



Pupil Premium Policy

Ref: S018

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1. Introduction

The government has provided additional funding to school to support young people from low-income families and to support them in achieving their best. This extra funding is determined by the proportion of students receiving free school meals.

Chorlton High School is committed to ensuring that all young people are supported to achieve their potential academically and to develop the skills and attributes necessary to succeed within higher education and future employment. This commitment is particularly important where young people experience cultural, social or financial disadvantage and the school seeks to use the funding offered through the Pupil Premium to better address the needs of these students.

We believe in aspiration for all. We are a mixed, multi-cultural and multi-faith school and we are proud of our comprehensive nature. This is underpinned by our shared core purpose – SUCCESSFUL, CREATIVE, HAPPY.

We believe that the development of the whole child is important. Pupil Premium Funding is used to address the skills essential for academic SUCCESS; however, the school also wants to ensure that young people are HAPPY and CREATIVE – therefore we aim to raise aspirations, self-esteem, confidence and expand cultural horizons. In such a way we believe all our children have opportunities to succeed in life no matter what their socio-economic background.

2. Definitions and Identification

Pupil Premium funding is for:

- Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).
- Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.
- Pupils who are identified as 'Ever 6 service children'. This would indicate that they have had a parent serving in the regular armed forces, have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census or that they are in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

3. Roles and responsibilities

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Director of Challenge and 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 Pupil Premium 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 student progress and appropriate intervention is in place to close attainment gaps of key cohorts.
- To liaise with Pupil Premium champions and maintain an overview of Pupil Premium v Non Pupil Premium progress and strategies employed to address gaps.
- To use quality control measures to effectively track progress of pupils entitled to Pupil Premium and ensure that timely and appropriate strategies are in place to raise attainment.
- To run one careers based activity that links specifically to the subject being studied. To ensure that a meaningful encounter takes place for a cohort of Year 7 or 8 Pupil Premium students.

- To ensure that the cultural capital gap is addressed through lessons, home learning tasks and enrichment opportunities.

Achievement Team:

- To work with Pupil Premium 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 Key Stage 3 and Key Stage 4.
- To identify Pupil Premium underachievement in curriculum areas from the Pupil Premium report and half termly data returns, then liaise with Pupil Premium champions to devise a plan of action to address gaps.
- To work alongside the pastoral teams and support with QAPAs, ensuring that a PP cohort is identified and strategies are having an impact.
- 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 is 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.
- To ensure that the cultural capital gap is addressed through lessons, home learning tasks and enrichment opportunities.

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. Students who enter the school with reading ages well below their chronological age and below average Maths levels are identified and take part in a variety of intervention programmes including the 4Is process and accelerated reader. Students 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 students and the progress they are making in individual subjects. Class teachers will then map appropriate support and intervention to specific groups of students who are not making expected progress.

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

Staff CPD: Whole school inset sessions incorporate a strand dedicated to supporting disadvantaged students. A CPD session in the TEACH cycle trains staff in effective teaching and learning strategies to ensure that disadvantaged students make good progress. Pupil Premium Champions meet each half term in the PLAN cycle to develop their knowledge of teaching pedagogy that closes the attainment gap and develop strategies to drive this through their departments.

5. The use of the Pupil Premium Grant

The use of the Pupil Premium Grant is reviewed each academic year. An overview of the current strategy and the breakdown for the spend planing is placed on the school's website. This is linked to the priorities that have been identified as key barriers and challenges facing the current cohort of students who are in receipt of the grant.

The priorities are identified as a series of pledges that are then broken down into success criteria and key actions. This enables staff and governors to regularly review the effectiveness of strategies in 'diminishing the difference'.

The current overarching priorities are identified as:

1. The attainment and progress of CHS PP students is in line with national average for 'other' students.
2. Literacy and Numeracy skills of PP students are secure so that access to curriculum is not hindered and widening gaps in progress rates at Key Stage 3 and Key Stage 4 are halted.
3. Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences.
4. Aspirations are raised and all PP students secure a positive Post 16 destination.
5. Quality social and emotional support to improve attendance, engagement and home learning is provided.

The annual Pupil Premium Report identifies the different strategies deployed, success criteria, the associated costs and the impact evaluation data. This is available on the

school's website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

6. Monitoring Success

4Is (Inform, Identify, Intervene, Impact Evaluate) approach – 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 students and the Access and Achievement team facilitate appropriate intervention to meet the needs of students. 4Is Intervention programmes support pupils in the basic skills of reading, writing, communication and numeracy. Students 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 and enrichment 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 end of every term (half term in Year 11). The Tutor curriculum initiates this reflection period as students receive progress statements (Year 7-9) or attainment grades (Year 10-11) and effort grades for each subject they study. Students set themselves pledges and SMART targets to improve their academic performance and effort levels. Class teachers enhance the opportunity for reflection and target setting during progress week. Students 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. Students are rewarded in line with their effort grades and academic achievements through achievement points, reward events, assembly celebrations and nominations from teachers and form tutors. Success is shared across the school and wider school community using SchoolComms, the website, Chorlton Connection and In The Spotlight.

7. Strategies to Intervene

4Is (Inform, Identify, Intervene, Impact Evaluate) approach: - All teachers are effective interveners who use data effectively to put strategies into place to support students. Curriculum Leaders use their half termly monitoring to track the progress of students and the Access and Achievement team facilitates appropriate intervention to meet the needs of students. 4Is Intervention programmes support students in basic skills of reading, writing, communication and numeracy. Students 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 Key Stage 3.

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. All ISP coaches complete a base line assessment with their coaches, complete a coaching booklet and measure the impact of their work across the year. Disadvantaged students are identified by Heads of Year, exam groupings and the achievement team leader so that key students are supported closely across the school. Where there are concerns the ISP coach will be responsible for ensuring engagement. The achievement team have a cohort of students across Years 9 – 11 and the Key Stage 3 Assistant Head of Year has a cohort of students across Years 7 and 8.

Quality Assurance of Pastoral Areas: Heads of Year and Year Teams intervene with a cohort of disadvantaged students each term. The intervention will involve strategies to either improve attendance, effort or home learning effort for an identified cohort of students. The monitoring and impact of strategies is written up and reviewed by Heads of Year and Assistant Headteacher line managers.

8. 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 individuals 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. Disadvantaged students are given priority when selecting students.

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 reading and oracy across the curriculum

and work hard to be 'Effective Interveners'; this allows them to demonstrate and share good practice in delivering key RWC 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 Pastoral Teams work closely with families to support pupils making progress in school. This support is facilitated in a variety of ways including; 1-1 family support, Early Help Assessments, Student Support Plans, parenting skills courses, family learning events, parent involvement evenings and multi-agency engagement.

9. 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. Students participating in trips and visits are monitored to ensure all students have access to these experiences.

IAG: The Achievement Team Leader, year teams and curriculum leaders 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 80% of chosen students are from disadvantaged backgrounds. Careers event tracking will ensure that all students have one meaningful encounter with an employer each academic year.

Enrichment- Our enrichment programme is extensive and inclusive. Students 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. Extended Learning Experience days ensure that students who may have accessed a trip or enrichment activity are provided with this experience.

G&T – Gifted and Talented students are expected to move further, faster and have foundations for life long success. There is a clear, data driven process to identify G&T students, extensive provision that incorporates classroom challenge, enrichment opportunities and stringent half termly monitoring by Curriculum Leaders and the Director of Challenge. Teacher support and intervention is highlighted and impact evidenced as part of the 4Is process. The Achievement Team also ensures that suitable provision for high ability students from disadvantaged backgrounds is provided across the school and arrange a multitude of events to develop the progress of these students. Students from disadvantaged backgrounds are given first priority to all high achiever's events linked to post 16 opportunities and inspirational careers events. A whole school drive to develop the cultural

capital of high ability students from disadvantaged students is used to close the attainment gap.

10. Evaluating the impact

Curriculum Areas: Every term progress monitoring is undertaken by Curriculum leaders to identify disadvantaged students that are not making good progress and to outline strategies for intervention.

A Curriculum Area Year 11 Pupil Premium strategy is implemented in each Curriculum area and is shared with the Headteacher. This is monitored via Assistant Headteacher line managers.

Pastoral Areas: Impact reports are produced to analyse the effectiveness the year teams termly interventions (QAPA) and the findings are shared with SLT and key staff.

Impact reports are produced for all Achievement Team events and interventions.

Leadership Reports are produced each term by all Assistant Headteachers. These are the monitoring and evaluation reports focused on their areas of responsibility. Each report includes a section on disadvantaged students. Targets are set and strategies are put into place each half term/term to narrow the achievement gap. These reports are the starting point for the ongoing review of effective practice and are shared with key stakeholders including SLT and Governors.

The Pupil Premium Report is produced by the Director of Challenge and Aspiration termly. It tracks the different strands of the pupil premium annual strategy. This ensures the report to be evidence based and enables the effectiveness of the provision to be reviewed on an on-going basis. This is reviewed by the Leadership Team and the Governors termly.

11. 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.

12. 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.

