

PUPIL PREMIUM 2018/2019

The Pupil Premium grant was introduced in 2011 by the government to support the raising of attainment for economically disadvantaged pupils. Schools have the freedom to spend the premium in a way they think will best achieve desired outcomes for these children. The funding is allocated to schools for those who have registered for free school meals in the last six years, are in care of the local authority (looked after, adopted from care, or who have left care) or have parents in the Armed Forces in the last 4 years.

At Chasetown Community School, we recognise that the possible barriers to educational achievement faced by our pupils eligible for Pupil Premium, are complex and varied:

- **High Mobility**

Families may experience a broad range of difficulties that may result in school instability. Some children for whatever reason may have moved frequently and this may have had a significant effect on their education and achievement. Moving is a very emotional event for children and the possible effect on their emotional, social and cognitive development can be overwhelming.

- **Low income**

As educators, in order to be responsive to the needs of our students, it is helpful to consider the likely constraints that low income often places on children's lives, and how such conditions influence learning and academic achievement. This could include children's health and well-being; literacy and language development; access to physical and material resources; and level of mobility.

- **Parental Education and Engagement**

Students' attainment is raised when schools and families work together to motivate, socialize, and educate students. When families are able to become involved in their children's education, they have a more informed understanding of the curriculum. Many families can support learning by talking with their children about school, monitoring homework, and making

it clear that education is important and that they wish their children to be the best that they can be .

- **Attendance**

Children need to be in school, ready to learn and it is critical that they should be in school every day, on time. It is important that school and families work together to overcome difficulties that affect attendance.

- **High Proportion of Boys**

There is a legitimate concern nationally over the achievement levels of some boys throughout their schooling. The patterns of academic achievement relating to boys is evident in most schools in England. Chasetown Community School has a very high proportion of boys and in response to this, we are ensuring that learning activities engage their interest.

- **Social, Emotional and Mental Health Needs**

Difficulties in this domain may lead to barriers to learning. Children requiring social, emotional and/or mental health support may experience a wide range of difficulties, which can present themselves in very different ways. Chasetown Community School provides our pupils with a curriculum that caters for their ability range in terms of academic potential, but also which aims to overcome any self-doubt and encourages positivity and a sense of well-being. The curriculum is personalised to ensure success as well as to engage pupils using a variety of learning styles to suits their learning needs.

A lack of confidence or lack of engagement with learning can lead to low achievement. Chasetown Community School has high expectations for every child, and recognises that each child is different and has a unique learning style. Chasetown Community School aims to provide tailored provision to meet each child's needs so that they can become "the best they can be".

- **Transitions**

Likely barriers to learning can be wide ranging and often very personal to the individual pupil. A young person may be going through complex transitions and changes in their own lives. These can manifest themselves in a variety of ways. Staff at Chasetown Community School support pupils and families to manage change by developing coping strategies and resilience.

- **Broad and balanced curriculum**

When balanced with academic learning, other curricular activities may help students raise self-esteem, develop school spirit and connect with the adults in the community in a positive manner creating a good situation for all. In response to this, our school provides access to many outdoor pursuits and activities which both enrich the child's learning experience and social skills, as part of a broad and balanced curriculum.

How Does Chasetown Community School address these possible barriers to learning?

- High staff : pupil ratio
- Teaching Assistant support
- Smaller class sizes
- Differentiated/modified tasks and teaching materials
- Personalised learning.
- 1:1 targeted intervention
- Staff with expertise in SEMH needs
- Clear SMART targets for all students on a termly basis.
- Creative Curriculum
- Precision Teach
- MHFA and staff
- Pupil mentors
- Well being champions
- Parent support group
- Inter school projects
- Enrichment clubs (Fridays pm)
- **Pastoral Support Programmes**
 - Multi-agency support
 - Mentoring

- Peer mentoring
- Art Workshops
- School Nurse
- Family Support worker
- Tailored provision
- Equine therapy
- Community based learning

Sports Premium

The sports premium is used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of our pupils to encourage the development of healthy, active lifestyles.

The sports that take place in school or school attends are;

- Weekly PE sessions including football, tag rugby, basketball, handball, rounders, athletics, team building/games, "bleep" test for agility.
- We also attend Special Schools Sports Festivals where pupils have a taster for new sports such as boccia, karate, tennis, wheelchair basketball, hockey, curling and football.
- There have been enrichment days of boxing and archery.
- Weekly swimming sessions of 30 mins.
- Weekly bike sessions, including a sponsored bike ride.
- Horse riding
- Attendance at local, regional and national sporting events