

Pupil premium strategy statement – Chaucer School

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	741
Proportion (%) of pupil premium eligible pupils	62%
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)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Joanna Crewe
Pupil premium lead	Joanna Crewe
Governor / Trustee lead	Stuart Riley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£493,963
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>	£417,909
Pupil Premium Trust Levy Contribution	£76,054

Part A: Pupil premium strategy plan

Statement of intent

In the latest indices of deprivation, published in 2025, Chaucer School's postcode S5 8NH is in the bottom 5% of deprived neighbourhoods in the country for multiple deprivation factors. Children aged 0-15 in this area are more deprived than 96% of England. Other areas in the immediate catchment are lower still on the IDACI index. This has not improved since the previous IDACI index of 2019, pre-Covid.

Reading age and CATs data since 2021/22 indicate that Covid had a far more detrimental impact on our community than on other schools within our trust, who serve more affluent wards.

The large majority of our students are socioeconomically disadvantaged - many of those not categorised as Pupil Premium are only just on the other side of the threshold. The context of Sheffield as a City of Sanctuary combined with a lack of school places in the city has since 2023 seen a shift in the cultural diversity within Chaucer School. There has been an increase in the proportion of students who speak English as an additional language. In December 2025 this is 24.4% of students are EAL, and 52% of these students are PP. These numbers have been increasing on a weekly basis, as many of our new EAL students have recently moved to the United Kingdom.

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.
- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

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

Challenge number	Detail of challenge																																			
1	Outcomes Specific KPI gaps from 2025 results that are a priority to close include the English and Maths standard pass rate (all 40%, PP 25.8%) and the A8 score (all 31.6, PP 24.07)																																			
2	Equity of access to excellent teaching The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. 1. High-quality teaching EEF: • Metacognition and self-regulation • Checking learning / diagnostic assessment • Feedback																																			
3	Literacy (reading, writing, oracy) Removing literacy barriers is essential for enabling disadvantaged learners to access the curriculum. Reading age data to demonstrate significant reductions in: • The number of disadvantaged students whose reading age is lower than their chronological age • The average gap between reading age and chronological age for disadvantaged students																																			
4	Attendance INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching. Maybe add a ‘PP attendance improving in all Year groups but remains <90%’ PP Attendance 2022 - Dec 2025 <table><thead><tr><th>Year Group</th><th>22-23</th><th>23-24</th><th>24-25</th><th>Dec 25-26</th></tr></thead><tbody><tr><td>All</td><td>75</td><td>75</td><td>85</td><td>88</td></tr><tr><td>7</td><td>82</td><td>88</td><td>90</td><td>90</td></tr><tr><td>8</td><td>82</td><td>78</td><td>85</td><td>88</td></tr><tr><td>9</td><td>70</td><td>78</td><td>82</td><td>88</td></tr><tr><td>10</td><td>68</td><td>70</td><td>82</td><td>88</td></tr><tr><td>11</td><td>72</td><td>68</td><td>75</td><td>85</td></tr></tbody></table> PP attendance is improving in all Year groups but remains below 90% and below non-PP.	Year Group	22-23	23-24	24-25	Dec 25-26	All	75	75	85	88	7	82	88	90	90	8	82	78	85	88	9	70	78	82	88	10	68	70	82	88	11	72	68	75	85
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5	Powerful Moments – cultural capital and enrichment opportunities																																			

	Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum. Engagement in enrichment opportunities is key to developing pupils' metacognitive and self-regulation strategies, and sense of belonging. A feeling of belonging is key to driving attendance. Supporting School Attendance - Reflection and Planning Tool - EEF
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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
Challenge 1: Outcomes 50% reduction in PP outcomes gap, in line with INOVA School Excellence Strategy KPI 1.	2026 performance data
Challenge 2: Equity of access to excellent teaching Steplab activities and coaching promotes effective checking learning enabling adaptive teaching; High quality actionable feedback for disadvantaged pupils	Student voice indicates that PP students understand what their next steps are for improvement. LEE activities indicate that systems are in place and effective for PP students.
Challenge 3: Literacy (reading, writing, oracy) Reading age data to demonstrate significant reductions in the number of disadvantaged students whose reading age is lower than their chronological age, and the average gap between reading age and chronological age for disadvantaged students.	NGRT data Thinking Reading graduation rates and improvements.
Challenge 4: Attendance Attendance needs to be at least in line with national average - last year 90.8%. All groups should be close to or above 90%.	2025/26 attendance data
Challenge 5: Powerful Moments 100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities	Tracking data indicating number/proportion of PP pupils participating in cultural capital / extra-curricular / enrichment activities Student voice from PP pupils indicating positive response to opportunities

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: £ 85,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic drive on metacognition and self-regulation - CPD including Steplab use - Tutor time activities - Embed into Year 11 lessons	EEF toolkit – Metacognition and self-regulation Metacognition and self-regulation EEF	1, 4
Strategic drive on feedback	EEF toolkit - Feedback Feedback EEF	1, 4
Strategic drive on oracy - Pedagogy within lessons - Enrichment and cultural capital opportunities	EEF toolkit – Oral language interventions Oral language interventions EEF	1, 3
Strategic drive on EAL provision Pedagogy within lessons Enable EAL students to gain qualifications in their first language		1, 3, 4

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

Budgeted cost: £129,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions – ‘Thinking Reading’: CPD and allocation of tutors	EEF toolkit – Reading interventions Reading comprehension strategies EEF	2
Oral language interventions and allocation of TLR, focusing primarily on EAL students	EEF toolkit – Oral language interventions Oral language interventions EEF	1
Year 11 strategy: - Bridge intervention - Mathematics intervention HLTA + Trust director interventions - Vocational interventions - After school interventions - RAP strategies	EEF toolkit – Small group tuition One to one tuition EEF EEF toolkit – One to one tuition Small group tuition EEF EEF toolkit – Mentoring Mentoring EEF	4

• Access Arrangements support		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 202,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive staffing capacity for inclusion (behaviour, attendance, safeguarding, mental health and wellbeing, alternative provision, Cornerstone)	EEF toolkit – Behaviour Behaviour interventions EEF EEF toolkit – Social and emotional learning Social and emotional learning EEF	5
Careers and cultural capital coordinators	EEF toolkit – attendance and belonging Supporting School Attendance - Reflection and Planning Tool - EEF	6
Enterprise, enrichment and cultural capital opportunities	EEF toolkit – Social and emotional learning Social and emotional learning EEF	6
Behaviour / Social and emotional learning interventions	EEF toolkit – Behaviour Behaviour interventions EEF EEF toolkit – Social and emotional learning Social and emotional learning EEF	5
Mental health and wellbeing interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF	5
Safeguarding interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF	5

Total budgeted cost: £ 418,035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact reviews have been completed for each Strategy Statement Challenge from 2024/25 and are available for scrutiny if required.

Some of the key data / impact measures are included below.

Quality First teaching

OFSTED completed a full inspection during 2024-25 and included the following in the report in relation to teaching:

“Pupils study a curriculum that is more ambitious and better sequenced than was the case previously. In many subjects, the school has redesigned the curriculum to better meet the needs of pupils. This provides clarity for teachers on what pupils must know and by when. As a result, new knowledge builds on what pupils have learned previously. In some cases, historic gaps in pupils’ knowledge, including gaps in cultural capital, continue to affect pupils’ progress through the curriculum. While teachers do act to address these, sometimes this is not as quick as it might be.”

Outcomes - 4 year trend for Pupil Premium students

Measure	2022	2023	2024	2025
P8 (PP)* *the 2025 P8 figure based on estimated KS2 scores.	-1.6	-1.3	-1.5	-1.2
Standard Pass Basics (PP)	18.9%	28.9%	26.5%	26.53%
A8 (PP)	24.0	26.9	21.4	25.3

Priorities for cohort 2026:

- Further improving Standard Pass Basics with range of RAG strategies
- Improving A8 figures further by focusing on performance of key Open Basket subjects, minimising U grades

Behaviour impact

Reduced number of suspensions for students identified as PP in 2024/25 compared to 2022/23

- The number of suspensions across the whole school reduced 1016 – 876 – 824 for all students across the last 3 academic years.
- The number of suspensions reduced for PP student reduced in the same time frame: 179 – 170 – 135.
- However, within these smaller figures, the proportion of PP students suspended has increased, and the gap has increased once again. 82.4% - 80.6% - 83.6%
- Some cohorts have reduced in rate over time. GCSE Cohort for 2027 (Year 7 in 2022-23) have reduced as a proportion as follows: 84.8% - 83.5% - 66.2%. GCSE Cohort for

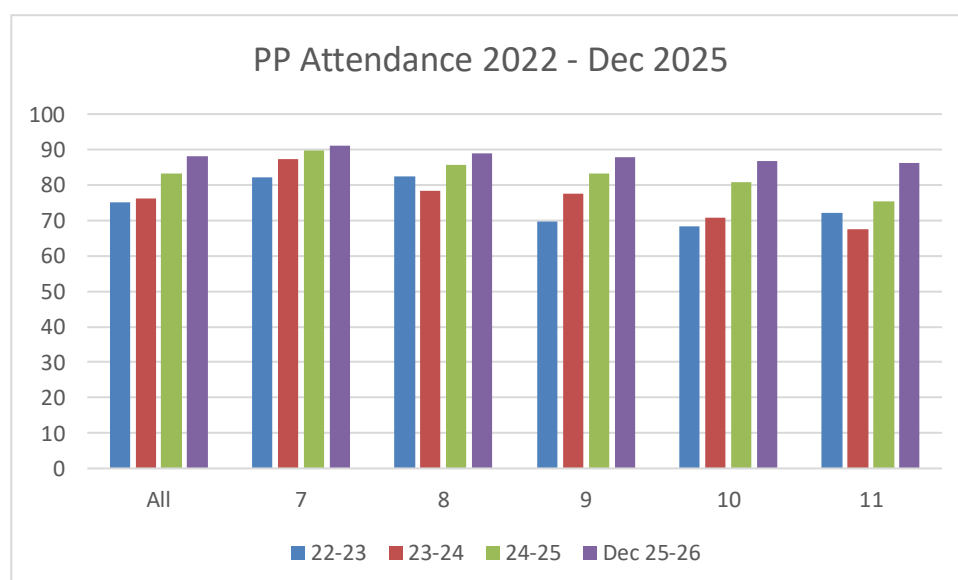
2025 (Year 9 in 2022-23) have reduced over time in proportion as follows: 79.2 – 75.3 – 76.5%

Literacy – Reading.

44% of our school population are in the bottom 20% nationally when national standardised reading assessments have been administered. This figure is 51% for the Pupil Premium cohort, and 35% for their less disadvantaged peers. The DfE identify the bottom 20% of readers as a disadvantaged cohort in their own right - but it's also clear that at Chaucer, as nationally, this is exacerbated by broader disadvantage. The school's most inspection by Ofsted reflected the impact of school's plans to improve pupils' reading.

“The school has considerably strengthened its support for pupils who are learning to read. Pupils who need additional help, including with phonics, receive this regularly. This is enabling pupils, including those who speak English as an additional language, to catch up.” Ofsted 2025

Attendance impact



DFE Attendance Data Comparison Full Year 24/25

- Local Comparison – Out of 30 schools, overall attendance was 25th but FSM was 19th.
- National Comparison – 10th decile for overall attendance but 9th decile for FSM.
- Comparisons with Similar Schools, including similar PP< SEN, IDACI index, EAL. Ranking out of 20 moved from 11th in Autumn term, to 12th in Spring term, to 9th on Summer term.

Cultural Capital and Enrichment Opportunities

Gatsby 100% compliancy maintained for a 2nd consecutive year. All Y11 PP students receive 1 to 1 careers guidance and are offered an opportunity for an early careers interview where required in Y9/10. These are often signposted via Year Teams or SEN. Examples of wider careers impact with younger year groups include: University and HE linked experience - 54%

PP students engaged. Employer encounter activities (Breaking stereotypes, What's my line.)
All PP students in Y7 and Y8 offered this experience.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
'Shaped' alternative provision for students at risk of permanent exclusion	Shaped
'Unravel' counselling / mental health services	Unravel
'Pastways' – part of alternative provision for students unable to access mainstream / at risk of permanent exclusion	Pastways
'Forest School' – part of alternative provision for students unable to access mainstream / at risk of permanent exclusion	Forest School
'Hive' – part of alternative provision for students unable to access mainstream / at risk of permanent exclusion	Brigantia Trust