

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year) 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	1044 - Y7-11
Proportion (%) of pupil premium eligible pupils	17.6% (184)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (this is year 3 of 3)
Date this statement was published	15/12/23
Date on which it will be reviewed	15/12/24
Statement authorised by	Gareth Beynon
Pupil premium lead	Hannah Kenyon
Governor / Trustee lead	Derek Hollomon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,015
Recovery premium funding allocation this academic year	£49,404
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,419

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 to 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.

In addition to the above, Chew Valley School recognises the value of reading and the importance of a wide vocabulary base for disadvantaged students to thrive in the classroom.

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 may 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 can produce barriers to access 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	The outcomes for successive future cohorts to have improved so that they are within the average confidence limits for the whole cohort. For the percentage of disadvantaged students gaining Grade 5 or above in English and Maths to be in line with similar schools nationally.
Significant reduction in Persistent Absence of disadvantaged students	Overall attendance and PA for disadvantaged students in line with national figures. 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.
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 relation 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	Teachers always have high expectations. Learning is scaffolded so that no student is restricted in their progress.

	<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> <p>Positive relationships can be seen in every aspect of school life.</p>
<p>Disadvantaged students have access to and participate in all co-curricular, house and enrichment activities such as music lessons, Duke of Edinburgh, educational visits, activities' week and cultural opportunities</p>	<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>Qualitative 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>
<p>Barriers to electronic devices, physical materials and equipment required for academic success are removed for our most economically disadvantaged students.</p>	<p>All students with FSM have access to a laptop for home learning.</p>
<p>Timely, tailored interventions and packages of support are offered to those students who require support for personal, social, careers and emotional development.</p>	<p>Effective use of new technology (ClassCharts and provision mapper) is embedded to track, monitor and assess the needs of all students.</p>

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: £ 106,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to 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>Continue to embed the use of ClassCharts 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>Embed the whole-school reading strategy to address the vocabulary gap for disadvantaged students (research and implementation by appointment of literacy and challenge co-ordinators)</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 have a high impact on pupil outcomes of 6 months’ additional progress.</p>	<p>1, 4, 5</p>

<p>Continue to develop the role of support staff and teaching assistants to use Boxall profiling to target interventions and measure impact, plus embed the use of provision mapper</p>	<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>	<p>1, 3, 4</p>
<p>Develop the role and responsibilities of Exit room support workers to deliver appropriate intervention and measure impact through Boxall profiling</p>	<p>Targeted behaviour intervention</p>	<p>3 and 7</p>

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

Budgeted cost: £ 81,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 (through HLTA for literacy and the staff in library team)</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Progress of lowest ability readers upon entry have made significant progress using corrective reading programmes over recent academic years.</p>	<p>1, 4</p>

Numeracy interventions provided by HLTA for numeracy for low attaining disadvantaged students to develop students to access gaps in their knowledge	EEF “Improving mathematics in Key Stages 2 and 3” recommendation 7 – Use structured interventions to provide additional support.	1, 2
Laptop audit of current FSM students to ensure provision of laptops for new students and those that need one	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, 2
Direct resourcing of refocus (Exit) room to support behaviour interventions at point of need	Universal behaviour systems are unlikely to meet the needs of all students. For pupils with more challenging behaviour, the approach should be tailored to individual needs.	1, 3, 7

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

Budgeted cost: £ 53,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliberate focus on EBSA as part of revamped process to intervene with persistent absence - Employment of an Education Welfare Officer 1 day per week, (Noble Education)	Attendance in school allows access to learning. Targeted support for disadvantaged students and their families with a pattern of PA. Home visits and regular contact aimed at breaking down any barriers to attendance.	2

Whole staff training on trauma informed practice	Raising awareness among all staff about the wide impact of trauma prevents the re-traumatisation of students in school settings allowing them to feel safe and secure, have a sense of belonging and in return better access the curriculum and the learning experience available to them so that they can thrive and achieve.	1, 2, 3, 7
Transition co-ordinator and wider pastoral team to work with all disadvantaged students on transition, 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
All eligible disadvantaged students given access to IntoUniversity	Raising aspirations and access to effective study skills training enhancing understanding of metacognition.	1, 7
Daily "drop in" provided by the student Pastoral support and safeguarding officer	Sessions available every day for all students to access SEMH support.	3
Peer mentors trained appropriately to meet the needs of a diverse school community – specialist training to support LGBTQ+ and BAME students	Sessions available every day for all students to access SEMH support. Targeted intervention for some students.	3
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

Bristol Bears – Brightsparks programme, Bears in mind 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 develop a positive school ethos and improve discipline across the whole school which in turn supports a greater engagement in learning.	3 and 7
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
STAR Reader Assessment	Reading age assessment used to establish need for intervention.	1 and 4
SPARX Maths	Online maths programme used to support students both in class and as part of their independent study. Closely monitored by class teachers.	1
OTR on site counselling 1 day per week	Targeted intervention for students with complex SEMH needs who are either awaiting external support or struggling to meet thresholds.	3
Mentoring Plus – 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	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. Targeted sessions for Year 7 - aim is to develop a positive school ethos and improve discipline across the whole school which in turn supports a greater engagement in learning.	7

Introduction of ACE programme	Outdoor activities programme for Year 7 disadvantaged students - aim is to develop a positive school ethos and improve discipline across the whole school which in turn supports a greater engagement in learning.	3 and 7
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Total budgeted cost: £ 241,419

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 2022 to 2023 academic year.

The Chew Valley learning cycle and the importance of disciplinary literacy is understood by all staff and has created an environment where the class teachers are aware of the importance of the consistency needed to deliver quality first teaching. Staff regularly model the thought processes, explain their thinking and promote and develop metacognitive talk related to lesson objectives. This is evidenced by external reviews and internal quality assurance work.

Staff training/CPD and appraisal objectives reflected this focus and in addition all staff had an appraisal objective for 2022-23 focussed on disciplinary literacy, raising the profile.

There is also raised profile of literacy in all lessons. Students are now reading on a daily basis in a calm, focussed atmosphere during tutor time and library lessons for Year 7 and 8. Students are increasingly being able to articulate the importance of reading through tutor time literacy activities and the increased focus in lessons. Again, this is evidenced by external reviews and internal quality assurance work which includes student voice.

In addition to our HLTA for literacy receiving specialist training, an increased number of staff are also trained to deliver literacy interventions, increasing the range of the offer and the flexibility of when these can be delivered, allowing for an increase in numbers of students accessing the support. These staff have also trained and introduced reading buddies that are supporting students every week in library lessons.

The changes to the school library have been embedded, further raising its profile as a key hub of the school. The intervention space in the Mezz area of the library is now a well-established and purposeful space for intervention. Further intervention space has also been created in the Learning support block.

Whilst the gap has not widened significantly, progress and attainment outcomes for certain disadvantaged students continues to be challenging. However, the school has been recognised externally as having a very calm and orderly community. Staff have high expectations of students' behaviour and, as a consequence, students mostly live up to them. Students listen to their teachers and peers and show consideration for others. Leaders implement the behaviour policy fairly and consistently. As a result, poor behaviour is rare. The school's curriculum and culture create a positive

environment where discrimination and derogatory language are not tolerated. Students feel able to be themselves at the school and are therefore open about their personal beliefs. These outcomes are a direct result of the emphasis placed on SEMH and the wider strategies for both well-being and behaviour and over time, research suggests the impact of this work should be evident in academic outcomes.

PA for disadvantaged students remains challenging. Whilst this does reflect the national picture, the school is aware of the need for the attendance of these students to continue to improve. The strategy amendments in 2022-23 reflected this with an updated model to ensure we support students with regards to their attendance and EBSA, alongside the whole school focus on trauma informed practice to foster that sense of belonging. Overall attendance is improving and is above average. The school has been praised for this work and the good practice regarding the approach has been acknowledged by the Department for Education.

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 and Bear in Mind	Bristol Bears community foundation https://www.bristolbearsrugby.com/our-community/programmes/bright-sparks/ https://www.bristolbearsrugby.com/our-community/programmes/bear-in-mind/
Academy21 online courses	https://academy21.co.uk/
The Alternative Learning Provision Bristol	ALP Bristol
MIAG alternative provision	https://www.miag.co.uk
Empire Fighting Chance	https://www.empirefightingchance.org