

Chelsea Academy Pupil Premium Strategy Statement

School overview	
School name	Chelsea Academy
Academic year or years covered by statement	2021/22 – 2024/25 to reflect move to an advised three year strategy (to be reviewed annually in line with funding)
Number of students	904 (Year 7 - 11)
Proportion of disadvantaged students	37%
Pupil Premium allocation this academic year	£341,890
Publish date	December 2021
Review date	October 2022
Statement authorised by	Mariella Ardron, Principal
Pupil Premium lead	Seema Dhawan
Governor lead	Cat Williams

Funding Overview

Detail	Amount (£)
Pupil Premium funding allocation this academic year	341,890
Recovery Premium funding allocation this academic year	51,910
Catch up Pupil premium funding carried forward from previous years	34,000
Total budget for this academic year	427,800

Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all students, irrespective of their background or circumstances will make good progress and achieve well across the curriculum. There will be parity of opportunity for all students in both the curriculum offer and delivery. In addition our intent is to ensure that disadvantaged students receive bespoke and additional support as required. This could range from pastoral support, financial support, small group tuition or e.g. mentoring

Research conducted by the EEF concludes that common barriers to learning for disadvantaged students can be:

- less available support at home
- poorer language and communication skills compared to non-PP peers
- lack of confidence due to poor academic outcomes
- more frequent behaviour difficulties and
- attendance and punctuality issues
- greater negative impact of Covid19 experienced by PP students compared to their non-PP peers

As outlined in our Pupil Premium Policy, we will ensure that Pupil Premium funding is used to provide support and improve the outcomes for this key group of students. We aim to:

- Provide outstanding support for all disadvantaged students regardless of prior attainment or current performance

- Improve opportunities for disadvantaged students so they have the same access to extracurricular learning experiences, academic and pastoral support and career guidance as their peers
- Provide out of class enrichment opportunities to ensure academic and emotional wellbeing leading to increased social and cultural capital as well as greater aspirations

We draw on research evidence (EEF) and evidence from our own experience of past years, to provide support for our PP students. The provision is based upon Three Tier model:

- Tier 1 - Quality first class teaching and effective use of TAs in the classroom
- Tier 2 - Targeted academic support in subject areas
- Tier 3 - Wider Academy strategies led by NMS/SDN

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of tutoring programmes for students whose education has been worst affected, including non-disadvantaged pupils. We have opted into the School-led element of the National Tutoring Programme (NTP).

We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not presumptuous about the negative impact of disadvantage. The approaches we have adopted complement each other to help students excel.

Challenges

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

Challenge number	Detail of challenge
1	Continuing to ensure parity of opportunity to all students, especially disadvantaged to a broad curriculum offer, excellent teaching and our recovery curriculum Our KS4 options process indicates that fewer PP students choose to study the full Ebacc suite than non PP students. In 2021 the percentage of PP students opting for full Ebacc suite was 17% in comparison to 22% for non PP.
2	Developing metacognitive strategies amongst low attaining disadvantaged students especially when faced with challenging tasks, notably in their monitoring and evaluation of their answers. Most recent Year 11 results show a gap between students achieving grades 4 to 9 in English and Maths for PP(77%) and non PP(87%). Data for the last three years also indicates that PP students arrive at our Academy with a lower average KS2 prior attainment (4.7 to 4.9) vs non PP students (4.98). This impacts their progress in all subjects.
3	Assess and review the impact of the pandemic on both student reading ages including students transitioning from KS2 and also gaps in learning Our quality assurance processes show that disadvantaged students generally have lower levels of reading comprehension than their non PP peers. The average reading age gap between the PP students and non PP students upon arrival is 0.6. It remains same for most of the students for their time at the Academy but widens for a small minority of PP students.
4	Ensuring hard to reach parents/carers for 'at risk' students engage with the Academy for opportunities that promote better outcomes
5	Ensuring attendance and punctuality to Academy continues to recover. Understand and mitigate for C-19 related concerns where attendance is affected. HT 1 2021 attendance figures show a difference of 1.75% between the PP(94.96%) and non PP (95.83%) students.

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
Achieve positive progress 8 score	Achieve positive progress for disadvantaged pupils to ensure that the gaps in progress are in line with their non-disadvantaged peers
Achieve attainment 8 in line with attainment for all students	Achieve national average for attainment for all students
Achieve average English and maths 5+ scores in line with non-disadvantaged students	Achieve average English and maths 5+ scores to ensure that the gaps in achievement are in line with their non-disadvantaged peers
Improve attendance in line with attendance of non-disadvantaged students	Overall attendance is above the national average(94.6%) for the last three years. Current attendance for PP students(94.9%) is also well above the national average(92.2%). This has been the case for the last three years. In-school gap between the attendance of PP and non PP students; 0.4 to 0.6% on average.
Improved EBacc Entry for (all) students in line with the Academy's ambition	Gradual increase in numbers of PP students choosing full suite of Ebacc subjects
Destinations	TBC

Activities in current 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		
Budgeted Cost: £151,000		
Activity	Evidence that support this approach	Challenge number(s) addressed
Quality first teaching for all, including disadvantaged students. Academic and pastoral support enabling disadvantaged students to catch up on missed learning due to COVID 19	Research has found that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. Guidance for teachers Education Endowment Fund EEF	1,3,5
Improved metacognitive skills for all students. This will be achieved by ongoing teacher training, led by the Transforming Teachers (Ambition Institute) along with support and release time	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed. Teachers can demonstrate effective use of	1,2,3

	metacognitive and self-regulatory strategies by modelling their own thought processes. Metacognition and self - regulation Toolkit Strand Education Endowment Fund EEF	
Improving oracy and literacy through subject specific language acquisition, tier 2 vocabulary lists and explicit opportunities for guided reading in lessons. Specific CPD activities and subject focussed instructional coaching will be in place to maximise the impact of whole academy literacy initiatives	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: The word gap in secondary schools	1,2,3

Targeted academic support		
Budgeted Cost: £105,000		
Activity	Evidence that support this approach	Challenge number(s) addressed
Small group interventions: KS3 I.L./Study Club, KS4 After school / holiday intervention sessions run by CA staff - specific monitoring of DA attendance	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small Group Tuition Toolkit Strand Education Endowment Fund EEF	1,2,4
Ensuring appropriate proportion of disadvantaged students in extracurricular activities including trips and visits	Greater exposure to activities such as: reading non-fiction and classical literature, learning to play classical instruments & going on educational visits, provides children with 'cultural capital' – many of the above activities are inherently educational in nature and provide children skills and knowledge to excel academically at school. This knowledge also fosters a sense of independence and self-confidence. Cultural Capital and Educational Achievement	1,4
Providing one to one tuition to students for intensive individual support. We have several different programmes running to suit the need of students - outside of normal lessons as additional teaching, purchase of support programmes from outside agencies(Team Up	On average, one to one and small group tuition is very effective at improving student outcomes. It might be an effective strategy for providing targeted support for students that are identified as having low prior	1,2,4

and Keystone and Action Tutoring) to run after school	attainment or struggling in particular area Tuition is more likely to make an impact if it is additional and explicitly linked with normal lessons. One to One Tuition I Toolkit Strand I Education Endowment Foundation I EEF	
Early identification of underachieving disadvantaged students and provide targeted individual support plan	Ongoing process to ensure all the activities identified in our strategic plan are fit for purpose and deliver the intended outcomes	1,2,3,4,5,

Wider strategies for current academic year		
Budgeted Cost: £134,000		
Activity	Evidence that support this approach	Challenge number(s) addressed
Use of Bedrock Learning (Y7-9) to support DA students in reading and learning tier 2 specific vocabulary	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. There are indications that approaches involving digital technology can be successful in improving reading comprehension particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Reading Comprehension Strategies I Toolkit Strand I Education Endowment Fund I EEF	1,2
Increasing overall attendance and punctuality of disadvantaged students by improving attendance at Breakfast Club	Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,3,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, 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

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development with a focus on sharing good practice	Use of Quality Assurance data to inform development needs to be addressed during INSET days and Wednesday CPD time. Also use of online

		professional development programmes for individual teacher/associated staff needs.
Targeted support	Mismatch between percentage of students achieving 4+ in English and Maths	Curriculum leaders of Maths and English to meet with SDN once a half term to discuss individual students with a view to provide individualised support for small groups
Wider strategies	Engaging the families facing most challenges	Pastoral team working closely with the LA and other outside agencies to provide adequate support and guidance e.g. EEF Working with Families Guidance Report, targeted use of external support e.g. P2B, Brilliant club & TAP

Three Year Overview

In 2021, the Academy moved to a 3 year approach on how to best use and monitor the impact of PP funding. This will be aligned with key strands of the [Academy Development Plan \(ADP\)](#) each year (which are informed by the 5 year plan). Current focus is on the following priorities:

- Ensuring our curriculum meets the needs of all learners as they move from KS3 into KS4
- Ensure that instructional coaching supports and develops teaching practice
- Ensure our new QA process supports and develops teaching staff
- Literacy and Oracy skills are championed and embedded across our curriculum

In addition we will be considering how the use of the PP funding alongside the Recovery Premium and School-led tutoring grant can be best utilised to support our students.

Review of outcomes in the previous academic year

This details the impact that our pupil premium activities had on students in the 2020 to 2021 academic year.

Our results - produced as a result of a rigorous teacher assessed grade process showed that PP students had an overall positive P8 score (0.41). The progress and attainment went up in most subject areas in comparison to 2020. The gap between the performance of PP students and non PP students (0.54) was similar to last year's gap (0.52).

Ongoing disruption caused by the pandemic and the spring lockdown in 2021 had a marked impact on our PP students. We were not able to implement all the strategies laid out in the PP plan for the previous year. For example students were not able to benefit from new teaching strategies, face to face intervention, targeted 1 to 1 tutoring or planned trips, visits and other extended curriculum opportunities.

Our internal assessment data for 2020/21 shows that the P8 score for PP students (0.41) was slightly lower than the previous year (0.43). Ebacc entry for PP students was also lower (21.3%) than the previous year (26.9%).

We were successful in mitigating some of the impact by maintaining a high quality curriculum offer, excellent virtual and in person pastoral support, and ensuring access to online learning by providing a chromebook to every PP student including Key Worker and Vulnerable Children (KWAVs).

As evidenced by national data COVID 19 had a significant impact on all students' behaviour, wellbeing and mental health and this was more so for PP students. We provided online enrichment activities through PE sessions, staff and student quiz, motivational assemblies and house competitions.

As the outcomes we set out to achieve in 2020/21 were not realised fully, we will build upon the results that we achieved, in our strategic plan for 2021/22. Our wide recovery plan will provide further support.