

Pupil premium strategy statement

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	Chestnut Grove Academy
Number of pupils in school	1206
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Christian Kingsley
Pupil premium lead	Violeta Fabiani
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,695
Recovery premium funding allocation this academic year	£ £29,767
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	£ 248,462

Part A: Pupil Premium Strategy Plan

Statement of Intent

Chestnut Grove Academy Curriculum Intent: The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university, thrive in employment and lead fulfilling lives. Chestnut Grove Academy is committed to ensuring that disadvantage does not prevent our students from achieving academic success, maintaining healthy lifestyles and experiencing professional fulfilment: we endeavour to remove all barriers to learning to ensure our disadvantaged students achieve in line with others.

EEF's research and many others show that the best strategy to improve the outcomes of disadvantaged students is through a broad and balanced and high quality curriculum. Therefore, our main strategy is simple: to ensure disadvantaged pupils make progress in line with *all pupils nationally* by consistently delivering quality first teaching and improving our students' the cultural capital. Our imperative is to provide disadvantaged students with the access to a knowledge-rich, transformational curriculum and numerous enrichment opportunities which will broaden their horizons and ignite a love of learning, turning them into life-long learners.

Nevertheless, as a community in which disadvantaged students are a minority, we are acutely aware that their needs require special attention. We understand that disadvantaged pupils have additional needs that can be complex and personal, which can make them difficult to identify and categorise. Thus, we tailor programmes that support the whole child, mobilising all available resources in order develop an understanding of disadvantaged pupils' needs and best strategies to address them. This approach requires collaboration: we ensure that all staff are united in their unwavering determination to remove all barriers to learning so that social disadvantage does not hold back any child in realising their best potential. United by a profound sense of moral purpose, we ensure that low achievement is not confused with low ability, that our disadvantaged students are valued members of our Creative Learning Community, and their potential and right to an excellent education is unchallengeable and protected.

The pandemic has imposed unprecedented challenges on our disadvantaged students and we will continue to respond strategically and creatively to their immersing needs.

Our current strategy is based on acute awareness of our disadvantaged students' barriers to learning and methods which research and experience have shown are effective.

Our current strategy is designed to ensure all disadvantaged students receive quality first teaching, are provided with opportunities to catch up with others and/or accelerate their learning through a range of academic interventions and that their wellbeing enables them to fully focus on their study. Therefore our main strategies are:

Curriculum: Embed responsive teaching through 'Embedding Formative Assessment, a CPD program which enhances teachers' ability to assess their learners' knowledge and skills, address misconceptions and provide feedback that moves them forward. This training programme is designed to equip leading practitioners with coaching skills, tools and resources to support colleagues in setting goals to improve disadvantaged pupils' outcomes, and provide non-judgemental and developmental feedback to help them achieve these.

Academic: Provide a range of interventions that will accelerate disadvantaged students' progress and/or support them in closing the gaps in knowledge and skill created by the pandemic. The interventions consist of school-led tutoring programme, tutoring in liaison with the Imperial College in STEM subjects and small group intervention classes delivered by disadvantaged students' teachers.

Pastoral: Provide a range of initiatives which will support disadvantaged students' mental health. These include, training all teaching staff to spot signs of mental health issues and support students; increasing the number of mental health first aiders among support staff, providing counselling for disadvantaged students who need it; providing peer mentoring.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged students' progress and attainment are below non-disadvantaged students', especially of high prior attainers in English and Mathematics due to inconsistencies in the quality of teaching and learning.

2	Due to lower engagement levels with the online curriculum during the pandemic, as evidenced through attendance and engagement data, the gaps in knowledge and skills between disadvantaged and other students have widened
3	Mental health of disadvantaged students: there has been huge rise in mental health issues since the pandemic has started, resulting in the need to increase our capacity to support students
4	Comparative analysis of safeguarding and attendance records shows attendance and progress / attainment gaps exacerbated by mental health issues
5	The number of students who could not access online learning during the pandemic made us aware of the extent of digital poverty in our school community

3 Year Strategy 2021-2024: Intended outcomes

Because of the disruptions caused by the pandemic, which caused us to depart from the original strategy plan last year in order to respond to the emerging needs of the disadvantaged students, it is difficult to define a three year plan at this stage, especially in terms of Tiers 2 and 3. As for Tier 1, the strategy is as follows:

To improve quality first teaching and learning we will focus on:

- Embedding Formative Assessment (Year 1 – 2021-22)
- Literacy (Year 2 – 2022-23)
- Metacognition (Year 3 – 2023-24)

By the end of the academic year 2023-24, we would like to achieve the following:

Intended outcome	Success criteria
Our curriculum intent is lived by all disadvantaged (and other) students: disadvantaged students achieve in line with other students and have commensurate access to A Level courses and higher education.	1. Close the gap in A level, GCSEs and KS3/Year 10 end-of-year assessment Close Ebacc gap

1 Year Strategy 2021-2024: Intended outcomes

By the end of the academic year 2021-22, we would like to achieve the following:

Intended outcome	Success criteria
All disadvantaged students who would benefit from it, receive at least 15h of tuition	2. All students in receipt of tuition make expected progress in targeted subjects
All disadvantaged students in need of mental health support can access effective mental health intervention. All staff are trained to provide mental health support to students; there is a cohort of mental health first aiders in school who can support the mental health of the most vulnerable disadvantaged students. Peer mentoring programme supports the wellbeing of disadvantaged students with mental health issues.	3. Improved attendance and attainment of students with mental health issues. 4. Fewer students seek mental health support due to effective preventative initiatives. Students are healthy and able to learn.
All disadvantaged students who need IT to access the curriculum (students of IT, those needing laptops to complete coursework, etc.) are provided with devices required to fully access the curriculum	5. All disadvantaged students can fully access our curriculum

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all students receive quality first teaching: <ul style="list-style-type: none"> Embedding Formative Assessment 	Students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. SSAT & Dylan Wiliam	1

<p>professional development for teachers and learning support assistants</p> <ul style="list-style-type: none"> Stretch & Challenge across the curriculum 	<p>EEF's T&L Toolkit effectiveness rating: Collaborative Learning Practices +5 Formative Feedback +6</p> <p>Own evidence and Mark Rowland's research quoted in 'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way' show that disadvantaged students' learning is improved when there is enough stretch in lessons and teachers' expectations are consistently high</p>	
Other activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in English and Maths	According to EEF, reducing class sizes enables progress equivalent to two additional months.	1

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme</p> <p>Tutoring with the Imperial College</p> <p>Curricular and enrichment interventions</p> <p>Pupil Premium Co-Ordinator</p>	<p>EEF's T&L Toolkit effectiveness rating: Tutoring and Small Group Teaching +4</p> <p>Tutoring conducted at Chestnut Grove in 2020-21 (Imperial College Physics, NTP and tutoring with an external volunteer in Y11 Mathematics. For full details of the impact, please see 'Catch-up' section in Part B of this report.</p> <p>Own and wider experience and research quoted in Mark Rowland's 'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way' shows that having a designated leader for PP provision ensures there is a better strategy, communication between the stakeholders and better outcomes for disadvantaged students.</p>	1, 2

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Initiatives to improve attendance, mental health and outcomes:</p> <ul style="list-style-type: none"> • Counselling from Catch 22 • Resilience groups being run by an external professional our EP who is also able to provide tailored therapies e.g. play and art therapy to key high risk students • The Football Beyond Borders provision has been expanded which now provides therapeutic sessions to 10 students a term in addition to tailored interventions around improving physical and mental health and wellbeing. • Duke of Edinburgh • CWP, a project to support students who are experiencing anxiety • Free2be, a counselling service for LGBTQ+ students. This includes both drop-in services and space for two students to have counselling each week. • We have appointed a HLTA Mental Health Champion. They are being trained by our EP with the skills to be able to deliver further resilience groups to a greater number of students. They will also be providing 1 to 1 support for students with mental health needs and who are on the SEN register. • All of the inclusion team have been trained as mental health first aiders to be able to support all students directly in the classroom setting. • Expansion of our peer mentoring systems across the school. • Train 6 new mental health first aiders • Appoint a pastoral admin who will be tackling persistent absenteeism and supporting student welfare and wellbeing • To effectively train the new EWO to be able to effectively and systematically support 	<p>According to own historic evidence as well as The University of Roehampton, who conducted the first large-scale research into the effectiveness of school counselling in the UK in 2018, 'school-based humanistic counselling [leads] to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.'</p> <p>FBB and DoE have a proven track record at CGA in improving attendance, behaviour and academic outcomes of disadvantaged students (see previous PP impact reports)</p> <p>Evidence from Mind, MindEd, Place2 Be, etc. that awareness of the signs of mental health issues and how to address them in school supports students' wellbeing and has significant impact in preventing escalation of mental health issues.</p> <p>Historic evidence of the positive impact of liaison with external agencies at CGA.</p>	<p>3, 4, 5</p>

<p>and tackle persistent absenteeism across years 7-11 in 2021-2022.</p> <ul style="list-style-type: none">• Work with the Local Authority on the re-collection of intervention evidence to ensure swift referrals to the Borough Attendance Panel and legal processes.		
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Total budgeted cost: £ 218,695

Part B: Review of outcomes in the previous academic year

Funding of Pupil Premium 2018-2021

Measure	2018-2019	2019-2020	2020-21
Total percentage of students on FSM (inc 6 th form)	26.4%	15.6%	17.4%
Number of students eligible for support from the Pupil Premium (inc 6 th form)	284	178	210
Funding provided by FSM pupils students (Years 7 to 11)	300.5 @ 935	275.3@935	240.1@935
Funding provided by "Number of children looked after" (CLA)	8 @ £1,900	4@£1,900	3@1,900
Number of service children eligible for the Pupil Premium	0 @ 300	0 @ 300	0 @ 300
Total Funding	£280,970	£265,000	£230,155

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Please note that, due to the pandemic, there were significant changes to the original strategy for 2020-21 as we endeavoured to address the emerging needs of our disadvantaged students. The strategies below are the actual ones, formulated over the course of the year.

1. Enabling disadvantaged pupils to access a high quality curriculum, both face-to-face and online:

- High quality remote curriculum sustained throughout the year during the national lockdown and for those students who were self-isolating;
- 144 laptops (96 from the Government, 38 from donations) and 6 routers issued January-April 2021 – all students able to access the remote curriculum from own device (siblings had individual devices);
- Tutors made one phone call per week to the families of disadvantaged students during the national lockdown and bespoke support was provided to families in need.

Year Group	Attendance% FSM	Attendance % NON FSM	Difference (change since Autumn 2020)
Year 7	91.49	95.66	4.17 (-0.08)
Year 8	91.29	94.94	3.65 (-3.88)
Year 9	91.07	94.17	3.11 (-1.05)
Year 10	83.68	92.85	9.17(+0.92)
Year 11	92.93	95.65	2.72(+0.14)
Overall Total	90.45	94.66	4.21 (-0.73)
Year 12	86.39	94.21	7.32 (+0.26)
Year 13	91.00	94.03	3.03 (-0.13)
Overall Total 12-13	88.48	94.12	5.65 (-0.14)

Figure 1: Attendance of disadvantaged students in 2020-21 academic year

Impact: The whole school attendance gap for FSM and Non-FSM students has reduced despite the impact of the second national lockdown. Government data published on 27th April 2021, stated that attendance of FSM students in state funded secondary schools was 90% on 22nd April, up from 86% on 25th March. Again, all year groups at Chestnut Grove are above this level.

Progress / attainment of disadvantaged students in 2020-21

Year 7

Subject	Total	%<EP	%=EP	EP+	Gap	%>EP
Art FSM	44	2%	77%	98%		20%
Art NotFSM	162	7%	71%	93%	5%	22%
Dance FSM	43	16%	77%	84%		7%
Dance NotFSM	162	12%	80%	88%	-5%	9%
DT FSM	44	11%	66%	89%		23%
DT NotFSM	162	9%	68%	91%	-2%	23%
Drama FSM	44	20%	73%	80%		7%
Drama NotFSM	161	12%	83%	88%	-9%	6%
English FSM	44	7%	73%	93%		20%
English NotFSM	160	4%	71%	96%	-2%	25%
French FSM	25	16%	56%	84%		28%
French NotFSM	88	15%	47%	85%	-1%	39%
Geog FSM	45	13%	64%	87%		22%
Geog NotFSM	162	11%	62%	89%	-2%	27%
History FSM	45	9%	60%	91%		31%

History NotFSM	161	8%	61%	92%	-1%	31%
Italian FSM	1	0%	100%	100%		0%
Italian NotFSM	29	14%	59%	86%	14%	28%
Maths FSM	44	9%	64%	91%		27%
Maths NotFSM	159	9%	65%	91%	0%	26%
Music FSM	45	11%	89%	89%		0%
Music NotFSM	161	4%	95%	96%	-7%	1%
PBE FSM	30	17%	70%	83%		13%
PBE NotFSM	115	10%	83%	90%	-6%	7%
PE FSM	46	7%	63%	93%		30%
PE NotFSM	163	1%	78%	99%	-5%	21%
Science FSM	45	20%	64%	80%		16%
Science NotFSM	161	17%	58%	83%	-3%	24%
Spanish FSM	19	21%	47%	79%		32%
Spanish NotFSM	73	7%	45%	93%	-14%	48%

Figure 2: End-of-year 2020-21 progress data for Year 7 disadvantaged students by subject

Evaluation: Gaps in all subjects were below 10% and in 8 subjects below 5%. The main area for development is to improve achievement of disadvantaged students in MFL.

Year 8

Subject	Total	%<EP	%=EP	EP+	Gaps	%>EP
Art FSM	36	22%	69%	78%		8%
Art NotFSM	139	10%	68%	90%	-12%	22%
Dance FSM	36	14%	81%	86%		6%
Dance NotFSM	139	9%	78%	91%	-5%	13%
DT FSM	36	14%	75%	86%		11%
DT NotFSM	139	9%	79%	91%	-5%	12%
Drama FSM	35	14%	74%	86%		11%
Drama NotFSM	137	7%	85%	93%	-7%	7%
English FSM	36	3%	86%	97%		11%
English NotFSM	139	4%	79%	96%	1%	17%
French FSM	20	50%	30%	50%		20%
French NotFSM	69	33%	23%	67%	-17%	43%

Geog FSM	36	14%	72%	86%		14%
Geog NotFSM	139	6%	67%	94%	-8%	27%
History FSM	36	31%	44%	69%		25%
History NotFSM	139	6%	65%	94%	-25%	29%
Italian FSM	1	0%	0%	100%		100%
Italian NotFSM	29	28%	45%	72%	28%	28%
Maths FSM	34	65%	35%	35%		0%
Maths NotFSM	139	36%	60%	64%	-29%	4%
Music FSM	37	22%	76%	78%		3%
Music NotFSM	139	6%	92%	94%	-16%	2%
PBE FSM	7	57%	43%	43%		0%
PBE NotFSM	21	5%	90%	95%	-52%	5%
PE FSM	36	0%	78%	100%		22%
PE NotFSM	139	1%	81%	99%	1%	17%
Science FSM	36	42%	56%	58%		3%
Science NotFSM	139	19%	50%	81%	-23%	32%
Spanish FSM	17	35%	59%	65%		6%
Spanish NotFSM	70	14%	53%	86%	-21%	33%

Figure 3: End-of-year 2020-21 progress data for Year 8 disadvantaged students by subject

The progress gap remains high in Ebacc, due to the gap in attendance and application during the periods of remote learning. These gaps be addressed through the priorities 1 and 2 in 2021-22.

Year 9

Subject	Total	%<EP	%=EP	EP+	Gap	%>EP
Art FSM	35	43%	51%	57%		6%
Art NotFSM	143	19%	65%	81%	-24%	16%
Dance FSM	36	36%	64%	64%		0%
Dance NotFSM	144	16%	67%	84%	-20%	17%
DT FSM	33	36%	64%	64%		0%
DT NotFSM	140	11%	77%	89%	-25%	11%
Drama FSM	33	21%	79%	79%		0%
Drama NotFSM	141	13%	70%	87%	-8%	16%
English FSM	36	19%	67%	81%		14%
English NotFSM	144	9%	84%	91%	-10%	7%
French FSM	16	50%	44%	50%		6%
French NotFSM	73	16%	52%	84%	-34%	32%
Geog FSM	35	37%	51%	63%		11%
Geog NotFSM	142	15%	58%	85%	-22%	27%
History FSM	35	14%	66%	86%		20%

History NotFSM	142	8%	64%	92%	-6%	27%
IT FSM	34	41%	53%	59%		6%
IT NotFSM	142	9%	82%	91%	-32%	8%
Maths FSM	35	11%	74%	89%		14%
Maths NotFSM	140	12%	81%	88%	1%	6%
Music FSM	35	26%	74%	74%		0%
Music NotFSM	142	6%	92%	94%	-19%	2%
PBE FSM	35	57%	34%	43%		9%
PBE NotFSM	137	22%	65%	78%	-35%	13%
PE FSM	36	17%	64%	83%		19%
PE NotFSM	144	3%	69%	97%	-13%	28%
Science FSM	35	31%	57%	69%		11%
Science NotFSM	140	15%	56%	85%	-16%	29%
Spanish FSM	20	45%	55%	55%		0%
Spanish NotFSM	69	22%	65%	78%	-23%	13%

Figure 4: End-of-year 2020-21 progress data for Year 9 disadvantaged students by subject

There are significant progress gaps in all subjects except mathematics. These gaps be addressed through the priorities 1 and 2 in 2021-22.

Year 10

	FSM	Non-FSM	Gap
pupils	39	124	
4+ E&M	95%	93.5%	+1.5%
5+ E&M	69.23%	78.23%	-9%
English 4+	97.44%	96.77%	+0.66%
English 5+	82%	88%	-6%
English 7-9	36%	52%	-16%
Maths 4+	95%	94%	+1%
Maths 5+	77%	82%	-5%
Maths 7-9	15%	40%	-25%
Sci standard	82%	81%	1%
Sci strong	56%	605	-4%
Ebacc entires	45%	56%	-10%
Lang standard	33%	52%	-19%
Lang strong	26%	44%	-16%
Hums standard	87%	89%	-2%
Hums strong	64%	77%	-13%

The gap is the widest in MFL 4+ and 5+ and Grades 7-9 in mathematics and English.

Year 11

	FSM 39 (16M 23F)		NFSM 124 (82M 42F)		All Pupils 136 (98M 65F)	
	Num	%	Num	%	Num	%
English Only 4+	1	3	4	3	5	3
English Only 5+	5	13	12	10	17	10
Maths Only 4+	0	0	1	1	1	1
Maths Only 5+	3	8	5	4	8	5
Both EM 4+	37	95	116	94	153	94
Both EM 5+	27	69	97	78	123	76
English 9-7	14	36	65	52	79	48
English 9-5	32	82	109	88	141	87
English 9-4	38	97	120	97	158	97
Maths 9-7	6	15	49	40	55	34
Maths 9-5	30	77	102	82	132	81
Maths 9-4	37	95	117	94	154	94
EBacc Entry	18	46	70	56	88	54
EBacc Standard Pass	13	33	59	48	72	44
EBacc Strong Pass	6	15	46	37	52	32
APS	4.69		5.57		5.36	
A8 English	11.9		13		12.74	
A8 Maths	10.46		12.13		11.73	
A8 EBacc	15.35		18.33		17.62	
A8 Other	16.67		18.9		18.36	
A8 Overall	54.37		62.36		60.45	
P8 Score	+0.41		+0.9		+0.78	

Figure %: GCSE progress and attainment data for disadvantaged students

Whilst the gaps has closed or significantly narrowed in Maths 4-9, 4+, 5+ and English 4-9, 4+ and 5+, there is a significant gap in English 7-9 and maths 7-9 (26% and 25% respectively). Analysis shows that fewer disadvantaged students are placed into the highest sets. It will be crucial to ensure HPA and G&T disadvantaged students are making good progress in KS3 to change this trend.

2. Catch-up:

- National Tutoring Programme: accessed by 21 Year 7 and 8 FSM students during the summer term. Teachers reported that 71% improved in confidence and 57% improved maths knowledge and skill
- Tutoring with the Imperial College: accessed by 14 FSM 6th form students; 1 weekly session November 2020-May 2021. 100% of students reported improvement in their skills and knowledge, as well as high levels of enjoyment of the course

- 2 Year 11 FSM students accessed 1-1 tuition with an external volunteer tutor from November 2020-May 2021; one was awarded a Pass and the other Good Pass in GCSE Mathematics
- Summer School for Year 6 FSM students: 1 full week in August 2021, 8am-3pm, 57 students attended; focus on English, Maths, PE and Arts. 100% of students said they felt confident to start their secondary school as a result of summer school; 100% parents were pleased with the provision.
- Mental health: HEAD's REPORT
- EWO support: 94 out of 187 referrals were for disadvantaged students

3. Supporting disadvantaged students' primary needs:

- Our crowdfund in January 2021 raised £13,400, which was used to support families in need with food vouchers, toiletries, utility bills, etc.
- Trained over 40 families to access FSM vouchers: out tutors coached over the phone families who could not access electronic FSM vouchers through the process of downloading them; we also printed out vouchers for 15 families and hand-delivered to those who were self-isolating or sick.
- Delivered food parcels to all FSM students in December 2020 in liaison with Samsung
- Liaised with Clapham food bank to support 15 most vulnerable families

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Programme	Provider
Football Beyond Borders	Football Beyond Borders
<p>Catch 22: the service offers free assessments and counselling across the London borough of Wandsworth.</p> <p>After an initial assessment an individuals care plan is created. This is followed by six sessions of counselling which addresses any issues the young person may have.</p> <p>Sessions are targeted towards those who do not meet Children, Adolescent Mental Health Service criteria.</p>	London Borough of Wandsworth
Counselling, art therapy	Charlie Tellis – freelance child mental health practitioner

