

## 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	Chew Valley School
Number of pupils in school	1008 - Y7-11 148 - Y12-13 1156 total
Proportion (%) of pupil premium eligible pupils	206
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	24/11/21
Date on which it will be reviewed	24/11/22
Statement authorised by	Gareth Beynon
Pupil premium lead	Hannah Kenyon
Governor / Trustee lead	Derek Holloman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,012
Recovery premium funding allocation this academic year	£24,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,063
<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	£200,580

# Part A: Pupil premium strategy plan

## Statement of intent

The Chew Valley vision and values (as put together by the governing body having had contributions from the whole school community) clearly outlines the intention of the school. Namely, within this;

Disadvantaged students have access to the highest quality teaching and learning in the classroom, complemented by a whole school support package that routinely challenges potential barriers to learning so that they can achieve their full potential

Disadvantaged students have access a broad and balanced curriculum which enables them to develop rich knowledge and gain valuable experiences so that they grow into confident, resilient, imaginative and responsible members of society.

This also includes access to the Chew Valley Guarantee so that students gain cultural capital, experience interesting, engaging and fun moments that they can build upon in future life.

Therefore the pupil premium spend at Chew Valley School will enable students to better access all that is mentioned.

## Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes for disadvantaged students over recent years have been consistently below average confidence limits for their associated cohorts
2	Whilst overall attendance has improved in line with national average, PA of disadvantaged students remains below
3	SEMH needs have been identified nationally for all students following COVID19 and successive lockdowns. The impact of this needs to be assessed and appropriate intervention provided, acknowledging disadvantaged students may have been disproportionately affected.
4	Upon entry, a proportion of our disadvantaged students have reading ages significantly below their chronological age.
5	Our most economically disadvantaged students lack access to electronic devices, physical materials and equipment required for academic success
6	Multiple online platforms are currently used by parents, students and teachers to access resources which has led to some parents and students feeling

	disconnected or confused about how to best approach their learning or support their child's learning.
7	Students joining Chew Valley School come from a large geographical area, with over 30 feeder schools. This means they also come with a wide variety of socio-economic backgrounds (from the poorest in the country to the wealthiest). This means on entry, cultural experiences and the relationships each family have with education can vary greatly. In addition, the location of our students homes produces barriers to access to the school beyond the school day.

## 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 overall Attainment and Progress 8 outcomes for all disadvantaged students eligible for the pupil premium	<p>The outcomes for successive future cohorts to have improved so that they are within the average confidence limits for the whole cohort.</p> <p>For the percentage of disadvantaged students gaining Grade 5 or above in English and Maths to be in line with similar schools nationally.</p>
Significant reduction in Persistent Absence of disadvantaged students	<p>Overall attendance and PA for disadvantaged students in line with national figures.</p> <p>Making use of fast response and a robust follow up to ensure the student is supported to attend school or a provision that best suits their needs.</p>
Improvement in the literacy levels of disadvantaged students during Key Stage 3 to prepare them for the requirements of Key Stage 4	Reading gaps identified upon entry have been closed significantly during KS3.
To significantly reduce the gender gap in relations to Attainment and Progress 8	The performance of disadvantaged boys across the school will improve in line with national figures
Quality First teaching that is even more responsive to the needs of the students in the classroom and is consistently good across the whole school	<p>Teachers always have high expectations.</p> <p>Learning is scaffolded so that no student is restricted in their progress.</p> <p>Teachers are regularly modelling their thought processes so that they are explicitly teaching metacognitive and self-regulatory strategies to disadvantaged students.</p> <p>Teachers make good use of available data to meet the needs of the students in their classroom</p>

	Positive relationships can be seen in every aspect of school life.
Disadvantaged students have access to and participate in all co-curricular, house and enrichments activities such as music lessons, Duke of Edinburgh, educational visits, activities' week and cultural opportunities	<p>Disadvantaged students at Chew valley School have completed the Chew Valley Guarantee</p> <p>There is significant increase in uptake of the co-curricular offer by students eligible for the pupil premium.</p> <p>PASS data indicates greater affiliation to school</p> <p>Exclusion rates continue to fall and are consistently below national average.</p> <p>Students are proud to be members of Chew Valley School.</p>
Barriers to electronic devices, physical materials and equipment required for academic success are removed for our most economically disadvantaged students.	All students with FSM have access to a laptop for home learning.
Timely, tailored interventions and packages of support are offered to those students who require support for personal, social, careers and emotional development.	Effective use of new technology (class charts and provision mapper) is embedded to track, monitor and assess the needs of all students

## 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: £ 71,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the Chew Valley Learning Cycle so that there is a consistent approach to lesson planning and delivery. (Whole school training, bespoke coaching packages, relevant resources)</p>	<p>Chew Valley learning cycle puts significant focus on modelling their own thought processes, explaining their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress over the course of a year),</p>	<p>1, 7</p>
<p>Embed the use of class charts and provision mapper in all lessons (whole school training and “top up” training for individuals)</p>	<p>Increased teachers’ knowledge and understanding of their students and their influences (behavioural)</p> <p>Enhancing positive relationships between students, teachers, and home through the real time rewards options.</p> <p>Improved school communications to encourage positive dialogue about learning.</p> <p>Improved knowledge of need and relevant interventions through provision mapper to inform planning.</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress</p>	<p>1, 3, 6, 2</p>
<p>Establish a whole-school strategy to address the vocabulary gap for disadvantaged students (research and implementation by appointment of literacy</p>	<p>Oral language interventions such as targeted reading aloud and book discussion with students; explicitly extending students’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction can</p>	<p>1, 4, 5</p>

and challenge co-ordinators)	have a high impact on pupil outcomes of 6 months' additional progress.	
Increase leadership capacity in English and Maths to drive improvement on the quality of teaching and learning for key groups of underperforming disadvantaged students.	Assessment used effectively to match students to appropriate types of intervention, and to monitor the impact of interventions	1
The role of Y11 Support co-ordinator created to support revision and independent study through the tutor programme and during revision sessions after school.	Support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	1, 7
Removal of SENCO teaching load to develop the role of teaching assistants and embed provision mapper	<p>Where teaching assistants are trained to deliver an intervention to small groups or individuals the impact can be high.</p> <p>In addition, ensuring in class support supplements teaching and supports high-quality interactions disadvantaged students have with their classroom teacher both in and out-of-class.</p> <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.</p> <p>School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> <p>An effective leader is therefore essential to facilitate this work.</p>	1, 3, 4
Access (pupil premium) co-ordinator – MPS teacher 0.5	Run the after school tutoring club Home school liaison work. Parental engagement	1, 2, 5 and 7
Behaviour Support manager	Targeted behaviour intervention	3 and 7
Transition co-ordinator	Targeted SEMH support/emotion coaching	3 and 7
KS3 culture and values co-ordinator	Targeted support with regard to affiliation and participation.	7

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

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, online, after school tuition – targeted support for students that are identified as having low prior attainment or struggling in particular lessons	Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.  EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	1, 7
Creation of after school club/tutoring room for online learning in school and transportation	Evidence indicates impact of NTP greater when there is a consistent engagement and link back to teaching staff in school.	1, 7
Reading comprehension interventions provided for all students in Year 7 and 8 for low attaining disadvantaged students to develop students' ability to read complex academic texts	Reading comprehension strategies are high impact on average (+6 months). Progress of lowest ability readers upon entry have made significant progress using corrective reading programmes over recent academic years.	1, 4
Provision of laptops for all Year 7 and new students who are eligible for FSM	Improved accessibility of home learning to disadvantaged students and their parents	1, 5, 6, 7
Provision of physical learning materials and equipment available for all disadvantaged students to support academic learning both in school and at home	Improved accessibility to learning for disadvantaged students	1, 5, 6, 7
Alternative provision packages for KS4 students at risk of school refusal or exclusion	Tailoring the curriculum to meet the needs of all students is necessary due to physical and mental health and or identified additional need	1, 3 and 2
Direct resourcing of refocus (EXIT) room to support behaviour	Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more	1, 3, 7

interventions at point of need	challenging behaviour, the approach should be tailored to individual needs.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access co-ordinator to work with all disadvantaged students and parents to ensure frequent use of the class charts app and SchoolCloud	Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.	4, 7
Embed and ensure school wide use of Provision Mapper to track and monitor the impact of interventions	Supports leaders and teachers to understand the assess the need and impact of intervention.  Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload	1, 4
Reintroduce FSM attendance incentive strategy for those with previous PA	Attendance for FSM students is below whole school and extrinsic motivation for this cohort to improve attendance in the short term	2
All eligible disadvantaged students given access to IntoUniversity	Raising aspirations and access to effective study skills training enhancing understanding of metacognition.	1, 7
Establish a physical wellbeing centre on school site	Improvements to the physical environment i.e. furniture and displays to encourage use and sense of purpose.	3
Daily "drop in" provided by the student Wellbeing Manager	Sessions available everyday for all students to access SEMH support	3
Peer mentors trained effectively by MentoringPlus and OTR	Sessions available everyday for all students to access SEMH support	3



to meet the needs of a diverse school community – specialist training to support LGBTQ+ and BAME students	Targeted intervention for some students.	
Enhanced provision and budget for House championship events and meaningful rewards	Improves the quality and range of approaches used to develop a positive school ethos which will support greater engagement in learning	1 and 3
The completion of the PASS survey by all students	Improves knowledge and understanding of students to ensure more timely intervention and tailor support for the needs of individuals and groups.	3
Bristol Bears – Brightsparks programme, Bears in mind and Grassroutes programmes available for KS3 students	Behaviour interventions seek to improve attainment by reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. These are specialised programmes which are tailored to support the needs of students. All approaches aim to developing a positive school ethos and improve discipline across the whole school which in turn supports a greater engagement in learning;	3 and 7
Employment of an Education Welfare Officer 1 day per week, (Noble education)	Targeted support for PA students and their families. Home visits and regular contact aimed at breaking down any barriers to attendance.	1 and 2
Unifrog	Online careers platform and support used to support students through transition and develop a greater understanding of careers and opportunities to ensure they are on the right pathways and that they are not NEET	1 and 7
NGRT	Reading age assessment used to establish need for intervention	1 and 4
Hegarty Maths	Online maths programme used to support in students both in class and as part of their independent study. Closely monitored by class teachers	1
OTR on site counselling 1day per week	Targeted intervention for students with complex SEMH needs who are either waiting external support or struggling to meet thresholds.	3

MentoringPlus – 1 and ½ days per week	Targeted intervention for high needs students currently in Hospital Education, not attending full time and/or accessing alternative provision.	1, 2 and 3
Careers advisor and WEX support/futurequest	Targeted careers support, guidance and associated workshops for students approaching transitions to develop a greater understanding of careers and opportunities to ensure they are on the right pathways and that they are not NEET. WEX support enables all students to safely access work experience in Year 10	1 and 7
Music and LAMDA lessons	Access to 1:1 sessions	7

**Total budgeted cost: £ 200,900**

## 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.

Due to Covid-19, there is no school level educational performance data was published for 2021

Overall attendance across the school has improved. Attendance for pupil premium students has increased in relation to this from 90.76% in 2018/19 (term 1-5) to 92.62% in 2019/20 to 93.11% in 2020-21. Unauthorised absence has also dropped from 2.87% in 2018/19 to 2.02% and 1.51% in 2020-21.

No NEETS (2020/21)

1:1 Pastoral support was provided on a weekly basis to all disadvantaged students throughout lockdown.

No EHE decisions for pupil premium students following lockdown.

All pupil premium students had access to 1:1 tutoring via NTP

All pupil premium students had access to an appropriate laptop to ensure access to online learning during lockdown.

All FSM students have been provided with an appropriate laptop to support home learning throughout their time at Chew Valley School.

The appointment of a full-time student wellbeing manager gave students access to SEMH support throughout lockdown.

### 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
Brightsparks	Bristol Bears community foundation <a href="https://www.bristolbearsrugby.com/our-community/programmes/bright-sparks/">https://www.bristolbearsrugby.com/our-community/programmes/bright-sparks/</a>

Academy21 online courses	<a href="https://academy21.co.uk/">https://academy21.co.uk/</a>
Construction courses 14-16	Rocksteady training, Bristol <a href="https://rocksteadytraining.com">https://rocksteadytraining.com</a>
Impact mentoring	<a href="https://www.impactmentoring.co.uk/">https://www.impactmentoring.co.uk/</a>