

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using 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	The Chalfonts Community College
Number of pupils in school	1395
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	17th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Caroline Whitehead
Pupil premium lead	Mrs Paula Procopi
Governor / Trustee lead	Mrs Debbie Dalston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	177,650.00
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	£177,650.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At the Chalfonts Community College, our intention is to be a student centred learning community with high standards for all. All students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum.

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

Our students will be inspired by a broad and balanced curriculum with equality of access, they will have high aspirations and excellent attitudes to learning, achieving success through their belief that success is an attitude. High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged students require the most support. For example targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged students will central to improving students' engagement and progress being made.

We will respond proactively to the common challenges our students are faced with and try to meet their individual needs through diagnostic assessments. All teachers will have an in depth knowledge of our disadvantaged students and will plan to teach lessons that all students' will be able to access, irrespective of their individual challenges and needs in order to help them to excel.

The intention is that non-disadvantaged students' progress will be sustained and improved alongside progress for their disadvantaged peers. In order to achieve this we will consider the challenges faced by our disadvantaged students especially those who are supported by external agencies such as social workers and are themselves, young carers.

Our statement of intent is to ensure we are effective in our approach to support the needs of all students, regardless of whether they are disadvantaged or not.

We will adopt a strategic whole school approach in which all staff take responsibility for disadvantaged students through:

- Raising expectations of what they can achieve by promoting high aspirations
- Improving attendance
- Setting above average targets for all students
- Encouraging parents to have more engagement with school and their child's education

Challenges

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

Challenge number	Detail of challenge
1	Attendance – To identify key issues with disadvantaged students’ persistent absences and to implement strategies to support parents to ensure their children are attending school to access their education. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been considerably lower than for non-disadvantaged pupils, especially due to the pandemic period of time and lock-down. Attendance and Pupil Premium strategy will be delivered effectively by all subject and pastoral leaders by Summer 22
2	Behaviour – To analyse behavior incidences and exclusion data with a clear focus on the PP students. Based on current trends, it has been suggested that our disadvantaged students have a disproportionately higher number of negative behavior incidents than their peers
3	<p>Quality of education - Review and improve the curriculum delivery model by reviewing the costs of the current structure of the school day and lesson allocations in KS3 & 4.</p> <p>To improve assessments in order to identify gaps more effectively, aspiration targets and feedback to given to students, to build independence and resilience. Parents will have more of an accurate overview of their child’s progress and be clear of the targets and expectations for each subjects.</p> <p>Improve quality of education in underperforming subject areas through deep dives, learning walks, student focus groups and work scrutiny, which identify the impact of improvements and next steps for T&L improvements.</p>
4	<p>High quality teaching and Targeted Academic support</p> <p>Spending on improving teaching will include professional development, and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and is a priority for Pupil Premium spending.</p>
5.	Literacy – assessments in the summer 2021 in Year 8 and baseline testing in Year 7 in September 2021 indicates disadvantaged students generally have lower levels of literacy than their peers which impacts on their progress in all subjects.

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>Attendance - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <p>The overall attendance rate for all pupils being more than 96% and close the attendance gap between disadvantaged pupils and their non-disadvantaged peers. PP leads meet regularly with the attendance officer and have a clear plan in place for pupils with low attendance.</p>
<p>Behaviour - To improve and sustain positive attitudes to learning and relationships</p>	<p>All disadvantaged students with challenging behaviours receive 1:1 mentoring resulting in a reduction of repeat internal and external exclusion. Staff are aware of the difficulties that may impact PP students and have plans in place to support these. Regular monitoring of exclusion data and work with key students and staff to ensure these students are accessing support and are able to remain in lessons, enjoy and achieve.</p>
<p>Curriculum - To embed the improvements in the new 3 year KS3 curriculum to enable disadvantaged students to make progress in line with their peers.</p>	<p>All Subject areas are fully aware of their responsibilities towards our disadvantaged students and are working towards a more strategic approach based upon their understanding of individual students and their barriers to learning.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers recognise improvements through engagement in lessons and book scrutiny.</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 homework completion rates across all classes and subjects, progress data, rigorous testing and assessment data and outcomes.</p> <p>Disadvantaged students achieve at least in line with national. KPI P8 data shows declining difference between PP and Non</p> <p>High levels of progress in literacy for Year 7 students eligible for PP to be in line with other pupils. PP students in Year 7 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets.</p> <p>Raised progress for all PP students.</p>

<p>Literacy.</p> <p>Aspirational targets set for all PP students</p> <p>Forensic analysis of data between assessment points</p> <p>Targeted workshops for parent learning in English</p> <p>Year 7 literacy support teacher employed</p> <p>Student engagement with the National tutoring and school led tuition program.</p>	<p>Rapid interventions to accelerate progress of all PP students.</p> <p>Improved parents' curriculum understanding so facilitating parents' home support and leading to increased literacy progress of our PP students.</p> <p>Close any literacy gaps resulting from lockdown so increasing PP resilience and self-regulation and enabling students to tackle challenging texts in classrooms and examinations alongside developing skills of inference so improving history and English progress.</p> <p>Measured progress of PP students</p> <p>Positive reward system is up and running to promote and praise student successes, motivating and inspiring our students to do more.</p>
<p>High quality teaching and Targeted Academic support - Improved progress among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>Pupil Premium students achieving at least in line with, or above national progress average.</p> <ul style="list-style-type: none"> • Supported Reading programme • 1:1 intervention strategy • Year 7 starter packs bought to access curriculum • Data tracking across all years through 'PP Champion', Year Leader & Subject Leaders • All PP students identified in all lessons and effective seating plans • Marking and Feedback given priority in teacher marking • Clear responsive Leadership: setting ever-higher aspirations and devolving responsibility for raising attainment to <u>all</u> staff.

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: £148,660.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Leadership and Management. The Teachers in charge of SEND and the PP leads work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils	A member of SLT oversees the budget and line manages the newly employed Pupil Premium TLR holders for KS3 and KS4 responsibilities. In reference to the EEF guide to the Pupil Premium; "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Staff who feel skilled and confident to lead interventions will see better progress being made by the students. This has been evident with our regular weekly interventions run by most department across the school to ensure all students are able to access their learning through extra support and time.	3, 4 1,2,3 2
Other Staffing Including TLR holders	Subject leaders and year leaders promote positive engagement and teaching strategies with pupil premium students. They track the progress of the PP students to help signpost their needs for targeted intervention. LSA's and the pastoral team become more confident in monitoring and evaluating the interventions which take place, to evaluate which strategies lead to good process and how it is measured. Achievement/effort points are a focus for all staff through positive praise/effort points on Arbor. "Evidence consistently shows the positive impact that targeted academic support can have."	3,4 4

Numeracy Leads to promote numeracy by providing staff CPD, enabling them to monitor and support numeracy interventions.	Numeracy is a key determiner for academic success and financial competency in adult life.	3,4
Literacy Leads to promote literacy and provide staff CPD to monitor and support reading	Focussed interventions ensures all students at the different key stages are receiving the correct support and interventions. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3,4,5
Maths and English Extra Teaching	Extra teaching time and prep time paid for out of the PP funding. Weekly support sessions in Maths and English for the high-attaining students, either as groups or individually with subject leaders or specific, highly qualified and experienced teachers. We provide extra support to maintain high attainment. One to one and small group interventions with high quality staff, are known to be effective.	3,4,5

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

Budgeted cost: £12800.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of equipment and learning kits for yr7 PP.	Provision of resources, Books materials and equipment in exceptional hardship £5,065 Removing potential barriers to participation increases attendance. Chromebooks for PP Students (we have offered 50% towards PP students).	3,4
Intervention mentoring and in class support	Yr7 – 15 students selected for mentor scheme, key focus on 5 year mentor support. Yr8 - Targeted intervention tutor group with their form tutor for students who appear to be 'not meeting' expectations based on re-report data.	4

	<p>Key focus on getting the basics right, more 1:1 support.</p> <p>Yr9 – The Year Leader has an additional tracking document for each PP student to allow us to be efficient and tactile in our selection for the mentor programme going into year 10 in Sept 2022.</p> <p><u>Current and proposed strategies for KS4 PP (mentor scheme):</u></p> <p>Mentor scheme where sixth formers / staff have weekly meetings with students to offer support with organisation, revision and next steps. All mentors have induction training in September and weekly support emails.</p> <p>C4C external training session for sixth form mentors to ensure training they receive is re-visited in January. All students receive a certificate of participation.</p> <p>Interview KS5 PP students to gain an insight to their perspective of being a PP student at Chalfont's – what can we do to improve?</p> <p>Peer tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Benefits identified for all types of pupils from peer tutoring, there is evidence that some pupils who are low-attaining and those with special educational needs make the biggest gains"</p>	<p>3,4</p> <p>3</p> <p>3,4</p>
Focussed intervention tutoring	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of the year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better"</p>	3,4,5
Holiday revision sessions	<p>Holiday revision sessions for year 11 students' also gives student the opportunity to catch-up and make good progress with their in the run up to their GCSE's. There is a collective responsibility for PP students' progress in order to make accelerated</p>	3,4

<p>Counsellors and Pastoral team – provides emotional and mental health support</p>	<p>to remain in education after compulsory schooling.” Social Mobility Commission research.</p> <p>Low aspirations and expectations to achieve well academically: some lack self-confidence and self-esteem. We need to individualise our approach to addressing these barriers to learning and giving emotional support at an early stage, rather than providing access to generic support and focusing on students nearing the end of their key-stage-assessments.</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for students.</p> <p>Barriers to learning is not something that students are not good at, barriers stem from the home and not being able to access learning through difficult home lives and difficult living environments, with low incomes and challenges being faced on a day to day basis.</p>	<p>2,4</p>
<p>Parental engagement Parent/carers of pupil premium students are engaged in school and aware of the child’s learning and understand how to support their child.</p>	<p>Yr11 parents and students were very encouraged by the proud letter day, the students felt it was a great boost to their confidence and an encouragement they didn’t expect to get so openly.</p> <p>The attendance of PP parents/carers at parents evening is at or above that of a non-disadvantaged students.</p> <p>Parental engagement - Termly visits to, hard to reach areas and invite parents within community. Highlight key students where parental engagement is poor and arrange an introductory meeting to be set up at local primary school or coffee shop.</p> <p>Parents/carers surveys show engagement and satisfaction with the school and school life.</p>	<p>2,4</p> <p>1,2,4</p>
<p>Behaviour across KS3&4 Identify targeted behaviour intervention for identified year groups and individual students.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students</p>	<p>2,4</p>

	<p>with particular needs or behavioural issues can be effective, especially for older pupils. Developing a positive school ethos or improving discipline, which also aims to support greater engagement in learning. It should also be noted that other approaches, such as parental involvement programs, are often associated with reported improvements in school ethos or discipline, but are not included in this summary which is limited to interventions that focus directly on behaviour.</p> <p>Identification of pupils is fair, transparent and properly recorded.</p> <p>Use support worker to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	2,4
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Total budgeted cost: £177,650.00

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.

Despite the significant layers of intervention already in place, there is further work to be done to narrow the gap between Pupil Premium students' achievement and that of the rest of the cohort, particularly in light of the challenges presented by the COVID-19 pandemic and with reference to KS4.

Closing the gap will remain a key focus for the school in 2021-22, particularly with regards to recovery measures.

Key implementations in support of the Pupil Premium strategy:

Financial assistance for specific school extra-curricular activities, such as additional drama or music workshops (when available due to Covid restrictions). Priority funding towards instrumental lessons in Y7-11 impacted on students confidence, motivation and cultural capital, allowing participation in a creative subject which they wouldn't normally be able to do without this support.

Priority funded places on Duke of Edinburgh Scheme for Y9-13, students were able to participate in activities which were character and confidence building, also enabled student to be part of a social group with similar interests.

Financial contribution towards pastoral and support staff salaries in pastoral provision.

One to one pastoral mentoring for targeted students by staff or Sixth Form students had a great impact on Yr11 students' attitude and approach to GCSE's, giving them the incentive and motivation to improve their progress albeit in the final stretch of GCSE's.

Additional funding made available to address any barriers or limitations to learning e.g. transport to and from school, any additional support interventions and lack of essential equipment. This had an impact on students' attendance giving students the opportunity to attend school more regularly ready for learning with their learning kits.

Funding of a targeted homework club supports students in need of additional support with independent study. Many students found this really effective especially for those who were not able to access the internet or google classroom from home, this also improved students' motivation to do their work.

Funding to support the Enhanced COVID-19 Recovery Curriculum (resources and staff time).

English continues to drive the literacy agenda with bespoke literacy lessons at KS3.

A bespoke literacy and numeracy tutor time programme enhanced PP key skills and reading books were purchased for PP students in all years for the English department in order to ensure they could access what was studied in class.

Students requiring additional support were targeted further and interventions from the SEND Team were put in place to support them.

Regular staff training has been delivered to continue raising awareness of best PP practice.

Implementation of individually tailored Teaching and Learning Strategies to support best practice with all PP students in the school. Further embedding of a whole school Pupil Premium approach, across all curriculum plans and pastoral interventions.

Key stage 3 and 4 PP students identified as under-performing in English and or Maths, were offered either English, Maths and Science tuition via the National Tutoring Programme.

Y11 PP students identified as under-performing in any subject were prioritised for 'open' and 'targeted' revision classes particularly in the creative subjects such as D&T, in line with the revised Strategic Intervention Plan. These were delivered in person and online 'virtually'.

This was overseen by the Pastoral Team and was used to signpost support early, with PP and SEND students a priority. Examples of this help included counselling, mental health professional services and engagement. The resulted in PP students being able to access their learning with the knowledge that they were being supported and included. Working with Year teams, we put in place several reward schemes at the end of the year. This included 100% attendance rewards as well as improved attendance and behaviour point's schemes, where students across several year groups were given the opportunity to attend reward events.

This was motivational and inspiring for all students to achieve in order to gain rewards and was very encouraging and positive for the students.

A comprehensive support package was put in place to support PP students during the school closures. Financial contribution towards IT and communication materials/equipment (particularly to support remote learning during the COVID-19 pandemic). All students identified as not having access to computers/internet for online learning were supplied a laptop from school or via donations. In addition, a number of dongles were purchased by the school to support online learning. Some students were invited to attend school in order to provide better opportunities for learning when found not to be engaging.

When back in school, PP and Covid Recovery funding was applied to begin our Enhanced Recovery Plan, which included additional tutorials focussing on literacy and metacognition and engagement with the National Tutoring Programme (all Year Groups targeted).

Parents and students have been regularly consulted via parent evenings and school communications about the support available. Home visits from key members of staff allowed parents and students the opportunity to have face to face contact with key members of staff which had an impact on their mental health support, as well as giving them the motivation to work remotely.

Parents/carers of all PP students have been met in person/virtually at least once throughout the pandemic and lockdown. This was measured by the amount of students who became more motivated to attend remote learning regularly and supported their mental health during the time of uncertainty.

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
National Tutoring Programme	Fleet
	The outcome from the 2020/21 NTP spend, showed 60% of students made improvements in their progress scores. Of the total cohort involved, 60% of students were PP students.

Further information (optional)

Our Pupil Premium strategy will be enhanced in 2022 by other activity including:

Utilising support from our GRT liaison officer to support attendance and behaviour improvements

Offering a wide range of extra-curricular activities to boost aspiration and wellbeing. We will track the participation of disadvantaged pupils and encourage and support their participation.

The School Improvement Plan has been revised and Disadvantaged students will benefit from the following school strategies:

1. Increase formative assessment in class to increase AFL and improve curriculum implementation
2. CATs 4/MidYis used to set aspirational targets for Year 7 & 8 students
3. Increase accuracy of teacher predictions at Year 11 and Year 13
4. Employ Year 7 literacy support teacher as part of the School Led tutoring provision
5. Employ science intervention teacher as part of the School Led tutoring provision
6. Launch whole school review of KS3 target setting and assessment.
7. Embed a new system of KS3 assessment to include parent and student communication
8. Book look and LW matrix refined with the inclusion in work scrutiny to include discussions with students about their learning
9. Trial of Risk Advert Y8 and Y9 initiative
10. Girls on board introduced to develop ways of dealing with relationship challenges
11. Focus on Personal Guidance section of the Gatsby benchmarks

We have commissioned a pupil premium review in January 2022 from Herts for Learning to gain a greater understanding of the reasons for gaps in pupil progress and attendance.

We have a strong evaluation framework in place for the duration of the 3 year strategy which will be adjusted each year based on a continual cycle of quality assurance and strategic planning.