

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	703
Proportion (%) of pupil premium eligible pupils	30%
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 2024
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	£183,370
Recovery premium funding allocation this academic year	£53,820
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	£ 237,190 PP+ = £1800

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.
2	Assessment data shows that disadvantaged pupils make less progress than non-disadvantaged pupils in specific subjects and year groups.
3	Detention figures and data show that disadvantaged pupils serve disproportionately more detentions than non-disadvantaged pupils.
4	The attendance of disadvantaged pupils is, on average, 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.
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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.	That 90% of disadvantaged pupils regularly attend at least one extra-curricular activity by the end of the strategy plan in 2024. That the percentage of disadvantaged students taking Ebacc is in line with the percentage of non-disadvantaged pupils taking Ebacc.

	That we move from Bronze to Silver in the Healthy Schools Award.
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 (2023/2024)

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: £ 100,853

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>All teachers have been observed by SLT in the first term in order to complete department reviews. From this, CPD is tailored to meet the needs of individual teachers and departments. Line managers support their teams to carry out their CPD actions in order to achieve the best outcomes for all pupils. This forms part of the appraisal process.</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>	1, 2, 6
<p><u>Accelerated Reader programme and the library</u></p> <p>This takes place in Year 7 and 8 as a stand alone timetabled lesson in which students participate in the Accelerated Reader programme.</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-reports/children-and-young-people</p>	1

<ul style="list-style-type: none"> - To foster a love of reading for enjoyment among Year 7 and 8 students. - To ensure all students in Years 7 and 8 are reading for pleasure. - That students are reading a book at a level appropriate for them. - To narrow and eliminate the gap in reading ages between disadvantaged and non-disadvantaged pupils. <p>Over the summer of 2023 the library received around 2000 new books and we now have the role of Reading and Literacy Support Assistant. As part of this role, this member of staff is based in the library and leads on book stock, rewards and support with reading interventions.</p>	<p>ples-reading-engagement-in-2021/</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>	
<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>Whole school literacy and oracy</u></p> <p>Literacy: All subject areas will produce keywords slides in a school wide format to promote consistency. These keywords will be shared with the SEND department to facilitate pre-teaching.</p> <p>Student feedback will include marking for literacy and student response will be completed to evidence improvement.</p> <p>Oracy: We have a whole school approach to Oracy in which all teachers have been trained in CPD. These principles of oracy form part of our Chessington lesson non-negotiables. This shared terminology and consistency in practice will support our students to develop their oracy skills.</p> <p>A group of Year 10 students are participating in the Jack Petchey Speak Out challenge & workshops.</p>	<p>The Oracy all party parliamentary group states that oracy</p> <ul style="list-style-type: none"> - Improves academic outcomes (EEF +5 months) - Underpins literacy and vocabulary acquisition - Supports wellbeing and confidence - Enables young people to access employment and thrive in life beyond school - Develops citizenship and agency <p>https://oracy.inparliament.uk/why-oracy-matters</p>	1, 2

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

Budgeted cost: £58,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Targeted interventions and in classroom support</u>	Recommendation 7 of the EEF report 'Improving Literacy in Secondary Schools' is to 'provide high	1, 2,

<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>Every student in upper school is required to do IDEA (Inspiring Digital Enterprise Award) - Helps not only with IT skills but also with vital life skills such as interview techniques, money management, growth mindset etc.</p> <p>We have specific actions in place for HPAG PPG students in order to ensure they are achieving the best they can and have adequate support in place to do this.</p> <p>Year 13 and Year 11 students have individual meetings with our careers advisor to ensure they are moving on to the correct next step of their education.</p>	<p>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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,838

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>For those students receiving high numbers of detentions, an individualised plan is created for those</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>	3

<p>students which could involve compulsory attendance of homework club, parental meetings, mentoring, interventions and reward incentives.</p> <p>We have two members of staff with allocated hours for behaviour specific interventions with behaviour recidivists.</p>		
<p><u>Whole school values and extra-curricular activities</u></p> <p>As as school we promote and foster our GREAT values using a range of rewards, including teachers narrating the positive at the end of each lesson and awarding Class Charts point.</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 students attend and attendance at these activities is celebrated.</p> <p>The extra-curricular attendance register is being updated to record attendance/participation on classcharts with separate classes being set up for each club being run. This will enable attendance reports to be created and analysed to ensure that where needed further barriers are removed to ensure improved access for disadvantaged students. It will also allow parents to be informed of extra-curricular attendance.</p>	<p>Arts participation can add +3 months of impact according to the EEF Teaching and Learning Toolkit. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5, 6</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>Attendance is a whole school priority and we have an SLT lead for attendance.</p> <p>For disadvantaged students with high rates of absence we have started ERSAs interviews in order to gain an understanding of contextual reasons for absence. Disadvantaged students who are PA have specific attendance plans.</p> <p>Breakfast club will start in Spring 2024.</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>Alternative Learning Week takes place in July every year in which a residential trip is offered to Years 7 - 9 and day trips take place for students not attending the residential trips. Parents have a long lead time in which to make the payments for these and we support disadvantaged families where required.</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>

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.

GCSE Outcomes:

	2020 (CAGs)	2021 (TAGs)	2019 (last exams)	2022 (Exams)	2023 (Exams)
P8 Disadvantaged	0.19	0.39	-0.67	-0.31	-0.09
P8 Non Disadvantaged	0.53	0.24	-0.35	-0.02	0.14
Gap	-0.34	+0.15	-0.32	-0.29	-0.23

Considering 2019, 2022 and 2023 exams data, the gap between disadvantaged and non-disadvantaged students is narrowing.

Percentage of disadvantaged students vs non disadvantaged students who achieved

- Grade 4 in both English & Maths was 36% vs 64%

Literacy improvement:

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

The average reading age difference between disadvantaged and non disadvantaged students last year was -0.82 years.

The move to Accelerated Reader this academic year means that at present we have student voice data on this (November 2023). January 2024 will provide us with up to date disadvantaged vs non-disadvantaged data reading age data.

Destinations/CIAG:

All Year 11 and Year 13 students had a one to one meeting with our careers advisor in Autumn and follow up meetings in Spring.

80% of Year 13 went on to higher education, the remaining 20% are in employment.
For Year 11 96.3% of students were in sustained education, employment or training.

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
Jack Petchey Speak Out Challenge	Jack Petchey
Young Enterprise Learn to Earn	Young Enterprise
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.