

Pupil premium strategy statement

This statement details Chase High Schools use of pupil premium (and recovery premium for the 2023 to 2024 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	Chase High School
Number of pupils in school	1117 (Yr7 to 11)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Matt Suttonwood
Pupil premium lead	Michelle Nash
Governor / Trustee lead	Maggie Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£481,275 *
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	£481,275 *
* Estimated until final figures are published	

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is less than that of other students in school.
2	There is a negative behaviour gap between disadvantaged and non-disadvantaged students.
3	Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading.
4	Disadvantaged students do not necessarily realise their own potential, and therefore they lack high aspirations for their future.
5	The need for increased levels of parental engagement to support student learning.

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
Disadvantaged students achieve as well as Non-disadvantaged students	The gap between the attainment 8 and progress 8 scores for PP and Non-PP is reduced
Improved attendance of disadvantaged students	The academic gap between disadvantaged and non-disadvantaged students is reduced
Improved behaviour of disadvantaged students	The gap in behaviour issues between disadvantaged and non-disadvantaged students is reduced
Improved reading skills of disadvantaged students and engagement in reading	An improvement in relationships with parents of disadvantaged students so that they are more active in their child's learning and help improve their aspirations
Disadvantaged students to be more motivated to aim high and accelerate their progress so as they can attain well.	Aspirations of disadvantaged students improves leading to more students continuing on to Post 16 studies and beyond
Parents take a more active role in their child's education	Regular attendance at parent/carer information events increases so that parents/guardians find out how they can support their child at home
Students who are not secondary school ready when entering year 7 are caught up to ensure accelerated progress in KS3 and KS4	Students meet their personal targets at the end of year 7 and at the end of KS3.

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: Approximately £456,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve staffing to deliver quality first teaching.	Quality first teaching would give students a better experience in the classroom and lead to better progress and attendance.	2, 4
Staffing: Effective Teaching and Learning	The vast majority of pupils' progress comes out of good teaching and learning on a daily basis. (EEF Feedback +8 months)	2, 4
Cover Supervisors	Disadvantaged students to benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. (EEF Feedback +8 months)	2, 4
Behaviour mentors – Year Administrators	The behaviour of disadvantaged students is closing due to year administrators mentoring them, monitoring their behaviour and liaising with parents more. (EEF Behaviour interventions +3 months) (EEF Parental engagement +3 months)	2, 3
CPD focussed on Marking and Feedback. Purchase literature for all staff to improve teaching pedagogy	All students including Disadvantaged students will receive regular feedback in their books to inform them how they can improve their work and make better progress. (EEF Feedback +8months)	4, 5
External workshops supporting Drama department to motivate students, improve social skills, team work and confidence. School Drama productions. More than one production to take place Professional theatre practitioner to attend and work with small groups of students to engage and improve confidence and support social skills.	Students participating in artistic and creative activities. (EEF Arts participation +2 months)	4
English tutoring for students	(EEF Reading comprehension strategies +6 months) (EEF Individualised instruction +3 months) (EEF Small group tuition +4 months)	1, 3, 4

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

Budgeted cost: Approximately £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reading subscription	Disadvantaged students at Chase High typically have lower reading ages than other students and therefore this strategy will allow them to access the curriculum better. (EEF Reading comprehension strategies +6 months)	3, 4
English tutoring for students	(EEF Reading comprehension strategies +6 months) (EEF Individualised instruction +3 months) (EEF Small group tuition +4 months)	1, 3, 4
Funding to purchase necessary ingredients for disadvantaged students to partake in curriculum cooking lessons.	Disadvantaged students, in past years, have not bought in the ingredients or money for ingredients and therefore have not been able to learn in lessons. This includes higher level learning such as boning a whole chicken using chefs' knives.	1, 5
Mark disadvantaged students' book first in certain subjects (No cost involved – just time)	Disadvantaged students will receive regular feedback in their books to inform them how they can improve their work and make better progress. (EEF Feedback +8months)	3, 4
Purchase revision guides for students to use at home.	Giving students the resources to practice at home encourages them to take ownership over their own learning. (EEF Metacognition and Self-regulation +7 months)	4, 5
One to one tuition in music and purchase a variety of musical instruments for students to take home to practice.	EEF One to one tuition +5 months Loaning musical instruments for students studying Music but do not have an instrument at home is crucial for students to be able to practice. (EEF Metacognition and Self-regulation +7 months) (EEF Arts participation +2 months)	1, 2
E-book subscription for students to read at home and for students to use revision e-books at home	EEF Reading comprehension strategies +6 months) The use of computer and technology to support learning. (EEF Digital Technology +4 months) Giving students the resources to practice at home encourages them to take ownership over their own learning.	3

	(EEF Metacognition and Self-regulation +7 months)	
Small group interventions in English and Maths for students in year 7 who are not secondary school ready	(EEF Individualised instruction +3 months) (EEF Small group tuition +4 months)	3, 4
Tutor time interventions targeting specific students in English and Maths After school interventions for all subjects	(EEF Small group tuition +4 months)	2, 4
Purchase equipment and uniform for Physical education to encourage students to take part in PE lessons.	(EEF Sports participation +2 months)	1
Enrichment trips including Maths revision residential for year 11 students.	To allow disadvantaged students to engage in educational visits to positively impact on their progress in class and build their cultural capital. (EEF Arts participation +2 months)	1, 4, 5
Work printed out and sent home for students who are off with illness/medical need.	Giving students the resources to practice at home encourages them to take ownership over their own learning. (EEF Metacognition and Self-regulation +7 months)	1, 3, 4
GCSE students to be given Art equipment to enable them to be equal with their peers in being able to demonstrate the use of a diverse range of materials.	PP students will be able to access up to £55 of resources to use at home and in the classroom. Giving students the resources to practice at home encourages them to take ownership over their own learning. (EEF Metacognition and Self-regulation +7 months)	1, 4, 5
Health and Social Care text books, used in lessons, to be purchased so that PP students can have copies of them at home to use.	Giving students the resources to practice at home encourages them to take ownership over their own learning. (EEF Metacognition and Self-regulation +7 months)	4, 5
Students to be given Home Learning Booklets to enhance independent creativity in GCSE Photography.	Giving students the resources to practice at home encourages them to take ownership over their own learning. (EEF Metacognition and Self-regulation +7 months) Results in Photography had a great impact.	4, 5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: Approximately £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School for year 6 in to 7 transition	Students who attend a summer school make more progress compared to those who do not attend. (EEF – Summer School +2 to +4 months)	1, 2, 3 and 4
Attendance officer employed to improve attendance figures.	Case studies have suggested that taking away students barriers to attending school will allow students to attend on a more regular basis.	1
Year admin assistants	The behaviour of disadvantaged students is closing due to year administrators mentoring them, monitoring their behaviour and liaising with parents more. (EEF Behaviour interventions +3 months) (EEF Parental engagement +3 months)	1, 2
Provide uniform and PE kit for those who are unable to purchase it	Experience tells us that students least likely to bring their correct uniform into school are those who would most benefit support especially with the increase in the cost of living and the Covid Pandemic.	1, 2
Support parents with funding for travel to and from school such as bus passes	Attendance of students is generally impacted by how far they have to travel to school and if they can afford to get to school.	1, 2
Rewards for improved attendance and attainment in year 11		
Free Breakfast for all disadvantaged students	Studies have shown that students who eat a breakfast are more able to concentrate and are more alert at school. Having breakfast has positive effects on cognitive performance and has the potential to reduce disruption and produce a more productive learning environment.	1
Breakfast bars to be given to PP students at break time. Students identified early from year leaders to ensure they do not go hungry and so will be able to focus more in lessons	Studies have shown that students who eat at break time are more able to concentrate and are more alert at school. Having a snack at break has positive effects on cognitive performance and has the potential to reduce disruption and produce a more productive learning environment.	1

Total estimated budgeted cost: £481,275

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 2022-23 academic year.

Review of expenditure				
Previous Academic Year		2022/23		
Desired Outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue this approach)	Estimated cost
Disadvantaged students achieve as well as Non-disadvantaged students	<p>Improve staffing to deliver quality first teaching.</p> <p>Mark disadvantaged students' book first in certain subjects.</p>	Results from the last academic year, below.	<p>Teaching and learning is constantly improving and so should continue to be a focus.</p> <p>Marking disadvantaged students books first will continue.</p> <p>Using visualisers in the classroom as part of excellent Teaching and Learning will continue.</p>	TBC

Walking Talking Mocks in English and Maths

Funding to purchase necessary ingredients for disadvantaged students to partake in curriculum cooking lessons.

Purchase revision guides for students to use at home.

E-book subscription for students to read at home and for students to use revision e-books at home

		2019	2020	2021	2022	2023	Difference from 2019 to 2023
Average Total Progress 8	All	-0.65	-0.23	-0.07	-0.75	-0.62	0.03
	NOT PP	-0.37	-0.01	0.19	-0.65	-0.08	0.29
	Pupil Premium	-0.96	-0.42	-0.35	-0.84	-1.01	-0.05
		2019	2020	2021	2022	2023	Increase from 2019 to 2023
Students Achieving 9-7 in English and Maths	All	7	5	9	8	11	4
	NOT PP	5	5	7	4	9	4
	Pupil Premium	2	0	2	4	2	0
		2019	2020	2021	2022	2023	Increase from 2019 to 2023
Students Achieving 9-5 in English and Maths	All	45	41	48	57	39	-6
	NOT PP	30	27	31	29	25	-5
	Pupil Premium	15	14	17	28	14	-1
		2019	2020	2021	2022	2023	Difference from 2019 to 2023
Students Achieving 9-4 in English and Maths	All	80	81	97	101	81	1
	NOT PP	48	46	60	55	46	-2
	Pupil Premium	32	35	37	46	35	3
		2019	2020	2021	2022	2023	Difference from 2019 to 2023
Students achieving 5 Standard Passes inc EM	All	73	80	95	89	71	-2
	NOT PP	46	45	59	48	44	-2
	Pupil Premium	27	35	36	41	27	0

Walking, Talking, Mocks are a valuable revision tool which helps students to complete exam papers effectively.

Students studying food technology achieve excellent results so will continue to fund resources students.

Students and parents appreciate the use of E-books and revision guides. E-books will not need to be re-purchased but will continue to be used, revision guides will still be purchased for students.

Improved attendance of disadvantaged students

Free Breakfast for all disadvantaged students

Attendance officers employed to improve attendance figures

Summer School for year 6 in to 7 transition

Behaviour mentors – Year Administrators

Average National attendance figures over the last 3 years were 91.8%

Attendance figures for Chase High over the last 4 years can be seen below however there are still cases of Covid-19, where students are self-isolating and so this is still having an impact on the school attendance figures.

Chase High School figures over the last 4 years are as follows:

Disadvantaged Pupils' Attendance				
	2019/20	2020/21	2021/22	2022/23
All Pupils	91.4	90.1	89.3	89.2
Disadvantaged	89.9	87.3	86.4	86

Disadvantaged Pupils' Persistent Attendance				
	2019/20	2020/21	2021/22	2022/23
All Pupils	25.6	28.7	29.2	33.1
Disadvantaged	31.4	38.1	44.3	42.8

Free breakfasts will still be given to students to ensure they have the opportunity to have the best start to the day.

EWO to continue to support the improvement of the attendance.

Having a summer school benefits the smooth transition for students. Although this was not funded by PP funding, some of the resources were.

TBC

Improved behaviour of disadvantaged students

Behaviour mentors and year administrators

Improve staffing to deliver quality first teaching

Free Breakfast for all disadvantaged students

Small group interventions in English and Maths for students in year 7 who are not secondary school ready

Although the number of exclusions has increased (potentially due to increased number of students on roll and increase in disadvantaged students) the gap has decreased between disadvantaged and non-disadvantaged students. The number of Isolations of our students has increased but the difference between the two cohorts is less in comparison to 2021/22.

		2018/19	2019/20	2020/21	2021/22	2022/23
Exclusions	All	326	237	243	287	358
	PP	199	158	186	174	201
	Non PP	127	29	57	113	157
	Diff PP/Non	72	129	129	61	44
Isolations	All	296	134	122	428	643
	PP	158	82	101	265	365
	Non PP	138	52	121	163	278
	Diff PP/Non	20	30	-20	102	87

When students have quality staff to teach them then the behaviour is better so funding will continue to come from PP funding to support this

Evidence shows that students who have a breakfast have a good start to the day (EEF) so breakfast will continue to be given to students.

Where students struggle in English and Maths then small group intervention helps them which then improved behaviour in their normal lessons.

TBC

Improved reading skills of disadvantaged students and engagement in reading

Accelerated Reading sub-
scription

E-book subscrip-
tion for students
to read at
home and for
students to use
revision e-books
at home

Summer School
for year 6 in to 7
transition

Reading strategies to improve students reading abilities are measured using the Accelerated Reader and Star Reader programme in years 7 and 8.
Results of this programme show disadvantaged students in year 7 do better than their class average in-
volving all students and year 8 PP students match their non-PP peers. See table below:

Accelerated Reading progress from the beginning to the end of 2022/23					
	Year 7			Year 8	
	Change in reading age	PP students change in reading age		Change in reading age	PP students change in reading age
A	4 months	3 months	A	13 months	14 months
C	14 months	17 months	C	6 months	6 months
H	7 months	8 months	H	12 months	13 months
I	6 months	8 months	I	7 months	8 months
L	2 months	2 months	L	14 months	13 months
O	3 months	3 months	O	5 months	5 months
R	8 months	6 months	R	6 months	7 months
S	7 months	7 months	S	7 months	6 months
Average increase in months	6 months	7 months	Average increase in months	9 months	9 months

Accelerated reader and Star reader has been positively supporting our disadvantaged and so will continue in future years.

E-books will not need to be re-purchased but new revision guides for students will.

Students attending summer school were given a reading book to start their learning journey at Chase High and encouraged to read for fun in their English lessons. This will continue.

TBC

Disadvantaged students to be more motivated to aim high and accelerate their progress so as they can attain well.

Mark disadvantaged students' book first in certain subjects

External workshops supporting Drama department to motivate students, improve social skills, team work and confidence

Funding to purchase necessary ingredients for disadvantaged students to partake in curriculum cooking lessons

E-book subscription for students to read at home and for students to use revision e-books at home

Data from yearly reports show that the Commitment to Learning of our disadvantaged students is in line with our non-disadvantaged students.

Commitment to Learning (CTL)					
	Year 7	Year 8	Year 9	Year 10	Year 11
All students	1.9	2.0	2.0	2.4	2.3
Pupil Premium	1.9	2.0	2.1	2.5	2.5

Marking students work and giving them exceptional feedback will continue with disadvantaged students work.

Drama workshops and future trips to theatres motivate students and so will continue to be funded.

Purchasing students' ingredients motivates students to achieve well and so will continue.

TBC

Parents take a more active role in their child's education

Attendance officers employed to improve attendance figures.

Small group interventions in English and Maths for students in year 7 who are not secondary school ready

Online parents evening attendance shows disadvantaged students' parental attendance is below the non-disadvantaged students' parental attendance apart from students from year 7 in 2022/23 where the percentage was equal in attendance.

Year	Total Students	% of all students attended	Number of disadvantaged students	Number of disadvantaged students attended	% of disadvantaged students attended	Number of non-disadvantaged students	Number of non-disadvantaged students attended	% of non-disadvantaged students attended
7	226	67	87	58	67	139	93	67
8	229	60	88	41	47	141	100	70
9	218	76	105	62	59	113	104	92
10	174	66	86	54	63	88	60	68
11	166	67	87	49	56	79	62	78

EWO and year teams will continue to contact home to build relationships with parents.

TBC

Students who are not secondary school ready when entering year 7 are caught up to ensure accelerated progress in KS3 and KS4

Improve staffing to deliver quality first teaching

Small group interventions in English and Maths for students in year 7 who are not secondary school ready

Summer School for year 6 in to 7 transition

Analysis of year 7 students (2022-23) who were not secondary school ready when joining CHS showing their progress towards their targets by the end of year 7.

This shows 39 out of 46 disadvantaged (85%), and 33 out of 42 non-disadvantaged students (79%) were, on average, on/above their target grades in English and Maths.

Students not secondary school ready 2022-23

	Number of students	On/above target (end or Yr7)	Percentage On/above target (end or Yr7)
All	88	72	81%
Pupil Premium	46	39	85%
Non-Pupil Premium	42	33	79%

Pupil Premium students in year 11 in 2022/23, who were not secondary school ready when they joined Chase High in year 7, have made good progress compared to year 11 cohort from 2018/219 (when last sitting formal examinations). The following table shows the improvements from 2018/29 to 2022/23:

	2018/19			2022/23			All students difference from 18/19 to 22/23	PP - difference from 18/19 to 22/23	Non-PP - difference from 18/19 to 22/23
	All	PP	Non-PP	All	PP	Non-PP			
A8	17.1	12.7	21.3	22.2	20.1	26.2	5.1	7.4	4.9
P8	-0.67	-1.08	-0.28	-0.65	-0.78	-0.42	0.02	0.30	0.14
Eng P8	-0.48	-1.0	0	-0.67	-0.87	-0.29	-0.19	0.13	-0.29
Maths P8	-0.67	-1.23	-0.14	-0.45	-0.58	-0.21	0.22	0.65	-0.07

Small group interventions will continue with students in year 7 who are not secondary school ready.

TBC

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
Not applicable for the 2022/23 academic year	

