

Pupil premium strategy statement – Chesterton Community College and Sixth form 2025-2028

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1129
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rolf Pervis
Pupil premium lead	Rebecca Siddall
Governor / Trustee lead	Zoe Skipworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194, 575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£194,575 (Actual spend £332,000)

Part A: Pupil premium strategy plan

Statement of intent

Our key principles for the use of Pupil Premium funding follow our ELA charter and are:

- We have high expectations for all students.
- Pupil Premium students are known well and prioritised by staff across the school.
- Teaching and learning are adapted to meet the needs of individual students.
- Additional academic and pastoral support is provided where needed.
- Funding is allocated using research and evidence-informed strategies to maximise impact.
- Students' progress, attendance and wellbeing are monitored carefully and reviewed regularly.
- All students will have access to the equipment, resources and materials they need to succeed.
- We are committed to developing students' cultural capital through enrichment activities, trips and wider experiences.
- Strong relationships with parents and carers are important and supported through regular communication and engagement.
- We work to remove barriers to learning and participation so that all students can fully engage in school life.
- We are committed to going above and beyond for every student, every day.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged students have low levels of resilience and therefore are reluctant to engage through fear of failure.
2	Lower confidence or feelings of “not belonging” in highly academic environments, particularly in a city associated with high achievement and affluence. The “double disadvantage” of living in pockets of deprivation within an otherwise affluent city, where inequality can feel more visible and pronounced.
3	The continued fallout from COVID means we are seeing a greater number of students with low Literacy skills entering Year 7 heavily skewed towards pupils eligible for PP, which could prevent them from making accelerated progress in Year 7.
4	Some disadvantaged students present as less motivated and less positive about the future when arriving at Chesterton and so take longer to settle into appropriate secondary behaviour.
5	Reduced aspirations or limited exposure to higher education and professional career pathways within some families or communities.
6	Some disadvantaged students are unable to work at home effectively and therefore lose continuity of learning/consolidation between home and school. Lack of quiet study space, technology or reliable internet access at home, making homework and revision more difficult.
7	Higher levels of anxiety, stress or mental health difficulties linked to financial insecurity or unstable home circumstances. We see this affect a higher proportion of your PP students through lower attendance than non PP peers.
8	Financial pressure at home, including concerns around housing costs, food insecurity, transport and access to school resources. Cambridge has a very high cost of living, which can particularly affect low-income families.
9	Limited access to enrichment opportunities such as trips, tutoring, clubs or cultural experiences due to cost barriers.

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>1. PP students are consistently prioritised across the school</p> <ul style="list-style-type: none"> • Pupil Premium students are a central focus in all staff discussions, meetings, and decision-making. • Staff maintain high awareness of PP students' needs, progress, and barriers. • Accountability for PP outcomes is embedded in performance management and appraisal. 	<ul style="list-style-type: none"> • PP students are a standing agenda item in all SLT and faculty meetings. • Meeting minutes show individual PP students are discussed, not just cohort data. • Actions are recorded, assigned, and followed up with clear impact evidence. • Increased PP participation in clubs, trips, leadership roles, and wider opportunities. • Tracking shows reduced gaps between PP and non-PP engagement in enrichment. • Breakfast club attendance is consistently high among PP students
<p>2. Improved academic outcomes for PP students</p> <ul style="list-style-type: none"> • PP students make stronger progress and close the attainment gap with non-PP peers. • Teaching, intervention, and setting decisions are more precisely targeted to individual need. • Underachievement is identified and addressed more quickly. 	<ul style="list-style-type: none"> • PP students' progress is tracked and reviewed regularly at individual level. • Progress 8 outcomes show movement towards the school target (+1.0). • KS3/KS4 attainment gaps between PP and non-PP students narrow over time.
<p>3. Improved attendance, behaviour, and engagement</p> <ul style="list-style-type: none"> • PP students show improved attendance and reduced persistent absence. • Behaviour incidents involving PP students reduce over time. • Early identification leads to faster intervention and support. 	<ul style="list-style-type: none"> • PP attendance improves and persistent absence reduces year-on-year. • Behaviour data shows reduced repeat incidents for PP students. • Interventions are logged and show clear impact over time.
<p>4. More personalised and effective support for every PP student</p> <ul style="list-style-type: none"> • Staff know PP students as individuals rather than as a group. • Support is tailored to specific academic, pastoral, and personal barriers. • Intervention is timely, structured, and evidence-informed. 	<ul style="list-style-type: none"> • Every PP student has an up-to-date student passport. • Increased engagement in mentoring, pastoral support, and targeted interventions. • Evidence of reduced barriers to learning being removed (equipment, resources, access).

<p>5. Stronger staff accountability and consistency</p> <ul style="list-style-type: none"> • All staff can clearly explain the actions they have taken for PP students and the impact of those actions. • PP impact is consistently reviewed in line management and appraisal processes. • There is greater consistency in expectations and provision across departments. 	<ul style="list-style-type: none"> • Appraisal evidence shows staff can clearly demonstrate “above and beyond” impact for PP students. • PP impact is a routine part of performance management discussions. • Leaders can evidence that actions lead to measurable improvements in outcomes.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 141,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP students are a standing agenda item in all staff briefings, SLT and faculty meetings, ensuring consistent focus on individual students’ academic progress, attendance and behaviour.</p>	<p>High-performing schools with a sustained focus on disadvantaged students show improved outcomes when accountability is shared across all staff. The EEF highlights that frequent monitoring and rapid response to need improves impact</p>	<p>1,2,4,7</p>
<p>Staff are required to articulate the actions they have taken for PP students and the impact of those actions as part of the appraisal cycle (“above and beyond” expectation).</p>	<p>Effective professional development systems embed reflection on impact. The EEF toolkit highlights that teacher effectiveness and feedback are highest impact when continuously reviewed and refined.</p>	<p>1,2,4,5,7</p>
<p>Every faculty has a dedicated PP lead responsible for monitoring data, coordinating interventions and raising PP outcomes in faculty meetings.</p>	<p>National Pupil Premium guidance (Sir John Dunford) emphasises the importance of named accountability for disadvantaged students within leadership structures.</p>	<p>2,3,4,5,7</p>

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

Budgeted cost: £ 146000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Marking and feedback systems prioritise PP students to ensure timely, specific and actionable feedback is consistently provided.	Feedback is consistently identified by the EEF as one of the highest impact strategies for improving attainment when used effectively and consistently.	1,3,4,5
KS4 PP students receive targeted academic intervention outside the school day, focusing on identified gaps in learning.	The EEF states that structured small-group tuition can lead to approximately +4 months progress on average when targeted effectively	1,3,4,5,6
Setting policies prioritise PP students for aspirational groupings, with regular review of set placement to maximise progress.	Evidence suggests that access to higher-attaining groups can improve outcomes for disadvantaged students when combined with strong teaching and support.	1,2,3,4,5
Every PP student has a student passport outlining aspirations, interests and barriers, regularly updated by tutors and pastoral staff.	Knowing students well is a key principle of effective disadvantaged provision. Personalised approaches improve engagement, motivation and outcomes.	1,2,4,5,7

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

Budgeted cost: £44200

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP progress, attendance and behaviour are reviewed as individual students in all SLT and faculty meetings rather than as a cohort.	Research shows that granular, student-level tracking enables earlier intervention and more precise support, leading to improved outcomes for disadvantaged learners (EEF).	1,2,4,5,7
All PP students are provided with essential equipment, textbooks and revision resources to ensure full curriculum access.	Research into disadvantage consistently shows that removing material barriers improves engagement, homework completion and attainment.	2,3,5,6,8
A PP breakfast club is provided to ensure students are ready to learn at the start of the school day and not disadvantaged by hunger.	Studies show breakfast provision improves concentration, behaviour and readiness to learn, particularly for disadvantaged students (EEF).	1,4,5,7,8
A structured parental engagement programme ensures PP families are contacted regularly and given priority access to parents' evenings.	Parental engagement is strongly associated with improved attendance, behaviour and attainment, particularly when contact is regular and targeted (EEF).	1,2,4,5,7
SLT monitors PP participation in enrichment, trips and wider opportunities, with active removal of barriers to participation.	Evidence shows that cultural capital and enrichment opportunities improve aspiration, engagement and long-term educational outcomes for disadvantaged students.	1,2,4,5,8,9

Total budgeted cost: £ 332000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Year 11 GCSE results (2023-2025)

P8 for disadvantaged students = 0.3

P8 Maths = 0.4

P8 English = 0.2

Year 10

45% already on target to achieve 4+ in English and Maths

Year 9

70% students achieving Good or better progress towards their Potential Grades

Year 8

80% students achieving Good or better progress towards their Potential Grades

Year 7

80% students achieving Good or better progress towards their Potential Grades