

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chipping Sodbury School
Number of pupils in school	729
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Katherine Turner, Headteacher
Pupil premium lead	Jennifer Howe
Governor / Trustee lead	Amanda Suart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,394
Recovery premium funding allocation this academic year	£30,517
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	£185,910

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

At Chipping Sodbury School, our goal is to help students leave school as responsible, respectful and aspirational, global citizens of the world who demonstrate integrity, resilience and kindness in everything they do. We believe that the highest possible standards can be achieved by having the highest expectations of all learners. Some disadvantaged (DA) learners require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment and progress of disadvantaged learners and closing the gap with their peers
- Providing funding for LAC and previously LAC (PLAC)
- Supporting students with parents in the armed forces

This statement outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

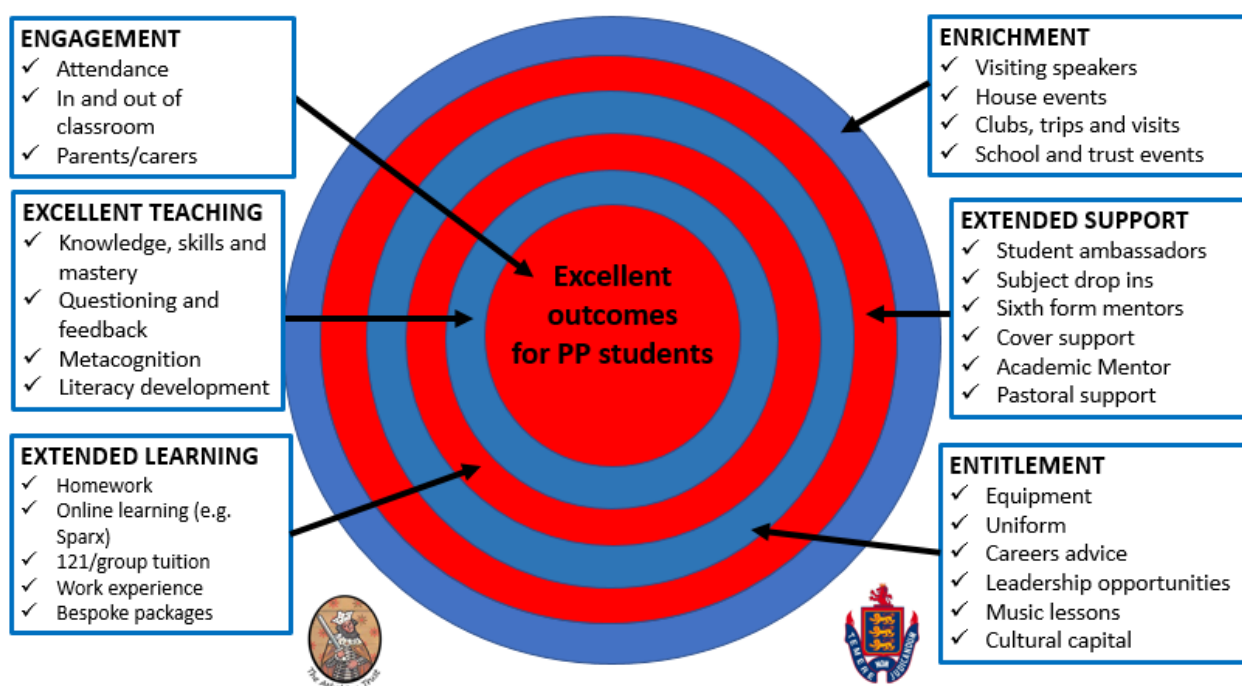
The school has a clear Pupil Premium strategy to help disadvantaged learners to thrive at school. Intervention is categorised into six key themes:

- Engagement – ensuring students attend school on time, all day, every day. Parents and carers are able to engage with the school through regular contact from support and teaching staff, parents' evenings and other outreach events
- Excellent teaching – all DA students benefit from quality first teaching in which evidence-based strategies are embedded to ensure that pupils master and recall substantive and disciplinary knowledge. Literacy and reading are key foci within this
- Extended learning – ensuring DA students are supported with learning opportunities outside of the classroom including extended learning (homework), work experience, one-to-one and small group tuition and alternative provision
- Enrichment – it is essential that DA students engage with enriching opportunities that inspire them to have high aspirations, help them develop transferable skills such as communication, teamwork and the abilities to analyse and debate. In addition,

many of these events are focused on enjoyment and making lasting memories – so important in any child’s school life

- Extended support – ensuring students can access support through a range of different avenues from a range of staff to maximise their learning and wellbeing in school, including expert career advice and counselling, if needed
- Entitlement – all DA students are entitled to a range of free resources and opportunities, from revision guides to cooking ingredients, and House Council/Senate membership (if elected), to music lessons

Below is a summary of how Chipping Sodbury School aims to achieve excellent outcomes for its disadvantaged learners. It is recognised, and it is intentional, that many of the strategies employed to support disadvantaged learners will also support their non-disadvantaged peers.



Challenges

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

Challenge number	Detail of challenge
1	Engagement – attendance figures indicate that the attendance of disadvantaged students, in particular their persistent absence, is lower than that of their non-disadvantaged peers. Poor attendance is impacting negatively on their learning and progress, wellbeing and participation in wider school life.
2	Excellent literacy – assessment data, staff observations (book looks and lesson drop-ins) and examination results provide evidence that the development of the literacy skills of disadvantaged learners is behind that

	of their non-disadvantaged peers. If their achievement is to be at least in line with their non-disadvantaged peers and exceed performances of disadvantaged students nationally the development of literacy skills are of the highest priority. This includes embedding a love of reading, improving spelling and comprehension skills, increasing reading ages, enhancing vocabulary acquisition and developing proficient oracy skills.
3	Excellent teaching – ALL pupils should receive quality first teaching so that they are fully engaged and challenged in their learning, and are able to articulate and retrieve knowledge and skills over time. Lesson observations, book looks, student voice and assessment data indicate that the school needs to raise the quality and consistency of teaching, in particular, the use of strategies that support and engage disadvantaged learners.
4	Excellent outcomes - internal tracking data and externally validated examination results indicate that attainment and progress of disadvantaged students does not yet match that of their non-disadvantaged peers. Exam results of DA learners are an absolute priority for the school.
5	Enrichment – attendance data, as well as staff and student voice, provide evidence that disadvantaged learners attend fewer clubs and trips than their non-disadvantaged peers. The school aims to close this gap.
6	Extended support – student mental health and wellbeing continues to present in a marked increase in social and emotional issues including diagnosed anxiety, depression and Emotionally Based School Avoidance (EBSA). Observations from staff, analysis of behaviour data and discussions with students and families reveal this is particularly apparent for students in receipt of Pupil Premium, of which some also have complex safeguarding needs.

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
1) Quality first teaching in all classrooms, teachers held accountable for their classes and progress.	Lesson observation and book looks, student voice and assessment data identify that all students actively participate lessons that enable them to enjoy learning, make good progress and outcomes reflect this.
2) Literacy skills are improved for all pupils including disadvantaged across Years 7-11.	Students with lower reading and spelling ages upon entry in Year 7 have the support of teachers/HLTAs to accelerate progress through small group tuition. Lesson observation, staff and student voice demonstrate high levels of engagement with the whole-school reading programme (Literacy Legends). In lessons students can recall, define and apply key tier 2 vocabulary in every subject.

	Students can use a range of tier 3 vocabulary within their responses to questions in lessons, verbally and in extended writing.
3) All Year 11 pupils, including those from disadvantaged backgrounds have improved attainment and progress levels.	Significantly narrow the attainment and progress gap between disadvantaged learners and non-disadvantaged learners in GCSE examinations at the end of the year.
4) Attendance levels are increased across all years for disadvantaged and non-disadvantaged learners.	<p>New attendance strategy embedded – tutors, Pastoral Progress Leads, attendance officers, Home School Liaison Officers, Academic Mentors and Senior Leaders all contribute to attendance calls, parental engagement, lateness procedures and review meetings.</p> <p>Persistent absence figure for disadvantaged students is in line with national average.</p> <p>Overall attendance figure for all students is in line with national average.</p> <p>Overall attendance gap between disadvantaged students and non-disadvantaged students is reduced by 1-2%.</p>
5) Improved emotional wellbeing for disadvantaged learners.	<p>Student voice indicates that students feel supported and can identify key trusted adults to talk to in times of need.</p> <p>High engagement rate with counselling and mentoring for disadvantaged students that need this additional emotional support.</p> <p>Improved attendance at extra-curricular clubs for disadvantaged learners.</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 support for the academic year (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching – resources in every classroom to support modelling and mastery teaching, feedback and metacognition – including visualisers and mini-whiteboards</p>	<p>EEF (www.educationendowmentfoundation.org.uk) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <ul style="list-style-type: none"> • Sutton Trust (www.suttontrust.com) – quality first teaching has direct impact on student outcomes. Microsoft Word - Teachers Impact report final.docx (suttontrust.com) <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning. The Education Endowment Foundation (EEF) analyses the implementation cost, evidence strength and impact (by months added) of a variety of strategies for disadvantaged learners:</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk) + 5 months</p> <p>Feedback EEF (educationendowmentfoundation.org.uk) + 6 months</p>	<p>2,3,4</p>

	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) + 7 months</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in their usual curriculum content.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) + 5 months</p> <p>Tasks and activities, if designed carefully, can support students in effective collaborative and cooperative learning whereby they are working together to achieve a shared goal. It is important that all pupils articulate their thinking for others to benefit fully.</p>	
<p>Purchase of new books for the library including fiction, non-fiction and academic texts for KS3, 4 and 5 in every subject</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) + 6 months</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) + 6 months</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	<p>2,3,4</p>

Purchase of English 'Educake' online homework platform subscription for Years 7-11	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	2,3,4
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Targeted academic support for the academic year (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £83,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of Academic Mentor (HLTA) – KS4 (3 days) Continued appointment of Academic Mentor (HLTA) – KS3 (3 days)	Academic Mentoring is focused on helping students develop their metacognitive skills and self-regulation as well identifying and removing barriers to poor attendance Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) + 7 months	1,4,6
Timetabled literacy intervention programme to close gaps in English in Years 7-11 – small group catch-up and paired reading	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) + 6 months</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then</p>	2,4

	identifying and resolving difficulties for themselves.	
Small group Maths tuition, primarily targeted at underachieving Year 11 students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	4
Small group English tuition, primarily targeted at underachieving Year 11 students	One to one tuition EEF (educationendowmentfoundation.org.uk)	2,4
Year 11 English Easter holiday revision	and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	4
Additional 1:1 tuition/support for Looked After Children		2,4,6

Wider strategies for the current academic year (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of a behaviour and attendance officer – 4 days a week	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) + 4 months</p> <p>EEF toolkit – Parental engagement New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Attendance research: An evidence informed approach to... Durrington Research School</p> <p>Supporting the attainment of disadvantaged pupils; articulating success and good practice - the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. Data shows pupils with highest attendance make the most progress at,</p>	1,4,6

	<p>due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	
Continued appointment of an additional school counsellor – 5 days a fortnight	<p>COSMO – Covid Social Mobility and Opportunities Study (Nov 2022) mental-health-and-wellbeing.pdf (cosmostudy.uk)</p> <p>A significant proportion of young people are experiencing poor wellbeing and mental health, with 44% reporting high psychological distress – a notable increase compared to previous cohorts over the past 15 years. These findings once again highlight the need for sustainable and well-funded support for young people experiencing mental health issues, including preventative and early intervention services to prevent future cohorts from experiencing such issues. A proportion of funding for education-related catch up should also be added to funding allocations and ringfenced for mental health support.</p>	1,6
Alternative Provision (Off-Site Support)	<p>When appropriate, these provisions can provide a smaller setting for pupils to receive smaller group or one to one support developing new skills in bespoke settings.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) + 4 months</p>	1,5,6
Mentoring	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	1,6
Music lessons	Expanding co-curricular experiences and skills helps to develop self-confidence in	1,5,6
Duke of Edinburgh Award		1,5,6

Subsidised trips and visits	<p>pupils and is part of our drive to raise aspirations and school enjoyment for disadvantaged pupils.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Student surveys reflect greater enjoyment and engagement in school as enrichment activities offer children a context for learning and a stimulus to trigger their interest.</p> <p>EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	1,5,6
Learning resources e.g. revision guides, books	<p>Provision of equipment and learning resources support quality first teaching and ensure disadvantaged learners are able to access the full curriculum offer. A lack of uniform can be a barrier to a student attending school and feeling a sense of belonging within the school community.</p>	2,3,4
Uniform, GCSE PE sports shirts, DT aprons		1,5,6
Learning equipment e.g. ingredients, DT and Art materials		1,3,4,5
Rewards	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>A wide and varied programme of rewards, recognition and praise are essential in creating a positive whole-school ethos and improving behaviour and attendance.</p>	1,2,3,4,5,6

Total budgeted cost: £181,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The table below details the limited impact that our Pupil Premium interventions had on students in the 2022 to 2023 academic year. Continual self-evaluation has shown that the quality of teaching and learning is the key barrier to disadvantaged learners, and some non-disadvantaged learners making good progress. As a result, a great deal of time, money and resources will be spent prioritising the improvement of this in 2023-24.

2022-23	Attendance average (%)	Persistent absence (%)	Standard Pass in English and Maths (Grade 4+) %	Strong Pass in English and Maths (Grade 5+) %	Progress 8	Attainment 8
Non-disadvantaged learners	88.8	31.6	55.9	25.4	-0.42	40.83
Disadvantaged learners	79.2	52.8	21.7	8.7	-1.73	27.02
Gap	-9.6	-21.2	-34.2	-16.7	-1.31	-13.38

2021-22	Attendance average (%)	Persistent absence (%)	Standard Pass in English and Maths (Grade 4+) %	Strong Pass in English and Maths (Grade 5+) %	Progress 8	Attainment 8
Non-disadvantaged learners	89.4	37.1	61.7	40.0	-0.1	4.5
Disadvantaged learners	83.2	60.7	38.7	16.1	-0.9	3.7
Gap	-6.2	-23.6	-23.0	-23.9	-0.8	-0.8

2018-2021 historic overview:

1. Attainment of disadvantaged students at GCSE										
Progress measure:	2018		2019		2020*		2021*		National Averages*	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Standard Pass in English and Maths (≥ Grade 4)	45.45%	67.14%	21.1%	76.4%	75%	83.5%	55.6%	84.3%	45%	72%
Strong Pass in English and Maths (≥ Grade 5)	23%	46%	10.5%	53.9%	35%	42.1%	33.3%	58.3%	25%	50%
Progress 8	-0.82	-0.1	-1.04	0.1	0.02	0.52	---	---	-0.44	0.13
Attainment 8	31.11	46.2	2.7	5.1	4.77	5.09	3.8	5.4	3.67	5.01

* Unvalidated scores from 'Go4Schools' data management system – no data published by DfE due to Covid-19 school closure; National Averages are from 2019 as no new data is published for 2020 or 2021

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.