



CFS Pupil Premium Strategy Statement

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.

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	Chichester Free school
Number of pupils in school	1038
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Louise New
Pupil premium lead	Mrs Cathryn Halton
Governor / Trustee lead	Mrs Sue Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,000
Recovery premium funding allocation this academic year	£18,560
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	£169,560

Part A: Pupil Premium strategy plan

Statement of intent

At CFS, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We provide a seamless education from ages four to 16. We aim to inspire curiosity and engage learners in common approaches throughout Primary and Secondary. Sharing practice across both phases is common place, and this approach allows us to reduce the negative effects often associated with transition. As a school we are now striving to be outstanding and to achieve above average outcomes in all phases. We have high expectations of all pupils throughout the Primary and Secondary phases. Our pupils are challenged to have uncompromising ambition in their academic endeavours. The school values of 'Nurture, Challenge and Inspire' underpin everything we do and permeate all areas of school life. Pupils receive a wide and varied curriculum and inspiring teaching alongside exceptional pastoral support, and a wide range of opportunities through our co-curricular offer, House System and Pupil Leadership programme.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS1 and KS2.
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-harm, anxiety, depression (diagnosed by medical professionals) and low self-esteem and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 30 pupils (23 of whom are disadvantaged) currently require additional support with social and emotional needs, with 26 (23 of whom are disadvantaged) receiving additional support.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10 - 12% lower than for non-disadvantaged pupils.</p> <p>53.9 % of disadvantaged pupils have been 'persistently absent' compared to 29.9 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.

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
<p>In Primary - Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<p>Assessments indicate all disadvantaged pupils make expected progress (eg. Expected to expected or greater depth to greater depth) from previous year and from previous key stage results. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. LSAs and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p>
<p>Improved reading attainment among disadvantaged pupils in KS1 and KS2.</p>	<p>KS2 reading outcomes in 2023/2024 show that more than 68% of disadvantaged pupils met the expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils in KS1 and KS2.</p>	<p>KS2 writing outcomes in 2023/2024 show that more than 73% of disadvantaged pupils met the expected standard.</p>
<p>Improved Maths attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2023/2024 show that more than 74% of disadvantaged pupils met the expected standard.</p>
<p>Improve the progress of disadvantaged pupils through high quality teaching and learning.</p>	<p>The quality assurance of lessons involving disadvantaged pupils will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged pupils will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful. Curriculum intent is embedded across the school and includes transition points, particularly between Y6-Y7.</p>

<p>Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education and contextualise their learning.</p>	<p>Enrichment activities will result in better pupil wellbeing as well as developing key social skills and inclusion in the wider community. There is an embedded PSHE/ careers/ enrichment programme on offer with the addition of university trips and Unifrog to support pupil to progress beyond Y11.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Pastoral staff and SENCOs identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture, counselling, pastoral support and well-being interventions.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by a reduction in behaviour points rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. <p>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our teaching and curriculum planning across the school.</p> <p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD.</p> <p>We will fund teacher release time to embed key elements, resources and CPD offers.</p> <p>Good quality resources to enable good/ outstanding teaching.</p>	<p>To teach well, teachers need to assess pupils' prior knowledge and understanding effectively, plan and differentiate effectively to deliver lessons that meet the needs of all their learners.</p>	<p>1</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>Targeted intervention from a teacher in an allocated space to support with self-regulation and engagement in learning. Pupils will use this intervention support daily.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>All LSAs to be trained to sustain delivery of this tuition within school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	1,2,5
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. To continue the use of Accelerated reader with weekly rewards.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan</p>	1,2,5
<p>Targeted support for Y11 disadvantaged pupils through a 1:1 mentoring programme</p>	<p>Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p>	1,5
<p>Targeted 1:1 and small group intervention</p>	<p>Targeted support at specific needs and knowledge gaps can be an effective</p>	1,5

<p>across the school with a focus on disadvantaged pupils.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p>	
<p>Inspiring STEM event so pupils can take part in interactive STEM activities with businesses from across Hampshire with disadvantaged pupils prioritised for this event,</p>	<ul style="list-style-type: none"> • Meet OFSTED targets. • Meet the CDI Framework. • Learn about different STEM careers and job roles. • Develop their skills through taking part in different activities. • Speak to employers about real jobs. • Be involved in quizzes and competitions to win fantastic prizes. • Develop their understanding of STEM careers. 	<p>1,5</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop our 'Culture of Kindness' ethos by establishing kindness ambassadors across the school, embedding new initiatives such as 'one kind word,' developing 'what bullying is' description with the ambassadors to be shared across the school. The aim is to improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	5
Use of ELSA and Therapeutic intervention officer to support mental health and well-being in school. A counsellor based in school will support with mental health and well-being.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	2,3
Attendance action project to raise attendance across the school for disadvantaged pupils. Identified member of staff that feeds back to staff about attendance, supports initiatives across the school as well as working with disadvantaged pupils of concern.	There is extensive evidence to demonstrate a direct correlation between attendance and academic achievement.	1,5
Pupils with identified financial needs are supported by school	Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at	All

staff so that the needs are removed or alleviated e.g. Uniform, FSM and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	school and often do not perform as well as other pupils.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 170,000

Part B: Review of outcomes in the previous academic year

Quality of teaching for all																														
Desired outcome	Impact	Evaluation																												
	<p>Did you meet the success criteria?</p> <p>Give evidence to support your impact, this can be from:</p> <ul style="list-style-type: none"> • Internal data • Case studies <p>Also include impact on pupils not eligible for pupil premium if appropriate</p>	<p>If your approaches didn't meet your success criteria:</p> <ul style="list-style-type: none"> • Why not? <p>Will you continue with this approach next year? If so, then why? Will you make any changes?</p>																												
<p>In Primary - Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<p>Primary</p> <p>14.3% of disadvantaged pupils met or exceeded their end of year targets in reading.</p> <p>14.3% of disadvantaged pupils met or exceeded their end of year targets in writing.</p> <p>28.6% of disadvantaged pupils met or exceeded their end of year targets in Maths.</p> <p>Y11 P8 score for disadvantaged was -0.72 which was below national.</p>	<p>Whilst this is not the results we had hoped for our Y6 cohort, the were extenuating circumstances in the year group, the other year groups are already performing much better.</p> <table border="1"> <thead> <tr> <th colspan="4">Disadvantaged</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>(28.6%)</td> <td>(71.4%)</td> <td>(28.6%)</td> </tr> <tr> <td>Y2</td> <td>(66.7%)</td> <td>(66.7%)</td> <td>(66.7%)</td> </tr> <tr> <td>Y3</td> <td>(60.0%)</td> <td>(40.0%)</td> <td>(40.0%)</td> </tr> <tr> <td>Y4</td> <td>(50.0%)</td> <td>(50.0%)</td> <td>(50.0%)</td> </tr> <tr> <td>Y5</td> <td>(100.0%)</td> <td>(80.0%)</td> <td>(80.0%)</td> </tr> </tbody> </table> <p>The subjects where P8 for disadvantaged pupils in Y11 affected the overall P8 score for pupils were Maths, Science and History.</p> <p>There continues to be variation between whole cohort and disadvantaged pupils' data. In year 7 the gap has reduced</p>	Disadvantaged					Reading	Writing	Maths	Y1	(28.6%)	(71.4%)	(28.6%)	Y2	(66.7%)	(66.7%)	(66.7%)	Y3	(60.0%)	(40.0%)	(40.0%)	Y4	(50.0%)	(50.0%)	(50.0%)	Y5	(100.0%)	(80.0%)	(80.0%)
Disadvantaged																														
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		<p>significantly, however the opposite has occurred in year 8, suggesting that engagement and quality of learning is inconsistent. In year 9, subjects such as Spanish and Dance are performing well, however in core subjects the data is significantly less pleasing. It is worth considering, however, that the disadvantaged cohort for year 9 consists of 14 pupils.</p> <p>Next steps: Proposed CPD on closing the gap for disadvantaged pupils.</p> <p>Department time used to ensure identification of disadvantaged pupils and strategies to increase engagement and quality of learning.</p>
Improved reading attainment among disadvantaged pupils in KS1 and KS2.	14.3% of disadvantaged pupils met or exceeded their end of year targets in reading.	This is not the same for the other cohorts and there were specific circumstances surrounding the 6 pupils that did not meet their targets.
Improved writing attainment among disadvantaged pupils in KS1 and KS2.	14.3% of disadvantaged pupils met or exceeded their end of year targets in writing.	This is not the same for the other cohorts and there were specific circumstances surrounding the 6 pupils that did not meet their targets.
Improved maths attainment among disadvantaged pupils in KS1 and KS2.	28.6% of disadvantaged pupils met or exceeded their end of year targets in Maths.	This is not the same for the other cohorts and there were specific circumstances surrounding the 5 pupils that did not meet their targets.
Improve the progress of disadvantaged pupils through high quality teaching and learning.	There has been improvement overall in Primary as the data suggests for disadvantaged pupils.	

	In secondary, there continues to be variation between whole cohort and disadvantaged pupils' data. In year 7 the gap has reduced significantly, however the opposite has occurred in year 8. In year 9, subjects such as Spanish and Dance are performing well, however in core subjects the data is significantly less pleasing.	
Total Cost £90,000		

Targeted support		
Desired outcome	Impact	Evaluation
Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education and contextualise their learning.	<p>Priority is giving to disadvantaged pupils for extra-curricular activities and funded through pupil premium if parents are unable to meet the cost.</p> <p>FSM set up in canteen to allow pupils a set amount each day. Vouchers for FSM pupils emailed during the holidays. Links with Chichester Food Bank have allowed all pupils entitled to FSM an additional food box for the main school holidays of Christmas, Easter and Summer.</p>	<p>The update is strong but school need to find a way of analysing each trip/ activity for fine analysis.</p> <p>Money needs to be continued to be set aside for disadvantaged pupils to access a range of activities and equipment so they are not disadvantaged further.</p>
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Head of Year for each year group in secondary in place along with 2 assistant head of Years. Along with this pastoral support officer appointed for Primary which are providing a strong pastoral support. Use of Early Help and Termly	A successful support team in place. Pupils with social, emotional and health needs are identified and a range of support in place.

	<p>Conversations demonstrate the support in place for pupils who have been signposted for additional as well as more specialised support.</p> <p>Signposting directly to alternative agencies, such as the Young People’s Shop, who have also been to talk to secondary pupils about the support they offer. This has empowered pupils to seek support directly in the community.</p> <p>Appointment of a Health and Well-being lead has raised awareness of the needs of the pupils, has led on signposting what is on offer for both staff and pupils.</p> <p>Whilst suicide attempts have risen significantly In the county, we have an increase in eating disorders in school.</p>	
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for all 2021-2022</p> <p>whole school: 90.9%</p> <p>primary: 93.7%</p> <p>secondary: 88.8%</p> <p>Attendance for disadvantaged pupils</p> <p>Whole school:85.62%</p> <p>Primary:89.38%</p> <p>Secondary:83.92%</p>	<p>Although so many were unwell with either covid, illness, anxiety-related absence or refusal, we had in place phone calls home, emails, meetings, etc and there were some successes with getting pupils back into school who had frequent short-term absences and a few of our long-term absentees came off role once they realised we weren’t just going to accept non-attendance.</p>
<p>Total Cost £40,000</p>		

Other approaches		
Desired outcome	Impact	Evaluation
Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated	<p>A number of pupils were given financial support towards trips, music lessons, enrichment activities and uniform.</p> <p>FSM set up in canteen to allow pupils a set amount each day.</p> <p>Vouchers for FSM pupils emailed during the holidays.</p> <p>Links with Chichester Food Bank have allowed staff to issue foodbank vouchers for identified families needing further support.</p>	<p>Money needs to be continued to be set aside for disadvantaged pupils to access a range of activities and equipment so they are not disadvantaged further.</p>
		Total Cost £19,711