

Pupil Premium Strategy Statement

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	1,341
Proportion (%) of pupil premium eligible pupils	32.81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	P Gilbride
Pupil premium lead	P Gilbride
Governor / Trustee lead	C Foulston

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£391,230
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£104,328
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	£495,558

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Part A: Pupil Premium Strategy Plan

Statement of intent

At Nicholas Chamberlaine School we believe that no pupil should be limited in terms of their achievement, how they can access wide horizons and participate in the proud traditions that are part of what we do within the Griffin Schools Trust.

All members of staff are responsible for ensuring equality of opportunity in every aspect of school life to meet needs of all pupils pastorally, socially and academically to narrow the gap between other pupils nationally and disadvantaged pupils in our school.

We use EEF research to inform our strategies and review their effectiveness in our own setting as appropriate. Taking a tiered approach to pupil premium spending enables us to balance the essential ingredients of an effective plan: high quality teaching, targeted academic support and supporting wider strategies.

The key principles of our strategy plan are to mitigate against known barriers to achievement both contextually and nationally. We consider the challenges locally and look to proven strategies used to narrow the attainment gap nationally, coupled with ensuring the three pillars of a Griffin School: High Achievement, Wide Horizons and 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	The level of numeracy and literacy skills for Pupil Premium (PP) students on entry is often a barrier to their making good progress. This has been exacerbated following the Covid pandemic. Assessments on entry show that 61.3% of disadvantaged Year 7 students arrive below age-related expectations, compared with 39.7% of non-disadvantaged. Over the last 3 years the average reading age gap between disadvantaged and non- disadvantaged Year 7 students on arrival has been 5.3 months.
2	High attaining and SEND disadvantaged students are underperforming against their non-PP peers. They are making less progress with higher average residuals below expected target than other high attaining students across all key stages.
3	Some PP students on entry lack resilience, aspiration and the effective family support needed to achieve in line with non-PP students. This cohort often needs additional support to overcome social, emotional and mental health issues in order to facilitate their effective access of curriculum and attainment.
4	Attendance rates for disadvantaged students are below the school and national average. This has a negative impact on their progress and attainment.

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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
Raised attainment of disadvantaged students across the curriculum	<ul style="list-style-type: none"> At least 40% of disadvantaged students entered for the EBacc suite of subjects at KS4. The 2023/24 GCSE cohort achieve a positive P8 score of at least 0.10 and for the gap between PP and non-PP students to be narrowed so that PP students achieve in line with non-PP students. A8 scores of 47.14 for PP students as a minimum and the gap between PP and non-PP students to have narrowed. Targeted, bespoke interventions have accelerated progress.
Raised attainment in reading, literacy and mathematical skills	<ul style="list-style-type: none"> 100% engagement in Accelerated Reading at KS3 means reading ages are increased swiftly, giving greater access to the curriculum and boosting attainment. % of PP students reading at or above chronological age is the same as non PP. 100% engagement with 'Maths Mastery' in KS3 embeds the skills required for success at KS4. The carefully planned and structured 'Learning through Prep' curriculum embeds key knowledge and skills. Students can articulate their next steps in learning and what they need to know, do and remember to progress and achieve.
Raised attainment and aspiration for High Prior Attaining (HPA) students	<ul style="list-style-type: none"> At least 75% of HPA students achieve above age-related expectations. At least 90% of HPA students have engaged in Wide Horizons opportunities and as a result understand the progression pathways and opportunities available to them. Pedagogy supports aspiration and achievement; assessment and feedback clearly inform next steps for student achievement. Additional intervention is bespoke and targeted.
Raised attainment for disadvantaged SEND students	<ul style="list-style-type: none"> At least 75% of SEND students achieve in line with their non-SEND peers. Lessons use the 'Class Model' effectively to support SEND achievement. Pedagogy supports SEND achievement; assessment and feedback clearly inform next steps for student achievement.
Strategic use of staff and access to other services	<ul style="list-style-type: none"> Lead Practitioners focus on narrowing the gaps for PP students. Strategic, costed overstaffing in English, maths and science allows for bespoke and targeted intervention, tutoring and mentoring observations and teacher reports show disadvantaged students are more able to regulate their own learning. Appointment of Attendance and Welfare Officer, Family Support Worker and Special Worker improves attendance, especially for disadvantaged students. Place2Be provision successfully supports all referrals to engage with their learning and achieve.
Ensured students with disadvantage have full access to all opportunities at	<ul style="list-style-type: none"> Individualised and targeted support for PP students whose attendance, engagement and achievement may be impacted by material, physical and emotional barriers to learning.

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school and all barriers removed	<ul style="list-style-type: none"> Increasing proportions of PP students achieve Grade 4+ at KS4 and age related expectations or better at KS3. Increasingly positive student experience of learning and achievement is reflected in student voice. PP students take part a range of activities outside the classroom that give them new experiences and increase their cultural capital. Attendance of PP students on sports teams and representing the school at sporting events, extracurricular activities, interventions and accessing trips to be as high as non-PP peers. Families are assisted to engage with the curriculum in order to support students at home. Attendance at parents' evenings is at least 70%. Attendance for all students will be at least 92% with the gap between disadvantaged and non-disadvantaged peers reduced to 3%. The number of students who are persistently absent is below 15% with the disadvantaged student gap being less than 5% compared with their non-PP 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.

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

Budgeted cost: £117,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaff in key areas to allow for (1) reduction of external/non-specialist cover and to ensure QFT (2) staffing flexibility to provide additional interventions (in particular, timetabled School day intervention for Yr11)	<p>"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</p> <p>https://educationendowmentfoundation.org.uk We use the Learning Walkthrus package to provide staff with effective strategies to use in their classrooms; these are based on extensive academic research.</p> <p>https://www.walkthrus.co.uk Intervention programmes target the right students to give them the help they need to fill any gaps in knowledge or skills. Students are often taught in smaller groups.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuiti</p>	1, 3, 4
3 SLT members to engage in 1 year CPD programme Exemplary Leadership Programme focusing on	Educational research tells us, and teachers know, that a strong behaviour culture, and an ambitious, sequenced curriculum delivered with strong teaching transforms outcomes, lives and life chances. This programme has been developed by a team of expert school leaders and educationalists. Its content is crafted and sequenced to ensure all school leaders and those who can affect whole-school change, in every school setting, can build their	1, 2

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<p>curriculum and behaviour 7 teachers/leaders completing NPQ 3 teachers/2 leaders completing Trust-funded MAs in education All teaching staff take part in 6 cross Trust curriculum development sessions annually coordinated by Griffin Schools Trust. The themes are: Social Justice: Future of Learning Designing and Implementing Curriculum</p>	<p>school leadership knowledge in three very specific domains, and are empowered to enact it for secure and rapid impact:</p> <ol style="list-style-type: none"> 1. Establishing and embedding exemplary behaviour and an exemplary school culture. 2. Working with subject leaders to develop a knowledge-rich curriculum. 3. Ensuring that curriculum is delivered to the highest standard, grounded in what we know works, and respecting subject disciplines. <p>https://www.exemplaryleadership.org.uk A high challenge, knowledge-rich curriculum has been designed using research provided by OFSTED https://youtube.com/user/Ofstednews We have also used research based on Hush https://progressteaching.com/webinar-curriculum-development-through-conversations-between-subject-and-senior-leaders/ The Trust is leading a 3 year curriculum project with all teaching staff. Our lead is the well-known Design and Technology curriculum specialist Hilda Ruth Beaumont (formerly known as Dave Barlex in terms of academic publication)</p>	
<p>All teachers take part in a 2 year CPD programme Effective Formative Assessment promoted by DfE , and in addition 1 additional free period (TIC) per week to observe others and be observed. This is coupled with a highly diagnostic assessment plan to target gaps.</p>	<p>The (EFA) programme builds on existing evidence that formative assessment can improve students' learning. Students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. This result has a very high security rating. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learnintoolkit/feedback</p> <p>We use standardised tests, diagnostic tests e.g. CATs and gaps analysis to provide reliable insights into students' strengths and weaknesses to ensure rapid universal intervention takes place.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</p>	1, 2
<p>Timetabled Department Meetings and focus on Collective Team Efficacy– 1 period a week timetabled for departments to meet and co-plan, focus on raising achievement and</p>	<p>Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of +1.57 Collective Teacher Efficacy is strongly correlated with student achievement. https://visible-learning.org/2018/03/collectiveteacher-efficacy-hattie/ https://www.gov.nl.ca/education/files/CollectiveEfficacy-november-2020.pdf</p>	1, 2, 3

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sharing of best practice.		
Class Models ensure every teacher knows their disadvantaged students and how to ensure they succeed.	Research has shown that Class Models (data rich seating plan) save time, reduce workload and improve pupil behaviour. https://www.classcharts.com/ Prof Robert Sommer states: "The teacher's educational philosophy will be reflected in the layout of the classroom. The teacher should be able to justify the arrangement of the desks and chairs on the basis of certain educational goals." (Sommer, 1977)	1, 2, 3
Appointment of Literacy Coordinator to focus on Reading Strategy and embedding of tier 3 vocabulary. Appointment of an Assistant Librarian to add capacity to the library and allow the Librarian to focus more time on reading intervention	Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4/	1, 2, 3

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

Budgeted cost: £241,259

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), Talk the Talk oracy workshops, Dr Frost 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 Education Endowment Foundation: targeted-academic-support	1, 3, 4
Academic Mentoring provides support for academic, attendance and emotional needs.	"On average, mentoring appears to have a small positive impact on academic outcomes, although some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF	1, 4

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	http://eprints.nottingham.ac.uk/14189/Education Endowment Foundation: mentoring	
Staff appointed to coordinate established programmes used to raise the expectations and ambitions of our ablest disadvantaged pupils	We have successfully bid to be part of a university mentoring scheme that will take 30 students from each year group, up to and including Year 13. Education Endowment Foundation: mentoring	1, 3, 4
Engaging with the National Tutoring Programme to provide tutoring to all y11 disadvantaged students.	Targeted one-to-one and small group tuition can be an effective method to support students who are falling behind. Education Endowment Foundation: one-to-one tuition Education Endowment Foundation: small-group tuition	1
Homework catch up sessions: Friday club run by Lead Practitioner Hub Homework support runs daily supported by 2 SENDCos and TAs P7 is an afterschool support programme to support year 11 and 13 students who require additional support to meet their academic targets. New library space, equipped with 60 Chromebooks, overseen by Librarian.	A disproportionate number of disadvantaged students do not complete homework. One reason is a lack of space at home. We provide those spaces. The EEF toolkit shows that effective homework can improve the progress of disadvantaged students by 5 months. Extended library provision allows increased and targeted access to Accelerated Reading platforms. Education Endowment Foundation: homework	1

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

Budgeted cost: £136,930

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. The school runs a well established music tuition programme in conjunction with the Music in Secondary Schools	“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.” EEF Education Endowment Foundation: school-planning-support https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	4

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Trust (MiSST) and PP funding ensures all students are able to take part		
Provision of stationery, electronic devices, travel and uniform where necessary.	PP students have all barriers to attendance removed to support attendance and Extended Learning. This has become increasingly important during the cost of living crisis which has significantly affected this group. "We find that the average low income family with children will see their take home income fall by a total of £1,683 from October 2022 to April 2023 without additional support. Lone parents will also see their income fall by £1,074": https://policyinpractice.co.uk/cost-of-living-crisis-low-income-families-with-children	1
A daily Breakfast Club ensures that all students can begin the day well fed with PP costs met.	Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function; Improve academic performance, including school grades and achievement test scores; Increase ontask behaviour in the class. Family-action: the-impact-of-breakfast-onlearning-in-children	4
PP students have prioritised access to the school counsellor (e.g. Place to Be) and to other emotional and behavioural support	Research, such as that below, suggests that disadvantaged young people have reported poorer mental health and wellbeing during and since the pandemic. Young-Peoples-Mental-Health-during-theCOVID-19-Pandemic-Repo	3, 4
Student care intervention, especially use of external agencies, follows the graduated response through Team Around the Child Strategy meetings and Think for The Future (TfTF) Mentoring.	TfTF provides a structured Behaviour and Resilience Mentoring provision which is proven to have a measurable impact on engagement in learning. "72% of the students that we work with reduce their negative behaviour points by an average of 52%. ... 85% of the students that we work with reduce their fixed term exclusions by 15%. Increasing the amount of time students spend in school".	1, 3, 4
Designated support in place for all LAC students, both pastorally and academically through a LAC Coordinator	Daily support for students has a measurable impact on their attendance and attainment. We use research from "Improving the attainment of looked after young people in secondary schools" below: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190241/01048-2009.pdf	2, 3
Appointment of Social Worker, Family Support Worker and Attendance Welfare	We cannot improve the attainment of students if they are not attending and if families are in crisis. NFER briefing for School Leaders: Assets.publishing.service.gov.uk: Supporting_the_attainment_of_disadvantaged	4

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Officer. A additionally teaching Pastoral Year Leaders to strategically work alongside non-teaching Heads of Year to support families to engage with their child's education and ensure attendance is at least NA	pupils DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence: gov.uk/government/publications: framework-for-securing-full-attendance	
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Total budgeted cost: £495,558

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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantaged pupils

Key Stage 4:

		Year 11	Year 10
Cohort summary		31% PP	28% PP
EBacc entry for PP		6%	42.6%
Attainment		3.2 (This is below national picture 2022: 5.28)	3.79 (This is below national picture 2022: 5.28)
Progress		-0.92 (This is below national picture 2022: 0.15)	-0.68 (This is below national picture 2022: 0.15)
9-7 Eng & Ma		0%	2%
9-5 Eng & Ma		13% (This is below national picture 2022: 57%)	21% (This is below national picture 2022: 57%)
9-4 Eng & Ma		27%	
Notes		Overall disadvantaged pupils from 2023 achieved lower results than all other non-pupil premium students nationally.	It would be incorrect to summarise the same performance figures as Year 11 as pupils are only half-way through their qualification at this point. However, internal predictions would yield the above thus far.
Attendance	Cohort	80.53%	87.42%
	Disadvantaged	76.31%	80.01%
	Non-disadvantaged	82.38%	90.36%

Key Stage 3:

For years 7, 8 and 9 we report on whether students are exceeding 'age related expectations', working at 'expected' age or 'working towards' and record this as a percentage.

		Year 9	Year 8	Year 7
Cohort summary		33% PP	31% PP	34% PP
Age-related Expectations	Exceeding	2.6%	13.7%	7.9%
	Expected	35.9%	47.2%	44.6%
	Working towards	61.5%	39.1%	47.5%
Attendance	Cohort	86.1%	90.36%	90.31%
	Disadvantaged	80.29%	87.57%	86.69%
	Non-disadvantaged	89.26%	91.77%	92.47%

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Intended outcomes for 2022-23:

1. Raised attainment of disadvantaged students across the curriculum.
2. Raised attainment in reading, literacy and mathematical skills.
3. Raised attainment and aspiration for High Prior Attaining (HPA) students.
4. Strategic use of staff and access to other services.
5. Ensured students with disadvantage have full access to all opportunities at school and all barriers removed.

Success criteria:

1. At least 75% of disadvantaged students are entered for the EBacc suite of subjects at KS4. The 2022/23 GCSE cohort achieve a positive P8 score and the gap between PP and non-PP students is narrowed so that PP students achieve in line with non-PP students. A8 scores of 41.31 for PP students as a minimum and the gap between PP and non-PP students is narrowed. Targeted, bespoke interventions have accelerated progress.
2. 100% engagement in Accelerated Reading at KS3 means reading ages are increased swiftly, giving greater access to the curriculum and boosting attainment. The % of PP students reading at or above chronological age is the same as non PP. 100% engagement with Maths Mastery in KS3 embeds the skills required for success at KS4. Carefully planned and structured 'Learning through Prep' embeds key knowledge and skills. Students can articulate their next steps in learning and what they need to know, do and remember to progress and achieve.
3. At least 75% of HPA students achieve above age-related expectations. At least 90% of HPA students have engaged in Wide Horizons opportunities and as a result understand the progression pathways and opportunities available to them. At least 85% of lessons are judged Good or better. Pedagogy supports aspiration and achievement; assessment and feedback clearly inform next steps for student achievement. Additional intervention is bespoke and targeted.
4. Lead Practitioners focus on narrowing the gaps for PP students. Strategic and costed over-staffing in English, maths and science allows for bespoke and targeted intervention, tutoring and mentoring. Observations and teacher reports show disadvantaged students are more able to regulate their own learning. Appointment of Attendance and Welfare Officer, Family Support Worker and Special Worker improves attendance, especially for disadvantaged students. Place2Be successfully supports all referrals to engage with their learning and achieve.
5. Individualised and targeted support for PP students whose attendance, engagement and achievement may be impacted by material, physical and emotional barriers to learning. An increasing proportion of PP students achieve 4+, and age related expectations or better at KS3. The increasingly positive student experience of learning and achievement is reflected in student voice. PP students take part a range of activities outside the classroom that give them new experiences and increase their cultural capital. The attendance of PP students on sports teams and at sporting events, extracurricular activities, interventions and access to trips to be as high as non-PP peers. Parents are assisted to engage with the curriculum to better support students at home. Attendance at parents' evenings is at least 70%. Attendance for all students will be at least 92% with the gap between disadvantaged and

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non-disadvantaged peers reduced to 3%. The number of students who are persistently absent is below 15% with the disadvantaged student gap being less than 5% compared with their non-PP peers.

Externally provided programmes

Programme	Provider
Musical Instrument Lessons	MiSST
Counselling	Place2Be
SEMH	Dare to Dream

Service pupil premium funding

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?	Counsellors appointed and dedicated members of staff to support with anxiety and bereavement.
What was the impact of that spending on service pupil premium eligible pupils?	Attendance All students 88.9% Service pupils 91.2%