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 pupil premium spending had within our school.

School overview

Detail	Data
School name	Chapel-en-le Frith High School
Number of pupils in school	951
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22- 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Grieves Headteacher
Pupil premium lead	Rachel Rongong, Deputy Headteacher
Governor / Trustee lead	Claire McEvoy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 200,655
Recovery premium funding allocation this academic year	£ 26,288
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 29,646
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	£ 256,589

Part A: Pupil premium strategy plan

Statement of intent

'Every child deserves a champion, an adult who insists that they become the best that they can possibly be.'
-Rita Pearson-

We recognise that every one of our students is an individual; our disadvantaged students are no different. They all have different needs. Our aim is that disadvantaged students reach their potential academically and achieve in line with their non-disadvantaged peers across the curriculum. It is important to us that they leave us with the self-confidence, knowledge and understanding to be safe, successful, and happy in a rapidly changing world.

At the heart of our strategy, is quality first teaching and learning. By continuing to improve the quality of teaching and learning, we expect to improve the outcomes of all students. Our recent appointment of three curriculum development leads supports the development of our curriculum. This is based in current research and learning science and is proven to have impact in the classroom.

We have adopted a 3-tier approach to our intervention planning we intend to address common challenges for our disadvantaged cohort, whilst also offering bespoke support to those who need it, for example those who have suffered most because of the Covid-19 pandemic.

Having an accurate understanding of our disadvantaged students is therefore essential. We aim to assess students' starting points and to address any gaps as early as possible. We can then implement targeted intervention and school-led tutoring. We are committed to reviewing the impact of our offer at regular intervals and to adapting our plans in response.

We will encourage all students, including our disadvantaged students, to aspire to challenging objectives. Our five progress leads will play a key role in identifying specific challenges for selected groups in this cohort, communicating key information to staff and closely monitoring progress at student level. Careful monitoring and tracking of individual pupils is a priority for us and, although we no longer publish target grades to students (a decision based in research), our strategy makes comprehensive data on national outcomes from different starting points available to staff to measure progress and to ensure staff accountability.

The English Baccalaureate is open to all of our students, as is the study of separate sciences and we will seek to keep our curriculum offer broad for our disadvantaged cohort, encouraging them to consider the English Baccalaureate and ensuring they have bespoke options support and careers guidance available.

We value pastoral support and our plan invests in staff who will support student attendance and wellbeing. We believe that learning extends beyond the classroom and ensure our disadvantaged cohort can access enrichment activities and school trips that will open their eyes to the word beyond the hills of the High Peak.

Challenges

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

Challenge number	Detail of challenge
1	**The impact of Covid-19 on student progress**. Lockdown and school closure have resulted in reduced face-to-face teaching time and development of subject specific skills in the classroom. GCSE courses have been significantly impacted for the current year 11 cohort, with monitoring data suggesting that disadvantaged students did not engage as well with home learning as their peers.
2	**The maths attainment of disadvantaged students is generally lower than that of their peers on arrival at Chapel High School.** Analysis of CATs scores completed on entry shows that in the last 2 years 56% of disadvantaged students have achieved below age-related expectation versus 43% of other students.
3	**Disadvantaged students have greater barriers to learning because of lower literacy levels on entry.** CAT scores and Lucid tests results in year 7 show this. 54% of disadvantaged students have achieved below age-related expectation in CAT4 verbal assessments, versus 34% of non-disadvantaged students.
4	**Attendance data and feedback from the pastoral team following discussions with students and families suggest that the wellbeing of our disadvantaged students has suffered to a greater degree than their peers because of lockdown and school closure.** The number of students referred for Out of School Tuition has increased from an average of 1-2 per year in the last 3 years to 5 in the first term of 2021 and the number of students requiring additional counselling and pastoral support has significantly increased. Because of these challenges, some students have not accessed learning that is equitable to their peers, causing gaps to widen in all subjects.
5	**Disadvantaged students find it harder to access online learning at home.** An online survey completed in November 2020, along with an audit of disadvantaged students, indicate a greater need for the loan of a device or internet dongle amongst this cohort to be able to access online learning in the event of further school closure or a requirement to work at home.
6	**Attendance of disadvantaged students is lower than that of other students.** Analysis of data over the last 3 years shows that the attendance of disadvantaged students has suffered disproportionately because of the Covid-19 pandemic. Persistent absence amongst this cohort has increased which is affecting their access to quality face-to-face teaching.

		2018-2019	2019-2020	2020-2021
Attendance		all	all	all
	all	94.67	94.45	93.92
	disdavantaged	92.83	90.67	90.22
	gap	-1.84	-3.78	-3.7
% persistent <95%				
	all	10.45	11.23	15.62
	disdavantaged	12.23	22.3	33.97
	gap	1.78	-11.07	-18.35

7	**A minority of 'hard to reach' families are difficult to engage with school.** Feedback from the pastoral team suggests that the pandemic has had a negative effect on the engagement of a small number of families in this cohort. Reduced ability to meet face to face has limited opportunities to strengthen these relationships and to support student attendance and progress.

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 attainment for disadvantaged students at the end of year 11 with a particular focus on E.Bacc subjects, including MFL.	By the end of our current plan in 2024/25, the number of disadvantaged students entered for the English Bacca-laureate (EBacc) will increase by 10% or more. In the last 3 years, this figure was 11-20%. 2024/25 KS4 outcomes will demonstrate an average Attainment 8 score of 45 for disadvantaged students.
Improved Progress 8 score for disadvantaged students.	The progress gap will continue to close between disadvantaged students and other students. By the end of our current plan in 2024/25 the progress of disadvantaged students will be in line with other students.
Improved literacy and reading levels amongst disadvantaged students.	Assessment and benchmarking tests (e.g., Lucid, Accelerated Reader etc.)

	will demonstrate improved literacy skills for disadvantaged students Referrals to the Academic Intervention Panel due to literacy concerns will reduce and staff feedback will confirm improvement in engagement and classwork.
Improved attendance for disadvantaged students, with a focus on persistent absence.	The attendance gap between pupil premium and other students will be no greater than 3% and the persistent absence gap will reduce to no more than 10%.
Improved wellbeing for all students, including our disadvantaged students cohort.	Attendance data and feedback from the pastoral team, students and families will demonstrate improved levels of wellbeing. Teaching staff will report a higher level of engagement, better participation in lessons and fewer student concerns. Attitude to learning scores will improve.

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: £ £43,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of three TLR posts of curriculum development lead.	Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. Appointed staff will work with departments to support the designing of curriculum plans that have cognitive learning science as a core principal. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	1,2
Creation of a TLR post to oversee remote learning.	Ensuring access to technology is key, particularly for disadvantaged students. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf	1,5
Purchase of data monitoring tool and standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3

	https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	
Development of maths teaching and curriculum, including the release of staff to attend training with a focus on mastery.	A curriculum compatible with teaching for mastery rejects superficial short-term coverage in favour of developing deep, connected understanding of key ideas. This forms a secure foundation for future learning, so making more efficient use of teaching and learning time https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3	2
Further development of whole school literacy by the literacy co-ordinator with a focus on disciplinary literacy.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	3

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

Budgeted cost: £28,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 3 tutors for a range of tuition needs including school-led tutoring and 1:1 support in maths, English, and science across all year groups. Disadvantaged students students will be a priority when selecting cohorts.	Evidence suggests that targeted tuition can be effective in supporting student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group literacy intervention for KS3 students, including reading, spelling and inference.	Evidence suggests that targeted tuition can be effective in supporting student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Targeted small group maths intervention for students across all year groups.	Evidence suggests that targeted tuition can be effective in supporting student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £184,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
Five staff in post as progress leads to focus on short term targeted bespoke support for students in each year group. Disadvantaged students to be a priority when selecting students for this cohort.	The EEF highlights the importance of having a thorough understanding of the individual challenges facing disadvantaged students. Appointing staff to consider the 'bigger picture' for this cohort allows for appropriate actions to be put in place to address these. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	All
Embedding principles of good practice set out in DfE's 'Improving School Attendance' advice, including funding the work of a family outreach manager to work with students at risk of persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6,7
Strengthening the pastoral team, including increasing capacity of school counsellors to support	There is good evidence that universal and targeted cognitive behavioural therapy (CBT)	4

additional mental health and wellbeing needs.	interventions are effective in reducing internalising symptoms in young people. A growing body of evidence indicates that enhancing social, emotional and behavioural skills (including emotional identification, articulation and regulation; communication skills; conflict resolution skills; behavioural self-regulation; empathy and perspective taking) is a key determinant to young people's mental health and wellbeing, and supports them in achieving positive outcomes in school, work and life. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	
Contingency fund for acute issues	Based on currently rapidly changing circumstances because of the pandemic we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £256,246

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.

Performance measures have not been published for the academic year 2020-21. However, our Teacher Assessed Grades demonstrate that outcomes for students eligible for pupil premium have improved significantly since 2019, with our mainstream cohort now in line with or, in many cases, above national outcomes.

For 2020-21, this is the case, even when considering the unique profile of the school and the enhanced resource students studying a non-GCSE curriculum. This, alongside the school's continued inclusive policy of retaining some very difficult students for pastoral and safeguarding reasons, has significantly skewed the data historically.

	2019 all	2019 mainstream	2020 all	2020 mainstream	2021 all	2021 mainstream	Collaboration data
KS2 PA	all	mainstream	all	mainstream	all	mainstream	
all	4.79	4.89	4.86	4.89	104	104	102.9
other	4.89	4.94	4.94	4.95	104	104	103.76
disadvantaged	4.36	4.67	4.4	4.53	102	102	100.81
gap	-0.53	-0.27	-0.54	-0.42	-2	-2	-2.95
Attainment 8							
all	46.1	48.25	51.01	52.09	50.77	51.62	51.11
other	48.75	49.83	53.44	54.12	52.07	52.4	54.48
disadvantaged	35.43	41.05	38.28	40.78	42.64	46.35	43.06
gap	-13.32	-8.78	-15.16	-13.34	-9.43	-6.05	-11.42
Progress 8							
all	-0.19	-0.11	0	0.03	-0.04	-0.04	0.01
other	-0.12	-0.07	0.08	0.1	-0.04	-0.04	0.17
disadvantaged	-0.5	-0.31	-0.47	-0.36	-0.01	-0.01	-0.36
gap	-0.39	-0.24	-0.55	-0.46	0.03	0.03	-0.53
9-5 Eng and maths							
all	41.4	43.6	49.2	50.3	52.2	53.1	51.7
other	45.5	46.8	53.3	54	54.1	54.5	58.5
disadvantaged	25	29	27.6	29.6	40	43.5	35.3
gap	-20.5	-17.8	-25.7	-24.4	-14.1	-11	-23.2
9-4 Eng and maths							
all	66.3	69.2	73.5	75.1	74.7	76	72.7
other	70.3	71.6	77.6	78.7	76.4	76.9	78.9
disadvantaged	50	58.1	51.7	55.6	64	69.6	57.8
gap	-20.3	-13.5	-25.9	-23.1	-12.4	-7.3	-21.1

All the key measures that we track, show gaps closing significantly. We believe that this indicates that the actions we have taken in recent years are the correct actions and are having an impact.

The policy of supporting more aspirational option choices for disadvantaged students has had a significant impact on triple science uptake. In MFL and consequently the full English Baccalaureate, the impact has been weaker in terms of student uptake.

Attainment 8 for disadvantaged students has improved significantly on the outcomes in 2019 and 2020. Attainment 8 is above collaboration data for 2021 (for our mainstream students) and the gap is notably smaller.

The progress gap as measured by progress 8, has closed significantly from 2019 and 2020 for all disadvantaged students and particularly for the mainstream cohort. Progress 8 (for our mainstream students) is now better for disadvantaged students than for other students, and is markedly better than collaboration data.

The basics measures (9 to 4 and 9 to 5) for disadvantaged students is significantly better (for all students) than the comparable collaboration data for this cohort. The gap between this cohort and other students has closed considerably compared to past years and is significantly smaller than the national gap (according to collaboration data).

Despite these positive outcomes, we remain committed to further improvements. The progress of the 2021 cohort for disadvantaged students has improved significantly from 2019. However, although the progress is now well above collaboration data for the same cohort, some small in-school gaps remain, and we will continue to work on improving this further.

The uptake of the modern foreign languages element of the EBacc by disadvantaged students needs to increase. The work to target this continues with development of a comprehensive plan to improve MFL uptake across the school.

Attendance data suggests that there has been a marginal fall in attendance across the whole school because of the Covid-19 pandemic; however, there has been a more significant decline when comparing persistent absence for disadvantaged students with other students. Feedback suggests that mental health and wellbeing have been major contributors to this and we have therefore made this a focus of our current plan.

The need to engage more vigorously with a small minority of 'hard to reach' families remains a priority this year. Indications are that the appointment of the Family Outreach Worker is affecting significantly, however the pandemic has prevented valuable face-to-face work taking place and this restriction has been a barrier to even better outcomes.