# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## 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 spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Chadwick High PRU |
| Number of pupils in school  | Commission of 70 currently 82 on role. |
| Proportion (%) of pupil premium eligible pupils | 67% of all students. |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 to 2025 |
| Date this statement was published | Apr 22 |
| Date on which it will be reviewed | Apr 23 |
| Statement authorised by | Andrew Murray |
| Pupil premium lead | Andrew Murray |
| Governor / Trustee lead | Tony Gattrall |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic yearCLA PPG (4 students) | The school was funded for 18 places at £955 based on the census in Jan 21.This will be redetermined in Jan 23 |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Chadwick High is committed to ‘Narrowing the Gap’ between vulnerable pupils and the pupil premium forms a vital part of that process. The Management Committee reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.**Objectives will be met through*** Facilitating pupils’ access to education
* Facilitating pupils’ access to the curriculum
* Alternative support and intervention within the school.

**Key Principles of the Strategy*** Identifying barriers to engagement in learning eg attendance, unmet learning needs, mental health, trauma through assessment, developing relationships and observation.
* Evidence based interventions to address identified needs.
* Monitoring and evaluation of strategies employed.
 |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Historic poor attendance and punctuality at their last school |
| 2 | Periods of exclusion from school creating gaps in learning |
| 3 | Un assessed learning needs which contribute to non engagement and low level disruptive behaviours |
| 4 | Low expectations of themselves, low self esteem and lack of aspiration. |
| 5 | School based anxiety contributing to low attendance, mental health and poor well-being. |
| 6 | Poor relationship with food and irregular eating habits |

## 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 |
| Assessing learning needs | * Full assessment of all students to identify unmet learning need.
* Provision mapping for all students to target interventions and resources.
 |
| Meeting learning needs | * Personal Learning Plan for every student.
* Additional resources for supporting learning in class and 1:1.
 |
| Filling gaps in their education | * Initiatives for attendance, attainment and effort.
* Revision guides and additional lessons.
* Identify prior learning and teach to the gaps using our curriculum maps.
 |
| Developing their potential | * Mental Health awareness and supportive interventions.
* Therapeutic interventions.
* Counselling services for students and family
* Key worker for every student with close home links.
 |
| Preparing them for the future | * Motivational and inspirational experiences.
* A curriculum offer which meets the needs of students and prepares them for their future.
* A CEIAG programme that prepares them for their next steps in education, apprenticeship or work.
 |

## 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: £15,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *High quality teaching* | Retention of experienced subject specialist teachers to ensure breadth in the curriculum offer.Developing vocational curriculum through programmes such as MPP, Motor Vehicle maintenance and construction. | 3 |
| *Quality of classroom resources* | Ensuring that each classroom is equipped to a high standard which is standard across the school ie interactive whiteboards, access to ipads and laptops, quality classroom furniture. |  |
| *CPD* | All teaching staff accessing training on developing trauma informed approach to working with young people.Free access to National College CPD for all staff. |  |

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

Budgeted cost: £17,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teaching assistant deployment and interventions* | *Every student has named key worker who meets with them individually to deliver bespoke interventions. This could be learning or emotional support.* |  |
| *Activity and resources to meet the specific needs of disadvantaged pupils with SEND* | *Specialist HLTA providing individualised support in line with EHCP.* |  |
| *One to one and small group tuition* | *Pull out sessions for 1:1 support in Maths and English with specialist staff.* |  |
| *Interventions to support language development, literacy, and numeracy* | *Students accessing IDL for literacy and numeracy.**School wide literacy and numeracy strategy managed by specialist teachers in Maths and English.* |  |

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

Budgeted cost: £18,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Supporting pupils’ social, emotional and behavioural needs* | *Development of “Take up time” as part of our behaviour management strategy to specifically support students not coping in class due to social and emotional needs.* |  |
| *Supporting attendance* | *School attendance policy. Rewards and incentives for good attendance.**Application of school attendance policy* | *1* |
| *Extracurricular activities, including sports, outdoor activities, arts, culture and trips* | *Involvement in sporting competitions. Visits to theatres. Visits to colleges and 6th forms. Visits to museums and other relevant destinations in support of the curriculum eg Heysham power station* |  |
| *Communicating with and supporting parents* | *Daily contact with parents. Offering parents additional support eg family counselling, TAFs, supportive information and advice through our web links.* | *1* |
| *Breakfast clubs and meal provision* | *Provide snacks at breakfast club and breaktime; toast, bagels, cereals, fruit , hot chocolates free of charge.**Investment in school catering to provide hot and nutritious food to students.* |  |

**Total budgeted cost: £50,000**

# 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.

|  |
| --- |
| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

## 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 |
|  | n/a |
|  | n/a |

## 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? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

# 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.**An ever increasing concern is food poverty amongst families who do not qualify for free school meals. The school is acutely aware of the need to ensure all students are properly fed as this is an imperative to their functioning at school and capacity to engage in learning. Eating is the base of Maslows hierarchy of needs and without considering this we are not preparing our students for education. It is therefore our strategy to ensure that all students who need access to food are provided with food.**The school catering team have costed out the price of feeding one student at £5 per week, as the greatest cost in delivering food is the cost of employing staff not the cost of food it is possible to feed more students with only a small increase in costs.**Identifying 10 students whom we have evidenced as not eating regularly at school, speaking with parents and identifying that poverty is the main driver and then providing free meals for these students would cost the school approximately £1900 per year.* |