



Pupil Premium Strategy Plan 2021 – 2022

Chaffinch Brook School

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	Chaffinch Brook
Number of pupils in school	91

Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	20.01.2022
Date on which it will be reviewed	2022
Statement authorised by	Andy Millard
Pupil premium lead	Andy Millard
Governor / Trustee lead	Lauren Crawford

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,6770.80
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Total budget for this academic year	£56,677.80
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Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all students regardless of their background make good progress during their time at Chaffinch Brook and attain well in all areas of our curriculum. This will provide all students with not only a good set of academic outcomes but also with the skills that they need to integrate effectively into society, leading the least restrictive life.

Our strategy is based around highly effective teaching and learning. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend Chaffinch Brook. The strategy will focus on equipping the highly effective teachers at our school with the tools they need to design high challenge, knowledge rich and accessible curriculums across all subjects and giving these teachers the tools to implement their curriculum. Effective assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. The feedback produced by the assessments will ensure that.

- The curriculum across Chaffinch Brook is maintained at high level of challenge.
- The data produced is analysed quickly to ensure appropriate interventions are swiftly put in place to close the gap.
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level.

This cyclical process will be maintained throughout the entire academic year.

The strategy will also aim to enrich the lives of our more disadvantaged students as they often do not have access to the same opportunities as their peers. The enrichment programme at the school will aim to develop the character of all students by exposing them to a wide variety of experiences and opportunities they may not have access to within their community.

The pupil premium strategy has also been integrated into the wider educational recovery plan or 'catch up' plan. We intend to utilise tutors to catch up our disadvantaged pupils to their peers. The strategy will also include effective literacy and numeracy interventions as many of our disadvantaged pupils arrive at Chaffinch Brook significantly below the national average for these measures.

Challenges

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

Challenge number	Detail of challenge
1	Improving reading and literacy. The data shows that most of our students have low reading ages and are lower than the national average.
2	Attendance and engagement Many of our students have experienced long periods out of education in their previous schools. This has often been coupled with low levels of engagement with support services.
3	Enrichment / mental health All of our students experience difficulties with social interaction and social communication. These difficulties have often been compounded with fewer opportunities to practise these skills in real life settings.
4	Low levels of resilience for learning / weak study skills This is linked to high levels of anxiety + low self-esteem that so many of our students experience.
5	Basic care and welfare needs are not always met within the home.

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
Improve the attainment and progress of disadvantaged pupils year on year	Improvements in pupil progress + attainment data as measured annually through the following methods: BSquared – KS1- 3 Continuum of Skills development - all pupils KS4 progress tracker – KS4 Phonic screening – KS1 Reading age – KS1-3 GCSE/ FS/ BTEC outcomes - KS3 - 4
Improve the quality of education across all year groups within the school	Improvements as measured through lesson observations + learning walks. Measures undertaken every half term.
Improve reading, comprehension and numeracy skills across all year groups but in particular at KS3	Improvements in pupil reading age scores – KS1-3 Improvements in phonic screening + KS2 tests
Improve and maintain the attitudes to learning of all students within the school	Positive feedback through the parent and pupil feedback survey. Numbers of students attending after school revision clubs and sports activities. Behaviour data - reduction in overall behaviour incidents.
Improve the attendance of disadvantaged pupils to be in line with the national average	Increase in attendance data for disadvantaged pupils. Reduce persistence absence amongst disadvantaged group.
Enrich the lives of the disadvantaged pupils within the school through a highly engaging enrichment programme	Wide range of educational trips organised across the school year. Attendance on trips and after school activities. Positive feedback from pupils and parents.

Improve the welfare and mental health needs of all students but particularly those who are disadvantaged.	Positive feedback through the parent and pupil feedback survey. Improvements in measures captured by the Continuum of Skills development - all pupils. Occupational Therapy - feedback + measures.
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Activity in this Academic Year

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed (1 – 4
IT - Chromebook for every child	All children receive a Chromebook when they start school. Supports blended learning in the event of Covid closures + homework + online learning platforms. More accessible keyboards purchased.	1,3,4
Nessy Spelling	Software to support spelling interventions.	1,4
Interactive functional skills software	Software to support the teaching of functional skills in a more engaging way.	1, 4
Ingredients for food technology purchased.	All ingredients for food tech lessons purchased – equality of access.	5
Talk for Writing	Purchase of more diverse range of children books to match the TFW approach.	1,4
Read write Inc	Some additional resources to support the scheme	1.4
Phonics Bug	Pearson, gov recommended scheme	1, 4
Teaching discrete study skills	Purchased new PSHE scheme for teachers incorporating study skills - Ecpublishing After school study/ booster sessions for KS4.	1, 4
Students engaging in specialist PE activities	Targeted students attending - BMX, wall climbing, trampolining, sailing, horse riding.	2,3,4

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alert Programme	Specialist Occupational therapist trained in sensory integration – 25 days per year.	1,2,3,4
Power of Reading	Curriculum resources	1,2,3,4
Dongle/ Wifi access	Children in Wi-Fi poor areas provided with dongles + data access.	1-5
Active Learn	Pearson Active learn subscription - BTEC	1,2,3,4
GCSE Revision guides - CGP	Maths, English + Science	4,5

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offsite trips	Wide range of education trips including Science Museum, Docklands, The Globe + Westminster Abbey, Swimming, Forest School.	2,3,4,5
Therapy provision	1-1 Play and music therapy sessions.	2,3,4
Educational Psychology - Realgroup	Purchase of 5 days of EP time to support more powerful T+L interventions.	2,3,4
Breakfast	Food for breakfast + snack time purchased.	2,3,5
Sensory resources	Extensive range of sensory items bought to help meet sensory needs of students. Including specialist items such as scissors/ cutlery/ pens.	1,2,3,4
Minibus	Used extensively for home visits + trips. Welfare bus used to consistently visit children who have low attendance.	2,3,4,5
Rewards / vouchers	Rewards including toys + vouchers to support the schools positive behaviour management system.	1,2,3,4,5
After school football club	Set up and delivered weekly Chaffinch after school football club for Ks3-4	2,3,4

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.

The last two years have witnessed unprecedented levels of challenge and change within our school. The impact of the pandemic on the experiences of learning, attendance and mental health of all our students and their families is significant and still being felt.

In September 2021 Chaffinch Brook went through the process of de-amalgamation and became it's own separate school under the umbrella of the Beckmead Trust. As a new school this is therefore our first ever PPG strategy report and we look forward to reporting on its outcomes at the end of this academic year.

Externally Provided Programmes

Programme	Provider
Steel Pan Drumming	King Shumba
Small group tuition and tutoring for KS4	Remedy Tutors

Service pupil premium funding (where applicable)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information

n/a