

## 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	Chipping Sodbury School
Number of pupils in school	671
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs K Turner
Pupil premium lead	Mr David Hinkins
Governor / Trustee lead	Amanda Suart

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,565
Recovery premium funding allocation this academic year	£17,812
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	£154,377

## Part A: Pupil premium strategy plan

### Statement of intent

- At Chipping Sodbury School, we believe that the highest possible standards can be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).
- The PPG was created to provide funding for three key areas:
  - Raising the attainment of disadvantaged pupils and closing the gap with their peers.
  - Providing funding for LAC and previously LAC (PLAC).
  - Supporting pupils with parents in the armed forces. This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

### Challenges

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

Challenge number	Detail of challenge
1	To identify any gaps in knowledge and progress caused by Covid19 between disadvantaged and non-disadvantaged students
2	To improve the attainment & progress of disadvantaged students so that it at least matches that of their non-disadvantaged peers
3	To improve the literacy skills of disadvantaged students with a focus on reading to ensure their achievement is at least in line with their non-disadvantaged peers and exceeds performance of disadvantaged students nationally
4	To improve the attendance, behaviour and engagement of disadvantaged students so that they can make better progress, participate in school life and transition positively into further education, training or employment with training.
5	<b>Teaching Priorities for 2021 - 2022</b> <ul style="list-style-type: none"><li>• Embed high-quality, and timely, feedback on students' work. Use of individual and whole class feedback. Focus on Medium Term plans, Long Term Plans and sequencing of work.</li></ul>

	<ul style="list-style-type: none"> <li>• Provide comprehensive Catch Up measures including assessment of present student tracks, development of extensive targeted interventions including small group work and additional sessions. Support materials for all.</li> <li>• Increase specialist staffing in Maths and English to facilitate developments and improve attainment in both subjects. Recruit tutors for interventions.</li> <li>• Literacy issues and engaging disadvantaged students in their own learning.</li> </ul>
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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
All staff have high expectations and aspirations for DA pupils and are equipped with strategies in their teaching to support pupils in meeting these expectations.	DA pupils will have high targets and be supported in meeting these targets. They will be monitored throughout the year and support implemented in a timely and appropriate way.
DA pupils identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, including for GCSE year.	Identified DA pupils in each year group who have been significantly affected by school closure in terms of academic progress. Implement strategies to support pupil, including interventions, support interviews and mentoring. Maintain a narrow gap between DA and non-DA pupils in GCSE assessments at the end of the year.
Providing pupils with wider experiences to build self-confidence and skills of independence.	Pupils feel confident in their learning. Pupils are able to learn independently.
Pupils are well supported in planning for their future beyond CSS, with a focus on KS4.	Engaging with the Future Frontiers programme Careers guidance and support with WEX. No Year 11 DA pupils becoming NEET at the end of the year.

## 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 support for the academic year (for example, CPD, recruitment and retention)

**Budgeted cost: £8,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed high-quality, and timely, feedback on students' work. Use of individual and whole class feedback. Focus on Medium Term plans, Long Term Plans and sequencing of work.	All staff recognise and accept that the vast majority of students' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.	2, 5
Provide comprehensive Catch Up measures including assessment of present student tracks, development of extensive targeted interventions including small group work and additional sessions. Support materials for all.	Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Staff take responsibility for determining the additional resources that students need in order to achieve well. Appropriate requests for resources are met quickly so that students can make the quickest possible progress.	1, 5
Increase specialist staffing in Maths and English to facilitate developments and improve attainment in both subjects. Recruit tutors for interventions.	Ensuring all students are receiving the appropriate numeracy and reading strategy intervention and engaging.	2, 5
Literacy issues and engaging disadvantaged students in their own learning.	The development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Students with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged students with literacy difficulties, the Pupil Premium.	2, 3, 5

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

**Budgeted cost: £108,125**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Improve the quality and consistency of teaching, learning and assessment	Ensuring that the learning needs of individual students are being identified and supported.	1, 5
Deliver intervention programmes for literacy and numeracy	EEF and Sutton Trust emphasise the need for increased research within schools to find the most effective way of improving attainment and progress of DA pupils.	2, 3
Improve reading, vocabulary acquisition, structured talk and writing in lessons	Develop and embed the <b>Literacy Legends</b> reading strategy across all ages and ability levels.	2, 3
Increased staffing in curriculum allows for smaller class sizes and a varied and ambitious curriculum offer.	Social Stratification Theory research.	5

**Wider strategies for the current academic year (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £20,140**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Year 11 DA pupils are supported in achieving their targets. DA support interviews at start of year to gather information, including access to resources at home. Year 11 PPL's to ascertain how and what further support is needed for individuals. Close monitoring of data at each data drop and	Evidence that DA pupils and those with turbulent home situations are likely to have fallen further behind their peers during the school closure due to Covid-19 (EEF).	1. 2, 4

mocks to ensure we are supporting the right students in a timely and effective way. Study Support & tuition in English, Maths and Science. Easter Revision School.		
Provide equipment, uniform, food tech resources, trips, laptops and devices to DA pupils, especially those in KS4.	Evidence shows that the pandemic and resulting school closures widened the attainment gap between PP and their peers. This was in part due to lack of devices and resources at home for PP pupils.	4
Well Being Support	Wellbeing support is of crucial importance for the overall health of a student as well as to support their academic achievements.	4
Pupil Support Provision		4
T and L leads TLRs	EEF suggests that high quality teaching strategies are the most effective way of supporting pupils and narrowing gaps	1, 2
DA support interviews with PPLs (cover costs)	These interviews provide us with invaluable data and information about every individual DA pupil and therefore we are able to tailor support.	1, 2
Alternative Academic Off-Site Support	When appropriate these provisions can provide a smaller setting for pupils to receive smaller group or one to one support which has shown to be effective.	4
PP breakfast study sessions (including paying subject specialists to run sessions) in the ARC	These sessions ensure that pupils have food in the morning at the same time as allowing for small group intervention, which the EEF suggests can be an effective strategy.	4
Careers support through WEX	As DA pupils are more at risk than their peers of becoming NEET or at least not having the same aspirations for further education, career and guidance support is crucial in ensuring they find the right pathway.	4
Music Tuition	Expanding co-curricular experiences and skills helps to develop self-confidence in pupils and is part of our drive to raise aspirations of DA pupils.	2, 4
PPLs role		1,2,3,4,5.

**Total budgeted cost: £136,565**

## 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.

1. Attainment of disadvantaged students at GCSE										
Progress measure:	2018		2019		2020*		2021*		National Averages*	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Standard Pass in English and Maths (≥ Grade 4)	45.45%	67.14%	21.1%	76.4%	75%	83.5%	55.6%	84.3%	45%	72%
Strong Pass in English and Maths (≥ Grade 5)	23%	46%	10.5%	53.9%	35%	42.1%	33.3%	58.3%	25%	50%
Progress 8	-0.82	-0.1	-1.04	0.1	0.02	0.52	---	---	-0.44	0.13
Attainment 8	31.11	46.2	2.7	5.1	4.77	5.09	3.8	5.4	3.67	5.01

\* Unvalidated scores from 'Go4Schools' data management system – no data published by DfE due to Covid-19 school closure; National Averages are from 2019 as no new data is published for 2020 or 2021

2. Destinations of disadvantaged students leaving Year 11										
Number of students entering in to:	2018		2019		2020		2021*		National Averages*	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	% All students	
Full time education	15	59	17	83	18	103	16	102	90.4%	
Apprenticeship or employment with training	1	8	4	4	2	10	2	8	4.7%	
Employment without training	0	3	0	0	0	1	0	1	0.6%	
Other	0	0	0	0	0	1	0	0	---	
Not in education, employment or training	0	0	0	1	0	0	0	4	2.1%	

\* provisional as at May 2021

\* from 2019-20

## 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

## 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.*