

Chessington School 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	Chessington School
Number of pupils in school	584
Proportion (%) of pupil premium eligible pupils	34.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ashraf Ali, Headteacher
Pupil premium lead	Anna Griffiths, Assistant Headteacher
Governor / Trustee lead	Nicola Macbean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139,738 <i>136.5 FSM £130,358 4 PLAC £9,380</i>
Recovery premium funding allocation this academic year	£ 20,373 (Provisional) <i>104.5 pupils</i>
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	£ 160,111 PP+ = £900

Part A: Pupil premium strategy plan

Statement of intent

At Chessington School we believe that every child is capable of success and making good progress, irrespective of their background or the challenges they may face.

We recognise that the Pupil Premium indicator is not the only measure of disadvantage and there are multiple possible barriers to success at school as concluded in the 2019 'Multiple Disadvantage and KS4 attainment' report by the Department for Education.

We strive for all students to make good progress academically but that all students are able to leave school having experienced a range of extra-curricular and enrichment opportunities which develop and sustain character, leadership, cultural capital and physical and mental health. It is essential that measures of disadvantage do not impede each pupil from being successful at school.

At Chessington School we ensure our strategy is rooted in research, best practice and robust diagnostic assessment. We constantly reflect on our challenges and success with each pupil's holistic progress at the heart of everything we do.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils at Chessington School have, on average, a lower reading age than their peers. There is an average reading age difference of -0.5 years between disadvantaged pupils and non-disadvantaged pupils across the school.
2	Assessment data shows that disadvantaged pupils make less progress than non-disadvantaged pupils in specific subjects and year groups. These gaps are most noticeable in Year 9 and 10.
3	Detention figures and data show that disadvantaged pupils serve disproportionately more detentions than non-disadvantaged pupils. In the first half term of the academic year 2021-2022 disadvantaged pupils served on average 2.42 more detentions per pupil than non-disadvantaged pupils. The highest number of detentions served is for lack of homework, with Year 10 Pupil Premium boys serving the highest number of homework detentions.

4	The attendance of disadvantaged pupils is, on average, lower than non-disadvantaged pupils. In the first half term of the academic year 2021-22 the attendance of disadvantaged pupils was 4.63% lower than non-disadvantaged pupils.
5	Disadvantaged pupils attend extra-curricular clubs with less regularity than non-disadvantaged pupils from attendance data on clubs registers.
6	Most disadvantaged pupils at Chessington School are Middle Prior Attainers. It is important to ensure that these pupils are sufficiently challenged academically and through enrichment opportunities to ensure their aspirations are high and that they choose aspirational courses at KS4 and post-16.
7	Not every single pupil currently moves to the next appropriate level of education or training. In September 2021 there were 3 disadvantaged students that we were aware of not in education, employment or training.

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
Improved reading ages among disadvantaged pupils, with a particular focus on reading ages at KS3 in order to narrow the gap on arrival in Year 7.	By the end of the strategy plan in 2024, all disadvantaged pupils have a reading age equal to their age by the end of Year 9 so that there is a reading age gap of no more than -0.1 years between disadvantaged and non-disadvantaged pupils by KS4 at Chessington School.
Improved attainment among disadvantaged pupils across the curriculum with no difference in progress between disadvantaged and non-disadvantaged pupils.	By the end of the strategy plan in 2024 every curriculum subject has a positive Progress 8 score in their GCSE outcomes and that there is no gap between disadvantaged and non-disadvantaged pupils by the end of KS4.
To achieve and sustain improved behaviour for all pupils, including those who are disadvantaged.	By the end of the strategy plan in 2024, there is a significant decrease in homework detentions being served and that detentions served by disadvantaged students is in proportion with those served by their peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: The overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged

	pupils and their non-disadvantaged peers being reduced by 3%.
To achieve and sustain excellent extra-curricular and enrichment opportunities which provide leadership opportunities, enhance skills, improve mental and physical health and provide opportunities for increased cultural capital.	<p>That 90% of disadvantaged pupils regularly attend at least one extra-curricular activity by the end of the strategy plan in 2024.</p> <p>That the percentage of disadvantaged students taking Ebacc is in line with the percentage of non-disadvantaged pupils taking Ebacc.</p> <p>That we move from Bronze to Silver in the Healthy Schools Award.</p>
To ensure every single pupil moves on to an appropriate course for the next level of their education.	That we have no pupils who are not in education, employment or training post GCSE results in September.

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: £ 77,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>High quality teaching and learning in every lesson</u></p> <p>Time is allocated for staff to receive regular whole school CPD and subject specific CPD as a department. These sessions are carefully planned to meet the needs of teachers and address school priorities.</p> <p>Every fortnight there is a focus on teaching and learning within a particular year group, which allows departments to observe each other teach that year group, share best practice and action plan steps for improvement together in order to achieve the best outcomes for all pupils.</p> <p>At Chessington School we embed Rosenshine’s Principles and we are sharing our research of techniques in Doug Lemov’s ‘Teach Like a Champion’.</p>	<p>The EEF states that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1, 2, 6</p>
<p><u>Guided reading</u></p> <p>To take place in Year 7 and 8 as a stand alone timetabled lesson in which students read a book together as a class.</p> <p>The intentions are:</p>	<p>The National Literacy Trust says ‘Only 1 in 2 (47.8%) children and young people said they enjoy reading in early 2020, the lowest level of reading enjoyment we have recorded since 2005.’</p> <p>https://literacytrust.org.uk/research-services/research-rep</p>	<p>1</p>

<ul style="list-style-type: none"> - To foster a love of reading for enjoyment among Year 7 and 8 students. - To narrow and eliminate the gap in reading ages between disadvantaged and non-disadvantaged pupils. <p>Students also currently read The Week in form time once a week guided by form tutors to improve both literacy and cultural capital.</p>	<p>orts/children-and-young-peoples-reading-engagement-in-2021/</p> <p>The EEF recommends guided reading at KS2 ('reading books aloud and discussing them') and this is an approach adopted in many primary schools across the country. It https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Continuing this approach is an essential part of the transition between KS2 and KS3 and a strategy adopted increasingly by more and more secondary schools. Jo Facer describes the success of this approach in her book 'Simplicity Rules'.</p>	
<p><u>Data responsive teaching</u></p> <p>Each class teacher is able to strategically plan to narrow the gaps in their class and ensure every pupil is making good progress in their lessons.</p> <p>Subject teachers carry out this analysis of their class data after each data collection point in department meetings and strategies are reviewed in line management meetings.</p>	<p>The Department for Education states in <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice. Research report. November 2015</i> that 'A key feature in more successful schools was that teachers engaged with the data as well as school leaders. Staff were not simply inputting data and handing it over – they were looking at it, analysing and using it to underpin their teaching. Staff in more successful schools had time allocated so that they could plan how to deliver their lessons to meet the needs of their disadvantaged pupils.'</p>	2

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	
<p><u>The library as a tool to foster a culture of reading for enjoyment</u></p> <p>As part of our school strategy to improve reading ages and literacy, it is essential to provide our most disadvantaged students with free access to books.</p>	<p>The National Literacy Trust and the MLA have commissioned a report called 'School Libraries: A plan for improvement' which states:</p> <p>'The evidence established a solid need for a well-run school library and for the impact it could have when run well on pupils' literacy levels; enjoyment of reading; information literacy skills and access to knowledge; on their self esteem, confidence, sense of safety and wellbeing in the school community.'</p> <p>https://cdn.literacytrust.org.uk/media/documents/2010_01_01_free_other_-_school_libraries_a_plan_for_improvement.pdf.pdf</p>	1
<p><u>Whole school literacy and oracy</u></p> <p>Disciplinary Literacy:</p> <p>Teachers are fully trained in a whole school approach to disciplinary literacy across the school and within each curriculum area.</p> <p>The aim is to ensure that all students can successfully access the curriculum and have a strong knowledge and understanding of Tier 2 and Tier 3 words in each subject they study.</p> <p>Oracy:</p> <p>That students in KS3 work towards an extra qualification in oracy to boost confidence and set students up for success as communicators.</p>	<p>The first recommendation of the EEF report 'Improving Literacy in Secondary Schools' is to prioritise 'disciplinary literacy' across the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1, 2

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

Budgeted cost: £ 43,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Targeted interventions</u></p> <p>These take place throughout the school year by teachers and teaching assistants to improve outcomes for students, both disadvantaged and non-disadvantaged, who are struggling in a specific area.</p> <p>These are typically small group interventions, which take place both during the school day and outside of the school day.</p>	<p>Recommendation 7 of the EEF report 'Improving Literacy in Secondary Schools' is to 'provide high quality literacy interventions for struggling students'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Teaching assistant interventions have +4 months of impact according to the EEF Teaching and Learning Toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2,</p>
<p><u>Mentoring</u></p> <p>Mentoring takes place both as peer-peer and teacher led mentoring of individual and specific groups.</p> <p>We have a member of staff with timetabled hours specifically for mentoring of individual students who we feel would benefit from this one-to-one experience.</p> <p>This is also beneficial when working with individual Year 10/11 students to ensure that they are moving on to the correct next step of their education and training through meetings with our careers advisor.</p>	<p>According to the EEF Teaching and Learning Toolkit, mentoring adds +2 months of impact to individual students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>2, 3, 4, 7</p>

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

Budgeted cost: £ 18,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Behaviour interventions</u></p> <p>We provide and regularly reflect on a range of behaviour interventions in order to ensure all pupils, whether disadvantaged or not, are successful in school.</p> <p>Reflecting on the high number of homework detentions, there is now a division between behaviour for learning detentions and pastoral detentions in order to separate the behaviours and offer targeted support to those in homework detentions.</p> <p>For those students receiving high numbers of detentions, an individualised plan is created for those students which could involve compulsory attendance of homework club, parental meetings, mentoring, interventions and reward incentives.</p>	<p>A range of behaviour interventions can have an impact of +4 months on individual students according to the EEF Teaching and Learning Toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3</p>
<p><u>Whole school character programme</u></p> <p>A wide range of extra-curricular activities and leadership opportunities is offered to all pupils in order to build skills, confidence and maintain good mental and physical health.</p> <p>The availability of these activities is particularly beneficial to our most disadvantaged students.</p> <p>Attendance is recorded and monitored to ensure our most disadvantaged</p>	<p>Arts participation can add +3 months of impact according to the EEF Teaching and Learning Toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity can add +1 month of impact according to the EEF Teaching and Learning Toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-e</p>	<p>5, 6</p>

<p>students attend and attendance at these activities is celebrated.</p>	<p>vidence/teaching-learning-toolkit/physical-activity</p>	
<p><u>Good practice around attendance</u></p> <p>Embedding the principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>We have a full time attendance officer with responsibility for ensuring excellent attendance across the school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>4</p>
<p><u>Enrichment funding</u></p> <p>A fund allocated in order to raise aspirations and ensure our disadvantaged students have access to activities and events which increase cultural capital.</p>	<p>‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ by Ofsted mentions Within the top ten ‘gap busters’:</p> <p>‘The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events.’</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>5, 6</p>

Total budgeted cost: £ 139,738 + 20,373 = 160,111

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.

We were able to continue a high quality curriculum through the lockdown and were able to provide high quality teaching while in this period. However, a large number of our specific Pupil Premium strategies were unable to take place due to COVID-19 restrictions. We adapted where possible, to ensure that as many of the desired outcomes were met.

GCSE Outcomes:

Following our internally assessed Year 11 TAGs in 2020 & 2021 the Progress 8 (based on 2019 National figures) gave the following:

	2020	2021
P8 Disadvantaged	0.19	0.39
P8 Non Disadvantaged	0.53	0.24
Gap	-0.34	+0.15

Percentages of students achieving Maths & English at grade 4+ were identical for disadvantaged vs non disadvantaged (66.7%)

Literacy improvement:

Disadvantaged students who undertook the CLIP (Chessington Literacy Improvement Programme) on average increased their reading age by 8 months.

Destinations/CIAG:

All students had a one to one meeting with our careers advisor in Autumn and follow up meetings in Spring. 3 disadvantaged students to our knowledge were not in education, training or employment by October 2021; the remaining 12 students were.

Year 10 had a 'Learn to Earn' day delivered by Young Enterprise group as a replacement to the annual Careers Fair. A highly successful event based on student voice and facilitator feedback.

Attendance:

Although overall attendance in 2020/21 was lower than in the preceding year at 91.74%, it was higher than the national average (84.9%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 84.95%, which was below their peers but in line with national average for disadvantaged students

Our analysis demonstrated that pupil behaviour & wellbeing were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Covid Catch up:

Catch up mentors were appointed for numeracy, literacy & learning to learn. They delivered small group sessions to close gaps within Maths & English. The Learning Mentor worked with developing & reinstating more positive learning behaviours following the period of lockdown.

As a school we committed to ensuring that every student who did not have access to a laptop or PC was loaned a device; this subsidised the Government initiative. We also ensured that every student had internet access by providing dongles where needed.

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
The Brilliant Club Scholars Programme	The Brilliant Club
The Dame Kelly Holmes Project	The Dame Kelly Holmes Trust
Mental Health Systemic Therapist	
Education Inclusion Service	
School Counsellor	Valley Trust

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.