

Chilmington Green School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Jon Rutland
Pupil premium lead	Hannah Jeffs Assistant Principal
Governor / Trustee lead	Nicola Timms Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,502
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81,502

Statement of Intent

Our ethos is “the best in everyone”; this has even more meaning when considering our disadvantaged young people, where it is vital that they make the most of every opportunity available to them whilst at school. Our Core Values of Ambition, Determination and Respect are designed to ensure our disadvantaged students achieve their potential academically, whilst also developing the life skills they need to be successful once they leave school. Ultimately, we want to provide all students with the knowledge, skills and understanding to enable them to have the gift of choice at each stage of young adulthood and beyond.

Chilmington Green School recognises that all students, regardless of their background, should have equal access to a curriculum that enables them to reach their potential. Pupil premium funding enables some of our most vulnerable students to receive additional support, thus ensuring that their progress is maximised and the gap between these students and their peers is closed.

A key challenge for the school, like many others, is that we have vulnerable students in need of support who are not eligible for pupil premium funding. However, we acknowledge that the Pupil Premium funding should not be conceptualised as a ‘catch-up’ initiative for underperforming students. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a personalised approach to maximise their progress and attainment.

We believe that regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively. Furthermore, it enables teaching and learning initiatives and intervention strategies to be adapted if they are not having the intended impact following robust evaluation.

Our Pupil Premium strategy is rooted in research. We believe that high quality teaching and learning, with a relentless focus on the progress of disadvantaged students, is the key to success. Whilst additional interventions which support our most vulnerable young people are also welcomed and utilised effectively, the collective effort of all colleagues within the academy to prioritise the disadvantaged cohort is seen to be most effective in achieving our goals.

The key elements of our strategy are:

- That in all areas of school life, disadvantaged students are prioritised.
- That additional support and challenge are given to all disadvantaged students.
- That disadvantaged students are subject to the same exceptionally high standards as those of the rest of the cohort.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students’ prior attainment is lower than their non-disadvantaged peers and require support with catching up.
2	Attendance for disadvantaged students is, on average, lower than non-disadvantaged students.
3	Raising aspirations so that they can achieve highly in school and beyond.
4	Emotional, social or behavioural issues resulting in difficulty accessing the curriculum fully.

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
Raise the overall attainment of disadvantaged students.	Narrow the in-school gap between disadvantaged students and others.
Knowledge gaps are effectively closed	<p>Quality Assurance demonstrates that disadvantaged students are relentlessly prioritised in lessons through questioning, planning and feedback.</p> <p>Marking and feedback shows additional challenge for disadvantaged students to ensure that every opportunity is taken to support this key group in making additional progress.</p> <p>Planning is robust and personalised and ensures that iterative content is planned in to work to support gap filling and iterative assessment.</p>
Improve attendance for disadvantaged students	<p>Disadvantaged student attendance meets and sustains 95% for the academic year 2024/25.</p> <p>The attendance and pastoral team support individual students with poor attendance and punctuality so that their attendance improves.</p> <p>Attendance for specific groups is tracked centrally and appropriate actions are taken. Increased parental engagement through attendance meetings.</p>
Improve the careers provision to ensure that disadvantaged students access sustained and individualised careers provision throughout their time at Chilmington Green School.	Individualised careers advice and guidance to be offered to ensure that all students, particularly disadvantaged, can access high quality advice.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed, monitor and develop a shared approach to teaching learning across the school through ongoing CPD, intensive support for ECTs and rigorous support in place for all staff.</p>	<p>The EEF state that ‘good teaching is the most important level schools have to improve outcomes for disadvantaged pupils.’ All staff are supported to keep improving and this is the priority for Pupil Premium spending.</p> <p>The EEF states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Supporting continuous and sustained professional development is crucial to developing teacher practice. (EEF)</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. (EEF)</p>	<p>1,2</p>
<p>Reducing set sizes for lower ability students through using Pupil Premium funding for salary contribution.</p> <p>Maintaining an additional set across core and EBacc subjects to support with literacy and numeracy.</p> <p>Salary contributions to Pastoral and Inclusion Officers.</p>	<p>The EEF state that reducing class size has a moderate impact when class size is fewer than 20. To improve progress for lower ability pupils, certain groups in core subjects are kept below 20 students.</p>	<p>1,2</p>

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions run in tutor time and homework club is run after school throughout the academic year prioritising disadvantaged students.	The EEF state that small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,3
Additional careers meetings with an external careers adviser (planned for future).	The Gatsby Benchmarks inform careers planning and detail the components of good practice from a broad range of research. The EEF states that 'young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Additional curriculum time offered to students, specifically designed to support disadvantaged students: - Extending the school day on Tuesdays and Thursdays - Offering lunchtime curriculum support Funded extra-curricular activities for disadvantaged students, including trips and visits and music lessons.	EEF evidence states that, 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.'	1,2
Timetabling intervention groups using additional teaching staff capacity, prioritising disadvantaged students	The EEF states that small group tuition enables the teaching to focus exclusively on a small number of learners. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2
Targeted interventions in numeracy and literacy by trained SSAs for disadvantaged students	The EEF states that small group tuition enables the teaching to focus exclusively on a small number of learners. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2
NGRT tests for KS3 students, three times yearly	NGRT tests are used to help determine reading ages and diagnose what support may be needed with literacy. Effective diagnosis of reading	1,2

	difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF).	
Lexonik Leap literacy intervention	Intervention in small groups delivered by a trained teacher or SSA, structured intervention sessions are brief and regular. The EEF states that it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.	1,2
Guided reading programme in tutor time for Years 7-10, to develop literacy, oracy, and promote a love of reading. Purchasing texts to support with the programme.	Reading comprehension strategies have high impact on average (+6 months, according to the EEF). Our tutor time reading programme ensures students are regularly accessing ambitious and challenging texts and are exposed to a high number of words that will support their understanding across the curriculum	1,2
Homework support clubs at lunchtime and after school	Our homework clubs target students who are underperforming on a number of measures (e.g. time spent completing homework tasks). Completing high-quality homework can have a high impact on student progress.	1,2

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

Budgeted cost: £33,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing additional, personalised and intensive academic and pastoral support for disadvantaged students.	The EEF states that the social and emotional learning that is offered by the Inclusion Staff have an 'identifiable and valuable impact on the attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'	1,2,4
Attendance support, trackers, first response phone calls and home visits	Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This allows patterns of absence to be scrutinised and interventions (e.g., phone calls from Heads of Year, home visits and rewards) to be implemented in a timely manner.	3

<p>Reading programme adopted across the school for all learners.</p>	<p>'On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.'</p>	<p>1,2</p>
<p>Resources provided to disadvantaged students, including stationery, uniform, equipment and travel expenses.</p>	<p>School uniform and equipment is subsidised to maximise attendance and engagement.</p>	<p>2,4</p>
<p>Music peripatetic lessons for KS3 and KS4 disadvantaged students who would like to learn an instrument</p>	<p>Outdoor adventure learning, afterschool clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).</p>	<p>4</p>
<p>Co-curricular clubs and sports fixtures to increase engagement opportunities with school, to improve and support with wellbeing and attendance</p>	<p>Outdoor adventure learning, afterschool clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).</p>	<p>3, 4, 5</p>

Total budgeted cost: £81,502

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023-24

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

Attendance

Attendance for all students was 94.2%. For students who are eligible for PP, the attendance figure was 92.9%. Non-PP attendance was 95.7%. The gap of 2.8% attendance between the group has become a focus on our School Improvement Plan.

Curriculum and Education with Character

Our extra-curricular offer included subsidised music lessons, residential visits and a broad extra-curricular programme. Participants in these activities are tracked rigorously to ensure that pupil premium students are equally represented.

38% of our disadvantaged pupils participated in an overnight residential making up 27% of the total pupil numbers that attended. All pupils including disadvantaged, attended a minimum of 1 hour a week additional extra-curricular offering. The range of clubs changing with each term, offering a minimum of 3 additional extra-curricular experiences over the year.

Reading/Phonics Outcomes

Pupil Premium students' reading age increased from an average of 11.3 years to 12 years from the first NGRT assessment to the final NGRT assessment at the end of summer term 24. This is compared to the whole year average of 11.4 starting and 12.1 at the end of the year.

Raising Aspirations

All Pupil Premium students have received 1:1 careers advice from an external careers advisor. Alongside this, careers has been delivered to all students as part of the curriculum.