

Chase High School Pupil Premium Planned for 2020-21

What are the barriers to future attainment for PP students?

The table below shows the strategies that we are using at Chase High to help close the attainment gap and the overall impact we are having from spending Pupil Premium funding.

Summary Information					
Academic Year	2020-21	Total PP Budget (Estimated)	£438,000	Date of most recent PP Review	October 2020
Total Number of Pupils (Inc. Post 16)	1090	Number of pupils eligible for PP Budget	469	Date for next internal review of this strategy	Half Termly

In-school barriers	
A.	The attendance of disadvantaged students is less than that of other students in school.
B.	There is a negative behaviour gap, in favour of disadvantaged students relative to other students.
C.	Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading.
External barriers	
D.	Disadvantaged students do not necessarily realise their own potential, and therefore they lack high aspirations for their future.
E.	The need for increased levels of parental engagement to support student learning.

How does Chase High School aim to use the Pupil Premium money to close the gap between PP students and non PP students?

Outcomes	
A.	Improved attendance of disadvantaged students, closing the gap relative to other students in school.
B.	Improved behaviour of disadvantaged students, closing the gap relative to other students in the school.
C.	Improved reading skills of disadvantaged students and engagement in reading.
D.	Disadvantaged students to be more motivated to aim high and accelerate their progress so as they can attain well. To improve relationships with parents of disadvantaged students so that they are more active in their child's learning and help improve their aspirations.
E.	Parents take a more active role in their child's education and attend parent information events regularly to find out how they can support their child at home.

Planned expenditure					
1 - Quality of Teaching for all					
Academic year		2020-2021			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (EEF – Education Endowment Foundation)	How will you ensure it is implemented well?	Staff lead	Review Date
A and B	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.	There is a major drive for independent learning, making sure lessons are well structured with starters and plenaries. Students are encouraged to develop their thinking skills and clear assessments that support learning with quality feedback. There will be regular learning walks and lesson observations of staff. Regular book monitoring in departments and whole school will ensure staff are marking to improve progress.	Deputy Head Teacher and all teaching staff	Half termly
B	Cover Supervisors.	Disadvantaged students 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)	Observations and learning walks of cover supervisors ensure standards are kept high.	Deputy Head Teacher	Termly
B	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)	Monitor the work being done by Year Leader Administrators.	Deputy Head Teacher and Directors of Key stage	Termly
D	Mark disadvantaged students' book first in certain subjects.	Disadvantaged students will receive regular feedback in their books to inform them how they can improve their work and make better progress.	This is being implemented in certain subjects but is intended to be school practice.	Deputy Head teacher and PP lead	Termly during book reviews

		(EEF Feedback +8months)			
D	<p>External workshops supporting Drama department to motivate students, improve social skills, team work and confidence.</p> <p>School Drama productions. More than one production to take place to accommodate year bubbles due to Covid19</p> <p>Professional theatre practitioner to attend and work with small groups of students to engage, improve confidence and support social skills.</p>	<p>Students participating in artistic and creative activities. (EEF Arts participation +2 months)</p>	<p>Subject leaders to produce an impact report for the use of both interventions.</p>	<p>Subject leaders</p>	<p>Yearly</p>
D	<p>Visualisers purchased for classrooms And if required for Blended learning during any potential future lockdowns due to Covid19</p>	<p>The use of computer and technology to support learning. (EEF Digital Technology +4 months)</p>	<p>Staff to be trained on the use of using a visualiser and also the use of Microsoft Teams.</p>	<p>Lead Practitioners and Deputy Head in charge of T&L</p>	<p>End of Autumn Term</p>
D	<p>Walking Talking Mocks in English and Maths</p>	<p>Managing the students learning or self-regulation. (EEF Feedback +8 months)</p>	<p>It will be delivered by the Lead Practitioners who have had years of experience doing WTM effectively. It will be done prior to Mock examinations to inform students how to do their best in exams in English and Maths.</p>	<p>Lead Practitioners and subject leaders</p>	<p>End of Autumn term</p>

Planned Expenditure					
2 – Targeted support					
Academic year		2020-2021			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
C	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)	Reading ages of identified cohorts to show accelerated progress across subjects. Standardised scores are collected for every pupil in every year for reading and spelling. These are carefully tracked and monitored across the school. As well as focused reading intervention there is also “Word of the Week”, DEAR sessions daily for all students to have focused reading to accelerate their reading and comprehension skills. There is intervention for SPAG, an extra timetabled literacy lesson each week for KS3, handwriting intervention and peer mentoring with Post 16 students with a focus on written literature. I-pads and I-pad applications have been purchased to improve assessment and attainment further.	Subject Leader of English	Termly
A and D	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.	Disadvantaged students to participate fully in food lessons and learn well.	Subject Leader for Technology	Yearly
D	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)	Students will be bought revision guides for all their subjects and they will be sent home with an accompanying letter detailing to parents how they can be used effectively.	Year and key stage leaders	End of Autumn term
D and E	One to one tuition in music and purchasing a variety	(EEF One to one tuition +5 months)	Students one to one tutors to regularly assess and inform Chase High School staff if progress is not being made.	Subject leader of music	Termly

	of musical instruments for students to take home to practice.	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)			
D and E	Purchase Personal Computers for students without access to a computer at home	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. (EEF Metacognition and Self-regulation +7 months)	Questionnaire sent out to find out barriers for students completing work at home and if this is a lack of computer then a refurbished one is to be given to parents.	Year leaders and PP lead	Weekly
C and D	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. (EEF Metacognition and Self-regulation +7 months)	Students to use E-books for reading and can be used as part of the Accelerated Reading programme so can be monitored using the Start Reading assessments.	English teachers	Termly
D	Design Technology club for small groups of girls in year 8 and in year 9 to encourage PP girls into STEM careers	Focussing on small groups of students. (EEF Small group tuition +4 months)			
A and B	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	Free breakfast will be promoted to every year group during tutor time and assemblies and the amount of students having the free breakfast will be monitored.	Deputy Head, PP Lead, Catering Manager	February 2020

		effects on cognitive performance and has the potential to reduce disruption and produce a more productive learning environment.	15 students in each year group (Take 15) to be offered a larger variety of breakfast options to help improve their attendance and input in lessons.		
D and E	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)	Subject leaders to monitor progress being made by small groups of students using mini assessments before and after the intervention.	Subject leader of Maths	Half termly
D	Tutor time interventions targeting specific students in English and Maths After school interventions for all subjects	(EEF Small group tuition +4 months)	Key members of staff to take these intervention groups including Subject leader, Key stage managers and Lead practitioners	Subject leaders	Half termly
A and D	Purchase equipment for Physical education to encourage students to take part in PE lessons.	(EEF Sports participation +2 months)	PE teachers to ensure students who do not have correct footwear are able to participate in PE lessons.	Subject leaders	Yearly

Planned expenditure					
3 – Other approaches					
Academic year		2020-2021			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A, B, C and D	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)	Head of year plans the summer school using experiences, well qualified teachers and will put a focus on literacy and numeracy.	Leader of year 7 in 2020-21	Autumn term 2020
A and E	Attendance officers 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.	To work closely with Deputy Year Leaders and review attendance on a fortnightly basis. Ensure a system is in place to call and collect those refusing to attend school. Regular face to face meetings and home visits. Re-integration programme for long term absentees.	Attendance Officer, Year Leaders, Deputy Year Leaders	Jan 2019

Previous year's expenditure for 2019-20

Planned expenditure					
1 - Quality of Teaching for all					
Academic year		2019-2020			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (EEF – Education Endowment Foundation)	How will you ensure it is implemented well?	Staff lead	Review Date
A and B	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.	There is a major drive for independent learning, making sure lessons are well structured with starters and plenaries. Students are encouraged to develop their thinking skills and clear assessments that support learning with quality feedback. There will be regular learning walks and lesson observations of staff. Regular book monitoring in departments and whole school will ensure staff are marking to improve progress.	Deputy Head Teacher and all teaching staff	Half termly
A and B	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)	Staff training is focussed on 4 strands: Assessment and feedback (Using DIRT to embed the QPG), Differentiation, Writing in depth, Questioning to extend understanding. All staff have extra CPD sessions every half term to support their progress in these.	Head Teacher and Deputy Head Teachers	Termly
B	Cover Supervisors.	Disadvantaged students 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)	Observations and learning walks of cover supervisors ensure standards are kept high.	Deputy Head Teacher	Termly
B	Behaviour mentors – Year Administrators.	The behaviour of disadvantaged students is closing due to year administrators mentoring them,	Monitor the work being done by Year Leader Administrators.	Deputy Head Teacher and Directors of Key stage	Termly

		monitoring their behaviour and liaising with parents more. (EEF Behaviour interventions +3 months) (EEF Parental engagement +3 months)			
D	Mark disadvantaged students' book first in certain subjects.	Disadvantages students will receive regular feedback in their books to inform them how they can improve their work and make better progress. (EEF Feedback +8months)	This is being implemented in certain subjects but is intended to be school practice.	Deputy Head teacher and PP lead	January 2020

Planned Expenditure					
2 – Targeted support					
Academic year		2019-2020			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
D	Purchase scientific calculators for students to use in school and at home and the interactive calculator for use in lessons.	Interactive resources in lessons has been proven to enable changes to teaching and learning interactions and so can support teachers to give more effective feedback or use more helpful representations. (EEF Digital technology +4 months)	Lesson observations and learning walks within the Maths department will focus on use of interactivity and getting students up to the board to show their working out. Use of the interactive calculator and their own calculators will help improve results in the assessments as they will be learning how to use the functions on the calculator more.	Subject Leader of Maths and Maths staff	End of academic year
D	Enrichment trips.	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)	Letters to be sent home and phone calls made to keep parents informed.	Deputy Head Teacher and PP lead	July 2020

C	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)	Reading ages of identified cohorts to show accelerated progress across subjects. Standardised scores are collected for every pupil in every year for reading and spelling. These are carefully tracked and monitored across the school. As well as focused reading intervention there is also "Word of the Week", DEAR sessions daily for all students to have focused reading to accelerate their reading and comprehension skills. There is intervention for SPAG, an extra timetabled literacy lesson each week for KS3, handwriting intervention and peer mentoring with Post 16 students with a focus on written literature. I-pads and I-pad applications have been purchased to improve assessment and attainment further.	Subject Leader of English	Termly
A and D	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.	Disadvantaged students to participate fully in food lessons and learn well.	Subject Leader for Technology	July 2020
D	Extending the school day to include period 6 for year 11 students.	Targeted use of before and after school programmes helps improve student progress. (EEF Extending school time +2 months)	Regular checks of students attending to check there is an impact being made. Programmes will last for 6 weeks at a time with provisional focus on disadvantaged students plus selected others.	Head of Year 11 and Year 11 Administrator	Termly
D	Extending the school day to include intervention lesson during tutor time at the beginning of the day.	Targeted use of before and after school programmes helps improve student progress. (EEF Extending school time +2 months)	Regular checks of students attending to check there is an impact being made. Programmes will last for 6 weeks at a time with provisional focus on disadvantaged students plus selected others.	Head of Year 11 and Year 11 Administrator	Termly
D	Use of Bluehills software to help track student progress and	Use Bluehills software to track interventions and costings so that the impacts can be monitored more effectively.	Deputy Head Teacher and PP lead are monitoring its use	Deputy Head Teacher	Summer term 2020

	effectiveness of interventions.	Heads of year and year administrators have access to Bluehills software so that the data can be effectively used to close achievement gaps. This can then be used as a basis for conversations with students and parents to help motivate students to make better progress.			
A and D	Students to attend joint Maths/Adventure activities weekend residential in February 2020.	Students participating in outdoor activities show positive benefits on academic learning. (EEF Outdoor adventure learning +4 months) (EEF Extending school time +2 months)	Lessons will be planned by Lead Practitioner of Maths to ensure they are high quality resources and staff delivering them will have training on effective ways to engage the students more effectively.	Lead Practitioner of Maths	March 2020
A and B	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.	Free breakfast will be promoted to every year group during tutor time and assemblies and the amount of students having the free breakfast will be monitored. 15 students in each year group (Take 15) to be offered a larger variety of breakfast options to help improve their attendance and input in lessons.	Deputy Head, PP Lead, Catering Manager	February 2020
D	'My Favourite Teacher' online for disadvantaged students in English and Maths in year 11 from January 2020.	After the free trial of 'My Favourite Teacher' last year which was used to help with their revision at home and at the beginning and end of the school day. The earlier students in year 11 can start their revision process the more chance they have of closing the gap with non-disadvantaged students. (EEF Homework +5 months) (EEF Digital technology +4 months)	The company will come in to school in January 2020 to launch to the students in year 11. Students will have regular opportunities to complete evaluations and have mini assessments. They will then check progress and also get feedback on how to make further progress.	PP Lead plus Subject Leaders for English and Maths	Half termly
D	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.	Students will be bought revision guides for all their subjects and they will be sent home with an accompanying letter detailing to parents how they can be used effectively.	Year and key stage leaders	End of Autumn term

		(EEF Metacognition and Self-regulation +7 months)			
D	Work printed out and sent home for students who do not have access to a computer during Covid19 Lockdown	Giving students the resources to practice at home encourages them to take ownership over their own learning. (EEF Metacognition and Self-regulation +7 months)	Students will be bought revision guides for all their subjects and they will be sent home with an accompanying letter detailing to parents how they can be used effectively.	All teaching staff, subject leaders and PP lead	Weekly
D and E	Purchase laptops for students without access to a computer at home during Lockdown	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. (EEF Metacognition and Self-regulation +7 months)	Year leaders to make contact with all parents who are not accessing work from home to find out the problem and work to be sent home plus a laptop loaned where appropriate.	Year leaders	Weekly
A and D	Purchase equipment for Physical education to encourage students to take part in PE lessons.	(EEF Sports participation +2 months)	PE teachers to ensure students who do not have correct footwear are able to participate in PE lessons.	Subject leaders	Yearly

Planned expenditure					
3 – Other approaches					
Academic year		2019-2020			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A, B, C and D	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)	Head of year plans the summer school using experiences, well qualified teachers and will put a focus on literacy and numeracy.	Leader of year 7 in 2019-20	Autumn term 2019
A and D	Parent and student revision information evening for year 11 students followed by Sixth form event.	Develops relationships between school and home. (EEF – Parent engagement +3) Giving students ideas of how to revise and different ways of learning is proven to increase progress. (EEF Meta-cognition and self-regulation +7 months)	Parent questionnaires to be completed at the end of the event and make changes, if needed, in future events.	Deputy Head Teachers	Nov '19
A	Attendance officers 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.	To work closely with Deputy Year Leaders and review attendance on a fortnightly basis. Ensure a system is in place to call and collect those refusing to attend school. Regular face to face meetings and home visits. Re-integration programme for long term absentees.	Attendance Officer, Year Leaders, Deputy Year Leaders	Jan 2019
A and D	Year 7 Parents and student 'Meet the tutor evening'.	Getting parents more involved with school helps build the crucial relationship between school and home and improves future attendance at parent subject evenings. (EEF Parental engagement +3 months)	Regular home contacts with letters, texts and messages on social media to encourage parents to attend.	Head of Year 7 and Year 7 Administrator	October 2018
	Complete the Leading Parent Partnership Award	Improving the relationships with parents and making communication between school and home better. (EEF Parental engagement +3 months)	Liaise with the company 'Award Place' to implement the LPPA award with the schools LPPA coordinator building a team of staff to support the school through specific changes to	PP lead Deputy Head, LPPA working group	Termly

			improve the relationship between school and home.		
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