

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	Chesterton Community Sports College
Number of pupils in school	885
Proportion (%) of pupil premium eligible pupils	25.61
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-21 to 2022-23
Date this statement was published	1 st September 2022
Date on which it will be reviewed	31 st August 2023
Statement authorised by	R. Swindells
Pupil premium lead	S. Waterhouse
Governor / Trustee lead	R. Dutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,102
Recovery premium funding allocation this academic year	£66,999
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	£290,101

Part A: Pupil premium strategy plan

Statement of intent

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

A similar tiered approach was used last academic year and has proved effective. Current plans have built upon this firm foundation.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in prior knowledge, misconceptions
2	Inability to apply knowledge
3	Lack of appropriate technological advice in the home to support learning
4	Lack of wider experience
5	Low self-esteem, and mental health challenges

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
Curriculum development becomes embedded.	There is a well-developed, sequenced curriculum in place that leads to high standards of achievement. Pupils 'know more, remember more, understand and apply'.
Assessment is continuous and means that all individuals' learning is developed at an appropriate base.	Teachers regularly and routinely assess all pupils in order to refine their plans and to ensure that pupils 'know more, remember more, understand and apply'.
Learning is well sequenced for all children so that knowledge acquired over time becomes 'sticky'.	Pupils will be able to apply their knowledge to a variety of problems and situations across the curriculum as a whole.
All pupils have access to high quality technology to support and enhance Teaching and Learning both in school and at home.	All pupils have an iPad for their own use in school and at home. There is evidence of independent learning for all pupils that consolidates crucial knowledge learning.
Pupils access targeted boosters and support programmes to plug gaps in learning or cement understanding.	Pupils attend extra learning sessions regularly and this has a positive impact on their wider results.
Positive engagement model ensures that pupils have opportunities to enrich their learning. This includes access to career development.	There is a high take up of enrichment and extra-curricular opportunities. Attendance data shows that there is excellent participation and engagement. Destination figures and aspirations continue to rise.
There are opportunities, including as part of the wider curriculum, for pupils to develop their resilience in order to promote more positive mental health.	Case studies available to support the effectiveness of the school's engagement and prevention work.

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: £ 46,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development – whole-school focus and CPD activities. Integrated approach across the whole year.	Ofsted research supports the approach that a well-planned and sequenced knowledge-based curriculum is the most effective approach to delivering high quality learning.	1 & 2

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

Budgeted cost: £ 120,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have an iPad to be used for integrated home and school learning.	EEF toolkit highlights effectiveness of digital technology. In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting.	3
Programme of targeted additional support – individual, small groups, virtual, as appropriate.	EEF toolkit evaluates research around additional targeted support. Students' participation in virtual learning during last academic year adds further weight to this strand.	1 & 2

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

Budgeted cost: £ 82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pupil and parent engagement	Pupil and parent surveys Event logs Attendance to parents' evenings and events	4
Further develop rewards systems within school	'Zero conduct logs' prizes and vouchers, 100% attendance, 25 event logs, Outstanding Work and Teach the Teacher.	4
Ensure that pupils have access to extra-curricular opportunities	Engagement and participation in clubs and boosters.	4
Careers opportunities	Pupils to take part in 'Career Ready Programme' RONI pupils identified and extra support given PP pupils tracked and monitored in choices made and opportunities provided to visit colleges/work places Support given in finding work experience (2021-22)	4
RSE days and opportunities to engage in workshops	RSE days planned for each year group with external companies coming to deliver workshops. Activities planned are around 5 key areas: Staying Safe, Mental Well-Being, Social Awareness, Healthy Relationships and Cultural Awareness.	5

Total budgeted cost: £ 290,101

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.

One of the main drivers for PP spend last year was to help these pupils return and engage into school fully following the disruption of Covid-19. Through pupil surveys, parent surveys and staff conversations, there was a clear need to support PP children socially as well as academically. Getting pupils into school was a huge success, with attendance figures for PP children being above the national average. Many of the strategies had a real impact and were bespoke to the individual family and pupil's needs.

There was a huge uptake for out of lesson, extra-curricular activities and trips with PP pupils. There was a 76% of uptake from previous years. This engagement not only improved pupils' self-esteem and social skills, but this fed into lessons and the extremely positive relationships and attitudes around school.

Reading was a big focus for the last year, through the curriculum and also out of hours engagement. Reading ages have increased for PP pupils overall by 1.2 years, which is very positive. We will continue to drive this forward, moving forward and expand the strategy.

External exam results for PP pupils showed positive improvement and progress. Early indications show that Progress 8 figures for PP have improved from the 2018 and 2019 data. 64% of PP pupils gained a grade 4 or above in English and 52% gained a grade 4 or above in English and Maths. This, alongside the huge investment and targeting for Careers, has helped with excellent NEET figures for last year's cohort. For the pupils who did not achieve 4+ in English/Maths, an intensive career support programme was put into place to ensure that they still had very good life chances and opportunities moving forward. Over 93% of PP pupils studied a language and 45% achieved a grade 4 or above in this subject.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.