

School Overview

Metric	Data
School name	Nicholas Chamberlaine School
Pupils in school	1203
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£291,000
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	October 2020
Review date	September 2021
Statement authorised by	P Merrell
Pupil premium lead	M Smith
Governor lead	Anne Powell

Disadvantaged Pupil Performance Overview for Last Academic Year (Centre Assessed Grades)

	2020
Progress 8	-0.6
Attainment 8	33.41%

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
<p>Improve the quality of teaching to improve outcomes and raise aspiration.</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” EEF</i></p>	<p>Pace of learning has increased in all faculties.</p> <p>Departments collaborate effectively to use formative and summative assessment.</p> <p>Assessments are used to plan future lessons and to personalise the curriculum.</p>	Sept 21
Attendance	Improve attendance to close the gap between disadvantaged students and their non-disadvantaged peers.	Sept 21
<p>Support disadvantaged students to achieve their potential; increasing % of PP pupils achieving 4+ / 5+.</p> <p><i>“Evidence consistently shows the positive impact that targeted academic support can have,</i></p>	Individualised and targeted support for PP students who are at risk of not meeting ambitious and stretching targets.	Sept 21

<p><i>including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” EEF</i></p>	<p>Interventions and support evaluated regularly and revised to meet needs. Access the local offer to further support PP families – Place to be, multi-agency meetings to discuss individual student performance/need. Class teachers know students, differentiate/ personalise in lessons and understand how to target academic support and ensure maximum progress. Teaching assistant support is targeted and evaluated for effectiveness twice per cycle.</p>	
<p>Ensure disadvantaged students have full access to all opportunities at school and all barriers removed</p> <p><i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.” EEF</i></p>	<p>Individualised and targeted support for our c350 PP students whose attendance, engagement and achievement may be impacted by barriers to learning: material, physical and emotional. Access to activity clubs, Wide Horizons, and enrichment increased –data analysed with PP student take up at least in line with non-PP peers.</p>	<p>Sept 21</p>

Teaching Priorities for Current Academic Year

Measure	Activity
Priority 1 Teaching and Learning	To provide high quality professional development for teachers to improve the quality of teaching for all students focussing on personalisation, pace, expectation, and feedback.
Priority 2 Performance Management	Robustly support teacher performance with regular coaching, scaffolding, CPD, and planning meetings. Hold colleagues to account for personalised improvement targets through regular 1:1 meetings.
Priority 3 Recruitment	Recruitment of high quality teachers and support staff in English, Maths and Science. Recruit additional specialist teachers to support with tutoring, catch-up and booster sessions. Recruit a librarian with Accelerated Reader expertise.
Priority 4 Blended Learning	To provide effective and equal quality online/virtual/blended learning as seen in the classroom. Disruptions to learning eased through blended approach. All Disadvantaged families supported with resources and IT to access learning remotely. Pastoral check-ins with all PP students will ensure access to, and readiness for, learning.
Barriers to learning	Use regular assessment information, including CAT tests, to baseline Year 7 students in the absence of KS2 National exams.
Projected spending	£165,000

Ensuring Disadvantaged Students Achieve Their Potential

Measure	Activity
Priority 1	Accelerated Reader & Diagnostic Testing to track progress over time and assess in the absence of KS2 National exams. Success criteria: identify, support and raise reading ages towards A.R.E
Priority 2	Brilliant Club Program – three cohorts a year from across all key stages to raise expectation and ignite ambition. Success criteria: raising of expectations of most able disadvantaged pupils
Priority 3	Effective use of catch up funding to focus on groups of students through Literacy and Numeracy intervention – HLTAs / spare capacity from Teaching strategy deployed to teach small group intervention programmes: Read Write Inc, Fresh Start etc. Online support packages – Mr Frost, Hegarty Maths, Maths Mastery, My GCSE Science.
Barriers to learning	Timetable for group interventions and staff availability. Literacy is a barrier to rapid progress affecting PP students more profoundly. Performance gaps between PP and Non-PP students formed in KS1/ KS2, which have been exacerbated by the pandemic and the cancellation of National exams for KS2. Variation of provision between feeder primaries throughout the lockdown and the lack of reliable, externally validated performance data.
Projected spending	£60,000

Ensuring Disadvantaged Students Have Full Access to All Opportunities at School and All Barriers Removed

Measure	Activity
Priority 1	Wide Horizons support – all costs met. Success criteria: increased attendance at ECAs, trips and enrichment opportunities for PP students. Breakfast Club – ensure an effective start to the day for all pupils. PP costs met.
Priority 2	PP students have all barriers to attendance removed. Regular communication with parents, HOYs, Attendance officers and EWO. Learning materials, stationary, travel and uniform provided. IT devices, and internet access, provided to all PP students.
Priority 3	Remove barriers to learning and support students to make good behaviour decisions leading to better outcomes, ensuring students have access to external services if required. School counsellor – PP students have prioritised access to the school counsellor and to other emotional and behavioural support leading to increased attendance and reduction in detentions for PP students.
Barriers to learning	An attendance gap still exists between disadvantaged students and their non-disadvantaged peers. Persistent absence has a direct and marked effect on progress. Parents of PP students are often difficult to reach making regular communication challenging.
Projected spending	£95,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff absence due to isolation and illness. Ensuring enough time is given over to allow for staff professional development Supporting staff and student mental well being throughout the pandemic.	Use of INSET days. AHT overseeing coherent CPD programme. Open and supportive staff culture and ethos. Regular communications from Head of School with accurate daily updates of government guidance and support networks. Regular captures of staff voice. Clear and coherent plans for reopening, virtual learning, blended approach, CAG approach, parent communications, disruptions to learning and key worker provision.
Targeted support	Effective implementation of strategy by: - Developing high quality training for staff	Clear communications throughout the school to teachers, middle and senior leaders, students and

	<ul style="list-style-type: none"> - Securing timings for interventions and regular CPD meetings/briefings - Deploying teachers to strengths to ensure student interventions are delivered by specialist staff - Regularly evaluating interventions for effectiveness and student progress. 	<p>families – Clear, concise and up-to-date guidance. Allow time for training to embed and staff to develop skill. Bespoke approaches with staff that need support with virtual/blended learning and enrichment activities. Continue to collect/track formative and summative assessments through blended learning approach. Collect pupil voice, Tutors to check in with all students, HOYs check in with hard to reach and vulnerable students to address needs and support students to access learning.</p>
<p>Wider strategies</p>	<p>Engagement with families facing most challenge through the pandemic – impact on attendance, confidence and well being.</p> <p>Grievance support for families (including teachers and leaders) who have lost loved ones due to Covid.</p>	<p>Community engagement:</p> <ul style="list-style-type: none"> - Tutors – all students - Heads of year – hard to reach and vulnerable - Pastoral team – SEND students - SLT – disengaged students <p>Through:</p> <ul style="list-style-type: none"> - Face to face sessions in key worker provision - Virtual learning/ blended tutor sessions - Telephone calls - Home visits <p>Student Engagement Sheets regularly updated to include attendance to all lessons, attitude, effort, engagement, behaviour and access to learning.</p>

Review: Last Year’s Aims and Outcomes

Aim	Outcome
<p>Attendance</p>	<p>Covid impacted on ability to judge this metric – our attendance (all pupils and PA) is currently above both national and local measures.</p>
<p>Access and Aspirations</p>	<p>Achieved. We are continuing to address the significant challenges relating to the impact of Covid and disruptions to learning.</p>
<p>Quality of teaching</p>	<p>Partially Achieved. The quality of virtual teaching and blended learning improved as a result of external validation, feedback, training and planning.</p>
<p>Behaviour for Learning</p>	<p>Achieved – reduction in exclusions and those in AP. Ongoing work planned to support specific groups and needs.</p>