

Pupil Premium Strategy Statement

This statement details our school's 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	Chosen Hill
Number of pupils on roll	1124
Proportion (%) of pupil premium eligible pupils	19.75%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	M Pauling
Pupil premium lead	W Witham
Governor / Trustee lead	Learning & Outcomes Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,960
Recovery premium funding brought forward from previous year	£62,100
Total forecast budget for this academic year	£320,060

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our PP pupils:

- The majority of students should achieve their FFT target grades – based on 20th percentile expectations to achieve parity against national non-PP cohort.
- Attainment 8 and Basics: The majority of the Pupil Premium cohorts will, on average, achieve in line with their expectations, based on FFT 20th percentile – over the next three years this means. Although in 2023/24 this will be reviewed in light of no SATs:

	2023	2024
Average Attainment 8	45.4	46.44
% GCSEs: Grade 4+ En / Ma	76%	79%
% GCSEs: Grade 5 + En/Ma	44%	46%

- All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's % NEET figure.
- Our PP students will achieve attendance in line with our school's average attendance figures for all students.
- Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, which will ensure attendance is significantly better than national levels for both PP and non PP students.

Key Principles:

- The Head teacher, staff and governors accept their responsibility for pupils eligible for the pupil premium.
- All staff are committed to ensuring the gap in attainment and progress closes between those pupils eligible for pupil premium funding and all other pupils.
- All staff recognise the importance of high expectations for all students and the need for quality first teaching to develop knowledge and skills.
- The pupil premium funding is used to address the main barriers to learning, supporting a range of strategies to promote accelerated academic progress, social inclusion and opportunities for all.

Expectations to ensure that learners eligible for pupil premium support benefit fully from the funding:

- Pupil Premium students have the literacy skills, as part of our whole school literacy, to fully access the whole curriculum.
- Pupil Premium students are well supported in having high aspirations for their next steps and careers.

- Pupil Premium students' outcomes enable them to pursue their chosen pathway.
- Pupil Premium students remain in education or training post 16, and are able to access level 3 courses, where appropriate.
- Pupil Premium students engage in the full range of opportunities available to them across their school life.

Identified objectives planned towards achieving those objectives: 2023-24 as phase 3 of our 3-year strategy.

Quality of Education:

- To develop an ambitious curriculum that is designed, and succeeds, in giving all Pupil Premium learners the skills and detailed knowledge to achieve well.
- To plan an ambitious approach to the teaching of reading that develops Pupil Premium learners' confidence and enjoyment in reading resulting in learners reading often, widely and with fluency and comprehension.
- To develop the literacy expertise of teachers which results in Pupil Premium learners becoming more confident in their reading, oracy and writing in subject-specific domains.
- To plan and deliver a Mastery curriculum in English and Maths in Years 7-11 which leads to Pupil Premium learners achieving in line with non-Pupil Premium learners.
- To plan and deliver an ambitious curriculum that gives all Pupil Premium learners opportunities to be physically active and supports them in their understanding of healthy relationships and sex education.
- To ensure Pupil Premium learners & parents/carers receive diagnostic feedback, through the reporting system, on how they can improve, which results in all learners and parents having clear actionable targets.
- To ensure that teachers check Pupil Premium learners' understanding systematically & identify misconceptions which leads to accurate and clear, direct and actionable feedback.

Personal Development:

- To provide pupil premium learners' with a broad development, which extends beyond their academic studies, enabling them to develop and discover their interests and talents
- To develop their pupil premium learners' character enabling them to improve their resilience, confidence and independence
- To effectively prepare pupil premium learners for key transitions at Chosen Hill at Year 7, 10 and 12 so that they are academically and socially upskilled for each key stage.

Challenges

Challenge number	Detail of challenge
1	Digital deficits created during remote learning periods – PP students were less likely to have their own device at home making access to live teaching difficult – this may have led to gaps in learning that we needed to identify and address.

2	<p>Many PP students have additional needs, complex family circumstances and / or low prior attainment. This makes intervention complex, requiring a nuanced approach. See below for breakdown</p> <table><tr><td></td><td>Y7 (231)</td><td>Y8 (231)</td><td>Y9 (222)</td><td>Y10 (234)</td><td>Y11 (227)</td></tr><tr><td>% of PP</td><td>16.88%</td><td>20.78%</td><td>31.08%</td><td>22.22</td><td>21.59</td></tr><tr><td>PP</td><td>39</td><td>48</td><td>69</td><td>52</td><td>49</td></tr><tr><td>PP + SEND K together</td><td>8</td><td>5</td><td>12</td><td>4</td><td>3</td></tr><tr><td>PP + EHCP together</td><td>4</td><td>3</td><td>3</td><td>3</td><td>3</td></tr></table>		Y7 (231)	Y8 (231)	Y9 (222)	Y10 (234)	Y11 (227)	% of PP	16.88%	20.78%	31.08%	22.22	21.59	PP	39	48	69	52	49	PP + SEND K together	8	5	12	4	3	PP + EHCP together	4	3	3	3	3
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3	Decrease in engagement of hard-to-reach Pupil Premium families and lower aspirations of certain groups																														
4	Significant increase in Issues with the mental health and well-being of Pupil Premium students																														
5	<p>PP students have lower levels of functional literacy than non-PP students in years 7-9. In addition, we find that they have a need for more explicit teaching of language acquisition and metacognitive approaches to learning.</p> <table><tr><td></td><td>Y7</td><td>Y8</td><td>Y9</td></tr><tr><td>PP</td><td>10.51</td><td>11.70</td><td>12.10</td></tr><tr><td>Non-PP</td><td>11.16</td><td>12.13</td><td>12.49</td></tr><tr><td>Gap</td><td>0.65</td><td>0.43</td><td>0.39</td></tr></table>		Y7	Y8	Y9	PP	10.51	11.70	12.10	Non-PP	11.16	12.13	12.49	Gap	0.65	0.43	0.39														
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6	Attendance of pupil premium students is 5.2 % below non-pupil premium students with the widest gap in Year 10.																														

Intended outcomes

Intended outcome	Success criteria
Students will achieve in line with expectations based on KS4 outcomes by 2024.	The majority of students should achieve their FFT target grades – based on 50 th percentile expectations to achieve parity against national non-PP cohort.
All PP students will be confident in their choices and will have the qualifications necessary to transfer successfully to Post 16 pathways, with many staying at Chosen Hill.	All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's NEET figure (3-year trend)
All students, regardless of background, will engage well with school and enjoy their educational experience.	Our PP students will achieve attendance in line with our school average attendance figures for all students.
PP students will exhibit patterns of attendance in line with the whole school cohort. Where persistent absence exists, it will be because of documented needs including medical need.	Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, to ensure attendance is significantly better than national levels for 19both PP and non-PP students.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 To provide training & software for new diagnostic reporting tool to give more precise feedback to pupil premium students.	EEF evidence suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement. Progress potential: 5 months	2 3 5
1.2 To undertake planned CPD and external training to upskill the literacy expertise of teachers (Paid for out of CPD Budget).	Our areas of focus for literacy includes reading strategies and vocabulary / language development. We feel this will also support disadvantaged students. EEF Teaching & Learning Toolkit suggests reading comprehension and language oracy intervention impacts significantly on progress. Progress potential: 6 months	5
1.3 To plan and deliver a Mastery curriculum in English and Maths in Years 7-11 (Paid for out of Mastery budget).	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Progress potential: 6 months (Maths) 3 months (Reading)	2 3 5
1.4 To plan and undertake significant CPD and coaching on our Core Teaching and Learning Principles (Paid for out of CPD Budget).	EEF evidence suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Progress potential: 5 months	2 3 5
1.5 To undertake an LM reading programme (3 mornings per week) across years 7-9 with training provided to all Learning Mentors.	EEF Teaching & Learning Toolkit suggests reading comprehension and language oracy intervention impacts significantly on progress. Progress potential: 6 months	5
1.6 To significantly enhance the use of technology in teaching and learning through the purchase of interactive Smart TVs in Maths, new projectors and visualisers in English and	Recovery Premium Budget was used in 2022/3 to meet this need and will be used in 2023/24 Progress potential: 5 months	3 4 5

Science and cameras in GCSE Photography		
1.7 Sparx	Homework analytics platform for Maths to engage all learners	2

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

Budgeted cost: £127,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 To have specialist support groups established in KS3 to offer smaller class size interventions that target particular literacy and numeracy recovery. This includes English Intervention in Years 7-9 (2.1.1) and Science intervention in Years 10 and 11 (2.1.2)	EEF Teaching & Learning Toolkit suggests targeted and focused interventions that support collaborative learning, are more effective than more generalised TA deployment within classrooms. Specific intervention delivery allows teachers to adopt specific strategies to support catch up, whilst providing academic stretch & challenge that supports successful transfer to mainstream KS4. Progress potential: 5 months	2 5
2.2 To embed Accelerated Reader across years 7-9.	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	5
2.3 To continue tailored targeted EAL focused support.	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2 5
2.4 To provide one place on Alternative provision for identified students who are at risk of being NEET (Abbey View 2.4.1) including Pupil premium students.	NEET students will not access post 16 education and training and are at a higher risk of unemployment	3 4 6
2.5 To subsidise or support additional transport costs for the one place provided at attending alternative provision	NEET students will not access further education and training and are at a higher risk of unemployment.	3 4 6

and other relevant interventions.		
2.6 To Provide digital devices to PP students as and when required for learning and completing work outside of the classroom.	Removal of barriers to learning at home and ensure accessibility to increasingly home-based application of learning via online programmes. The Education Development Trust research (May 2020) highlights the impact of digital access or lack of it, on principles of inclusion.	1
2.7 To provide an onsite APS for identified students at Key Stage 3, in need of early intervention and at Key Stage 4, for those at risk of being NEET.	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement. NEET students will not access post 16 education and training and are at a higher risk of unemployment	3 4 6
2.8 To provide targeted support for EAL students and bespoke language teachers to GCSE and A Level exams	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement.	3

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

Budgeted cost:£15,6019

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 To continue to employ a dedicated Pupil Premium Lead responsible for the academic progress, & the social and personal development of pupil premium students.	A dedicated lead for our disadvantaged students will be key to removing barriers to learning, will enable us to support through our menu of support, in order to mitigate potential barriers to learning.	All
3.2 To continue to employ a Student & Family Welfare officer – offering live support for vulnerable children	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement. Progress potential: 2 months	3 4
3.3 To continue to provide external, independent Careers advice (3.3.1) and on- site Careers support and work experiences provision (3.3.2)	EEF Research: Exploring the Impact of Careers Education on Improving Young People's Outcomes	3

3.4 To continue to provide SEMH & behavioural intervention support through a Behaviour Lead Officer (3.4.1) and a Well Being & Mental Health and Hub support (3.4.2)	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement. Progress potential: 2 months	3 4
3.5 To provide a Uniform grant (3.5.1) and second-hand uniform stock (3.5.2)	It will remove barriers to learning through being ready to learn in all lessons.	6
3.6 To have an on-site EWO to close the gap with PP to non-PP attendance (3.6.1) and subsidise bus transport for identified PP students (3.6.2). To have an on-site Attendance support office (3.6.3)	Increased attendance leads to improved outcomes for all groups of learners.	3 6
3.7 To have on-site External counselling (3.7.1) and access to on-site an Educational Psychologist (3.7.2) for PP students	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement. Progress potential: 2 months	3 4
3.8 To use individual budgets to support individualised support for PP students (ie. to ensure more equity of access to cultural activities) Including instrument tuition (3.8.1), enrichment week and trip subsidies (3.8.2)	EEF Teaching & Learning Toolkit suggests that targeted support to enable access to arts and sports participation can have a positive impact on a child's mental wellbeing and engagement with school. Supports strategies to address cultural deficits, build health & wellbeing and develop a positive association with school. Progress potential: 3 months	2 5
3.9 To ensure that all PP students have the stationery (3.9.1), Revision Guides (3.9.2), cooking ingredients (3.9.3) and access to breakfast club (3.9.4) required so that barriers are removed.	It will remove barriers to learning through being ready to learn in all lessons.	6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 40 Disadvantaged students at Chosen Hill School achieved an Attainment 8 figure of 3.8 compared to non- Disadvantaged students' A8 score of 4.8. Non-Disadvantaged students' progress 8 score was +0.13 compared to Disadvantaged students' score of -0.74 (38 students). Whilst the overall figure shows a gap, it is directly correlated to attendance. For those 30 Disadvantaged students who attended school for at least 80.1%, they achieved a Progress 8 score of -0.1. This is not statistically significantly different to non-disadvantaged students. For the 8 students who were below 80.1%, and in particularly 5 students who were less than 63%, progress was significantly below expectations. This pattern is repeated across curriculum areas. For those students who had attendance of 80.1% or better, progress was in statistically in line with non-disadvantaged students. Therefore, those strategies that are being employed in school are closing the gap in terms of progress. Disadvantaged students who attend school at least 80% of the time are making progress in line with national expectations.

Attendance for FSM students across the school was 84.2% last year. This was below the national average for FSM students. This was 85.3% on FFT National figures. However, it was skewed by one particular year group – year 10. This year group was very significantly below the national average.

As a result of this the 3-year PP strategic plan has been adapted to tackle attendance of disadvantaged students. The employment of a Pupil Premium Manager with a particular focus on attendance, attainment and progress across all year groups and removing barriers to learning has been put in place. A further appointment of an attendance support worker has been made in 2023/24 along with significant investment in to supporting the whole school attendance strategy. Attendance of FSM students is at 88.2% in 2023/24, 4 % higher than in 2022/23. It is currently significantly higher than the national average.