

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 | Cheslyn Hay Academy |
| Number of pupils in school | 1252 |
| Proportion (%) of pupil premium eligible pupils | 15.2 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 - 2024/25 |
| Date this statement was published | 20/12/23 |
| Date on which it will be reviewed | 01/12/24 |
| Statement authorised by | Mr T Macdonald Headteacher |
| Pupil premium lead | Mr R Killeen Assistant Headteacher |
| Governor / Trustee lead | Mrs Leanne Bridgwood |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 213 715 |
| Recovery premium funding allocation this academic year | £ 54 372 |
| 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 | £ 268 087 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to improve the attainment and progress of students eligible for the Pupil Premium so that they achieve better than other students nationally, particularly in English and maths, and EBacc subjects (positive Progress 8 score for Year 11 Pupil Premium students). This Pupil Premium strategy plan aims to remove barriers to achievement for all disadvantaged students, regardless of current performance, to ensure that they can achieve their academic and personal potential. Research from the Educational Endowment Foundation has been used to guide our approach and budget allocation, and our approach to improving outcomes for disadvantaged students is based on the EEF's tiered approach; ensuring high-quality teaching, effective targeted support and wider strategies.

It is our firm belief that high-quality teaching will have the greatest impact in ensuring that disadvantaged students are provided with opportunities to accelerate their learning, particularly as this will also ensure that non-disadvantaged students get the best possible provision as well. Teaching and learning at Cheslyn Hay Academy is underpinned by key research relating to the development of metacognition and self-regulation to enable all students to fulfil their potential. Specific disadvantaged strategies are also well-embedded to ensure that this group of students is constantly challenged. We will also ensure that where appropriate and practical, targeted small-group support is provided for disadvantaged students. Research from the EEF suggests that this is one of the most effective ways of ensuring targeted support for disadvantaged students, especially those who have been most affected by periods of remote learning over the past two years.

In terms of wider strategies, these are focused on removing key barriers to achievement for disadvantaged students. Pastoral interventions and strategies will be used to ensure that attendance is not a barrier to success, that character development will allow students develop the skill set they need to be successful, and that mental health and wellbeing support is prioritised so that students are able to access the curriculum.

Our strategy is all encompassing to ensure that all of our students, but particularly those who are disadvantaged, are successful. This is a whole school strategy that is the responsibility of all staff and we believe that our key plans laid out below will accelerate the learning of all of our disadvantaged students.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Attendance</p> <p>The attendance of our Pupil Premium students has previously been below the national average and lower than that of their peers.</p> <p>2020/21: PP - 87.9% Non-PP - 94.9%</p> <p>2021/22: PP - 85.89% Non-PP - 92.45%</p> |
| 2 | <p>Progress in English, maths and EBacc subjects</p> <p>Despite an improving trend prior to the onset of the Covid-19 pandemic, there was a negative Progress 8 score for Pupil Premium students in English, maths and EBacc subjects in 2022.</p> <p>2018: WS -0.94, Eng -0.90, maths -0.83, EBacc -1.21</p> <p>2019: WS -0.37, Eng -0.70, maths -0.53, EBacc -0.38</p> <p>2022: WS -0.77, Eng -0.89, maths -0.73, EBacc -1.38</p> |
| 3 | <p>Accelerating learning to mitigate the impact of Covid-19 and improve reading scores</p> <p>The Covid-19 pandemic has affected disadvantaged students disproportionately more than non-disadvantaged students, and it is the same at Cheslyn Hay Academy. Acceleration grades (<i>2021 Data</i>)</p> <p>All students: Grade 1 - 42%, Grade 2 - 49.8%, Grade 3 - 8.2%</p> <p>Disadvantaged: Grade 1 - 30.6%, Grade 2 - 56.4%, Grade 3 - 13%</p> <p>2021 GL reading tests have identified that there is only a slight gap between the reading scores of disadvantaged and non-disadvantaged Year 7 students, however for both groups of students the average reading age is 9 years old. This therefore highlights the potential impact of the Covid-19 pandemic on reading ages and the need to prioritise this in order to enable all students, but particularly those who are disadvantaged, to accelerate their reading ability</p> <p>Average reading scores</p> <p>Disadvantaged: 313</p> <p>Non-disadvantaged: 315</p> <p>It is therefore important to overcome this challenge by providing opportunities to boost/accelerate learning for all students, but particularly those most disadvantaged by extended periods of remote learning.</p> |
| 4 | <p>Metacognitive skills and self-regulatory ability</p> <p>We have identified that disadvantaged students are less likely than non-disadvantaged students to possess the metacognitive skills to be self-regulating learners. In order to accelerate the learning of these students the development of such skills is essential so that they are able to make progress in line with, or better than, their peers.</p> |

| | |
|---|--|
| 5 | <p>Personal Potential</p> <p>Disadvantaged students have been most affected by the impact of the Covid-19 pandemic on their exposure to opportunities to develop their personal potential. Such opportunities are crucial in helping to develop cultural capital, leadership skills and character qualities such as resilience.</p> <p>Extra-curricular opportunities are essential in developing cultural capital, leadership skills and character qualities such as resilience. Providing experiences for disadvantaged students outside of the normal curriculum is therefore important to ensure that they have the same opportunities as non-disadvantaged students.</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 |
|--|--|
| Improved attendance for all students, particularly disadvantaged students | <ul style="list-style-type: none"> ● Attendance for all students will be at least in line with the national average ● By 2023/24 persistent absence for Pupil Premium students will be lower than the national average ● By 2024/25 the gap between disadvantaged will be reduced |
| Improved outcomes for disadvantaged students | <ul style="list-style-type: none"> ● Positive Progress 8 outcomes for Pupil Premium students ● Improved Attainment 8 outcomes for Pupil Premium students, in line with non-Pupil Premium |
| Improved reading scores for all students | <ul style="list-style-type: none"> ● Improved reading scores for all students so that they are in line with actual age, especially for Pupil Premium students |
| Improved metacognitive and self-regulatory skills for disadvantaged students | <ul style="list-style-type: none"> ● Qualitative data from student surveys and self-reflection questionnaires to demonstrate a greater understanding of key metacognitive and self-regulatory strategies ● Teacher feedback and reports to reflect improvements in metacognitive and self-regulatory ability |
| All disadvantaged students to have achieved the WAT Pledge | <ul style="list-style-type: none"> ● The WAT Pledge to be mapped out to ensure that all students have opportunities to complete the WAT Pledge ● Through effective tracking, all students, particularly disadvantaged, to have completed the WAT Pledge by the end of Year 11 |

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: £ 97 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPL on cognitive science in the classroom, metacognition and self-regulation to ensure teachers are fully aware of the impact of key strategies | EEF Metacognition and Self-regulation EEF Effective Professional Development EEF Cognitive Science in the Classroom | 2, 4 |
| Purchase of software to support the development of metacognition and self-regulation through retrieval practice | EEF Metacognition and Self-regulation EEF Cognitive Science in the Classroom | |
| Purchase of class support plan software to identify disadvantaged students to enable application of key teaching and learning strategies | EEF Using Digital Technology | 2, 3 |
| Additional teaching staff in English and maths to allow for small group teaching and support | Small Group Tuition | 2, 3, 4 |

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

Budgeted cost: £ 130 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of the National Tutoring Programme to provide small-group tuition in English and maths | Small Group Tuition | 2 |
| Use of the School-Led Tutoring Grant to provide small-group tuition in English and maths. This grant will be used to fund external partners and in-house staff to maximise the number of students receiving tuition | Small Group Tuition | 2 |
| Employment of Academic Mentors to provide personalised support for students | Small Group Tuition | 2, 4, 5 |
| Accelerated Reader package purchased for all KS3 students to improve reading ability and accelerate progress. MyOn logins also purchased for all KS3 students. | EEF Accelerated Reader | 2, 3 |
| Period 7 for Year 11 students to maximise time in school and mitigate against extended periods of remote learning. Transport provided for all students to ensure they can all attend and benefit from the provision. | EEF extending the school day | 2 |
| Use of Elevate Education to develop student's knowledge and understanding of revision strategies | EEF Metacognition and Self-regulation | 2, 4 |

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

Budgeted cost: £ 45 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| All disadvantaged students are provided with access to a one-to-one device to enable access to digital platforms such as Google Classroom at home | EEF Using digital technology | 2, 3, 4, 5 |
| Percentage of salary for Senior Learning Mentor with a responsibility for supporting disadvantaged students | EEF Engaging Parents EEF Improving Behaviour in Schools | 1, 5 |
| TLR for Director of Stakeholder Engagement with responsibility for supporting disadvantaged students | EEF Engaging Parents | 1, 2, 5 |
| Educational Welfare Officer to support and oversee strategies aimed at removing barriers to learning to good attendance for disadvantaged students | It is widely accepted that good attendance is crucial to positive academic outcomes. The Educational Welfare Officer can ensure that attendance barriers are removed, especially for students where these barriers pose significant challenges | 1, 2, 3, 5 |
| Weekly support from YESS to support students struggling with mental health, particularly in the wake of extended periods of remote learning | Positive mental health and wellbeing is crucial to positive academic outcomes. Ensuring that support is provided for students who may struggle with mental health, especially due to the impact of the Covid-19 pandemic, is key to helping students overcome barriers to learning | 1, 2, 5 |
| TLR for disadvantaged aspirations role | Our findings have indicated that disadvantaged students tend to have lower aspirations than non-disadvantaged. Therefore this role is important in supporting disadvantaged students to have higher aspirations | 4, 5 |
| Pupil Premium contingency fund for needs not accounted for in other strategies | It is important to have a contingency fund available to respond to needs not yet accounted for. This could be to support with uniform and educational visits amongst other needs | 1, 5 |

Total budgeted cost: £ 272 500

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 2021 to 2022 academic year in comparison to previous years. Note that attainment and progress data for 2019/20 and 2020/21 have not been included as these years were not assessed via external examination and did not generate Progress data.

| Attainment & Progress of Disadvantaged Students | | | |
|---|---------|---------|---------|
| | 2018-19 | 2021-22 | 2022-23 |
| Attainment 8 | 3.72 | 3.84 | 4.19 |
| Basics 9-4 % | 37 | 54 | 54 |
| Basics 9-5 % | 14 | 29 | 36 |
| English A8 | 7.53 | 8.25 | 8.46 |
| Maths A8 | 6.59 | 7.42 | 8.00 |
| Progress 8 | -0.36 | -0.77 | -0.21 |
| English P8 | -0.70 | -0.89 | -0.51 |
| Maths P8 | -0.53 | -0.73 | -0.27 |

| Attendance of Disadvantaged Students (%) | | | |
|--|---------------|-------------------|-----|
| | Disadvantaged | Non-Disadvantaged | Gap |
| 2019/20* | 89.2 | 95.5 | 6.3 |
| 2020/21* | 87.9 | 94.9 | 7.0 |
| 2021/22 | 85.9 | 92.5 | 6.6 |
| 2022/23 | 84.1 | 92.3 | 8.2 |

*note that attendance data may have been impacted by COVID-19 attendance approaches.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---|------------------|
| Classcharts: attendance, wellbeing and behaviour monitoring | ClassCharts |
| Elevate Metacognition and Revision Strategies | Elevate Learning |
| Pet-Xi targeted intervention programmes | Pet-Xi |