



## Pupil Premium Strategy 2021-2022

### Review of expenditure for 2020-2021

Quality of teaching for all		
Desired outcome	Impact	Evaluation
	<p>Did you meet the success criteria? Give evidence to support your impact, this can be from:</p> <ul style="list-style-type: none"> <li>• Internal data</li> <li>• Case studies</li> </ul> <p>Also include impact on pupils not eligible for pupil premium if appropriate</p>	<p>If your approaches didn't meet your success criteria:</p> <ul style="list-style-type: none"> <li>• Why not?</li> </ul> <p>Will you continue with this approach next year? If so, then why? Will you make any changes?</p>
<p>Every child receives teaching which is good and frequently outstanding in every classroom/ every day.</p>	<p>Regular monitoring of subjects by SLT, HODs and Subject leaders have ensured that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Snapshots and learning walks focus on feedback to improve. CPD reflected the needs identified from the observations and specific focus has been on teaching and Learning this year.</p> <p>Relevant training was provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Training/Support programme for NQT teachers in place to ensure that they develop into good/outstanding inspirational teachers.</p> <p>Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching.</p> <p>Accelerated reading programme: training for all staff re diagnostic use of accelerated reader. TAs read with children and support on</p>	<p>This approach has been effective in identifying specific needs and ensuring good quality first teaching.</p> <p>87% of disadvantaged pupils made expected progress in reading.</p>

<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>AR.</p> <p><b>Primary</b> 87% of disadvantaged pupils made expected progress in reading.</p> <p>65% of disadvantaged pupils made expected progress in writing.</p> <p>65% of disadvantaged pupils made expected progress in Maths.</p> <p><b>Y7-9</b> Performance of disadvantaged pupils continues to be strong across all cohorts compared to the national gap, although in Year 7 and 8 disadvantaged on track data is not quite as strong as for all pupils.</p> <p><b>Y10</b> P8 -0.24 · Progress of disadvantaged pupils is below that for all pupils, as this is the cohort that have been most affected by lockdown.</p> <p><b>Y11</b> P8 0.95 Progress of disadvantaged pupils was significantly better than national and better than the cohort as a whole.</p>	<p>The focus on reading in Primary has made a significant impact on disadvantaged pupils. The focus needs to be on writing and maths for the next academic year in primary.</p> <p>The data for disadvantaged pupils in KS3 remains strong compared to national, but a focus needs to be on ensuring there isn't a gap between disadvantaged pupils and the rest of the cohort.</p> <p>Year 10 data looks concerning for Year 10 and a targeted focus needs to be made on this year group for the next academic year.</p>
<p>Raise levels of challenge for all disadvantaged students.</p>	<p><b>Primary</b></p> <p>60% of disadvantaged pupils made the expected standard in Reading.</p> <p>35% of disadvantaged pupils made the expected standard in Writing.</p> <p>43% of disadvantaged pupils made the expected standard in Maths.</p> <p>Y11</p> <p>83.3% of disadvantaged pupils achieved 4+ in English.</p>	<p>In Primary, whilst there has been an improvement in the number of disadvantaged pupils making expected progress, particularly in Reading, but we are not closing the gap between disadvantaged pupils and the rest of the cohorts with pupils achieving the expected attainment for the end of the year.</p>

	83.3% of disadvantaged pupils achieved 4+ in Maths.	
Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD	<p>The following strategies have been targeted to promote the progress of disadvantaged students:</p> <ul style="list-style-type: none"> <li>• Designated member of extended SLT with responsibility for disadvantaged students and clear strategy to address disadvantage.</li> <li>• Teaching and learning strategies targeted to reduce the gap</li> <li>• A bespoke CPD programme has been implemented to equip teachers with the skills needed to close the gap in primary and maintain standards in secondary.</li> <li>• Disadvantaged students given priority in all intervention planning.</li> </ul> <p>Although the strategies alone cannot solely be accredited for the continued improvement in disadvantaged students progress they have contributed.</p>	<p>Yes, all strategies are to continue along with an updated intervention cycle resulting in specific targeted interventions based on gaps in knowledge. Disadvantaged students will be prioritised when selecting students for intervention.</p> <p>Strategies must be constantly quality assured throughout the year to ensure they are having the maximum impact possible.</p>
The development of a curriculum that challenges all pupils.	Curriculum road maps for all subjects are being finalised. There is a clear, all-through journey from Y1-Y11 ensuring pupils have a broad and balanced curriculum throughout their journey at CFS.	A significant amount of work has gone in to the planning, liaison and implementation of the road maps. It is too soon to demonstrate the impact that this will have on our PP pupils.
<b>Total Cost £90,000</b>		

**Targeted support**

<b>Desired outcome</b>	<b>Impact</b>	<b>Evaluation</b>
<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>Head of Year for each year group in secondary in place along with 3 assistant head of Years. Along with this pastoral support officer appointed for Primary which are providing a strong pastoral support. Use of Holistix and Termly Conversations demonstrate the support in place for pupils who have been signposted for additional, more specialised support.</p> <p>Signposting directly to alternative agencies, such as the information Shop, who have also been to talk to secondary pupils about the support they offer. This has empowered pupils to seek support directly in the community.</p> <p>Appointment of a Health and Well-being lead has raised awareness of the needs of the pupils, has led on signposting what is on offer for both staff and pupils.</p> <p>Whilst suicide attempts have risen significantly In the county, we have a decrease in the number of self harm incidents in school.</p>	<p>A successful support team in place. Pupils with social, emotional and health needs are identified an a range of support in place.</p> <p>The provision of school counselling sessions will enhance this provision.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<p>A range of curriculum enrichment activities provided beyond the classroom. This has been recognised as a key area for the school and the member of staff responsible for this has been promoted to the Senior Leadership Team, showing the commitment the school has towards enrichment.</p> <p>There were limited Visits to or out of school to enhance/support topic learning due to the Covid pandemic.</p>	<p>Enrichment and support using a variety of services has been extremely beneficial, particularly to our PP pupils, whom, without the funding made available for them, would not have access to a diverse learning environment.</p>

	<p>All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Forest Schools training and weekly provision is in place for all KS1 pupils.</p> <p>Alternative Provision for Vulnerable PP pupils is in place. Two PP pupils attend Chichester College and two PP pupils accessing support through APC.</p>	
<p>Absence &amp; persistent absentee rates are at least in line with national.</p>	<p>Covid has not helped with attendance, but end of Year data showed attendance for disadvantaged pupils at 81.92%. This is significantly below national average of 96% and our school cohort at 90.46%.</p> <p>We have a number of pupils impacting on the data with persistence absence.</p> <p>There are clear processes involved by our attendance officer to identify pupils with attendance concerns. Names are sent to relevant staff and all actions and interventions listed in order to support pupils back in to school.</p>	<p>Attendance for disadvantaged pupils remains a concern and needs to continue to be a target.</p>
<p>Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions.</p>	<p>Accurate assessments result in targeted interventions resulting in improved progress for disadvantaged students.</p> <p>Assessments have been created and scheduled to ensure that staff and students are able to monitor their progress. Regular QA and moderation take place to ensure the accuracy of grades.</p>	<p>Covid has had a significant impact on the number of interventions that have run this year. However, disadvantaged pupils are still prioritised for intervention.</p>

	Progress was significantly better than national expectations. Our progress 8 figure has remained around 0 year on year for all students, Effective assessment resulted in broadly accurate teacher estimates last year, therefore we have confidence in our in-school data that indicates that students should be in line with national expectations in 2022. Finally, the high- quality assessments can be used to target interventions towards disadvantaged students.	
<b>Total Cost £40,000</b>		
<b>Other approaches</b>		
<b>Desired outcome</b>	<b>Impact</b>	<b>Evaluation</b>
Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated	A number of pupils were given financial support towards trips, music lessons, enrichment activities and uniform. FSM set up in canteen to allow pupils a set amount each day. Vouchers for FSM pupils emailed during the holidays. Links with Chichester Food Bank have allowed all pupils entitled to FSM an additional food box for the main school holidays of Christmas, Easter and Summer.	Money needs to be continued to be set aside for disadvantaged pupils to access a range of activities and equipment so they are not disadvantaged further.
<b>Total Cost £19,711</b>		

## Academic Year 2021-2022

Summary Information					
Academic Year	2021-2022	Total Estimated PP budget	£140,000	Date of Most recent review	Oct 2021
Total number of pupils	1010	Total number of pupils eligible for PP	141	Date of next internal review	Oct 2022

<b>EYFS Attainment</b>		
EYFS	Pupils eligible for PP 2020-2021	Pupils not eligible for PP 2020-2021
<b>% achieving EXPECTED GLD</b>	0.0%	27.0%
<b>% achieving EXPECTED in reading</b>	50.0%	60.7%
<b>% achieving EXPECTED in writing</b>	0.0%	53.6%
<b>% achieving EXPECTED in Maths</b>	50.0%	66.1%
<b>% achieving EXPECTED in Understanding of the World</b>	75.0%	91.1%
<b>% achieving EXPECTED in Expressive arts and design</b>	50%	69.6%

<b>KS1 Attainment</b>		
KS1	Pupils eligible for PP 2020-2021	Pupils not eligible for PP 2020-2021
<b>% achieving EXPECTED+ in reading, writing and maths</b>	50.0%	56.7%
<b>% achieving EXPECTED+ in reading</b>	75.0%	71.7%
<b>% achieving EXPECTED+ in writing</b>	50.0%	58.3%
<b>% achieving EXPECTED+ in maths</b>	75.0%	70.0%
<b>% achieving AT GREATER DEPTH in reading</b>	0.0%	10.0%
<b>% achieving AT GREATER DEPTH in writing</b>	0.0%	1.7%
<b>% achieving AT GREATER DEPTH in maths</b>	0.0%	20.0%

<b>KS2 Attainment 2021-2022 (no national averages due to cancellation of SATs tests)</b>		
KS2	Pupils eligible for PP 2020-2021	Pupils not eligible for PP 2020-2021
<b>% achieving EXPECTED+ in reading, writing and maths</b>	33.3%	58.1%
<b>% achieving EXPECTED+ in reading</b>	66.7%	74.2%
<b>% achieving EXPECTED+ in writing</b>	50.0%	62.9%
<b>% achieving EXPECTED+ in maths</b>	66.7%	83.9%
<b>% achieving AT GREATER DEPTH in reading</b>	0.0%	43.5%
<b>% achieving AT GREATER DEPTH in writing</b>	0.0%	17.7%
<b>% achieving AT GREATER DEPTH in maths</b>	0.0%	21.0%

<b>KS4 Attainment 2019-20 (no national averages due to cancellation of GCSE exams)</b>		
KS4	Pupils eligible for PP 2020-2021	Pupils not eligible for PP 2020-2021
<b>% achieving Pass in English and Maths</b>	83.3%	83.49%
<b>Progress 8 score average</b>	0.95	0.91
<b>Attainment 8 score average</b>	46.61	48.44

**BARRIERS TO FUTURE ATTAINMENT**

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Higher levels of challenge for all pupils particularly high ability disadvantaged students.
B	Consistently good teaching to promote the progress of PP pupils.
C	Low attendance and persistent absenteeism of PP/disadvantaged pupils.

**ADDITIONAL BARRIERS**

External barriers (issues which require action outside school such as home learning environment and low attendance)

A	Absence due to corona virus pandemic
B	Lack of engagement with online learning
C	Low levels of ambition
D	Some disadvantaged pupils do not have the space, correct environment or attitude to work at home.

**INTENDED OUTCOMES**

Specific outcomes		Success criteria
A	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure all pupils are given the opportunity to consolidate basic skills.	All disadvantaged pupils make expected progress (eg. Expected to expected or greater depth to greater depth) from previous Justice 2 and from previous key stage results. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. LSAs and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.
B	Improve the progress of disadvantaged pupils through high quality teaching and learning.	The quality assurance of lessons involving disadvantaged pupils will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged pupils will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged pupils ensuring they



		develop the core knowledge and skills they need to be successful
C	Effectively use of data tracking points based on high quality assessment to identify disadvantaged pupils for interventions.	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged pupils that need it the most. Intervention sessions will be quality assured and progress tracked. This will result in the accelerated progress of disadvantaged pupils. Behaviour and attendance data will also be tracked to ensure interventions are put in place so pupils are not missing the high- quality teaching and learning happening in lessons.
D	Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Enrichment activities will result in better pupil wellbeing as well as developing key social skills and inclusion in the wider community.
E	Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Pastoral staff and SENCOs identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture, counselling, pastoral support and well-being interventions.

### PLANNED EXPENDITURE

Academic Year 2021-2022

Quality of teaching for all

Desired Outcome	Chosen Action/ Approach	How will we make sure this will be implemented well?	Staff Lead	When will this be reviewed?
Every child receives teaching which is good and frequently outstanding in every classroom/ every day.	Regular monitoring of subjects by Principal, Head of Primary ,Deputy Principal, SLT, HODs and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school. Snapshots and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where	Snapshots/book looks/learning walks by SLT and HODs show increasing %s of outstanding practices seen.	BPS SLT HODs	Half termly monitoring schedule to be devised by SLT in Temperance 1.

	<p>this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Training/Support programme for NQT teachers to ensure that they develop into good/outstanding inspirational teachers.</p> <p>Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching.</p> <p>Accelerated reading programme: training for all staff re diagnostic use of accelerated reader. TAs to read with children and support on AR.</p>	<p>PPA staff to cover teachers to lead their subject area in primary and time allocated to HODs in secondary.</p> <p>Principal, Deputy Principals, SLT and HODs to provide constructive feedback to staff and pair up teachers for coaching programme based on individual needs.</p> <p>Cover supervisors and PPA staff to cover staff when attending courses: including NQT course Staff to regularly use STAR reading tests to monitor growth and progress.</p> <p>Interventions in place that are good quality and demonstrate progress of PP pupils.</p>		
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p>	<p>Book looks, Snapshots, learning walks and termly assessment data analysis by Principal, Deputy Principal, SLT and Assistant Heads for data and Pupil progress. Termly staff meetings for staff to analyse progress of fallen behind children.</p> <p>Release time for key stage leaders and HODs to drive and monitor interventions in their teams. HLTAs</p>	<p>Principal SLT HODs Subject Leads</p>	<p>Termly</p>

<p>attainment standards.</p>	<p>Increase pupil to adult ratios to support PP children by deploying more LSAs in the classrooms in the morning.</p> <p>Accelerated Reader scheme, Lexia, Touch Type Read and Spell and Rising Stars all introduced to raise attainment in Literacy and Maths.</p> <p>Books and equipment to support the delivery of interventions and individualised learning. TT Rockstars/Rising Stars materials to be purchased to increase interaction and enthusiasm in maths.</p> <p>Investment in equipment to support the development of motor skills, particularly in the Early Years.</p>	<p>to analyse progress of interventions; SLT to monitor interventions and ensure good quality delivery and progress (including higher achievers).</p> <p>LSAs to work with PP children to support them in the classrooms and provide short/concise interventions. Pre learning support and post learning reinforcements from LSAs and teachers.</p> <p>Subject Coordinators and HODs to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support LSAs with their interventions.</p> <p>This is an area for development that has been identified and will provide the opportunity for our disadvantaged pupils to gain key motor skills that they need.</p>		
<p>Raise levels of challenge for all disadvantaged students.</p>	<p>Ensure high expectations for PP pupils and aspirational target grades set.</p> <p>All staff have CPD on strategies to raise challenge.</p>	<p>Quality assurance of lessons. Analysis if data.</p> <p>Good quality CPD delivered to staff with</p>	<p>SLT BPS JGR</p>	<p>Termly</p>

	Ensure all staff have access to Trackers to effectively plan lessons	effective strategies. All staff to access and understand data on trackers.	LNW	
Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD	Teaching and learning snapshots/ learning walks and new ideas to be used during CPD  QA the strategies to see their effectiveness in lesson and hold staff to account	Analysis of appropriate snapshot/ learning walk  QA of CPD sessions  QA of strategies in lessons.  Staff voice based on CPD sessions	BPS/ JGR	Annually
The development of a curriculum that challenges all pupils.	Curriculum roadmaps and implementation in place.	A knowledge rich curriculum that also develops skills with result in the progress of disadvantaged pupils.	BPS/JGR	Termly

Teaching and Learning budgeted cost: £80,000

**Targeted Support**

Desired Outcome	Chosen Action/ Approach	How will we make sure this will be implemented well?	Staff Lead	When will this be reviewed?
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	Provision of SENCO/Family Support Worker in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance.  Delivery of specific programmes for vulnerable pupils, such as the SEED toolkit (an Eating Disorder Education Toolkit).	SENCOs/Pastoral team to offer a variety of family support workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.  SENCOs/Pastoral team to liaise with various agencies to provide targeted support for vulnerable children	CHN/ PFR/ JPL/ LHK	Termly

	<p>Partnership working with health, educational psychologist, social care for targeted pupils.</p> <p>Provision of nurture, counselling, Early Help and Pastoral team support for vulnerable children.</p>	<p>and.</p> <p>Nurture, Anger management, social skills and Lego therapy sessions running daily (morning and afternoon) to support vulnerable and high need children. JPL and PFR to monitor and observe sessions. JPL and PFR to decide on PP children who need most support and allocate to LSAs and intervention program.</p>	<p>CHN/ PFR/ JPL/ LHK/VCK/ JCS</p>	
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<p>A range of curriculum enrichment activities provided beyond the classroom</p> <p>Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. Forest Schools training and weekly provision.</p> <p>Alternative Provision for Vulnerable PP pupils</p>	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school %</p> <p>PP pupils take part in all trips and residential with subsidies as required. Lesson observations will show high levels of engagement with learning by PP pupils which results in embedded learning seen in summative assessments.</p> <p>Forest school teacher to deliver programme to KS1 pupils weekly.</p> <p>Most vulnerable PP</p>	<p>RAL/SMN</p> <p>CHN/PFR/JP L</p>	<p>Termly</p>

	considered as appropriate	engaging in alternative provision having a positive impact on engagement in school.		
Absence & persistent absentee rates are at least in line with national.	Parents are made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.	Weekly tracking by RGR reported to PP leads. Termly attendance (including persistent absentee of PP pupils) report to governors with year group totals.	LHK/ RWM	Weekly
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions.	Ensure all Key Stages and departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils.	RAG meetings Assessment audits Data capture discussions with line managers QA of intervention sessions	SLT	Termly
Targeted Support budgeted cost: £30,000				
<b>Other Approaches</b>				
Action	Intended Outcome	How will we make sure this will be implemented well?	Staff Lead	When will this be reviewed?
Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated	Uniform, FSM and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	Business manager and office staff to ensure appropriate families receive financial support they are offered.	GHG	Half termly
Other approaches budgeted cost: £30,000				