

Chessington School Pupil Premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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	718
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Wilson, Headteacher
Pupil premium lead	Katie Jacob, Assistant Headteacher
Governor / Trustee lead	Nicola Macbean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,050
Recovery premium funding allocation this academic year	£0
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	£190,050

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 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.

The aim of the Pupil Premium is to identify and implement strategies that help to increase opportunities and reduce the attainment gap between the most and least disadvantaged pupils. We place a strong emphasis on literacy as we believe that our disadvantaged pupils require the most support in this key area if they are to be best prepared for life beyond 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	Progress and outcomes On average, our most disadvantaged pupils make less progress than non-disadvantaged pupils, and achieve lower overall grades at GCSE.
2	Attendance The most disadvantaged pupils are more likely to have low attendance. In KS4, we have found that disadvantaged pupils are also more likely to become persistently absent, which can in turn result in a negative impact on their GCSE results.
3	Low reading and literacy skills The average reading and literacy age of KS3 pupils is low, especially among those from disadvantaged backgrounds. Early baseline tests have found a discrepancy between disadvantaged pupils and non-disadvantaged.

4	Homework completion Detention figures show that disadvantaged pupils serve disproportionately more homework detentions than non-disadvantaged pupils. Our pupils from disadvantaged backgrounds face more barriers to homework completion, due to less consistent home environments or a lack of engagement in school from their family, resulting in homework becoming a non-preferred task.
5	Enrichment Disadvantaged pupils have the same access to extra-curricular in-school clubs however their attendance is lower than their non-disadvantaged peers. Pupils from disadvantaged backgrounds often need financial support for trips as well as support in raising awareness and aspirations when it comes to developing their cultural capital.

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
Pupil Premium students make less progress than non-disadvantaged pupils. This current strategy aims to close the gap, and ensure PPG status is not a reason for students making less progress.	• Reduce the Progress 8 gap between students eligible for PP and those not eligible • All subjects have a positive Progress 8 score • Pupils make well-informed decisions about curriculum options in progression from KS3 to KS4.
The attendance of disadvantaged pupils is, on average, lower than non-disadvantaged pupils. This current strategy aims to close the gap, and ensure PPG status is not a reason for students having poorer attendance to school.	• Overall attendance of PP students is on or above the national average • Decrease in persistent absent PP students
Disadvantaged pupils at Chessington School have, on average, a lower reading age than their peers. This current strategy aims to close the gap, and ensure PPG status is not a reason for students reading at a below chronological age.	• Reduce the reading age gap between students eligible for PP and those not eligible • PP students have a reading age equal to their age by the end of Year 9

Detention figures show that disadvantaged pupils serve disproportionately more Homework detentions than non-disadvantaged pupils. This current strategy aims to close the gap, and ensure PPG students do not receive more detentions than their non PPG peers.	• Amount of homework detentions served by non-disadvantaged pupils is proportionately represented (30%) • Homework detention numbers should be low for both disadvantaged and non-disadvantaged pupils • Reported homework quality and quantity from class teachers
Disadvantaged pupils do not access the same levels of enrichment and wider opportunities to develop cultural capital. This current strategy aims to ensure PPG students have the same opportunities to access enrichment.	• PP students are proportionally represented (30%) in extra-curricular activities and school trips • The percentage of disadvantaged students taking Ebacc is in line with the percentage of non-disadvantaged pupils taking Ebacc

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: £95,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High quality teaching and learning in every lesson Deliver high quality teaching and learning in all lessons, with all teachers using quality first teaching strategies. Whole school CPD and subject specific CPD to be delivered fortnightly. These sessions are carefully planned to meet	EEF research shows that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' This is therefore the most important factor affecting academic outcomes for students, particularly for students from disadvantaged backgrounds	1, 3

the needs of teachers and address school priorities. Fortnightly teaching and learning focus to address key whole school priorities and which allows departments opportunity to share best practice and action plan steps for improvement.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	
2. Accelerated reader All Year 7 and 8 students have a timetabled lesson in which students read independently. Students are regularly tested on their chronological reading age, and their comprehension. Data collected from the accelerated reading programme informs future interventions.	A high proportion of disadvantaged students are more than twice as likely to be diagnosed with a language/communication problem. Research shows that a dedicated, consistent whole school reading strategy will improve the reading ages and comprehension. 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.' https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/ 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Continuing this approach is an essential part of the	1, 3

	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'.	
3. Phonics training and resources Teachers are fully trained in a whole school approach to disciplinary literacy across the school and within each curriculum area. Designated literacy and EAL staff to be trained in phonics in order to support our EAL students, and those with lower reading ages to make necessary progress. A literacy specialist has been employed by the school to deliver specialist intervention for identified students.	The EEF toolkit has found that phonics has "high impact for very low cost based on very extensive evidence". The estimated impact of phonics is +5 months. The teaching of phonics needs to be explicit and systematic. Therefore, designated literacy staff need to be trained in order to deliver it successfully. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3

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

Budgeted cost: £ 66,517.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Targeted interventions 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.	Recommendation 7 of the EEF report 'Improving Literacy in Secondary Schools' is to 'provide high quality literacy interventions for struggling students' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 4

These are typically small group interventions, which take place both during the school day and outside of the school day, and are data driven.	Teaching assistant interventions have +4 months of impact according to the EEF Teaching and Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
2. Mentoring Mentoring takes place both as peer to peer and teacher led mentoring of individual and specific groups. 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. 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.	According to the EEF Teaching and Learning Toolkit, mentoring adds +2 months of impact to individual students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2
3. Language and literacy interventions Designated literacy and EAL staff have been trained in phonics in order to support our EAL students, and those with lower reading ages to make necessary progress. This team will continue to disseminate training to the teaching staff and TAs. Targeted intervention sessions are offered through the employment of a literacy specialist and an EAL coordinator. This intervention is data led, and delivered to small groups to allow a level of individualised support.	EEF research shows that it is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions According to the EEF, the average impact of Oral language interventions is approximately an additional six months' progress over the	1, 3

	course of a year. EEF EAL research highlights the importance of tailored approaches, including targeted language instruction, reading interventions, and culturally relevant materials: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal	
4. Year 11 targeted interventions All students below target will attend after school intervention sessions in Year 11 for English, Science, Maths, Humanities and languages. Targeted intervention sessions are also delivered throughout the school holidays, as well as additional Saturday boosters.	EEF research shows targeted small group intervention has an average impact of 4 months' additional progress over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
5. Revision resources and equipment All PP students will be provided with revision guides for their GCSE subjects and any subject specific equipment they may need. These will be heavily subsidised or paid for.	Where revision/homework requires a revision guide this can be difficult as they may not have the correct guide. Therefore, subsidising the cost has proven effective in increasing access to the necessary educational resources	1, 4
6. Homework club All PP students to be invited to homework club. For those who receive homework detentions, attendance is to be compulsory in order to ensure pupils have the space, support and resources to complete their homework	EEF research shows homework can add 5 months progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4

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

Budgeted cost: £ 28,507.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Behaviour interventions 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. 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.	A range of behaviour interventions can have an impact of +4 months on individual students according to the EEF Teaching and Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
2. Whole school character programme 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. The availability of these activities is particularly beneficial to our most disadvantaged students. Paid trips and activities will be heavily subsidised for PP students	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 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	5
3. Good practice around attendance Embedding the principles of good practice set out in DfE's Improving School Attendance advice.	Our attendance officer has directed time specifically for calling the parents of disadvantaged pupils to encourage better attendance.	2

We have a full time attendance officer with responsibility for ensuring excellent attendance across the school.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
4. Enrichment funding A fund allocated in order to raise aspirations and ensure our disadvantaged students have access to activities and events which increase cultural capital. This also includes instrumental musical lesson subsidies.	Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and extra-curricular activities: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Arts participation, including participation in music has been found by the EEF to have a strong positive impact at relatively low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
5. Breakfast club To provide a free healthy breakfast to all PP students to ensure all students have a healthy start to the day, as well as safe space to meet regularly with their peers.	A large number of students come to school without having breakfast or having eaten unhealthy inappropriate foods for breakfast. A healthy diet will improve their chances of successful learning and engagement in lessons. The EEF's review of the Magic Breakfast initiative in 2019 reported that free before school break clubs can impact students progress by 2 months:	2, 5

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast	
6. Financial assistance for uniform and trips Provide financial assistance for uniform and other necessary resources, as well as heavily subsidising the cost of extra-curricular activities and clubs to ensure all students have equal opportunities	Uniform costs can be expensive for families on low income. All PP students should have access to necessary resources and equipment to ensure equal opportunities. The EEF guidance report on working with families to support children's learning outlines the need to remove financial barriers: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	5

Total budgeted cost: £190,050

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 2025 to 2026 academic year.

Activity	Intended outcome	Impact/commentary
Progress	Improved attainment among disadvantaged pupils across the curriculum with no difference in progress between disadvantaged and non-disadvantaged pupils.	Our Summer 2025 results indicated a reduction in the gap between our outcomes of PPG students versus non-PPG, with the gap closing by 2% from 13.1% to 11.3%. Our overall A8 for disadvantaged students had also increased by 6%, from our Summer outcomes in 2024 and our Summer outcomes in 2025. We are forecasting this level of progress to maintain for our Summer 2026 results. Current Year 11 PPG students have made overall progress between their Autumn and Summer mocks. This pattern of progress has also been evidenced with our current Year 10s between Autumn and Spring.
Reading and literacy	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.	The library continues as a well established resource in the school, with high numbers of students utilising the library in their social time. All students are reading more than last year. Key Stage 3 continue to have designated reading sessions in their morning tutor programme, and Year 7 have designated accelerated reader lessons as part of their timetable. All students in KS3

		receive regular testing to check their reading age and their chronological understanding. A culture has been established for reading in all subjects, with a clear T&L programme to support staff in their delivery of reading strategies, and to help student to read to learn.
Attendance	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PPG attendance remains lower than non-PPG students. Where PPG students are PA there has been extensive support both internally and externally, with involvement from the attendance officer and EWO where required. Breakfast Club has become established, and key PPG students frequently attend. Attendance to this increased gradually over the school year, with a regular group of students now accessing this service. PPG attendance currently remains a priority with the combined PPG attendance* at 87.5% (*updated June 2026 excluding Year 11 PPG). Year 9 remains the most concern, however this year has a higher proportion of PPG students than other years.
Behaviour	To achieve and sustain improved behaviour for all pupils, including those who are disadvantaged.	Detentions continue to remain higher for our PPG students, who received a disproportionate number of detentions. PPG students continue to be invited to attend homework club, and in some cases attendance was made compulsory to ensure support was provided for students completing homework. Some of our more vulnerable students, adjustments have been

		made to our detention system to support our students in managing the consequences and sanctions.
Extra-curricular	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.	30% of the cast of this year's school production of Shrek are PPG - this is in line with the schools overall PPG percentage. 18% of the Year 7 Sports Scholars class are PPG, with Sports Scholars across KS3 consisting of 28% PPG. These students have weekly extra-curricular activities in sports. 18% of the students on the Year 7 end of year residential trip are PPG students, and 38% of the students on the Year 8 residential trip are PPG - this is significantly above the overall PPG percentage for the cohort. All PPG students continue to be given the opportunity to attend a residential trip and at least 2x day trips each year in KS3.

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
Educational Welfare Officer	Achieving for Children
Mental Health Systemic Therapist	CAMHS
External councillors	Achieving for Children
Education Inclusion Service	Achieving for Children
School Counsellor	Valley Trust
Diversity Ambassadors	Just Like Us

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.