

Pupil premium strategy statement

This statement details our academy's use of pupil premium (and the one-off recovery premium payment for the 2021 to 2022 academic year) funding to help improve the attainment and opportunities for our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in the next three years and the effect that last year's spending of pupil premium had within our academy.

Students attract Pupil Premium funding if they are:

- Eligible for Free School Meals (FSM)
- Have been eligible for FSM at any point in the last 6 years
- Looked after by local authorities and referred to as Looked-after children (LAC)
- Post looked-after children (post-LAC)

Schools do not have to spend pupil premium so it solely benefits eligible students. It can be used wherever the greatest need is identified. Using the funding to improve teaching quality is the most effective way to improve outcomes for both disadvantaged and non-disadvantaged students.

Academy overview

Detail	Data
Academy name	Chatham Grammar
Number of pupils in school	922
Proportion (%) of pupil premium eligible students	12%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Wendy Walters, Principal
Pupil premium lead	Katy Lutz, Assistant Principal
Trustee lead	Claire Allison, Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (this includes £310 for Service Pupil Premium SPP, we have 3 SPP students currently) £995 per student.	£107,915
Recovery premium funding allocation this academic year (one off payment) £145 per student	£16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£124,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve their potential across the curriculum.

The focus of our pupil premium strategy is to support any students deemed disadvantaged students to achieve that goal; including vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Academic Mentoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

The Pupil Premium allocation at Chatham Grammar is to improve education outcomes for our disadvantaged students. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that academy strategies focus on support for our disadvantaged students. This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students has been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in wider knowledge gaps across a range of subjects.</p>
2	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) eating disorders and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of social contact, enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. Many students (some of which are disadvantaged) currently require additional support with social and emotional needs from our counselling team.</p>
3	<p>Our observations and interactions with students suggest that some disadvantaged students are struggling with workload, resilience and revision strategies when faced with challenging tasks/assessments/exams.</p>
4	<p>Our attendance data over the pandemic indicates that attendance among disadvantaged students has been between 1.6 – 6.3% lower than for non-disadvantaged students.</p> <p>Since September 2021 8.9% of disadvantaged students have been ‘persistently absent’ compared to 5.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged student’s progress.</p>

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 attainment among disadvantaged students across the curriculum at the end of KS4 and KS5.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score in line with peers. • an EBacc average point score in line with peers. • a L3VA score in line with peers.
Improved resilience and self-management among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own workload. This finding is supported by homework completion rates across all classes and subjects.</p>

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent/carer surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being no more than 5.7% (NA), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 16.3% (NA) and the figure among disadvantaged pupils being no more than 2%% lower than their peers.

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

Budgeted cost: **£24,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New bespoke CPD and advocacy strategy implemented for teachers.</p>	<p>Teaching strategies for PP students focus on quality first teaching.</p> <p>Teachers trained on use of SMID data analysis to identify and support PP student group.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1</p>
<p>Developing resilience and mindfulness in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching mindfulness strategies to students can support independent learners.</p> <p>Staff trained to deliver mindfulness in curriculum lessons.</p> <p>https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf</p>	<p>2,3</p>

iPad one-to-one scheme – PP student uptake reviewed and individuals supported to ensure participation in the scheme.	Students who require additional financial support for participation in the scheme are identified and supported to take up device offer. https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/	1
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Targeted academic support

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Size of Personal Tutor groups was reduced to ensure smaller group and individual support for all students, to support mental wellbeing and sense of community.	https://www.hks.harvard.edu/sites/default/files/Academic%20Dean's%20Office/Guide%20to%20Small-Group%20Learning.pdf	2
Engaging with the National Tutoring Programme to provide a blend mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3

Wider strategies

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tiered counselling system with training for students mentors and a full time counsellor employed to support with mental wellbeing.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	2,3

<p>New house system to ensure students are supported by wider year groups.</p>	<p>http://whs-blogs.co.uk/teaching/role-house-system-play-modern-school/</p>	<p>2,3</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>Set up a breakfast club to ensure all students in need, start the day with a meal.</p>	<p>https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/#:~:text=Children%20who%20eat%20a%20complete,%2C%20comprehension%2C%20memory%20and%20learning.</p>	<p>2, 3,4</p>
<p>Changes to the site to support students' mental health and wellbeing and Little Lime, student social area, fitness room, student hub and prayer/meditation space.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2,3</p>
<p>Wide range of extracurricular opportunities available for all students, particularly disadvantaged; Artsmark, Green Team, CCF, DofE etc.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2,3,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £124,300

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 students in the 2020 to 2021 academic year.

Although the data cannot be validated as it was internal assessments during 2020/21 suggested that the performance of some disadvantaged students, although above the national picture was not as positive their non disadvantaged peers.

2021 - P8 0.48 for disadvantaged and overall P8 1.01

2021 - Year 13 (5 students) L3VA all 0.73, disadvantaged 0.11.

The picture was looking more positive during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by teachers using Edmodo..

Although overall attendance in 2020/21 was lower than in the preceding years for all students, although higher than the national average. At times when all students were expected to attend the academy, absence among disadvantaged students was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our observations, records and assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.