

## Chelsea Academy Pupil Premium Strategy Statement 2022-2023

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	1189
Proportion of disadvantaged students	37%
Pupil Premium allocation this academic year	422
Publish date	December 2022
Review date	October 2023
Statement authorised by	Mariella Ardron, Principal
Pupil Premium lead	Jo Koerner
Governor lead	Cat Williams/ Tabia Salem

### Funding Overview

Detail	Amount (£)
Pupil Premium funding allocation this academic year	£394,000
Recovery Premium funding allocation this academic year	£110,400
Catch up Pupil premium funding carried forward from previous years	-
<b>Total budget for this academic year</b>	<b>£504,400</b>

### 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/JKR

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 <a href="#">recovery curriculum</a> Our KS4 options process indicates that fewer PP students choose to study the full Ebacc suite than non PP students. In 2022 the percentage of PP students entered for the Ebacc suite of qualifications was 29% in comparison to 41% 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 9 to 4 in English and Maths for PP(77%) and non PP(89%).
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.
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 from C-19. HT 1 2022 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
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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(94.3%) is also well above the national average(91.1%). This has been the case for the last three years. In-school gap between the attendance of PP and non PP students; 1.14% 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.

<b>Teaching</b>		
<b>Budgeted Cost: £184,000</b>		
<b>Activity</b>	<b>Evidence that support this approach</b>	<b>Challenge number(s) addressed</b>
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. Ensuring the Academy is well staffed in all curriculum areas, especially in English and Maths where attainment and progress is strong.	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. <a href="#">Guidance for teachers   Education Endowment Fund   EEF</a>	1,3,5
Improve metacognitive skills for all students through the 5 core aspects of the CAW4L. This will be achieved by ongoing teacher training, led by key members of the Leadership Team and Transforming Teachers (Ambition Institute).  Ensuring the curriculum is well sequenced at all key stages to allow for strong progression	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 metacognitive and self-regulatory strategies by modelling their own thought processes.  <a href="#">Metacognition and self - regulation   Toolkit Strand   Education Endowment Fund   EEF</a>	1,2,3

<p>Improving oracy and literacy through subject specific language acquisition, tier 2 vocabulary lists and explicit opportunities for guided reading in lessons.</p> <p>Specific CPD activities and subject focussed instructional coaching will be in place to maximise the impact of whole academy literacy initiatives</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a>            Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">The word gap in secondary schools</a></p>	1,2,3
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**Targeted academic support**

**Budgeted Cost: £105,000**

<b>Activity</b>	<b>Evidence that support this approach</b>	<b>Challenge number(s) addressed</b>
<p>Small group interventions: KS3 I.L./Study Club, KS4 After school / holiday intervention sessions/ Mentoring year 12/10, PP year 11 specific mentoring all run by CA staff</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>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.</p> <p><a href="#">Small Group Tuition I Toolkit Strand I Education Endowment Fund I EEF</a></p>	1,2,4
<p>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 and Keystone and Action Tutoring) to run after school</p>	<p>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 attainment or struggling in particular area</p> <p>Tuition is more likely to make an impact if it is additional and explicitly linked with normal lessons.</p> <p><a href="#">One to One Tuition I Toolkit Strand I Education Endowment Foundation I EEF</a></p>	1,2,4
<p>Early identification of underachieving disadvantaged students and provide targeted individual support plans that meet the specific needs of each learner. The Director of Disadvantage will work closely with these individual students, teachers and their families to ensure barriers are removed and students can demonstrate progress in bespoke and regular meetings</p>	<p>Ongoing process to ensure all the activities identified in our strategic plan are fit for purpose and deliver the intended outcomes</p>	1,2,3,4,5,

**Wider strategies for current academic year**

**Budgeted Cost: Budgeted Cost: £215,400**

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	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>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.</p> <p><a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Fund   EEF</a></p>	1,2
Ensuring appropriate proportion of disadvantaged students in extracurricular activities including trips and visits	<p>Greater exposure to activities such as: reading non-fiction and classical literature, learning to play classical instruments &amp; 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.</p> <p><a href="#">Cultural Capital and Educational Achievement</a></p>	1,4
<p>Increasing overall attendance and punctuality of disadvantaged students by improving attendance at Breakfast Club through</p> <ul style="list-style-type: none"> <li>● complimentary Breakfast with quiet place to study</li> <li>● regular communication with parents/carers</li> <li>● celebrating the success of students attending in assemblies and in coaching groups</li> <li>● promotion in weekly HOY updates</li> <li>● using trusted adults to encourage certain students at risk of low progress</li> </ul>	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	1,3,5
<p>Chelsea Champions</p> <p>The following 3 interventions are not used exclusively for disadvantaged students but given these students present as more at risk of disengagement with school and are more at risk of behaviour and pastoral concerns. then these programmes can provide effective and targeted support</p>	<p>Funding for full time CC Mentor embedded at the Academy to support mentoring and engage with those at risk of being disengaged; assist with the Mayor of London's Stepping Stones programme and support with cultural trips and visits (e.g. Jamie's Farm trips). Long standing partnership with the Academy</p>	4&5
West London Xone (WLZ)	<p>Introduced in September 2022 to support those students at risk of suspension and/or being drawn into SYV. Subsidised programme -</p>	

	embedded WLZ worker based in school working with 30 students	
Kick London	Long standing partnership with the Academy. Funding for full time mentor x 5 days a week to support behaviour interventions.	

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	All curriculum leaders to identify gaps through half termly analysis. This will feed into half termly discussions with their leadership link. This follows on from the training given at the curriculum leaders weekend.
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. Kick London, WLZ, 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 2021 to 2022 academic year.

Our first set of results that have been externally assessed since the pandemic show that the gap in Attainment 8 between disadvantaged and all other students was 7.4 points lower than all other students, - compared to a gap of 10 nationally. Similarly the Progress 8 gap of 0.5 between these cohorts at the Academy was also slightly smaller than the 2019 national gap of 0.6. Although this gap is reducing, the focus still remains on improving this gap. This is of particular relevance given the covid 19 long tail.

As evidenced by national data covid 19 had a significant impact on all students' learning, behaviour, wellbeing and mental health; it has been well documented that this was far more so for disadvantaged

students. Our provision in 2021/22 as detailed in our [Recovery Plan](#) enabled the Academy to support both the wider 'catch up' piece as well as identifying any gaps in learning.

## Further information

The Academy funds the following organisation to work in partnership with the Academy

Chelsea Champions	
West London Xone (WLZ)	
Kick London	