




Chester International School

Pupil Premium Policy

Policy name:	Pupil Premium
Version:	Final
Author/s:	Daryl Goodwin
Date:	June 2024
Date approved by Principal:	09/07/2024
Review period:	Every 3 years

Name	Signature	Date
Katrina Brown <i>Principal</i>		09/07/2024

Statement of intent

At Chester International School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2022) 'What maintained schools must publish online'
- DfE (2022) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- LAC Policy
- School Website Policy
- Pupil Premium Report and Impact Statement
- School Development Plan

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.

- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

3. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils in households with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
 - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - They have been registered as a 'service child' on a school census since 2016,
 - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,385	£1,455
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£985	£1,035
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,410	£2,530
Children who are looked after by the LA, i.e. LAC	£2,410	£2,530
Service children	SPP amount per pupil	
	2022/2023	2023/2024
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320	£335

The school will receive its PPG funding from the LA.

The school will receive its PPG funding directly from ESFA.

Allocations for 2022/2023 will be based on the October 2021 census.

4. Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

5. How PPG is spent

Chester International School will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

6. Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school will adopt a long-term **three-year** strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school will maximise the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school will conduct lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school will explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school will consult the EEF's Families of Schools Database to learn about effective practice in similar schools. The school will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

7. A tiered approach to PPG spending

The school will operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Weekly 121 Coaching
- 2: Turing Scheme funding
- 3: Educational Welfare officer
- 4: Personalised curriculum pathways based on baseline assessment data
- 5: Restorative behaviour management strategy
- 6: Quality first teaching
- 7: Laptops for all learners
- 8: Trauma enforced practice.

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school will spend the PPG in the following ways:

- Ongoing professional development and INSET days
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school will spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school will spend the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

8. Use of the LAC and PLAC premiums

The LAC premium will be managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

9. Intervention

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using Seneca
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may utilise the following teaching-focussed interventions:

- An hourly weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts

- Weekly individual coaching sessions to support teachers

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

The school may utilise the following independence-focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

10. Use of the service pupil premium (SPP)

The school will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils will qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school will not use the SPP to subsidise routine school activities.

11. Accountability

Individual targets will be set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school will be held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school will publish its strategy statement for using the PPG on the school website by the 31 December utilising the DfE template.

The school will use its recovery premium alongside its pupil premium funding and report on the use of them as a single sum in their strategy statement.

The school will publish the updated PPG strategy annually, in line with its statutory duties.

The school will publish a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

12. Reporting

The headteacher will **report annually to** the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the headteacher and the governing board.

The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of the school's spending.

Information regarding PPG spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

13. Pupil premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school will undertake reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review will reflect the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school will consider the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school will have an improved strategy and the plans to implement it. This strategy and these plans will be shared with all relevant stakeholders.

14. Overpayments

The school will repay any overpayment of the PPG.

15. Monitoring and review

The headteacher and SBM will be responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is December 2024.

Pupil premium strategy statement

- 1.1 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 pupils.
- 1.2 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.
- 1.3 School overview

Detail	Data
School name	Chester International School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	16/12/2022
Date on which it will be reviewed	December 2023
Statement authorised by	Katrina Brown
Pupil premium lead	Daryl Goodwin
Governor / Trustee lead	Matthew Prestshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,490
Recovery premium funding allocation this academic year	£5,670
School led tutoring 11-16	£9,384
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	£48,544
16.	
17. Part A: Pupil premium strategy plan	
18. Statement of intent Legal Status	
This policy will have consideration for, and be compliant with, the following legislation and statutory guidance:	

- The Children Act 1989
- The Equality Act 2010

19. Applies to

This policy applies to the whole school including all staff (teaching and non-teaching) and volunteers working in the school.

20. Availability

This policy is made available on the school's administrative systems, the Virtual Learning Environmental and in paper copy on request to the school.

Monitoring and Review:

- The Principal will take lead responsibility for dealing with safer recruitment issues.
- The Principal, Local Governing Body and CEO of The Learning Trust undertake a formal annual review of the Pupil Premium Strategy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

21. Aims

We use the Pupil Premium to make strategic decisions that we believe will lead to improved performance amongst students eligible for the pupil premium, specifically in these areas:

- Improved attainment and progress
- Improved attendance and punctuality
- Reduce the number of fixed term exclusions
- Extend access and opportunity to extra-curricular provision

- Promote and enable inclusion in future education

22. Objectives for Pupil Premium at Chester International School

1. The Pupil Premium will be used to provide additional educational support to raise the standard of achievement for these students.
2. The funding will be used to narrow and close the gap between the achievement of these students and their peers.
3. As far as possible the school will use the additional funding to address any underlying inequalities between children eligible for the Pupil Premium Grant and others.
4. The school will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.
5. The school will work closely with parents of pupil premium students to ensure that we collectively ensure the success of these students.

What is it Pupil Premium?

The Pupil Premium is government money designed to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces. In 2015-16 the funding allocated is £935 per child, £300 for children of Armed Forces families. Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- Adoption;
- A special guardianship order; • A child arrangements order;
- A residence order.

How much Pupil Premium money does our school get?

Estimated at £48.5k for the Academic year 2022/2023

How is the money spent?

Pupil Premium will be clearly identifiable within the budget. The Principal in consultation with the trustees, staff and parents, will decide how the Pupil Premium is spent for the benefit of entitled pupils. The school will assess what additional provision should be made for the individual pupils.

The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Head teacher will report

- To the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information annually about how we have used the Premium.
- We will ensure that parents, trustees and others are made fully aware of the attainment of pupils covered by the Premium.

- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor, evaluate and review the success of the impact of the pupil premium funding.

How will Parents know it is working?

We track all children's progress each half term, so we can quickly see if plans are working. If your child takes part in an intervention programme, we will also measure how they are doing at the start of the programme and at the end, so that we can see the difference. Parents' Evenings are also opportunities to discuss your child's progress.

Free School Meals

If you are unsure whether you are eligible to register for Free School Meals, you can visit www.education.gov.uk/schools/pupilsupport/pastoralcare/a00202841/fsmcriteria for information and guidance Strategies

23. Monitoring and Evaluating

We will be monitoring and evaluating the achievement of our Pupil Premium students as a distinct cohort through the use of assessment data, attendance data, behaviour data, baseline assessment and destination data.

1.4 Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for pupils eligible for PP are below the attendance rates for all children
2	Attitudes to learning and conduct, in particular boys
3	Aspiration and ambition

4	Non cognitive skills & Social Mobility
5	Metacognitive skills
6	Resources (such as laptops, books and revision materials)
7	Parental engagement rates for pupils eligible for PP are lower than pupils not eligible for PP.

1.5 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
Increased attendance rates for those pupils eligible for PP. Pupil voice to discover why students don't go to school.	Pupil premium students' attendance is currently lower than the rest of the cohort.
Improved attitudes to learning and conduct for those pupils eligible for PP.	Reduce the number of behavioural referrals.
Improved aspirations and ambition for those pupils eligible for PP.	All pupils eligible for PP have focused and ambitious post 16 targets (education/career) by Spring and all Year 13 receive a UCAS offer.
Improved motivation and perseverance of those pupils eligible for PP.	Good attendance to additional revision sessions/catch up before school/after school/lunch time/Saturday morning.
Develop metacognition for those pupils eligible for PP.	Pupils eligible for PP become more effective and efficient learners.
Improved access to enrichment opportunities and resources.	Pupils eligible for PP are provided with revision materials in Year 11 (minimum) and access to enrichment opportunities.
Improved support to enhance home learning environment and parental engagement.	Improved parental engagement to support.
Monitor the progress of pupil premium students.	Improve the attainment and progress of pupil premium students through effect assessment and analysis.

1.6

1.7 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.

1.7.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Achievement Plans for all staff to highlight the data for pupil premium strategies	Pupil Premium specific objectives for all teaching staff ensuring the provide support for all of their pupil premium students. Measured By: Additional support in lessons for pupil premium students.	3
Aspire Program	To raise the confidence and attainment of the low attaining pupil premium cohort. 8 hours per week staffed by CIS teachers and learning support. Measured by: Improvement on well-being scores and GCSE attainment 8 score.	3
EBACC Entry - Language	All learners follow an MYP curriculum which has language acquisition at its core. Learning a new language can improve social mobility and enhance aspirations. All learners start year 10 with the intention of sitting a MFL GCSE.	3

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

Budgeted cost: £ 20,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attainment through school led tutoring.	All academic data for students eligible for pupil premium funding is analysed after each assessment window. All PP	4

	learners who are not meeting expectations are provided the opportunity to work with one of our school based tutors after school on a Monday and Wednesday.	
University of Chester Maths Intervention.	Weekly sessions with a maths education specialist from the university of Chester to target PP students at risk of not making progress.	3
Each student receives a laptop for their time at CIS.	Pupil premium students are not disadvantaged by not having access to technology to support with independent learning. Measured by: Improved confidence and raise achievement across all subject areas.	6
RAP learning walks by DG focused on pupil premium students and feedback given to staff.	To ensure all pupil premium students feel supported and gage whether they know how to use the technology to access the academic support. Measured by: Improved confidence and better revision techniques.	5
Vertical Tutoring	Research from the University of Wolverhampton suggests that vertical tutoring is one of the few strategies that has a positive impact on pupil premium students. All of the team meets (tutor groups) are grouped vertically to improve aspirations and social mobility.	4
Enhanced Academic mentoring	The leadership team review the Pupil Premium data and prioritise the group for triangulation meetings with parents.	7
No Homework Policy	All learners are provided with "self-scheduled" slots in their timetable. This is time for independent study, which reduces the pressure on families to support with studying at home.	4
Literacy across the curriculum strategy Culture for Reading	Improved attainment for all pupil premium students. Measured by: Improved English GCSE grades	3
Numeracy across the curriculum strategy.	Improved attainment for all pupil premium students. Measured by: Improved Maths GCSE grades	3

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

Budgeted cost: £ 22,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly 121 coaching. All 30 have 20 minutes per week with a coach.	Each student feels supported and listened to as well as any areas of challenge regarding academic progress addressed and shared with teaching staff. Measured by: Improved behaviour and attitude towards learning, focused objectives that are tracked and reviewed as well as improved mental health	2
Turing Scheme	There is a fully funded Turing Scheme trip to Valencia in June 2023. Pupil Premium learners are given priority for the trip to aid with social mobility.	3
20% off Trips	Provide school trips to those who may not be able to otherwise attend. Engagement in curriculum and the wider learning	3
Educational Welfare Officer	Good attendance has a positive impact on attainment. Measured by: Improved attendance for all pupil premium students.	1
Restorative behavior management strategy.	Higher engagement in learning from restored behaviours opposed to sanctions. Measured by: Improved attitude towards learning and a reduction in low-level disruptions.	7
Contingency plan for unforeseen challenges.	A small fund is held back to allow for unforeseen events that will help boost attainment.	3

Total budgeted cost: £ 48,544

24. Part B: Review of outcomes in the previous academic year

1.8 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

GCSE results – Summer 2022

Compared with Local Authority – The metrics below highlight that disadvantaged learners at Chester International School attain closer to their peers compared with the local authority.

<i>Measure</i>	<i>Disadvantage</i>	<i>All Students</i>	<i>Difference</i>	<i>Local Authority Difference (Not Including Special Schools)</i>
<i>Percentage of EBACC Entry</i>	71%	74%	3%	18%
<i>Average EBACC Point</i>	3.3	4.0	0.7	1.3
<i>9-5 English</i>	50%	67%	17%	31%
<i>9-5 Maths</i>	43%	47%	4%	32%
<i>9-5 English and Maths</i>	38%	43%	7%	32%
<i>9-4 English</i>	64%	83%	19%	26%
<i>9-4 Maths</i>	64%	69%	5%	32%
<i>9-4 English and Maths</i>	57%	62%	5%	33%

1.10 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
Baseline Assessments	CEM
Reading Age Assessments	GL Assessments
Virtual Learning Environment	Canvas