

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	Chaselea Alternative Provision Academy
Number of pupils in school	(census)
Proportion (%) of pupil premium eligible pupils	59% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 17 th 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Advisory Board
Pupil premium lead	Jon Seymour (DHT)
Governor / Trustee lead	Mel Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10983
Recovery premium funding allocation this academic year	£6000
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	£16983

Part A: Pupil premium strategy plan

Statement of intent

Chaselea serves pupils with complex Social, Emotional and Mental Health difficulties with significant behavioural problems. Chaselea recognises how important it is that pupils' learning barriers are removed in light of their social and emotional dysregulation and behaviour. For many, Chaselea will become a major support and stability in their life so it is essential to create the right culture, attitude and approach; and focus on the factors that have impeded learning and progress in their prior learning journey.

At Chaselea, we believe that every pupil should have the opportunity to achieve success and that no barrier should prevent them succeeding compared to their peers.

Our objectives are to:

- ensure the SEMH of our pupils are met
- promote a positive behaviour culture
- develop Chaselea's reading strategy further
- raise academic progress and attainment in English and mathematics

Challenges

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

Challenge number	Detail of challenge
1	Underachievement in English, Reading and Mathematics on entry.
2	High levels of unmet SEMH needs on entry.
3	High proportion of reading ages below their chronological age on entry.
4	Under-use and under-value of local resources.
5	The further development of a broad and balanced curriculum.

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
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Enhance the quality of education in Mathematics.	Raise rates of progress in Mathematics amongst Pupil Premium pupils to be in line with other groups of pupils.
Promote pupils' SEMH and create a positive behaviour culture.	Increase in positive behaviour data including attitude to learning and incident data. Increase in reintegration data and reduction in fixed term exclusion data.
Increase opportunities for health and wellbeing education within the local area.	Positive pupil voice feedback and an increase in positive PE behaviour data.
Give pupils the opportunity for cultural enrichment within the local area.	Raised rates of progress in Art and Design and maximised attainment in GCSE Art and Design.
Improve the development of reading at Chaselea.	Close the reading age gap towards pupils' chronological age.
Ensure Chaselea's curriculum offer is broad and balanced, and suitable for all pupils.	Implement quality MFL and humanities provision for Key Stage 3 and 4 (including accreditation at the end of Key Stage 4).

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: £240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of MathsWatch mathematics curriculum software.	MathsWatch is a proven tool for raising attainment and targeting gaps in knowledge in mathematics.	1

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

Budgeted cost: £8743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Chaselea's reading programme	Internal data demonstrates the positive impact Chaselea's reading programme makes upon progress within reading.	3
Art and Design local artist project	Pupils will gain knowledge and cultural experience from working with a local artist.	4
Addition of a MFL and Humanities teacher (0.4) from January 2022	MFL and Humanities will broaden the curriculum and improve the balance of the offer to pupils.	5

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Manager to promote healthy SEMH and positive behaviour.	Chaselea thrives on a positive behaviour culture focusing on nurturing and awareness of SEMH needs.	2

Riding and maintaining bicycles on Cannock Chase.	Cycling locally on Cannock Chase is an excellent health and wellbeing activity for pupils with SEMH needs.	4
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Total budgeted cost: £16983

Part B: 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. £10863 + £15364.71 Recovery Premium

Action	Intended Outcome	Impact	Evaluation	Cost
Inclusion Manager	Promote pupils' SEMH and create a positive behaviour culture.	Attitude to learning data demonstrates that pupils eligible for Pupil Premium showed positive behaviour compared to other groups of pupils.	The introduction of an Inclusion Manager has enhanced the quality of SEMH provision and had a positive effect on behaviour data. This approach will continue.	£9406.32
Minecraft software	Develop pupils' Computer Science knowledge and skills, and boost engagement	Efforts to engage PP pupils through this software were successful. This had a positive effect on behaviour during these lessons evidenced in AtL data as well as informal staff/SLT observation.	Minecraft is a successful project which enriches the computer Science curriculum. This approach will continue.	£475.20
Enrichment at Cannock Chase (transport costs)	Provide pupils with the opportunity to access Cannock Chase for SEMH and educational benefit	Pupils received engaging educational activities in their local area. Pupils developed confidence and skills needed to access their local area as responsible citizens.	Enrichment at Cannock Chase is an important part of Chaselea's nurturing, SEMH provision. It is also important that pupils make use of their local area. This approach will continue.	£223.94
Cookery (ingredients and resources)	Allow pupils to participate in practical cookery providing enrichment, knowledge and skills for life.	Pupils have taken the opportunity given to develop skills for life (cookery, food hygiene, awareness of nutrition etc...) as well as completing high quality cookery (contributing towards qualifications in Year 10 and 11).	The knowledge and skills pupils are gaining in cookery is readying them for adult life. This approach will continue.	£757.54
COVID Enhanced cleaning routine and Curriculum cover	Ensure the site is COVID safe and that a broad and balanced curriculum can be delivered	Cleaning routines enabled the continued functioning of the Chaselea site and the successful implementation of the curriculum.	The curriculum cover was valuable during 2020-21 but will not need to continue as we have managed to solve the curriculum issues for 2021-22. The essential, enhanced cleaning routine will continue.	£15364.71

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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