



CFS Pupil Premium Strategy Statement

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	Chichester Free school
Number of pupils in school	1010
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs Louise New
Pupil premium lead	Mrs Cathryn Halton
Governor / Trustee lead	Mrs Sue Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,000
Recovery premium funding allocation this academic year	£20,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,445

Part A: Pupil Premium strategy plan

Statement of intent

At CFS, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We provide a seamless education from ages four to 16. We aim to inspire curiosity and engage learners in common approaches throughout Primary and Secondary. Sharing practice across both phases is common place, and this approach allows us to reduce the negative effects often associated with transition. As a school we are now striving to be outstanding and to achieve above average outcomes in all phases. We have high expectations of all pupils throughout the Primary and Secondary phases. Our pupils are challenged to have uncompromising ambition in their academic endeavours. The school values of 'Nurture, Challenge and Inspire' underpin everything we do and permeate all areas of school life. Pupils receive a wide and varied curriculum and inspiring teaching alongside exceptional pastoral support, and a wide range of opportunities through our co-curricular offer, House System and Pupil Leadership programme.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS1 and KS2.
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-harm, anxiety, depression (diagnosed by medical professionals) and low self-esteem and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 30 pupils (23 of whom are disadvantaged) currently require additional support with social and emotional needs, with 26 (23 of whom are disadvantaged) receiving additional support.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10 - 12% lower than for non-disadvantaged pupils.</p> <p>53.9 % of disadvantaged pupils have been 'persistently absent' compared to 29.9 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.

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
<p>In Primary - 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.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<p>Assessments indicate all disadvantaged pupils make expected progress (eg. Expected to expected or greater depth to greater depth) from previous year 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.</p>
<p>Improved reading attainment among disadvantaged pupils in KS1 and KS2.</p>	<p>KS2 reading outcomes in 2023/2024 show that more than 68% of disadvantaged pupils met the expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils in KS1 and KS2.</p>	<p>KS2 writing outcomes in 2023/2024 show that more than 73% of disadvantaged pupils met the expected standard.</p>
<p>Improved Maths attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2023/2024 show that more than 74% of disadvantaged pupils met the expected standard.</p>
<p>Improve the progress of disadvantaged pupils through high quality teaching and learning.</p>	<p>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. Curriculum intent is embedded across the school and includes transition points, particularly between Y6-Y7.</p>

<p>Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education and contextualise their learning..</p>	<p>Enrichment activities will result in better pupil wellbeing as well as developing key social skills and inclusion in the wider community. There is an embedded PSHE/ careers/ enrichment programme on offer with the addition of university trips and Unifrog to support pupil to progress beyond Y11.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>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.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by a reduction in behaviour points rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. <p>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our teaching and curriculum planning across the school.</p> <p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD.</p> <p>We will fund teacher release time to embed key elements, resources and CPD offers.</p> <p>Good quality resources to enable good/ outstanding teaching.</p>	<p>To teach well, teachers need to assess pupils' prior knowledge and understanding effectively, plan and differentiate effectively to deliver lessons that meet the needs of all their learners.</p>	1
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>This will initially be rolled out in Maths classes.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	<p>1,2,5</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan</p>	<p>1,2,5</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	5
Use of ELSA and school counsellor to support mental health and well-being in school	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	2,3
Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated e.g. Uniform, FSM and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.	All
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

Total budgeted cost: £ 50,000

Part B: Review of outcomes in the previous academic year

Quality of teaching for all		
Desired outcome	Impact	Evaluation
	<p>Did you meet the success criteria?</p> <p>Give evidence to support your impact, this can be from:</p> <ul style="list-style-type: none"> • Internal data • Case studies <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"> • Why not? <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>This approach has been effective in identifying specific needs and ensuring good quality first teaching.</p>

	Accelerated reading programme: training for all staff re diagnostic use of accelerated reader. TAs read with children and support on AR.	87% of disadvantaged pupils made expected progress in reading.
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>Primary</p> <p>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>Y7-9 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>Y10 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>Y11 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>Primary</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>Year 11</p> <p>83.3% of disadvantaged pupils achieved 4+ in English.</p> <p>83.3% of disadvantaged pupils achieved 4+in Maths.</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>
<p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD</p>	<p>The following strategies have been targeted to promote the progress of disadvantaged students:</p> <ul style="list-style-type: none"> • Designated member of extended SLT with responsibility for disadvantaged students and clear strategy to address disadvantage. • Teaching and learning strategies targeted to reduce the gap • 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. 	<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>

	<ul style="list-style-type: none"> Disadvantaged students given priority in all intervention planning. <p>Although the strategies alone cannot solely be accredited for the continued improvement in disadvantaged students progress they have contributed.</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.
Total Cost £90,000		
Targeted support		
Desired outcome	Impact	Evaluation
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	<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.</p> <p>Use of Holistix and Termly conversations demonstrate the support in place for pupils who have been signposted for additional, more specialised support.</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>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>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>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>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>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 & 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>

	<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.</p>	
Total Cost £40,000		
Other approaches		
Desired outcome	Impact	Evaluation
Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated	<p>A number of pupils were given financial support towards trips, music lessons, enrichment activities and uniform.</p> <p>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.</p>	<p>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.</p>
Total Cost £19,711		