

# 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	Nicholas Chamberlaine
Number of pupils in school	1144
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	A Ramsay
Pupil premium lead	H Clayden
Governor / Trustee lead	C Foulston

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,000
Recovery premium funding allocation this academic year	£44,225
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	£340,225

# Pupil Premium Strategy Statement

## Part A: Pupil Premium Strategy Plan

### Statement of intent

All members of staff accept responsibility for Pupil Premium students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment that maintains high expectations. By ensuring quality first teaching, coupled with strategic and individualised intervention, it is expected that disadvantages can be mitigated against and that all students can access and benefit from each of the three pillars of a Griffin School; High Achievement, Widener Horizons and the full participation in our Proud Traditions.

### Challenges

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

Challenge number	Detail of challenge
1	Poor numeracy and literacy skills amongst large numbers of disadvantaged of students on entry, which is a barrier for them making good progress. For the past 3 years disadvantaged student's mathematical skills and their ability to make adequate progress in Maths KS-4 has become an issue. Too few are achieving grade 5+ at GCSE.
2	High attaining disadvantaged students are underperforming. They are making less progress with higher average residuals below expected target than other high attaining students across all key stages.
3	Some students on entry lack resilience and aspiration. They need to be motivated with parental support from entry into NCS.
4	Poor habits for learning are affecting the progress of some disadvantaged students. Their needs are not being in the classroom and they find it very difficult to access the mainstream curriculum. Social issues for a small number, are having a detrimental effect on their academic progress. They struggle with a range of emotional and family issues making it difficult for them to engage when in school. This has been exacerbated by extended periods of lockdown due to the Covid-19 pandemic.
5	Attendance rates for disadvantaged pupils are below the school and national average. This has a negative impact on their progress and attainment.

### 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
Raising the quality of teaching:	Through significantly reducing the number of periods lost through ineffective supply, increasing teacher expertise and developing department collaboration, we will see an impact measure of increasing % of all pupils achieving 4+ overall across the next three years.
Ensuring students with disadvantage achieve their potential	Through individualised and targeted support for our PP students who fall below their ambitious and stretching targets we will see an increasing % of PP pupils achieving 4+ overall across the next three years, or age related expectations or better at KS3.

# Pupil Premium Strategy Statement

Ensuring students with disadvantage have full access to all opportunities at school and all barriers removed	Through individualised and targeted support for our PP students whose attendance, engagement and achievement may be impacted by material, physical and emotional barriers to learning we will see greater engagement with education, leading to an increasing % of PP pupils achieving 4+, age related expectations or better at KS3 , and an increasingly positive student experience reflected by student voice.
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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.

### 1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 129,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaff in key areas of long-term staffing dysfunction allows for (1) reduction of external/non-specialist cover to ensure QFT (2) staffing flexibility to provide additional interventions (in particular, timetabled 'lunch time' intervention for Yr11)	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>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</p>	1,2,5
Delivery of CPD enables staff to develop approaches for supporting the academic, social and emotional needs of PP students.		1,2,3,4,5
Timetabled Department Meetings allow for academic monitoring, raising achievement meetings and sharing of best practice.		1,2

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

Budgeted cost: £ 86,000



# Pupil Premium Strategy Statement

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Numeracy intervention (e.g. Accelerated Reader, Fresh Start, Precision, Maths Mastery, Step Up Maths) prioritises PP students at risk of underperformance.	“Evidence consistently shows the positive impact that targeted academic support can have, 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	1,2
Academic Mentoring provides support for academic, attendance and emotional needs.		1,2,3,4,5
Brilliant Club Programme used to raise the expectations and ambitions of our ablest disadvantaged pupils		2,3

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide Horizons support by meeting the costs of a rich extra-curricular and enrichment activity programme for all PP students.	“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	3,4
PP students have all barriers to attendance removed – stationery, travel and uniform are provided or supported if necessary. Electronic equipment is provided to support Extended Learning and mitigate the impact of absences.		4,5
A Breakfast Club ensures that students begin the day well fed with PP costs met		4
PP students have prioritised access to the school counsellor (e.g. Place to Be) and to other emotional and behavioural support		3,4,5



# Pupil Premium Strategy Statement

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Student care intervention, especially use of external agencies, follows the graduated response through Team Around the Child Strategy meetings.		3,4,5
Designated support in place for all LAC students, both pastorally and academically through a LAC Coordinator		3,4,5
Appointment of Attendance Outreach Officer		3,4,5

Total budgeted cost: £ 345,000

# Pupil Premium Strategy Statement

## 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.

### 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
Musical Instrument Lessons	MiSST
Counselling	Place2Be
SEMH	Dare to Dream

### 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?	Pastoral support was increased during lockdown. This was increased to daily for some students. Counsellors appointed and a dedicated members of staff to support with anxiety and bereavement.
What was the impact of that spending on service pupil premium eligible pupils?	Attendance for service pupils was 95.85% (3.05% higher than the rest of the school). Incidents of poor behaviour were fewer than the general cohort. Attendance at remote learning was at least in line with their peers.

### Further Information (optional)