

Disadvantaged students at Chase High School

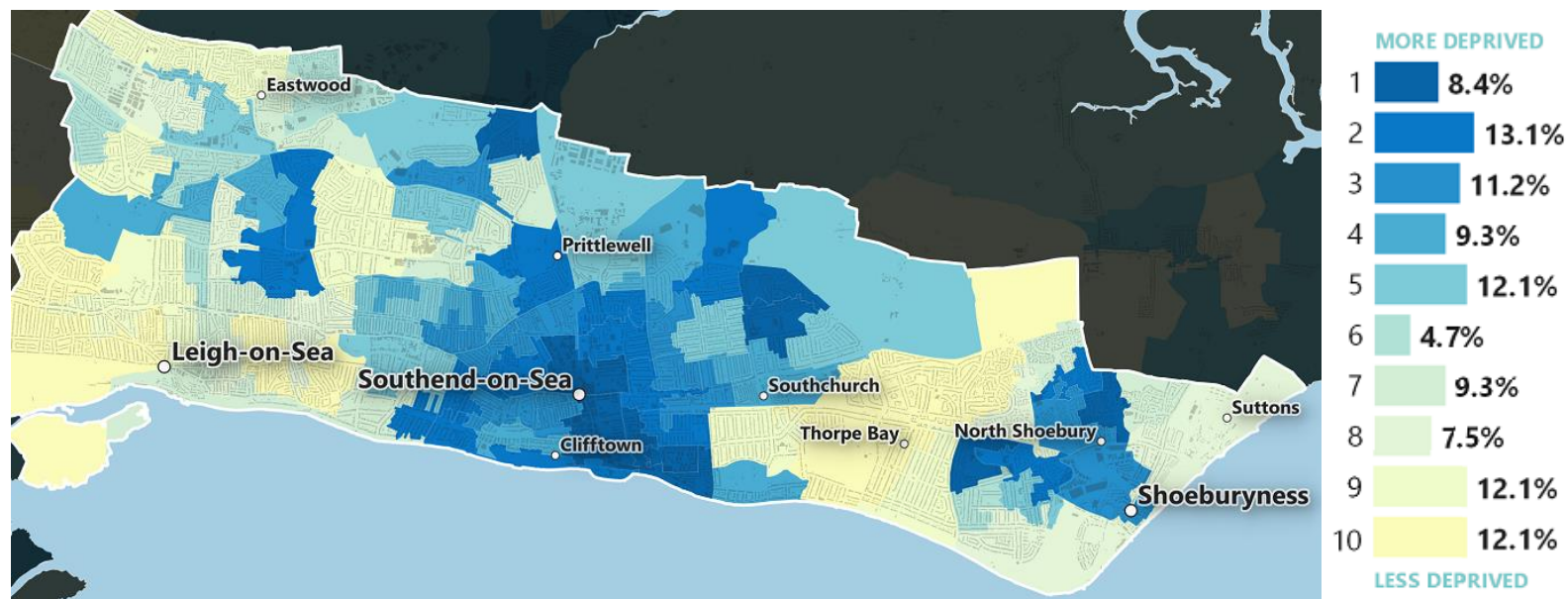
The Pupil Premium Strategy was introduced to help schools to help raise the attainment of Disadvantaged students of all abilities and close the gap between them and their peers. In the 2023 to 2024 financial year, schools receive the following funding:

- £1035 for each student registered as eligible for free school meals (FSM) at any point in the last 6 years
- £2410 for each student identified as having left local authority care as a result of:
 - Adoption
 - A special guardianship order
 - A child arrangements order (previously known as a residency order)
- £2530 for each student who has been in local authority care for one day or more
- £335 for each Ever 6 service child.

For the financial year 2023 to 2024, the Pupil Premium allocated to Chase High School is expected to be £481,275.

Context – The local area:

Although the school's immediate neighbourhood (Local Super Output Area) is ranked 28363 out of 32,842 areas for Income Deprivation Affecting Children, a significant proportion of students travel in from Southend-on-Sea and other local areas, where deciles of deprivation are in the bottom 20% and 10% of the UK's most deprived neighbourhoods (Figure 1).



33% of students in current Years 10 -13 at Chase High School reside in postcodes targeted by the National Collaborative Outreach Programme (NCOP), where participation in Higher Education is lower than might be expected given attainment at GCSE.

Disadvantaged students at Chase High School

	Year 7	Year 8	Year 9	Year 10	Year 11
Total Students	258	227	228	226	178
Disadvantaged	120	95	91	98	90
Male	131	113	115	110	86
Female	127	114	113	116	92
SEN	66	39	26	21	18
EHCP	19	10	6	6	3
LAC	0	3	1	4	4
FSM	92	94	68	87	77
HPA	24 (9%)	18 (8%)	5 (3%)	6 (3%)	16 (9%)
MPA	131 (51%)	108 (51%)	65 (33%)	67 (30%)	90 (51%)
LPA	88 (34%)	73 (34%)	119 (60%)	108 (48%)	51 (29%)
N/A	15 (6%)	13 (6%)	9 (5%)	45 (20%)	18 (10%)

In the academic year 2023/24, 44% (494 out of 1117 students) at Chase High School are eligible for the Pupil Premium compared to the National average of 22%. Disadvantaged students may have a range of potential barriers which mean that they may make slower progress than other students, both at Chase High School and nationally.

We aim to enable every student to make outstanding progress and achieve their goals through consistently high expectations and standards, combined with a curriculum that caters for individual strengths and needs and not limiting their choice. In addition to High Quality Teaching, our use of the Pupil Premium provides additional support, such as smaller teaching classes and a programme of intervention in English and Mathematics to close the gap with non-disadvantaged students when they arrive in year 7. We ensure this intervention is delivered by very experienced staff.

Prior attainment at Key Stage 2 is typically lower on entry for our Disadvantaged students; as the table below shows for our last Year 7 cohort that sat Key Stage 2 testing indicates, Disadvantaged students start Chase High School below national averages in both English and Mathematics.

Attainment on entry – Year 7 2022/2023

	Average Reading KS2 score	% of students meeting or exceeding KS2 Expected Standard in English (Reading)	Average Maths KS2 score	% of students meeting or exceeding KS2 Expected Standard in Maths (%)	% of students meeting or exceeding KS2 Expected Standard both (%)
Disadvantaged (47%)	101.28	54.9 (National 60)	99.57	55.8 (National 59)	42.5 (National 44%)
Non-Disadvantaged (53%)	103.22	74.6 (National 78)	101.65	65.4 (National 79)	56.5 (National 66%)
All	102.34 (National 105)	65 (National Reading 73)	100.71 (National 104)	61 (National 73)	50 (National 59)

Results based on original whole cohort of 258 students. 7% of year 7 students did not arrive at Chase High School one/all KS2 data results (18 students).

Students with below expected prior attainment on entry at Key Stage 3 are supported in the transition to secondary school and equipped with the skills needed to progress through small class teaching, a personalised curriculum and a focus on the development on literacy and numeracy as the key to accessing the broader curriculum.

Results analysis for last 2 years and 2 years prior to Covid restrictions

Year 11 - 2022/23 - RESULTS COMPARED TO 2018/19 (Pre covid)						
Cohort Breakdown	Number of students	Percentage of students gaining grades 9-4 in Eng and Ma	Percentage of students gaining grades 9-5 in Eng and Ma	Average Attainment 8	Average Progress 8	Percentage EBACC
Whole cohort	171	47.4 (↑ 0.04%)	22.8	34.46	-0.62 (↑ 0.04%)	14 (↑ 12.8%)
Pupil Premium Students	90	38.9	15.6	29.18	-1.01	10 (↑ 10%)
Non-PP students	81	56.8 (↑ 5.2%)	30.9	40.32 (↑ 1.12%)	-0.08 (↑ 0.3%)	18.5 (↑ 16.3%)

Year 11 - 2021/22 - RESULTS COMPARED TO 2018/19 (Pre covid)						
Cohort Breakdown	Number of students	Percentage of students gaining grades 9-4 in Eng and Ma	Percentage of students gaining grades 9-5 in Eng and Ma	Average Attainment 8	Average Progress 8	Percentage EBACC
Whole cohort	180	56.1 (↑ 9.1%)	31.7 (↑ 5.5%)	37.57 (↑ 1.97%)	-0.75	0.6
Pupil Premium Students	88	52.3 (↑ 10.7%)	31.8 (↑ 12.3%)	35.58 (↑ 4.28%)	-0.84 (↑ 0.14%)	0
Non-PP students	92	59.8 (↑ 8.3%)	31.5	39.47 (↑ 0.27%)	-0.65	1.1

Year 11 – 2018/19						
Cohort Breakdown	Number of students	Percentage of students gaining grades 9-4 in Eng and Ma	Percentage of students gaining grades 9-5 in Eng and Ma	Average Attainment 8	Average Progress 8	Percentage EBACC
Whole cohort	168	47.0 (↑ 11.7%)	26.2 (↑ 10%)	35.6 (↑ 4.9%)	-0.66 (↑ 0.32)	1.2 (↑ 1.2)
Pupil Premium Students	77	41.6 (↑ 13.6%)	19.5 (↑ 8.5%)	31.3 (↑ 4.3%)	-0.98 (↑ 0.18)	0
Non-PP students	91	51.6 (↑ 8.4%)	31.9 (↑ 10.3%)	39.2 (↑ 4.3%)	-0.38 (↑ 0.41)	2.2 (↑ 2.2)