

Pupil premium strategy statement

This statement details our school's use of pupil premium (and **recovery premium** for the 2021 to 2022 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	Chailey School
Number of pupils in school	793
Proportion (%) of pupil premium eligible pupils	11.10% (88)
Academic year/years that our current pupil premium strategy plan covers 2021-2024	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Key
Pupil premium lead	Ruth Turner
Governor / Trustee lead	Peggy Hooton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,595
Recovery premium funding allocation this academic year (Recovery premium and School led tutoring)	£24,735
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	£78,595

Part A Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

To ensure our curriculum is broad and ambitious for all learners, including those with additional needs and with the most disadvantaged by ensuring it is broad and sequenced appropriately. To ensure attention is paid to vocabulary instruction and ensure all students are able to make better progress using oracy as a tool so that they have the necessary skills to be effective orators.

- To ensure the planning, teaching and outcomes for students with additional needs and from the most disadvantaged backgrounds are outstanding

How does your current pupil premium strategy plan work towards achieving those objectives?

- Provide access to great teachers and great learning
- Provide intervention for the most disadvantaged learners to ensure procedures improve all learners' outcomes
- Improve school provision to develop students' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Ensure that disadvantaged learners are equipped with the knowledge and cultural capital they need to succeed in life
- Build on supporting families to improve attendance and engagement
- Ensure CPD programme gives staff access to regular, research-based, appropriate training in: personalising support, oracy, reading and improving the curriculum

What are the key principles of your strategy plan?

- All students, including the most disadvantaged and those with additional needs, make the best progress possible academically and personally
- Attainment at grades 5-9 reaches 70% in all subjects

Challenges

This details the range of challenges to achievement that we have identified among our disadvantaged pupils. 37 of the PP students have SEND.

Challenge number	Detail of challenge
1	11/21 PP students, in current Years 8 and 9, are below their chronological reading age (GL assessment October 2021)
2	Many lack the self-confidence to speak up in class
3	Poor homework performance
4	A significant number of parents are reluctant to engage with the school
5	Poor mental health and wellbeing / lack of resilience
6	Low attendance
7	Limited cultural capital / enrichment beyond the curriculum

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
1. Disadvantaged students make better than good progress in Reading	Reading of disadvantaged students is in line with chronological age. Students read confidently and fluently across the curriculum
2. Disadvantaged students take an increasingly active role in lessons	Self-confidence increases evidenced through lesson observations and student voice
3. Improve Homework submission rates	Disadvantaged students are provided with support to help them submit Homework
4. Increase parental engagement	Improved attendance at parents' evenings and positive relationships established in Key Stage 3.
5. Improve mental health and increased resilience	Students are able to draw on a range of strategies to support their learning and general well-being so that they are empowered to find solutions
6. Attendance gap narrows	Attendance of PP students narrows to be in line with all students.
7. Ensure all PP students have a wide range of extra-curricular activities available to them to enrich the curriculum.	Enrichment activities will result in better student wellbeing as well as equipping them with cultural capital they need to need to succeed in life

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: £ 38,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline tests in Reading and targeted intervention	<p>EEF: There is extensive evidence in this area from a range of studies over the last 30 years.</p> <p>International benchmarks demonstrate that standards of literacy in England are behind those of many of our international competitors...too many students still leave primary school unable to read at a standard that will ensure they are well placed to succeed at secondary school.</p> <p>Reading: The Next Steps, DfE</p>	1.
<p>School Priority: Oracy CPD</p> <p>Two oracy leads to oversee: professional learning groups; action research in the classroom; work across the subjects and faculties.</p>	<p>Chailey teachers observed a decline in oracy on returning to school after the pandemic. A significant number of PP students were identified as being reluctant to make oral contributions in class.</p> <p>Oral Language Interventions: All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). EEF</p>	2.
Calendared CPD for sharing knowledge of individual PP students	<p>Personalised support and challenge based on collaboration via Pupil Pathways</p> <p>'From Mitigation to Success' Durrington Research School school training 2021-22</p>	All
<p>Homework Support in C&C</p> <p>(95% of students catch a bus home restricting the impact of after school interventions)</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools EEF</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). EEF</p>	3.
The Study: High support		5.

High challenge	Some students with a range of complex needs need a wrap-around individual response. Ultimately, the key to promoting positive self-belief is to ensure that pupils experience successful learning in school. Education inspection framework January 2019.	
Transition Learning Centre Social Emotional Learning interventions Highly developed support for SEND detailed in Student Passports	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF	5.

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

Budgeted cost: 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Plus and Lexia Support in C&C (25 mins)	Targeted interventions can rapidly promote progress in disadvantaged students. If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers. Ofsted	1.
Bedrock Vocabulary – KS3 Homework	Students with academic background knowledge achieve more highly at school, and this enhances their life chances. The best way to increase background knowledge is through direct experience, but this is difficult for schools to achieve. Indirect approaches can be effective, e.g. vocabulary that labels the packets of knowledge at every level. Robert Marzano	1.

Homework Club (after school) and Homework Support in C&C (25 mins) Seneca	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools Well-designed homework tasks can help students make progress in that they now more and remember more.	3.
Reading in C&C	EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress. Teachers reading to students can develop students' confidence and enjoyment in reading.	1.

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement: Andrew Wright	Our aim is to: <ul style="list-style-type: none"> - Support parents to create a regular routine and encourage good homework habits - Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal partners and can make a difference <p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. However, there is surprisingly little robust evidence about the impact of approaches designed to improve learning through increased parental engagement</p> <p>EEF Parental Engagement Summary</p>	4.
PiXL Change Joe Sparks and Motivational Change Lead	Research from the NFER shows that successful schools have effective behaviour strategies; this is the case at Chailey School but some pupils need extra support to develop positive	5.

1Up Coaching	attitudes to learning and resilience when the lesson is challenging.	
Development of Chailey Award	At Chailey School we strongly believe in developing the whole individual; we are not an exam factory. We consistently emphasise: 'kindness, resilience, independence and creativity' as key personal development priorities. Disadvantaged students should have the opportunity to develop skills they enjoy and increase their cultural capital.	7.
EWO	We can't improve the attainment of pupils if they are not attending. NFER briefing for school leaders identifies addressing attendance as a key step. Research shows that attendance is key to attainment and for pupils to acquire knowledge there.	6.

Total budgeted cost: £ [78,595]

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 2020 to 2021 academic year.

Detail	Amount	Impact
Enhanced staffing in English and maths	£43,126	All students in Years 9, 10 and 11 have benefited from enhanced staffing which enables us to create smaller classes in English and Maths than would otherwise be possible. English, Maths and Science all ran lunchtime and / or after school interventions tailored to specific groups. In 2022 78% were entered for the Ebacc and 42% disadvantaged (well above 33% in East Sussex). 16% achieved a standard Ebacc pass. English PP Outcomes 2022: 4+ 53%; 5+ 32% Maths:PP Outcomes 2022: 4+ 37%; 5+ 26%

Attendance	£13,280	<table border="1"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> <th>*2019/20</th> <th>*2020/21</th> <th>2021/22</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>95.01</td> <td>94.74</td> <td>94.95</td> <td>95.55</td> <td>94.43</td> <td>93.52</td> </tr> <tr> <td>Attendance SEN</td> <td>92.23</td> <td>91.34</td> <td>91.95</td> <td>92.22</td> <td>87.44</td> <td>89.37</td> </tr> <tr> <td>Attendance PP</td> <td>92.36</td> <td>91.93</td> <td>91.18</td> <td>91.95</td> <td>90.97</td> <td>89.93</td> </tr> <tr> <td>Persistent Absence</td> <td>11.05</td> <td>12.40</td> <td>12.29</td> <td>14.09</td> <td>15.64</td> <td>16.43</td> </tr> </tbody> </table>		2016/17	2017/18	2018/19	*2019/20	*2020/21	2021/22	Overall attendance	95.01	94.74	94.95	95.55	94.43	93.52	Attendance SEN	92.23	91.34	91.95	92.22	87.44	89.37	Attendance PP	92.36	91.93	91.18	91.95	90.97	89.93	Persistent Absence	11.05	12.40	12.29	14.09	15.64	16.43
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<p>The school employs 2 EWOs. 57 cases were open to the EWOs in 21/22 in total. One EWO was working with 22 identified cases which were referred to her for additional pastoral welfare intervention. In all cases EWOs meet with parents and student as part of the ongoing support. 73% of the cases were PP students.</p> <p>In addition to these numbers, there were several more students and families discussed, as our service provides whole school support on all matters attendance related. For example, missing children, off rolling, holidays and home visits for safeguarding reasons.</p> <p>Focus group meetings were also in place for 8 students, from each year group, who did not qualify for the 'under 90% for early intervention' but were between 90% and 94%. The focus was improving their attendance.</p> <p>Along with the EWOs, our attendance officer looks at all those under 90% on a frequent basis for actions and or signposting for support. This figure naturally changes each week.</p>																																					
Enrichment beyond the curriculum	£847	<p>With opportunities for all young people considerably disrupted by lockdowns, the school had temporarily reorganised the nature and structure of the Chailey Award to fit the situation, increasing the focus not just on experiences and opportunities but on the school's attributes of resilience, independence, creativity and kindness. 2021-22, though, saw the re-launch of a fuller Chailey Award and, whilst disadvantaged were still at risk of missing out on these experiences and opportunities, there were encouraging signs in some year groups. For example, in Year 8, 43% of Year 9s had still achieved Apprentice level (47% of disadvantaged), and 17% Graduate (13%).</p> <p>Music – individual students have been supported with funding for enrichment trips (e.g. to Glyndebourne)</p>																																			
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<p>Numeracy through intervention</p> <p>Lexia and Rapid Plus</p> <p>E Hills September 2021</p> <p>Homework Club and Support</p>	<p>£27,186</p>	<p>17 PP students, from Year 7 to Year 8, made excellent progress with their reading ages increasing by an average of 2 years and 7 months.</p> <p>9 PP students, from Year 8 to Year 9, made good progress with their reading ages increasing by an average of 1 year and 5 months.</p> <p>See Literacy Intervention Programme Report</p> <p><u>Numeracy</u></p> <p>In school intervention: 4 Year 7 PP students: average 49% improvement 4 Year 8 PP students: average 49% improvement 3 PP students were taught maths lessons in The Study</p> <p>See Numeracy Intervention Programme Report</p> <p><u>Homework</u></p> <p>In 2021-22, The average number of Homework sanctions per PP student was 10.3 and non-PP 6.8. The gap has reduced only marginally and therefore this is an area we will continue to prioritise. .</p> <p>C&C Homework support has been very well attended by all year groups. All staff, including Andrew Wright (AYP), will continue to work with students and parents/carers to improve Homework submission rates.</p>
<p>Family Support</p>	<p>£3,636</p>	<p>Supporting families with: uniform, food, equipment, books (including laptop loans), transport. Form sent to parents asking for suggestions on the support their child needs.</p>
<p>Academic Mentoring, Coaching and Careers Advice</p>	<p>£7,102</p>	<p>All disadvantaged students in Y11(20) benefit from the opportunity to have a 1-to-1 careers interview in advance of making applications for 6th Form/college. This ensures that students' applications are appropriate and completed to meet deadlines.</p> <p>Our latest destination data from 2021-2022 shows 93% staying in education, compared to the East Sussex average of 92%. Investors in Careers, Fast Tomato Subscription, Careers admin advisor time.</p>
<p>Curriculum Resource Costs and extra</p>	<p>£3,251</p>	<p>Bedrock KS3 September 2021</p> <p>Average progress: Non PP:17%; PP: 28%</p> <p>This indicates that vocabulary intervention has a significant impact on PP students.</p>

curricular support.		
Social, Emotional, and Behavioural Support /Supporting Families and the Community	£9,121	<p>7 PP students have received regular support through The Study across 2021-22. This includes academic support, social, emotional and mental health support, and behaviour support.</p> <p>Chailey School FTEs students only when all available other sanctions are exhausted and the school needs time to reflect on provision/contact externally for support.</p> <p>Data for 2021-2022 shows that there were 16 incidents leading to FTEs (5 PP students). There were 0 PEX in 2021-2022 for PP students.</p> <p>Action your Potential supported the whole of Y11 and their families with information on how to revise effectively and manage stress.</p> <p>2 PP students, alongside their parents / carers, received AYP online mentoring. The focus was on helping children to develop a range of daily behaviours that improve well-being, resilience, mind management and learning and progress. The Y11 PP student achieved grade 6 in English and 5 in maths (no progress data available).</p> <p>In 2022-23 plans are in place to encourage more families of PP students to engage with this support.</p>
Alternative learning pathways	£19,417	<p>2 PPG students benefited from weekly work experience placements and 5 from support from the Study (alternative provision) or TLC.</p> <p>Identified students in Y9 (5),10 (4) and 11(3 students) follow a Personalised Learning programme led by specialist English and Maths teachers who are timetabled to support students individually. The proportion of disadvantaged learners attaining Grade 4+ in E/M in 2022 was 32% (it had been 25% in 2019) and the proportion attaining Grade 5+ in E/M was 26% in 2022 (17% in 2019)</p> <p>They were also given one lesson a week support for catch up i.e. exam/NEA preparation. Our most disadvantaged learners achieved A8 34 score (it had been 31.48 in 2019).</p>

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
On line mentoring; revision strategies workshops; assemblies.	Action Your Potential