

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	950
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021/22- 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Simon Grieves Headteacher
Pupil premium lead	Tim Cunningham, Assistant Headteacher
Governor / Trustee lead	Andrew Semple

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,719
Recovery premium funding allocation this academic year	£74,244
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£65,776
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£363,739</b>

# 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. A designated member of the senior leadership team 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 continue to suffer 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 personalised support. 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 three whole school progress leads and two progress leads for Children in Care 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 a 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 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	<p><b>The impact of Covid-19 on student progress.</b> Lockdown and school closure resulted in reduced face-to-face teaching time and development of subject specific skills in the classroom.</p> <p>The effect of this continues and learning has 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 in their critical, foundational years.</p>
2	<p><b>The maths attainment of disadvantaged students is generally lower than that of their peers on arrival at Chapel High School.</b></p> <p>Analysis of CATs scores completed on entry shows that in the last 3 years 54% of disadvantaged students have achieved below age-related expectation versus 44% of other students.</p>
3	<p><b>Disadvantaged students have greater barriers to learning because of lower literacy levels on entry.</b> CAT scores and Lucid tests results in year 7 show this. 51% of disadvantaged students have achieved below age-related expectation in CAT4 verbal assessments, versus 35% of non-disadvantaged students.</p>
4	<p><b>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.</b></p> <p>The number of students referred for Out of School Tuition has increased from an average of 1-2 per year pre pandemic to an average of 3-5 in the last 3 academic years and the number of students requiring additional counselling and pastoral support has significantly increased.</p> <p>Because of these challenges, some students have not accessed learning that is equitable to their peers, causing gaps to widen in all subjects.</p>
5	<p><b>Attendance of disadvantaged students is lower than that of other students.</b></p> <p>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.</p>

		2020-21	2021-22	2022-23
Attendance	all	all	all	
	all	93.92	90.51	91.7
	disadvantaged	90.22	85.46	86.87
	gap	-3.7	-5.11	-4.83
	% persistent absence <90%			
	all		27.27	21.08
	disadvantaged		44.29	38.61
	gap		-17.02	-17.53
6	<p><b>A minority of 'hard to reach' families are difficult to engage with school.</b></p> <p>Feedback from the pastoral team suggests that the pandemic continues to have a negative effect on the engagement of a small number of families in this cohort. Reduced opportunity to strengthen these relationships and to support student attendance and progress in the foundational years continues to have an impact in the current academic year.</p>			

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

	<p>disadvantaged students</p> <p>Referrals to the Academic Intervention Panel due to literacy concerns will reduce and staff feedback will confirm improvement in engagement and classwork.</p>
<b>Improved attendance for disadvantaged students, with a focus on persistent absence.</b>	<p>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%.</p>
<b>Improved wellbeing for all students, including our disadvantaged students cohort.</b>	<p>Attendance data and feedback from the pastoral team, students and families will demonstrate improved levels of wellbeing.</p> <p>Teaching staff will report a higher level of engagement, better participation in lessons and fewer student concerns.</p> <p>Attitude to learning scores will improve.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £67,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Designated member of senior leadership team to lead on curriculum development.</b>	<p>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.</p> <p>Deputy Headteacher will work with departments to support the implementation of curriculum plans that have cognitive learning science as a core principal.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</a></p>	1,2
<b>Purchase of data monitoring tool, target setting software and standardised diagnostic assessments.</b>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2,3
<b>Development of maths teaching and curriculum, including the release of staff to attend training with a focus on mastery.</b>	<p>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</p> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a></p>	2

<b>Further development of whole school literacy by the literacy co-ordinator with a focus on disciplinary literacy.</b>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	3
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## **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £26,936

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employment of 2 tutors for a range of tuition needs ( <u>not</u> including school-led tutoring) and 1:1 support in maths, English across all year groups. Disadvantaged students will be a priority when selecting cohorts.	Evidence suggests that targeted tuition can be effective in supporting student progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3
Offer of Academy 21 online tuition (on and offsite) to disadvantaged students struggling to access the mainstream classroom.	Evidence suggests that targeted tuition can be effective in supporting student progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4,5
Targeted small group literacy intervention for KS3 students, with a focus on phonics.	Evidence suggests that targeted tuition can be effective in supporting student progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Targeted small group maths intervention for students across all year groups.	<p>Evidence suggests that targeted tuition can be effective in supporting student progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2

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

Budgeted cost: £204,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two staff in post as progress leads for Children in Care and three staff in post as whole school progress leads to focus on targeted bespoke support for students. Disadvantaged students to be a priority when selecting students for the whole school cohorts.	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	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. There will be a robust strategic oversight of attendance by a member of the senior leadership team.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5.6
Strengthening the pastoral team, including increasing capacity of school counsellors to support additional mental health and wellbeing needs, appointing a behaviour manager and adding capacity through the appointment to the post of pastoral admin	<p>There is good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people.</p> <p>A growing body of evidence indicates that enhancing social,</p>	4



support.	<p>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.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	
Offer of part-time alternative provision to re-engage some students with education.	<p>The Ofsted report on alternative provision suggests that, when used well, alternative provision can counter disaffection and improve student attendance.</p> <p><a href="#">Ofsted publication (publishing.service.gov.uk)</a></p>	4,5
Contingency fund for acute issues	<p>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.</p>	All

**Total budgeted cost: £298,604**

## 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 2022 to 2023 academic year.

Summer 2023 grades indicate that the Progress 8 gap remains wider than national when considering whole school outcomes.

When considering data, we remember 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 can significantly skew the data.

In 2023, the school's commitment to inclusion meant a determination to keep as many students as possible engaged with education, even if it meant them studying fewer subjects at GCSE.

	2021		2022		2023		Collaboration data
KS2 PA	all	mainstream	all	mainstream	all	mainstream	
all	104	104	104.5	104.5	105.5	105.5	104.83
other	104	104	105.5	105.5	105.5	105.5	105.67
disadvantaged	102	102	102	102	103.5	103.5	102.79
gap	-2	-2	-3.5	-3.5	-2	-2	-2.88
<b>Attainment 8</b>							
all	50.77	51.62	49.09	50.88	47.11	48.99	46.42
other	52.07	52.4	52.49	53.75	50.56	51.16	49.81
disadvantaged	42.64	46.35	37.06	38.96	34.35	39.68	38.3
gap	-9.43	-6.05	-15.43	-14.79	-16.21	-11.58	-11.51
<b>Progress 8</b>							
all	-0.04	-0.04	0.01	0.06	0.08	0.09	0.01
other	-0.04	-0.04	0.21	0.21	0.22	0.23	0.18
disadvantaged	-0.01	-0.01	-0.68	-0.58	-0.53	-0.53	-0.41
gap	0.03	0.03	-0.89	-0.79	-0.75	-0.76	-0.59
<b>9-5 Eng and maths</b>							
all	52.2	53.1	52	53.6	48.4	50.6	44.7
other	54.1	54.5	56.8	58.2	52.7	53.4	51.1
disadvantaged	40	43.5	32.5	34.2	32.5	38.2	29.3
gap	-14.1	-11	-24.3	-24	-20.2	-15.2	-21.8
<b>9-4 Eng and maths</b>							
all	74.7	76	70.6	73	69.1	72.2	65.4
other	76.4	76.9	74.7	76.6	75	76	72.3
disadvantaged	64	69.6	55	57.9	47.5	55.9	49
gap	-12.4	-7.3	-19.7	-18.7	-27.5	-20.1	-23.3

Despite the information above, several of the key measures that we track, show gap clos-

ing. We believe that this suggests that the actions we have taken in recent years have had some impact but that there is still work to do.

The policy of supporting more aspirational option choices for disadvantaged students has had a significant impact on triple science uptake, with 28% of pupil premium students taking up this option. Pupil premium students taking a modern foreign language performed exceptionally well in 2023, making at least a grade greater progress than expected, on average.

Attainment 8 for disadvantaged students across the school is lower than collaboration data. However, when considering the performance of the mainstream cohort, the average A8 is just above collaboration data at 39.68.

The progress gap as measured by progress 8, has widened post pandemic, in part due to some students not studying a full suite of subjects at GCSE. We are now working to ensure that almost all students retain a full timetable of option subjects. Our pastoral staff and team of progress leads meet regularly with students to identify and address barriers to learning, and we have strengthened mental health support by increasing the number of school counsellor hours available.

The basics measure (9 to 5) for disadvantaged students is 3.2 points above the comparable collaboration data for this cohort. The gap between this cohort and other students has closed since 2022.

When considering the performance at 9-4, the mainstream gap is smaller than the national gap (according to collaboration data) and the percentage of students achieving this measure is almost 7% above collaboration data. Our strategy of targeting pupil premium students for 1:1 and small group tuition has been very effective in supporting this success, for example, disadvantaged students who received tuition in English improved by more than a grade more than disadvantaged students not receiving tuition in the period between January and June 2023.

We remain committed to further improvements. The progress of the 2024 cohort for disadvantaged needs to be closer to collaboration data for the same cohort, 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 further. 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 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 prevention of valuable foundational face-to-face work taking place due to the pandemic continues to impact on outcomes and this therefore remains a high priority.

## 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?	<p>Service children were prioritised for progress lead support, to ensure they have a key member of staff to identify potential pastoral need.</p> <p>Service children were supported with school trips outside the academic curriculum.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Students have had access to a broad range of experiences and pastoral concerns were swiftly identified and addressed.</p>