

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Chesterton Community Sports College
Number of pupils in school	904
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24 to 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	R Swindells
Pupil premium lead	S Waterhouse/K Dunne
Governor / Trustee lead	Roy Dutton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£280,350

# Part A: Pupil premium strategy plan

## Statement of intent

The school aims to ensure that all children 'be the best they can be' irrespective of their background. Our pupil premium strategy is designed to support disadvantaged pupil achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others and we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring which needs to be well planned and targeted on addressing the gaps in children's learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support, we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap. These plans are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Ensure that as a school our system closely monitor and track the progress made by individual disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Through assessment, we have found that there are many gaps in prior knowledge and misconceptions across a range of subjects. The delivery of crucial knowledge highlights that pupils do not always retain these fundamentals and the need for recap is essential.
2	Because of misconceptions, it is often seen that there is an inability to apply knowledge. Where knowledge is secure, it is often the case that pupils cannot apply this knowledge in their written and practical work, especially in the case of disadvantaged pupils. Knowledge needs to 'stick' before it can be applied otherwise the crucial knowledge becomes dysfunctional.
3	Lack of appropriate technological advice in the home to support learning has seen to be problematic. All pupils have access to technology, but it is often the case that they do not have support to access their learning at home due to the lack of understanding of parents and carers. Not all parents and carers are competent enough or confident enough to aid learning.
4	Lack of wider experiences due to finances or parental background. Many disadvantaged pupils have no opportunity to broaden their knowledge outside of school. We have seen a vast number of pupils who have never been on a holiday, travelled outside of Stoke on Trent (in some case Newcastle) or taken part in clubs or activities. These wider experiences have an impact on their subjects across the curriculum.
5.	Low self-esteem, and mental health challenges have increased since Covid-19. We are now dealing with pupils and their mental health more often than pupils and their academic progress and behaviour. Roles within school are

	now stretched to meet the growing need in this area (SENCO/Safeguarding/SLT line managers/admin staff). Disadvantaged pupils cannot access the same support at home and are therefore more affected in school.
6.	Independent learning and building resilience. Independent learning is very important in developing lifelong skills and can contribute significantly to our pupils' overall progress and attainment. This links to Post 16 choices. Disadvantaged pupils have been less likely to continue past 18 in further education due to lack of resilience, family support, lack of quality careers advice or more often than not, low self-esteem.
7.	Low reading and spelling ages in the disadvantaged groups is lower than those in other groups. This is mainly because these pupils have started at high school with little phonics and are already needing intervention in basic skills. Lack of parental skills to aid early development is a key factor that affects them.
8.	Attendance and punctuality are an issue in the disadvantaged group. In 2023-24 we saw that persistent absence was more prevalent in the disadvantaged group. The issues around not attending school link to lack of parent engagement and declining mental health.
9.	Having the correct uniform and equipment is very important to ensuring that children see themselves as part of the school. Discussions with parents of our disadvantaged children show that they sometimes find it challenging to purchase uniform or enforce structures at home to encourage the following of school policy.

## 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
Developing curriculum so that all pupils can readily access the crucial knowledge in all subjects, considering adaptive teaching for disadvantaged/SEN pupils.	Progress 8 and Attainment 8 data for Year 11 and end of year assessment data taken from school reports (Summer term) for other year groups. Pupil passports and targets achieved by disadvantaged pupils. Internal exam data.
iPad to be used by all pupils and staff so that all can access learning from anywhere, not just in school. Provide support for those parents (and pupils) who struggle with technology in the home.	Support meetings for parents of disadvantaged pupils. Parents evenings and through phone calls where there is lack of engagement. Tracking and monitoring of engagement. Isams to be used by more parents.
All staff to identify pupil groups when organising and delivering clubs and trips. We will track and monitor the experiences that all pupils have at CCSC but will be able to provide support where the needs of PP are not always being met – for example, we can	SLT have designed a new tracking system for staff to record activities. They will review all pupils taking part in events each half term so that we can provide names to staff

<p>easily identify which pupils are not accessing the experiences outside of the classroom and ensure they are targeted for events. All staff to be aware, record and evaluate pupil groups when organising events.</p>	<p>where pupils are missing out on opportunities (especially disadvantaged).</p> <p>Isams and the rewards system will also run reports throughout the year.</p> <p>The use of Unifrog for pupils to track their own experiences across curriculum and extra curricular.</p>
<p>Creative Learning Week for disadvantaged pupils heavily subsidised last year. We will evaluate the systems we had in place last year to provide extra/alternative opportunities for disadvantaged pupils (looking at the 'bigger' trips such as those abroad or residential)</p>	<p>CLW tracking of choices.</p> <p>Parental meetings.</p> <p>Staff identifying PP on their activities.</p>
<p>To achieve and sustain positive well being amongst pupils, particularly our disadvantaged pupils.</p> <p>Tracking of attendance often highlights issues around mental health. Shared with pastoral team and parents contacted to support. This allows us to see if there are wider problems at the cause – intervention and support can be implemented.</p>	<p>Pupil and parent surveys - share results with pastoral team and have conversations/support pupils who identify issues around mental health.</p> <p>Attendance data – especially persistent absences to improve.</p>
<p>The uptake of Music as an option subject has massively increased in the last two years but many pupils cannot afford the tuition that comes along with the course requirements. We will continue to support financially but this will obviously increase as the numbers have increased.</p>	<p>GCSE progress measures in the pupil groups.</p> <p>Assessment data tracking within the department.</p>
<p>Targeted reading through the identification of low reading (and spelling) scores across all year groups. Intake SATS data will also highlight those falling below standard on entry. Ensure that disadvantaged pupils are targeted through these interventions.</p> <p>Continue to focus on reading through prefect intervention, SORA app, reading in form time, weekly reading focuses through teaching and learning team and The Day subscription.</p>	<p>Test scores – reading and spelling tests are completed three times a year. All data shared with all teachers.</p> <p>SORA downloads. We are still the top school in the country for downloads.</p> <p>The Day figures.</p>
<p>Intervention for Key Stage 4 pupils with Lorna Lyttleton and Dawn Thompson, mainly on coursework subjects for disadvantaged pupils. The aim is to provide support for pupils struggling with many deadlines and for those who might not get the same level of support as other pupils.</p>	<p>Controlled assessment data. P8 and A8 figures for 2023-24.</p> <p>Department assessment data can be taken from teacher data inputs and reports – every term or after internal exams.</p>
<p>To ensure that all disadvantaged pupils are given the opportunity to experience Post 16 pathways. Good, quality advice from Mark</p>	<p>Post 16 tracking by SLT and pastoral team.</p> <p>Destination data by pupil groups.</p>

Stubbs and the careers team but to also engage parents in their journey.	NEET statistics. RONI fully supported and all in Post 16 education. Tracking of Post 18 data for future targets. Gatsby Benchmarks all at 100%
Reading and spelling tests as a whole school and shared with all staff so that teachers can use adaptive teaching to meet the needs of all pupil groups.	Test scores – reading and spelling tests are completed three times a year. Look for trends across pupil groups and intervene where support is required.
Encourage disadvantaged pupils to take part in sports inside and outside of school to promote a healthy lifestyle and positive well-being. PE department to record pupils not taking part in physical activity – look for patterns and link with SLT to report how disadvantaged groups are then encouraged to take part.	Tracking and Isams data (event logs for participation and neutrals or conduct logs for lack of involvement)

## 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: £70.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of staff in Modern Foreign Languages will provide extra staffing so that we can still offer languages (sometimes more than one) to all pupils at CCSC	Modern Foreign Languages is an important pillar in the EBac curriculum. DfE and Ofsted research shows that language learning is beneficial to all. <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-languages">https://www.gov.uk/government/publications/curriculum-research-review-series-languages</a>	1, 4
Recruitment of Science and Maths teachers to expand the curriculum	High quality specialist maths and science teachers are a national shortage. Ensuring that the curriculum areas are delivered by specialists enhances pupils experience.	1, 2
A member of the office staff has been promoted to Deputy Designated Safeguarding Lead. This is a new, additional role at CCSC due	High quality staff CPD is proven as essential to delivering improved standards.	5, 6, 7 and 8

to the increasing pressure upon the safeguarding team.		
CPD sessions for all staff (national college)	High quality staff CPD is proven as essential to delivering improved standards. National College training is endorsed by DfE as being most effective in this regard.	1, 2
Exam board CPD. A focus for all staff is to have more CPD provided by exam boards and where possible external.	High quality staff CPD is proven as essential to delivering improved standards. Ofsted research supports the approach that a well-planned and sequenced knowledge-based curriculum is the most effective approach to delivering high quality learning.	1, 2, 6 and 7
Primary Transition Leader – promotion of Laurie Weston to maintain and grow relationships with primary schools.	It is proven that the transition of pupils from primary to secondary has a potential for pupils to regress. It is also a highly stressful time for individuals. Smooth transition helps to eliminate this.	6

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

Budgeted cost: £114.611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tuition for LAC pupils	EEF toolkit evaluates research around additional targeted support.	1
Intervention packages	EEF toolkit evaluates research around additional targeted support.	1, 3, 7
Sora subscription – target groups so that reading levels increase.	DfE document the reading framework: <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a> This highlights the importance of developing a reading culture, reading for pleasure, and having a wide range of texts available to pupils. SORA statistics – our school has the highest downloads in all SORA schools (confirmed by SORA)	4, 7
All pupils have an iPad to be used for integrated home and school learning.	EEF toolkit highlights effectiveness of digital technology.  In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting.	3, 4

Development of alternative provision for pupils out at other places. Staffing is being structured so that we can use resources in house rather than alternative provision.	Mental health issues and anxiety are at record lengths. Finding quality suitable alternative provision for pupils is essential to ensuring that they still receive an education.	5, 8
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £95,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pupil and parent engagement	EEF suggests that parental engagement has a positive impact on progress.  Internal evidence from pupil and parent surveys shows the support for our activities, particularly amongst our disadvantaged families.	4, 5, 8
Rewards system to continue with an increase in attendance rewards	The principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5, 8
Rewards day heavily subsidised so that all pupils have an opportunity	DfE have identified the lack of wider cultural experiences as a particular barrier for disadvantaged children that affects their mental well-being, self-esteem, aspirations, and their attainment.	4, 5, 8
Creative Learning Week activities is also heavily subsidised to ensure that disadvantaged pupils have the same opportunity	DfE have identified the lack of wider cultural experiences as a particular barrier for disadvantaged children that affects their mental well-being, self-esteem, aspirations, and their attainment.  Internal evidence shows that this week gives our disadvantaged children unique opportunities.	4, 5
Post 16 – coach trips to colleges funded by the school. Raising aspirations in all pupils. Career events for the whole school	DfE guidance and evidence shows the importance of high-quality careers guidance and experiences are on children's futures. This is especially true for disadvantaged pupils.	5, 6

	<p>Recently published independent review of careers guidance reinforces our approach:</p> <p><a href="https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers">https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers</a></p>	
<p>Dawn Thompson has been give the role to identify pupil premium pupils (not on the RONI) list and assist with Post 16 applications. We recognised from work experience that there is a group of pupils identified who may struggle to access Post 16.</p>	<p>DfE guidance and evidence shows the importance of high-quality careers guidance and experiences are on children's futures. This is especially true for disadvantaged pupils.</p> <p>Recently published independent review of careers guidance reinforces our approach:</p> <p><a href="https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers">https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers</a></p>	5, 6
<p>Money allocated to the house system and competitions in school.</p>	<p>DfE have identified the lack of wider cultural experiences as a particular barrier for disadvantaged children that affects their mental well-being, self-esteem, aspirations, and their attainment.</p>	4, 5 and 6
<p>RSE days planned and paid for by the school. Outside visitors, companies, and speakers to broaden opportunities and cultural experiences of all pupils.</p> <p>Activities planned are around 5 key areas: Staying Safe, Mental Well-Being, Social Awareness, Healthy Relationships and Cultural Awareness.</p>	<p>Our surveys on impact of these days track the disadvantaged pupils to see responses and impact of experience, which shows that many have wider cultural experiences for the first time.</p> <p>DfE have identified the lack of wider cultural experiences as a particular barrier for disadvantaged children that affects their mental well-being, self-esteem, aspirations, and their attainment.</p>	4, 5

**Total budgeted cost: £280,350**

## 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 2023 to 2024 academic year.

External exam results for disadvantaged pupils showed positive improvement and progress. Early indications show that Progress 8 figures for disadvantaged pupils have improved from the 2022 and 2023 data.

- Progress 8 Data – Pupil premium is -0.18 (-0.1 is everyone so the gap is very small) compared to non-pupil premium +0.07. This is an increase on last year.
- Progress 8 score in Ebacc for PP pupils is -0.06
- 63.4% of disadvantaged pupils entered for the English Baccalaureate, this is higher than previous national average for all pupils and is considerably higher than the national average of non-disadvantaged pupils (44.7%)
- The average attainment 8 score for disadvantaged pupils was 38.9 so this has increased from last year when it 38.54.
- 55% of disadvantaged children gained a standard pass (grade 4 or higher) in English at GCSE.
- 64% of disadvantaged children gained a standard pass (grade 4 or higher) in maths at GCSE.
- 91% of disadvantaged pupils were entered to study a Language (Spanish), 41% achieved a grade 4 or above.
- NEET statistics are in line with national average and authority average.
- Growth in apprenticeships route
- The range of activities on offer was outstanding with all subjects offering at least one curriculum trip, extra-curricular and booster sessions. Most boosters were targeted for pupil groups and intervention put in place. These were monitored to ensure that disadvantaged pupils took up these opportunities.

Creative learning week was heavily subsidised so that all disadvantaged pupils had an opportunity away from the classroom.

Rewards day – 96% qualified – 780 pupils went out on school trip (Alton towers, Chester Zoo, and playhouse). Heavily subsidised and many of the disadvantaged pupils were paid for in full. The Year 7 Creative Learning Week in Sport was fully funded by the school ensuring all disadvantaged pupils could participate fully.

Through pupil surveys, parent surveys and staff conversations, there was a clear need to support disadvantaged children socially as well as academically. Getting pupils into school was a huge success, with attendance figures for disadvantaged children being

above the national average. Many of the strategies had a real impact and were bespoke to the individual family and pupil's needs. The pastoral team worked with parents and the attendance team tracked and monitored so that more families were gaining support.

There was a huge uptake for out of lesson, extra-curricular activities, and trips with disadvantaged pupils. This engagement not only improved pupils' self-esteem and social skills, but this fed into lessons and the extremely positive relationships and attitudes around school.

More pupils have taken music as an option and pupil premium money is being spent on these pupils having lessons outside of the curriculum to enhance their skill.

Parents comment on how pupil premium is spent and have positive feedback in parental surveys.

Reading was a big focus for the last year, through the curriculum and also out of hours engagement. Reading ages have increased for disadvantaged pupils overall by 1.2 years, which is very positive. We will continue to drive this forward, moving forward and expand the strategy. The SORA app is used by all pupils and the company have even asked us for our strategy as we are the leading school in downloads,

## 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