

The Pupil Premium Policy

Ref S018



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1. Introduction

The Pupil Premium is additional to main school funding and aims to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most and that the gap between these two groups is narrowed if not eradicated. It is for schools to decide how the Pupil Premium grant is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The level of premium for 2014-15 is £935. This document explains how we will spend our Pupil Premium funding to make ensure the gap is closed and that all pupils reach their potential.

2. Definitions and identification

Pupil Premium funding is for children from low income families who are eligible for free school meals, or have been at any point in the last six years (Ever 6 measure), and children who are looked after continuously for more than six months.

3. Roles and responsibilities

Director of Aspiration:

- To raise attainment levels of pupils entitled to Pupil Premium to reach CHS target grades, ensuring that students make rapid and sustained progress in most subjects over time given their starting points.
- Where the performance of groups of students falls below that of all students nationally, the gap is closed rapidly by ensuring effective strategies are implemented and student progress is closely monitored.
- To raise aspirations of students, inspiring them to aspire and ensure they are exceptionally well prepared for the next stage in their education, training or employment.
- To inform the PP report each half term, liaising with SLT colleagues to ensure all Appendices are completed and impact is captured.

Director of Access and Achievement:

- To ensure intervention processes and basic skill development impacts significantly on student outcomes.
- To further refine and embed the school's basic skills and intervention strategies (4Is) ensuring that there are improved outcomes for all targeted (groups of) students.

Curriculum Leaders:

- To complete half termly progress monitoring to ensure effective tracking of pupil progress and appropriate intervention is in place to close attainment gaps of key cohorts.
- To liaise with PP coordinators and maintain an overview of PP v NPP progress and strategies employed to address gaps.
- To use quality control measures to effectively track progress of pupils entitled to PP and ensure that timely and appropriate strategies are in place to raise attainment.

Achievement Team:

- To work with PP students so that barriers are addressed and Qualities of Success are developed.
- To support the planning and delivery of aspirational events that engage, inform and inspire students across both KS3 and KS4.
- To identify PP underachievement in curriculum areas from the PP report and half termly data returns, then liaise with PP coordinators to devise a plan of action to address gaps.

- To provide additional support based events for all students at particularly stressful times of the year.

Teachers:

- To regularly use SISRA to inform lesson planning to maximise progress for all individuals.
- To fill in the 'Who's in my Class' proforma, updating it periodically and using it to plan appropriate lessons for each group of students.
- To ensure effective lesson planning is completed, including 'half termly progress monitoring' looking at the progress of particular groups and to track progress of individuals.

4. Securing Academic Success For All Young People – Day to Day

The pupil premium will be spent on ensuring that all pupils are making progress in the key skills needed to succeed at Chorlton High School and ensure they are properly prepared for the next stage of their education.

Transition: When pupils begin Chorlton High School we ensure we know and understand the starting points for their academic progress. Our effective transition process ensures we gain valuable information from Primary Schools and during Autumn Term 1 we complete a range of baseline assessments including reading age tests and subject specific assessments. Pupils who enter the school with reading ages well below their chronological age and below average maths levels are invited to participate in a 2 week summer school focusing on intensive literacy and numeracy support. This support is continued throughout the year through a variety of intervention programmes including the 4Is process and the ReachOut mentoring programme. Pupils complete a diagnostic assessment to ensure intervention and support is targeted and timely to meet their needs.

Who is in my class: This document is completed every half term by class teachers to track cohorts of pupils and the progress they are making in individual subjects. Class teachers will then map appropriate support and intervention to specific groups of pupils who are not making expected progress.

Outstanding Teaching and Learning: All lessons are expected to be good and outstanding. Lessons are planned to meet the needs of pupils with differentiated activities and robust assessment procedures ensuring pupils make rapid and sustained progress. Half termly progress monitoring informs planning and highlights the intervention needed to narrow attainment gaps.

Assessment for Learning: Effective use of three progress checks in every lesson to ensure teachers respond to student progress and intervene where necessary. All teachers have access to PALS packs and have attended training to use these resources confidently and effectively.

5. Monitoring Success

4Is – All staff have a responsibility to recognise and identify pupils who are not on track to achieve. Class teachers use their feedback from lessons (who got it, who didn't) to inform planning and highlight support, Curriculum leaders use their half termly monitoring to track progress of pupils and the AAA team facilitate appropriate intervention to meet the needs of pupils. 4Is Intervention programmes support pupils in the basic skills of reading, writing, communication and numeracy. Pupils are monitored each half term and have access to a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap.

Aspire marksheet: The Achievement Team leader will track the number and nature of aspirational events students are invited to in order to try and identify the 'switch' for different students and assess strategies/interventions that have most impact.

Progress Weeks: Reflection and target setting is the focus for one week at the beginning of every half term. The Tutor curriculum initiates this reflection period as pupils receive attainment and effort grades for each subject they study. Pupils set themselves SMART targets to improve their academic performance and effort levels. Class teachers enhance the opportunity for reflection and target setting during progress week. Pupils use flight paths to help track their progress.

Celebrate CHS: Sharing success and celebrating achievements is a key strategy used to raise aspirations and attainment. Pupils are rewarded in line with their effort grades and academic achievements. Success is shared across the school and wider school community using TV monitors, Messenger, Chorlton Connection and In The Spotlight.

6. Strategies to Intervene

4Is: - All teachers are effective interveners who use data effectively to put strategies into place to support pupils. Curriculum Leaders use their half termly monitoring to track the progress of pupils and the AAA team facilitates appropriate intervention to meet the needs of pupils. 4Is Intervention programmes support pupils in basic skills of reading, writing, communication and numeracy. Pupils are monitored each half term and have access to a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap. The majority of the sessions run over a 10 week programme. These packages include; small group diagnostic provision, reading challenge materials, writing challenge materials, reading champions, Premiership Reading Stars, LPUs, Toe by Toe and handwriting groups. Targeted reading schemes including Accelerated Reader and fresh start phonics have been used to build the literacy skills of lower ability students at KS3.

Academic coaching: Employing high quality staff to help pupils overcome barriers to learning is essential. Academic mentoring will mean supporting pupils emotionally but also ensuring that they are challenged to work hard, succeed and overcome their barriers to learning.

ISP coaching: Individualised quality conversations are known to have a huge impact with our students. The ISP coach in Year 11 will provide a link between students, teachers and parents ensuring that students remain on track to success. Students are identified by Heads of Year and exam groupings so that key students are supported closely in their final year. Where there are concerns the ISP coach will be responsible for ensuring engagement.

7. Supporting Success:

Director of Access and Achievement:

A Director of Access and Achievement leads a team of staff that focuses on developing the literacy of all students, developing provision for those students who enter the school below the expected level in English, students who have low reading ages, students who fall into vulnerable at risk groups and students with EAL. This provision is tailored made to the needs of individual or groups of students. A diagnostic literacy intervention assesses their need which is then developed through small group teaching with a specialist teacher who then liaises with subject teachers to ensure that progress is being transferred to the classroom.

Achievement Leader and Coordinators:

This team of staff work with key cohorts of students to try and raise their aspirations and also to ensure that they have the key skills that they need to access all areas of the curriculum and achieve their potential. Students in these cohorts might have low literacy levels for a number of reasons. They also have a specific focus on driving literacy across the curriculum and work hard to be 'Effective Intervenors'; this allows them to demonstrate and share good practice in delivering key literacy skills across all subjects.

Parent Support and Family Learning: Providing high quality support to parents of children who are finding it difficult to progress at school impacts greatly on their success at school. Our Parent Support Adviser works with families to support pupils making progress in school. This support is facilitated in a variety of ways including; 1-1 family support, parenting skills courses, family learning events, parent involvement evenings and multi agency engagement.

Green room: The Green Room @ Chorlton High is a short stay programme which aims at reintegrating students who are struggling to engage in their current educational setting. The aims of the Green Room are:

- To provide quality learning opportunities in a structured and positive environment
- To promote excellent behaviour from students
- To enhance personal and emotional development
- To support Green Room students in improving attendance and punctuality whilst they are with us
- To equip students with the skills and confidence they need to reintegrate successfully into their own educational settings
- To build positive relationships with parents and carers of students in the Green Room, offering additional advice and support to them when required by our skilled Pastoral team.
- To identify and support the needs of students early in their school career to avoid crisis point being reached in later school years.
- To provide students with additional support from professionals from external agencies when required

8. Aspiring to Success:

Esteeming Experiences: A key aspect of our ethos at Chorlton High School is our belief that we need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all pupils benefit greatly from a residential experience. Pupils participating in trips and visits are monitored to ensure all pupils have access to these experiences.

IAG: The Achievement Team Leader and HOY are responsible for selecting students for particular careers events based on careers interest and information held by the team. Efforts are made to ensure that where possible, at least 60% of chosen students are PP.

Enrichment- Our enrichment programme is extensive and inclusive. Pupils are guided to participate in activities that support their progress and develop their learning. Robust monitoring and effective tracking ensures pupils have opportunities to participate in activities that help to narrow the gaps in performance.

G&T – Gifted and Talented pupils are expected to move further, faster and have foundations for life long success. There is a clear, data driven process to identify G&T pupils, extensive provision that incorporates classroom challenge, enrichment opportunities and stringent half termly monitoring by department G&T leads. Teacher support and intervention is highlighted and impact evidenced as part of the 4Is process.

9. Evaluating the impact:

Impact reports: Every half term reports are produced which track the progress of pupils entitled to the Pupil Premium and compare their progress and attainment to pupils not entitled to the Pupil Premium. These reports are shared with key stakeholders including staff and Governors. Targets are set and strategies are put into place each half term to narrow the achievement gap.

Monitoring this policy

The school staff and governors will regularly evaluate and review the effectiveness of the procedures outlined in this policy to ensure that practice is further developed and refined.

10. Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the literacy provision and develop their skills.