

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chester International School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	15/12/2023
Date on which it will be reviewed	December 2024
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	£57,978
Recovery premium funding allocation this academic year	£14,904
School led tutoring 11-16	£2,363
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£75,245
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

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

Applies to

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

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.

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

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 £75k for the Academic year 2023/2024

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

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.

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.
8	Learners eligible for Pupil Premium ,with gaps in knowledge at key stage 3 and low Baseline SAS, tend not attain as well as their peers.

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.

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: £ 4,411

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: £23,255

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 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.	4

Improve the attainment for the pupil premium cohort.	Based on the baseline data, develop a pathway for learners whose SAS score is significantly below and/or whose gaps in knowledge are so significant that it will negatively impact their chance of reaching their potential across all subjects.	8
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 gauge whether they know how to use the technology to access the academic support. Measured by: Improved confidence and better revision techniques.	5
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: £47,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Measured by: Improved behaviour and attitude towards learning, focused objectives that are tracked and reviewed as well as improved mental health.</p>	<p>A UCL study found that learners from lower socio-economic backgrounds were negatively affected by homework.</p> <p>Poorer pupils get less help with homework than better-off peers, study finds</p>	2
<p>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.</p>	<p>Cuts in school trips in England hitting children in poorer areas hardest</p>	3
<p>20% off Trips. Provide school trips to those who may not be able to otherwise attend. Engagement in curriculum and the wider learning.</p>	<p>Cuts in school trips in England hitting children in poorer areas hardest</p>	3
<p>Educational Welfare Officer. Good attendance has a positive impact on attainment.</p> <p>Measured by: Improved attendance for all pupil premium students.</p>	<p>https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak</p>	1
<p>Restorative behavior management strategy. Higher engagement in learning from restored behaviours opposed to sanctions.</p> <p>Measured by: Improved attitude towards learning and a reduction in low-level disruptions.</p>	<p>https://schools.oxfordshire.gov.uk/access-learning/restorative-practice#:~:text=A%20restorative%20approach%20is%20a,that%20need%20to%20be%20had.</p>	7
<p>Contingency plan for unforeseen challenges. A small fund is held back to allow for unforeseen events that will help boost attainment.</p>		3

Total budgeted cost: £ 75,245

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

GCSE results – Summer 2023				
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>	67%	74%	7%	19%
<i>Average EBACC Point</i>	2.4	3.7	1.3	1.8
<i>9-5 English</i>	29%	51%	22%	32%
<i>9-5 Maths</i>	4%	29%	25%	33%
<i>9-5 English and Maths</i>	4%	27%	23%	31%
<i>9-4 English</i>	46%	68%	22%	31%
<i>9-4 Maths</i>	29%	55%	26%	29%
<i>9-4 English and Maths</i>	29%	52%	23%	33%

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%

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
Revision Resource	SENECA
Reading Support	Lexia
Virtual Learning Environment	Canvas