# Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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 | Cannock Chase High School |
| Number of pupils in school | 1090 |
| Proportion (%) of pupil premium eligible pupils | 300 FSM<br>18 LAC<br>7 PLAC<br>2 service children |
| Academic year/years that our current pupil premium strategy plan covers | 1 Year 2022-23 |
| Date this statement was published | 11/10/22 |
| Date on which it will be reviewed | Sept 2023 |
| Statement authorised by | Mr Iain Turnbull |
| Pupil premium lead | Mrs J Simpson |
| Governor/Trustee lead | Mrs D Merrick |

## Funding Overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | 300(FSM) x £985=£295,500<br>7 (PLAC) x £2410= £16,870<br>18 LAC (£2410 spent through PEP but ring fenced for the individual)<br>2 (SC) x £320 = £640<br>Total = **£313,010** |
| Recovery premium funding allocation this academic year | 309 x £276 = **£85,284** |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | **£398,294** |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

> Our intention is that all students, irrespective of their background or the challenges they face, secure excellent progress and attainment across the curriculum. This is aligned with our Cannock Chase High School motto: 'Achievement for All'.

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. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. When identifying challenges, we will draw on a range of data sources including discussion with teachers, support staff and engagement with students and families.

We will utilise a wide range of external evidence to inform our decision making such as evidence summaries published by the EEF (Education Endowment Fund), alongside our knowledge of our students and our context.

We will develop strategies under 3 key areas.

1  **High-Quality Teaching**: High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.
2  **Targeted Academic Support**: We aim to diagnose which students need the most support and where. Then to provide specialist tuition, mentoring, intervention and resources in place to improve outcomes for disadvantaged students.
3  **Wider Strategies:** Through understanding of the impact of the child as a whole and the understanding that different pupil premium students have different barriers, we aim to support their wider personal development which will make them more resilient learners and support their progress in order that they become positive contributors to society in all elements of their lives.

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 students excel. To ensure they are effective we will:
- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge | | | |
|---|---|---|---|---|
| 1 | **Attendance** | | | |
| | ***2021-22 data*** | **Whole group** | **PP** | **Non-PP** |
| | **Whole School** | 89.5% | 85.2 | 91.9 |

| | | | | |
|---|---|---|---|---|
| **Year 7** | 91.7% | 87.8 | 93.61 | |
| **Year 8** | 90.7% | 88.2 | 92.25 | |
| **Year 9** | 88.3% | 83.03 | 91.53 | |
| **Year 10** | 88.9% | 82.81 | 92.44 | |
| **Year 11** | 87.2% | 82.62 | 89.22 | |

Across the school and in each Year group, PP student's attendance is below non-PP students.

Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged student's progress.

| 2 | **Academic Outcomes** | | | | |
|---|---|---|---|---|---|

| | A8 | P8 | 9-5 Eng/Ma | 9-4 Eng/Ma |
|---|---|---|---|---|
| **Non-PP** | 49.45 | 0.05 | 48.7% | 68% |
| **PP** | 39.49 | -0.57 | 24% | 44% |

PP students have lower academic outcomes in terms of attainment and progress. This is particularly evident in English whereby non-PP students have a P8 score of 0.13 and PP students have a score of -0.51 and the Ebacc basket in which Non-PP students have a progress score of -0.07 and PP students have a progress score of -0.74. The open Basket is where the gap exists the least.

This is a direct impact of Covid-19 as in 2019 academic outcomes the gap between PP and non-PP students was lower at -0.16 (P8 score of -0.01 compared to -0.17 for PP.)

| 3 | **Mental Health and Well-being** |
|---|---|
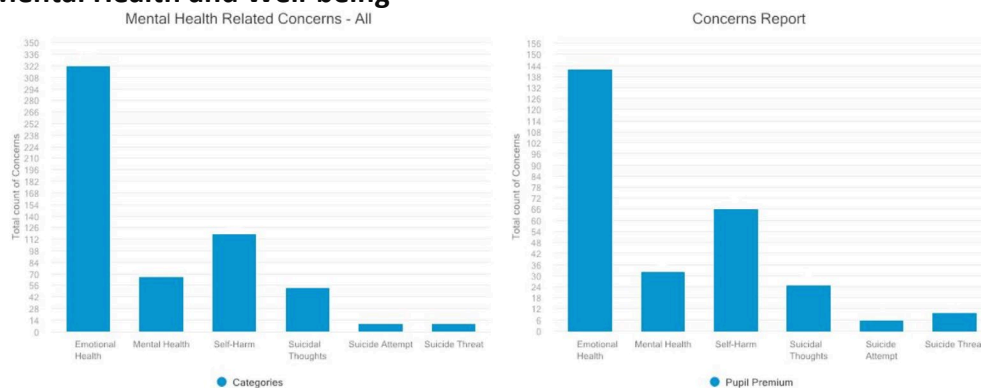


The proportion of safeguarding concerns relating to mental health has significantly increased since lock down and a disproportionate amount if these are relating to pupil premium students, particularly self-harm (almost 50%), suicidal thoughts (over 40%) and suicide threat (almost 100%).

| 4 | **Reading Ages** |
|---|---|

Reading age data shows that for all Year group, pupil premium students have lower reading ages than non-pupil premium students.
For example, Year 9:

    All students: 13.1 Years

    Non-PP: 13.6 years

    PP: 12.0 years

| | Our observation in lessons and in assessment shows that students with a lower reading age find it difficult to access questions in all subjects and struggling to reads can lead to disengagement in lessons and poor behaviour, resulting in lower outcomes. |
|---|---|

## 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 |
|---|---|
| **Improved attendance**<br>To achieve and sustain improved attendance for all students, particularly our disadvantaged students | Sustained high attendance from 2022-23 demonstrated by:<br>• the overall absence rate for all students being no more than 93% (this is an increase of 3.2% from last academic year), and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 3% from 6.7% to 3.7%;<br>• the percentage of all students who are persistently absent being below 15% and the % disadvantaged students being Persistently absent to be no more than 40%. (This is a decrease from 58% last academic year). |
| **Improved Academic Outcomes**<br>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on English and Ebacc subjects. | By the end of our current plan in 2022-23 KS4 outcomes demonstrate that disadvantaged students achieve:<br>• a reduced gap in Progress 8 score of -0.25;<br>• a reduced gap in Progress 8 core of English of -0.25;<br>• a reduced gap in the Ebacc basket of -0.25. |
| **Improved Literacy**<br>Improved reading among disadvantaged students across KS3. | Reading tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.<br>Teachers should also have recognised this improvement through engagement in lessons and learning walks. |
| **Improved Mental Health and Well-being**<br>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged. | Sustained high levels of wellbeing from 2022-23 demonstrated by:<br>• decrease in % of My Concern referrals related to mental health and well-being and the proportion of these being for PP students;<br>• qualitative data from student voice, student and parent surveys and teacher observations;<br>• a significant increase in participation in enrichment activities, particularly among disadvantaged students;<br>• Decrease in absences related to mental health. |

## 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: £140,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Purchase of standardised diagnostic assessments.**<br><br>(GL Assessment for the reading ages of Y7/8/9 students to measure progress and impacts of intervention) | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF | 2 & 4 |
| **Improving literacy** in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.<br><br>Launch of disciplinary Literacy with all staff and utilisation across all subject areas. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) | 2, 3 & 4 |
| **Staff training and CPD**, providing high quality up-to-date guidance and training.<br><br>**Subscription to the National College**, providing all staff, teaching and non-teaching, with access to high quality, endorsed and accredited courses and webinars, with content focused on curriculum redesign, learning & teaching, pastoral care, wellbeing, mental health, and much more. All staff are provided with user log ins and access to the full suite of CPD | Research gate - teacher training It is concluded that training and development is an essentially important element of human resource management for every teaching institution and there exists powerful connection between training and development and teachers' productivity and performance. | 2 & 3 |
| **Digital Theatre Plus** Provide access for all students, particularly the most disadvantaged, to live theatre, with staged productions of | https://www.digitaltheatreplus.com/success-stories Students having access to theatre productions really helps students to immerse themselves in | 1, 2, 3 & 4 |

| | | |
|---|---|---|
| studied texts available to all key stages, during the pandemic when live theatre visits are prohibited. | the narrative and gain a deeper understanding of the text. | |
| **The appointment of a learning & teaching project lead:** This role is tasked with the development and sharing of best practice, innovation in face-to-face and remote learning and teaching and the implementation of continued. Professional development. | Impact of evidence based research - EEF<br><br>Research shows that it results in *'an increase in the proportion of teachers positively disposed to academic research informing teaching practice, and a decline in teachers' perceptions that academic research is not useful to teaching.* | 1 & 2 |
| **Purchase of Lexonic (Advance/Vocabulary/Leap)** Implement Lexonik Advance to run small group intervention sessions with students identified to have low level reading/spelling ages relative to their verbal reasoning scores in the GL Assessment CAT4 cognitive tests. Small group 4-1 intervention will endeavour to rapidly address barriers through the explicit teaching of vocabulary, phonics, root words and formations. | Improving literacy in Secondary Schools EEF<br><br>https://lexonik.co.uk/case-studies<br><br>Case studies of schools who have used the programmes report improvements in reading ages no matter what the learners age. | 1, 2, 3 & 4 |
| **Carnegie Reading Medal** Launch Carnegie Medal 'shadowing' groups in years 7 and 8 and purchase relevant texts to establish reading groups who will meet weekly online to further foster a culture of reading for pleasure across the school through organised reading group meetings and events for students. | https://www.gl-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/<br><br>Studies show that reading improvements lead to improvements in all curriculum areas, therefore improvements in outcomes. | 1, 2, 3 &4 |
| **Book Trust- Book Buzz** Programme to inspire a love of reading in Y7/8 students | Research Evidence on reading for pleasure (DFE)<br><br>Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:<br>• reading attainment and writing ability;<br>• text comprehension and grammar;<br>• breadth of vocabulary;<br>• positive reading attitudes;<br>• greater self-confidence as a reader;<br>• pleasure in reading in later life;<br>• general knowledge; | 4 |

| | • a better understanding of other cultures;<br>• community participation; and<br>• a greater insight into human nature and decision-making. | |
|---|---|---|
| **Barrington Stokes Books**<br>Investment in accessible readable books for students with dyslexia and other learning needs. | https://www.oneeducation.co.uk/news-blog/building-great-readers-the-importance-of-reading-at-secondary<br><br>Research shows that reading develops areas such as:<br>Emotional intelligence, creativity, escapism and increases eternal outcomes such as numeracy and a motivation to learn. | 1, 2, 3 & 4 |
| **Purchase of 'Top 10 Reads' for the Library**<br><br>In line with the English Department 'Reading for betterment'. The Top 10 books are purchased for students to loan from the library. | Literacy review<br><br>*'Improvements in young children's communication abilities and longer-term education outcomes were reported.'* | 4 |
| **PSHE lead teacher**<br><br>A PSHE specialist to teach a discreet PSHE lesson in Y7-9 and lead on PSHE across the school to ensure that students get quality learning and teaching in this area. | https://pshe-association.org.uk/our-vision/why-pshe-education-matters<br><br>*'PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.'* | 2 & 3 |
| **Personal Development Lead**<br><br>A Personal Development lead to drive Character Education, Careers and engagement in extra-curricular activates, | https://uobschool.org.uk/wp-content/uploads/2017/08/Framework-for-Character-Education-2017-Jubilee-Centre.pdf<br><br>Character_Education_Framework_Guidance.pdf<br>A literature review for the Education Endowment Foundation and Cabinet Office found that:<br>• high self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work;<br>• highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement;<br>• good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and | 1, 2 & 3 |

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| | • having good coping skills (part of being able to bounce back) is associated with greater well-being.<br>This post will provide leadership of character education lessons, overview of logging and monitoring of activities and competencies on Unifrog to ensure that any barriers for PP students are removed in order to allow then to benefit from all the area mentioned above. | |
| **Purchase of Visualisers**<br><br>Continued investment in the use of visualisers in classrooms to model answers for students to gain understanding of exam techniques. | https://www.sec-ed.co.uk/best-practice/effective-teacher-modelling/<br><br>Models are enablers – they are there to help students see what outcomes could/should look like. It allows your students to engage and succeed. | 2 & 4 |

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

Budgeted cost: £101,794

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Purchase of Class Charts**<br><br>To allow for greater analysis of student attendance and behaviour data in order to diagnose concerns early and impact improvement. | https://www.researchgate.net/publication/292147655_Behavior_Monitoring<br><br>Research shows that:<br>Implementation of strategies and interventions that help schools monitor behaviour can also play a vital role in dropout prevention by developing relationships, monitoring risky student behaviours, and providing positive support for students who are having behavioural problems.<br><br>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 2 & 4 |
| **Purchase of Provision Map**<br><br>To allow for the recording and reviewing of provisions for students and the evidencing of plan/do/review processes to ensure that support and interventions have impact on outcomes. | https://www.structural-learning.com/post/provision-maps-a-teachers-guide<br><br>*'Provision maps help schools to look strategically at their learners' specific needs, including inclusive education for those belonging to underprivileged groups, to identify their strengths and weaknesses.'* | 2 & 4 |

| | This will allow us to ensure that money spent on provisions for PP students and non-PP students is having the desired impact so that they can be evaluated and amended quickly. | |
|---|---|---|
| **One to one tutoring**<br><br>For students who require support in English and Maths due to time missed at school due to illness/SEND. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition<br><br>'One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.'<br><br>This will enable us to close the gap in academic outcomes for PP and non-PP students. | 1 & 2 |
| **Attainment Managers**<br><br>To support students in lessons who struggle to access the lesson or to support with specific needs. To be a point of contact with parents for selected students and monitor/impact their academic outcomes/attendance. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions<br><br>Many of our students who are PP are SEND (K) students who get some support and strategies provided to support them in lessons. The allocation of attainment managers where no formal EHCP is in place allows this support to take place and reduce barriers and access to learning in lessons. | 1, 2 & 4 |
| **Year 11 P6 Intervention**<br><br>Based on teacher predications in each subject area, students who are underachieving are highlighted and invited for intervention lessons after school with subject specialists. | https://thirdspacelearning.com/blog/gcse-intervention-strategies/<br><br>'Evidence from the EEF indicates that small group tuition can be effective, although clearly the smaller the group, the better – the EEF suggests that a group size larger than six or seven results in a noticeable reduction in effectiveness. They further suggest that quality of teaching has a similar impact to group size – so it may be more effective to deploy a more experienced member of staff with a larger group, than it would a newly-qualified teacher.'<br><br>Our after-school intervention sessions are with qualified teachers and small groups with a specific highlighted area for improvement. This should again target specific students where we | 2 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
|  | need to reduce the progress gap between PP/Non-PP. |  |
| **Alternative Provision**<br><br>The use of alternative education providers to support students in smaller and more specialist settings | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf<br><br>*'The most effective alternative provision involves joint planning between the mainstream and the alternative education provider and avoids a narrow focus on behaviour, instead opening up wider possibilities for the young people.'*<br><br>By working with Alternative Provisions and always trying to reintegrate students back into mainstream we aim to have positive impacts on student's behaviour and attendance to reduce barriers to learning. | 1, 2 & 3 |

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

Budgeted cost: £156,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Trauma and Attachment Training for all staff**<br><br>The training of staff on the impact of trauma and attachment on children's brains and behaviour and specific strategies that can be used with students in the classroom and school in general. | https://the-arc.org.uk/calltoaction<br><br>*'There is a growing body of academic research which demonstrates the effectiveness of attachment aware approaches in schools and other settings which work with young people.'*<br><br>Making our staff more aware of the impact of trauma and attachment can help them to rethink reasons for behaviours and respond and support students in different ways. This has been proven to have a significant impact on escalations of behaviour incidents, suspensions and attendance of students. | 1, 2, & 3 |
| **Emotion Coaching training**<br><br>For Pastoral Team with view to training the wider staff on Emotion Coaching strategies by the end of the academic year. | https://www.emotioncoachinguk.com/<br><br>https://www.sec-ed.co.uk/<br><br>*'Emotion coaching has been found to have positive benefits on staff feelings of competency and calmness, pupils' emotional literacy and regulation and pupil-staff trust. Positive effects are also noted in pupil behaviour, attainment and staff wellbeing (Gus & Kilby 2016). Schools even* | 1, 2, & 3 |

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| | *notice an improvement in family wellbeing and a decrease in parental complaints.'* | |
| **Summer School**<br><br>Provide Key Stage 2 to Key Stage 3 transition support through the running of a summer school, which familiarises all students with key staff, settings and procedures, provides staff the opportunity to work with new admission students prior to the new academic year, notably the most vulnerable and those with SEND. | https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-us-and-what-it-doesnt<br><br>*'The transition between primary and secondary school is a key moment when students are at risk of exclusion'* (House of Commons Education Committee, 2011)<br><br>Ensuring that students receive a robust transition into Secondary school will have a profound impact attendance of year 7 students (particularly PP) and their mental health and well being in school. | 1 & 3 |
| **Safeguarding training and support**<br><br>The training of all the pastoral team to Level 2 safeguarding.<br><br>Staffing costs of extended safeguarding team (DSL/DDSL/wider safeguarding team | https://learning.nspcc.org.uk/safeguarding-child-protection-schools<br><br>https://safeguarding.network/content/leading-a-safeguarding-culture/<br><br>Research shows that effective safeguarding in schools through robust training of staff leads to a culture of security and therefore happiness of learners. This positively impacts on attendance mental health.<br><br>Having all staff in the pastoral team trained to Level 2 will mean that staff have greater awareness to safeguarding concerns and how to report and support with individual cases. This will have a positive impact on specific students' attendance (for example where external agencies can be utilised to support following concerns) as well as students mental health and well being as they feel safer and more secure in the school setting. | 1 & 3 |
| **Attendance**<br><br>Staff will get training and release time to develop and implement new procedures on Class Charts. Attendance/support officers are appointed to improve attendance.<br><br>Cost of attendance lead (DHT) | Embedding principles of good practice set out in DfE's Improving School Attendance advice.<br><br>Guidance suggests having attendance champions on Leadership and a strong set of systems carried out by an attendance officer to report on attendance and follow up on patterns of absence.<br><br>Improvements in staff training on the monitoring of student's absence in their tutor groups | 1 |

| | through Class Charts and clear/concise systems whereby tutors /pastoral staff and leadership team intervene to support and have impact with specific cases. | |
|---|---|---|
| **Senior Mental Health Lead Training**<br><br>Training of a Senior Mental Health Lead and the time allocated to impact positively on the mental health and well-being of staff and students in the school. | https://www.gov.uk/guidance/senior-mental-health-lead-training<br><br>https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing<br>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. | 1 & 3 |
| **Primary Transition Programme**<br><br>Chase Sings/Global Day/Science Day/school show performance/rounders and multi-sport competition. | https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges<br><br>Successful transitions, as identified from case studies in the research, are those with close cross-phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. For example, help with getting to know the physical school building, school routines, along with the relaxing of rules in the early weeks, to allow time for explanation, practise and reinforcement. | 3 |
| **Pastoral Managers**<br><br>To support day to day with students' attendance, mental wellbeing and engagement in learning. | https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools<br><br>At an individual level, a professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education. | 1, 2 & 3 |
| **Full time Careers Information Advice and Guidance Lead**<br><br>To support with students' aspirations and to help signpost students to different career pathways and goals in order to motivate students to gain better | https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education<br><br>https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf | 1, 2 & 3 |

| | | |
|---|---|---|
| outcomes and have better attendance. | *'62% of these provided evidences of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity.'*<br><br>*'60% of these provided largely positive findings of educational outcomes'*<br><br>Evidence shows that good careers advice and guidance has a positive impact on both student outcomes and their approach and engagement in their school work. | |
| **Fireworks Charity**<br><br>Mindfulness sessions on (Art/music therapy) for a select number of students in order to improve behaviour, engagement and attendance. | https://www.mindful.org/mindfulness-in-education/<br><br>https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf<br>Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. It has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy. | 1 & 3 |
| **Breakfast Club**<br><br>Offered every morning to all students in order to ensure that students have had a healthy breakfast before they start their day to increase alertness, productivity and learning outcomes as well as behaviour. | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast<br><br>Student behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. | 1, 2 & 3 |

**Total budgeted cost: £398,294**

# 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 students in the 2020 to 2021 academic year.

The Cannock Chase District Needs Analysis ranks the area as the 13th most deprived in the West Midlands, and 126th in England overall.  The school location deprivation indicator is in quintile 3 (average) of all schools.  However, areas of the Cannock Chase District such as Hednesford North, Cannock South and Cannock North are shown as within the most deprived areas nationally, according to the English Indices of Deprivation.  It is for these reasons the student base is in quintile 4 (more deprived) of all schools in terms of deprivation.

The school's percentage proportion of FSMEver6 students has remained above national average for the last three consecutive academic years, as indicated on the IDSR, with the school's disadvantaged cohort currently at a percentage proportion of 35% against a national average of 26.29%.

The Gov.UK Ethnicity Facts & Figures Service updated 2019 (https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/11-to-16-years-old/pupil-progress-progress-8-between-ages-11-and-16-key-stage-2-to-key-stage-4/latest) states the following, relating to mainstream secondary schools in England:

> Average Progress 8 Score of White British students: -0.14;
> Average Progress 8 score of White British students eligible for FSM: -0.79;
> Average Progress 8 score of White British students in Staffordshire: -0.14;
> Average Progress 8 Score of White British Boys: -0.36;
> Average Progress 8 score of White British Boys eligible for FSM: -1.02;
> Average Progress 8 score of White British Girls eligible for FSM: -0.55.

In all measures outlined above, the 2022 CCHS Year 11 cohort outperformed the stated national averages, despite the impact of the COVID 19 pandemic most particularly exacerbating the challenge for the most disadvantaged.

Despite the challenge of the context outlined above, the school continues to outperform the Key Stage 4 Progress 8 local average (-0.21) and the Staffordshire regional average (-0.15).

Validated 2022 estimates indicate that the CCHS Summer 2022 Key Stage 4 Progress 8 score is -0.12 (UCI: +0.09; LCI: -0.34), indicating that the average aggregated achievement of Key Stage 4 students when compared with their peers nationally is not statistically significantly different to that of the national average.  This remains statistically similar to the average performance in 2019 (2019 Average Progress 8: -0.01) and a significant improvement from 2018 (2018 Progress 8 score: -0.27).  Crucially, this also remains in line with in-house calculations for 2020 (CAGs) and 2021 (TAGs) using 2019 national estimates, where the school's average Progress 8 score remained statistically similar to that of 2019 and 2022, demonstrating the integrity of leadership and validity of the school's management of the centre assessed and teacher assessed grading process.

The 9-5 Basics English and Maths measure has shown a three-year positive trend of improvement: 2022: 41%; 2019: 33%; 2018: 21%) with significant gains made over the period. Similarly, the 9-4 Basics English and Maths measure has also increased significantly: 2022: 61%; 2019: 56%; 2018: 48%.

The average total Attainment 8 score in 2022 is 46.48, giving students an average Attainment 8 grade of 4.65; this is an increase from the 2019 total Attainment 8 average of 44.4 and above the Local Authority average of 44.5.

In the summer of 2022, 52% of students achieved a positive Progress 8 score, in line with the national median average.

In 2019, disadvantaged students achieved an overall average progress 8 score of -0.17, statistically significantly above that of the national average (2019: -0.48).  In 2022, the gap between the achievement of disadvantaged and 'other' students has widened following the disruptive impact of the COVID-19 pandemic (average total Progress 8 for disadvantaged students 2022: -0.56).  This is, therefore, not a statistical three-year trend and not representative of the school's average achievement.  However, significant year on year increases have been seen in disadvantaged attainment, with 24% of the 2022 disadvantaged cohort achieving their 9-5 English and Maths Basics measure (17% in 2019) and 44% of the 2022 disadvantaged cohort achieving 9-4 in the English and Maths Basics measure (33% in 2019).  The achievement of disadvantaged students is now a key priority of the 2022/23 academic year, in order that the school continue to buck the national trend as it did in 2019.

Last year (2021-22), nine Pupil Premium students took part in the Lexonik Advance literacy programme.  This is a six-week programme that focuses on students with a standardised reading score of between 85-100 whose reading age, therefore, is below their chronological age.  The programme particular works on strengthening students' phonological awareness so that they are better able to read texts.

Year 7: Five Pupil Premium students

The data below shows each student's reading age pre and post programme.  All students improved their Standardised Score and reading age.

| Student 1: 12.6 | 16.9 |
| Student 2: 12.1 | 16.9 |
| Student 3: 11 | 11.3 |
| Student 4: 10.1 | 17.6 |
| Student 5: 18.9 | 18.9 |

Year 8: Three Pupil Premium students

The data below shows each student's reading age pre and post programme.  All students improved their Standardised Score and reading age:

| Student 1: 12.1 | 14.2 |
| Student 2: 9.6 | 11.3 |
| Student 3: 10.4 | 13.1 |

Year 9: One Pupil Premium student

The data below shows the student's reading age pre and post programme.  This student improved their Standardised Score and reading age:

| Student 1: 12.1 | 18.9 |

All Pupil Premium students, as well as the rest of their cohort, received a book as part of the Book Buzz reading programme.  All students were able to choose their favourite book from a list of 16 and were gifted the book by their English teacher.