Intervention meeting records and disadvantaged pupil support and provision spreadsheet records + analysis (KJB) | <ul style="list-style-type: none"> Number of PP pupil late below 1 per day so in line with Non-PP Overall PP percentage attendance increased by 5% and Percentage of PP pupils PA decreased by 10% | Data Admin Staff DisAdv Attendance officer and mentor DisAdv Attendance officer and mentor | Sep 2021 Nov 2021 and on going Nov 2021 and on going |
| 5. Improve quality of Advice, Information and Guidance given to Disadvantaged pupils and increase knowledge of potential barriers to learning. | <ul style="list-style-type: none"> Yr11 disadvantaged interviews with SLT following Mock Exams. Share information with teachers. Yr9 disadvantaged interviews with SLT during Options Process. Share information with teachers Additional Careers Interviews for all disadvantaged pupils. | <ul style="list-style-type: none"> Interview records and feedback shared with teachers (SLT) DisAdv Interview Records (SLT) Careers Interview Records (YL/CA) | <ul style="list-style-type: none"> All DisAdv pupil post mock meeting All DisAdv pupil options meeting | | Feb 2022 Jan 2022 |
| | | | | Part of careers adviser cost | |

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| | | | <ul style="list-style-type: none"> All DisAdv pupil carers appointment x2. 80% of pupils in L3 qualifications post-16 | Photocopying | Dec 2021 and on going |
| 6. Ensure the Curriculum is designed to effectively meet the needs of Disadvantaged pupils. | <ul style="list-style-type: none"> Alternative provision courses for pupils at risk of Permanent Exclusion including school inclusion unit. Include KS4 Pathways and introduce appropriate additional subjects/behaviour support sessions. Consider structure at KS3 in terms of curriculum design and additional support. Yr9 disadvantaged interviews with SLT during Options Process. Share information with teachers CPD for all staff projects on teaching and learning strategies to supporting vulnerable pupils. | <ul style="list-style-type: none"> Alternative provision course records (LGD) 2021/22 and 2022/23 Curriculum Design (SAW) Interview records (SLT) CPD records (PS/LGD) | <ul style="list-style-type: none"> Number of PEx pupils below NatAvg (1 std) Reduced pupil BP, on-call and FTE Improved progress of PP pupils Careers Interview Records (YL/CA) (see 5.) | <p>Alternative provision costs</p> <p>Examination and course resources costs</p> <p>CPD costs</p> | <p>Sep 2021 and on going</p> <p>Sep 2021 and on going</p> <p>Jan 2022</p> <p>Sep 2021</p> |
| 7. Provide CPD and training for all staff focusing on effectively meeting the needs of Disadvantaged pupils. | <ul style="list-style-type: none"> Deliver CPD focused on effectively meeting the needs of Disadvantaged pupils. Training for Staff responsible for disadvantaged pupils. Include effectively meeting the needs of Disadvantaged pupils in the ECT training programme. | <ul style="list-style-type: none"> CPD Records (PS) ECT Training Programme (PS/LGD) | <ul style="list-style-type: none"> Improved progress of PP pupils (see 3.) | <p>CPD costs</p> <p>Photocopying</p> | <p>Sep 2021 and on going</p> <p>Nov 2021</p> |
| 8. Improve Disadvantaged pupil curriculum access | <ul style="list-style-type: none"> Provide resources or supplement the cost of resources for practical subjects | <ul style="list-style-type: none"> Disadvantaged Pupil support and provision spreadsheet analysis (LGD/KJB) | <ul style="list-style-type: none"> Improved progress of PP pupils (see 3.) | <p>Subject resources specific e.g. Food, Tassimi etc</p> | <p>Sep 2021</p> |

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| | <ul style="list-style-type: none"> Faculty Disadvantaged specific action plans target Provide support programmes and software for Disadvantaged pupils. Literacy and numeracy support sessions | <ul style="list-style-type: none"> Faculty action plans Disadvantaged Pupil support and provision spreadsheet analysis (LGD/KJB) Session registers (PP English teacher/KV) Maths an English progress levels Pupil reading ages (ALA/KV) | <ul style="list-style-type: none"> Maths and English progress increased so 65+% securing and Progress -0.38 Reading ages increased so 90% PP pupils 11+yrs | <p>Lit + Num HLTA and PP English teacher</p> | <p>Nov 2021</p> <p>Sep 2021</p> <p>Sep 2021/Jan 2022</p> |
| 9. Improve disadvantaged pupils literacy and numeracy levels | <ul style="list-style-type: none"> Additional Literacy and some numeracy session for pupils under target in Maths and English Reading ages assessment every term for pupils below National standard Reading ages and standardised reading scores for all pupils added to mark sheets Further research into barriers to learning related to literacy and how L2+3 language can be embedded within the curriculum. | <ul style="list-style-type: none"> Maths and English data points analysis (LGD/SAW). Session registers (PP English teacher/KV) Reading assessment records (EW/KV/ALA/LGD) English and reading ages data point analysis (LGD/SM) CPD records (PS) | <ul style="list-style-type: none"> Progress in Maths and English increased (see 8.) Reading ages average increased (see 8.) Progress in Maths and English increased (see 8.) | <p>Lit + Num HLTA and PP English teacher</p> <p>CPD costs</p> | <p>Sep 2021/Jan 2022</p> <p>Sep 2021 and on going</p> <p>Sep 2021 and on going</p> |
| 10. Reduce number of fixed term exclusions and number of pupils with repeat fixed term exclusions for | <ul style="list-style-type: none"> Reduce FTE through supportive interventions and alternative constructive pathways. | <ul style="list-style-type: none"> Exclusion data (YL/HA) | <ul style="list-style-type: none"> Reduced number of PP FTE overall and as % of all FTE, so all FTE in line with NA. | <p>Behaviour lead and TA</p> <p>Data Admin Staff</p> | <p>Sep 2021 and on going</p> |

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| disadvantaged pupils | <ul style="list-style-type: none"> On-call data to identify disadvantaged pupils. Behaviour support assistants meet with pupils regularly on-call and set up agreed action plan - PSP | <ul style="list-style-type: none"> On-call record (Behaviour mentor/YL/LGD/GT) Behaviour support assistant pupil action plan records | <ul style="list-style-type: none"> Reduced number of PP pupils on-called reduced by 20% Improved A2L scores and reduced Behaviour points (see 5.) | <p>Behaviour and inclusion lead.</p> <p>Behaviour mentors</p> | <p>Sep 2021 and on going</p> <p>Sep 2021 and on going</p> |
| 11. Reduce barriers to accessing enrichment | <ul style="list-style-type: none"> % of disadvantaged pupils on trips higher same or better than % in year group cohort. Creative Technology /Performing Arts for disadvantaged pupils | <ul style="list-style-type: none"> Disadvantaged Pupil support and provision spreadsheet/sims records (YL/FL/LGD/EW) | <ul style="list-style-type: none"> Disadvantaged calculator scores to decrease for each pupil All PP involved in at least one extracurricular activity or trip each year | <p>Trip costs</p> <p>Activities week costs</p> <p>Enrichment resources</p> | <p>Sep 2021 and ongoing</p> <p>Jan 2022 and on going</p> |
| 12. Reduce barriers to accessing additional exam support | <ul style="list-style-type: none"> Revision guides provided for all disadvantaged pupils (dependent on subject requirements) Homework computer room open two days afterschool each week for disadvantaged pupils | <ul style="list-style-type: none"> Record of disadvantaged pupil support and provision in spreadsheet (LGD/CH) Homework club registers | <ul style="list-style-type: none"> Improved progress of PP pupils (see 3.) Disadvantaged calculator scores to decrease for each pupil (see 5.) | <p>Exam/Revision resources</p> <p>Library assistant and TA costs</p> | <p>Jan 2022</p> <p>Oct 2021 and on going</p> |
| 13. Improve the engagement of disadvantaged pupil parents | <ul style="list-style-type: none"> Meetings with all year 6 Disadvantaged pupil parents in primary schools | <ul style="list-style-type: none"> Transition meeting records (YL/LGD/KJB) Parents evening registers | <ul style="list-style-type: none"> All Yr 6 PP pupils' parents met with before July All PP pupils' parents aware of | <p>DisAdv and attendance mentor</p> <p>Data Admin Staff (part)</p> | <p>May 2021</p> |

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| | <ul style="list-style-type: none"> Disadvantaged pupils' parents contacted before parents evening to ensure appointments made | | PEve and increase attendance | | Oct 2021 and ongoing |
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Funding and spend overview 2021/22

| Pupil Premium Funding | | Expenditure | |
|-----------------------|-----------------|--|-----------------|
| Funding Allocation | | | |
| PP - FSM | £139,430 | Careers advisor 0.2 (FTE) | £4,731 |
| Service children | £1,240 | Attendance, LAC and disadvantage mentor | £32,176 |
| Tuition funding | £9,214 | Disadvantage English teacher UPR1 | £51,970 |
| Catch up | £10,947 | Admin support | £5,375 |
| | | SLT contribution 0.2 (FTE) | £16,392 |
| | | Yr11 intervention 0.2 (FTE) | £10,394 |
| | | Resources (Curriculum, trips, uniform, equipment etc...) | £20,000 |
| | | Alternative provision | £15,000 |
| | | Music tuition | £1,950 |
| | | Training and development expenses (staff) | £3,000 |
| Total | £160,831 | Total | £160,988 |

Strategy aims for disadvantaged pupils

We understand that to support social mobility, our most disadvantaged pupils need to be successful and achieve well at school. Our aim is that our disadvantaged pupils make progress and attainment that is in line with other non-disadvantaged pupils nationally.

| Measure | Target | Timescale |
|---|---|-------------|
| Progress 8 | Progress of disadvantaged pupil to be >+0.00 | August 2021 |
| Attainment 8 | Achieve national average for attainment of all pupils | August 2021 |
| Percentage of Grade 5+ in English and maths | Achieve national average for strong pass in English and maths | August 2021 |
| Attendance | Attendance to improve to above national average | August 2021 |
| Extra Curricula | All disadvantaged pupils to have accessed extra curricula opportunities | August 2021 |

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 2020 to 2021 academic year.

The 2020/21 GCSE results show that the progress 8 score for disadvantaged pupils was 0.72 lower than the rest of the cohort, which is why supporting student progress remains a key focus of our current plan.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as google classroom, which included remote teaching.

Overall attendance in 2020/21 was lower than in the preceding year due to COVID 19. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance continues to be a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.