

Pupil premium strategy statement – Chulmleigh Community College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Michael Johnson, Executive Headteacher
Pupil premium lead	Kelly Dighton, Academy SENDCo
Governor / Trustee lead	Steve Baber, Chair of Directors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,804
Recovery premium funding allocation this academic year	£ 33,948
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 6, 275
Total budget for this academic year	£189,027

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, 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 pupils 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 school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	Gaps in understanding in Maths
2	Gaps in understanding in English
3	Gaps in understanding in all other subjects
4	Motivation issues – leading to SEMH concerns, wellbeing and low self esteem
5	Attendance

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 pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths and English.	<p>By the end of our current plan in 2022/23, more disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score above National Average • an EBacc average point score above National Average • GCSE Maths and English at grade 4 or above
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils reducing, and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent among disadvantaged pupils being no more than their peers.
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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: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>STAR and CAT</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1, 2,3
<p>Filling gaps in understanding for English (literacy)</p>	<p>Specialist intervention teacher to deliver and coordinate intervention across all years Accelerated Reader reading scheme to promote and improve reading across year 7 to 10</p> <p>Professional Development (in house) training for all staff in supporting and improving literacy-teaching skills to improve literacy for all</p> <p>Additional intervention specialists to deliver extra KS3/KS4 literacy programmes</p>	2
<p>Developing self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching self-regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment.</p>	4, 5

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

Budgeted cost: £ 60,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils 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 Teaching in small groups	1,2,3
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.	1,2,3

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

Budgeted cost: £ 43,777

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Motivation – wellbeing, low self-esteem and SEMH</p>	<p>Tutor lead PP enrichment tracking system to facilitate engagement with the wider school community Music lessons contributions to help PP pupils access musical tuition which supports learning and self esteem LAMDA drama events supported by teaching staff to develop confidence in young people Careers education and guidance (in house) to develop aspiration Educational welfare officer support in meetings to develop good attendance Peer mentoring programmes between pupils to foster confidence and community Recognition and reward systems including house points, scholar awards and trips to acknowledge individual effort Careers South West appointments for post 16 transition and aspiration</p>	<p>4.5</p>
<p>Attendance</p>	<p>Educational welfare officer engagement at meetings Educational welfare administration time to organise meetings to and develop and maintain good attendance. Attendance administration to keep parents up to date with pupils' attendance and warn of attendance issues</p>	<p>5</p>

Total budgeted cost: £ 189, 027

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Motivation – wellbeing, low self-esteem and SEMH	LAMDA
Careers advice	Careers South West Focus.