

CHORLTON HIGH SCHOOL: Equalising starting points in life - Pupil Premium strategy statement

| Summary information | | | | | |
|-------------------------------|-----------------------------|---|----------|---|-----------|
| School | CHORLTON HIGH SCHOOL | | | | |
| Academic Year | 2018/19 | Total PP budget | £500,537 | Date of most recent PP Review | Sept 2016 |
| Total number of pupils | 1494 | Number of pupils eligible for PP | 602 | Date for next internal review of this strategy | Sept 2019 |

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. As a truly comprehensive school our school community is made up of students from diverse socio-economic and cultural backgrounds. Over 37% of the school community is considered to be PP. Regardless, we believe in aspiration for all.

Our shared core purpose – SUCCESSFUL, CREATIVE, HAPPY affirms our belief that the development of the whole child is important. Pupil Premium Funding is used to address skills essential for academic SUCCESS; however the school also wants to ensure that our young people are also 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 starting point in life has been.

| Number of pupils and Pupil Premium Grant received | | | | |
|---|--------------------------|--------------------------|-----------------------|-----------------------|
| <i>*indicative amount</i> | | | | |
| | 2014-15 (09/14-08/15) | 2015-16 (09/14-08/15) | 2016-17 (15/11/16) | 2017-18 (17/11/17) |
| Total number of pupils on roll. | 1,502 | 1,506 | 1,496 | 1,490 |
| Total number of students. | 757 (FSM) 14 (LAC) | 755(FSM) 12(LAC) | 733 (FSM) 9 (LAC) | 631 (FSM) 9 (LAC) |
| Percentage of students who are PP. | 47% | 51% | 49% | 42% |
| Amount of PPG received per student. | £935 | £935 | £935 | £935 |
| Total amount of received. | £774,203 | £726,858 | £695,944 | £635.209 |

| PP Performance | 2015 | | New performance measures introduced | 2016 | | 2017 | | 2018 | |
|--------------------|----------|----------------------------|---------------------------------------|----------|------------------------|----------------|-----------------------|----------------|-----------------------|
| | CHS - PP | National Average | | CHS - PP | National Average - All | CHS - PP | National Average- All | CHS - PP | National Average- All |
| % achieving 5+A*-C | 41.7% | 56% (All) 63%(Other) | % achieving Basics (standard /strong) | 48% | 62% | 47.7% 29.1% | 63.3% 39.1% | 57.0% 35.7% | TBA 39.9% |
| Progress 8 | -0.16 | - | Progress 8 | -0.1 | 0 | 0 | 0 | -0.12 | 0 |
| Attainment 8 | 4.4 | - | Attainment 8 | 44.12 | 49.34 | 44.03 | 44.2 | 45.23 | 44.3 |
| EBACC | 20.8% | 24% (All) 28%(Other) | EBACC (standard /strong/APT) | 17.9% | 24% | 24.3% 21.5% | 23.5% 19.5% | 23.1% 16.3% | TBC |
| Att 8 – Eng Lang | 34.51 | 40.5 (Other) | Att 8 – Eng Lang | 8.13 | 9.71 | 9.75 | 10.0 | 9.90 | TBC |
| Att 8 - Maths | 35.70 | 40.6 (Other) | Att 8 - Maths | 9.56 | 10.41 | 7.45 | 9.0 | 8.28 | TBC |
| Total APS | 383.34 | 366.6 (All) 391.3 (Oth) | | | | | | | |

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| Our CHS PLEDGE | | | |
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| SUCCESSFUL | | | |
| | | Focus of Targets | KPI |
| 1 | The attainment and progress of CHS PP students is in line with national average for 'other' students. | Curriculum Data led targets. Success of curriculum based strategies. | <ul style="list-style-type: none"> 45% of PP students achieve Basics (5+). 67% of PP students achieve Basics (5+). 28% of PP students secure EBACC (5+). 0.50 P8 figure for PP students. 4.9 average Attainment 8 for PP 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 KS3 and KS4 are halted. | Data led target – focus on closing the gaps at KS3 (and KS4) 4Is. | |
| CREATIVE | | | |
| 3 | Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences. | Enrichment targets. Tracking of Curriculum entitlement. | <ul style="list-style-type: none"> 50% of PP students regularly attend an extra-curricular activity. |
| HAPPY | | | |
| 4 | Aspirations are raised and all PP students secure a positive Post 16 destination. | No PP NEET, PP University targets Achievement team events. | <ul style="list-style-type: none"> All PP students secure positive Post 16 routes and are RPA compliant. Diminished difference between PP and NPP on L1, L2 and L3 courses. |
| 5 | Quality social and emotional support to improve engagement, home learning and attendance is provided. Students are Independent learners and possess sound study habits. | Attendance, Behaviour, Effort, Home learning targets, HOY / Mentor strategies | <ul style="list-style-type: none"> Diminishing gaps in Attendance, PA, Effort and Home Learning completion from: H2 – H4 H2 and H6 |

STRATEGY AND SPENDING PLAN

| How we intend to address barriers and equalise starting points | | | | |
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| 1. The attainment and progress of CHS PP students is in line with national average for 'other' students. | | | | |
| APPROACH How we secure the Pledge | SUCCESS CRITERIA What success looks like - KPI | EVIDENCE | STAFF LEAD | COSTS RESOURCES |
| A. QUALITY FIRST TEACHING. Staff are aware of all PP students in groups, class based interventions are put in place and progress is checked periodically. <ul style="list-style-type: none"> Focused CPD ensures staff are good / outstanding practitioners and effective interveners. LW and Book Scrutiny data reflects good practise. | <ul style="list-style-type: none"> PP students are making expected progress. CL can confirm that books are marked with added detail and support evident. CL are able to outline a range of strategies being used within Curriculum areas. | *CL Folders *T&L Leadership Report | GWI | Focused CPD programmes for staff. Contribution here to disadvantaged strategies includes Pixl membership £8,400 |
| B. MONITORING – INFORM, IDENTIFY Progress Monitoring is robust and PP underachievement is challenged at classroom level with a clear strategy. These may include: <ul style="list-style-type: none"> Strategic staffing of PP heavy groups Flexible / bespoke interventions employed in all curriculum areas. Targeted deployment of additional teaching time in Core. | <ul style="list-style-type: none"> All staff are able to demonstrate improved progress for their classes. Subject scores show difference is diminishing between PP and NPP. | *CL Folders *QACA *Progress Monitoring | JDA | The Director of Aspiration - Leadership post has specific responsibility for improving outcomes for PPG students. A notional 25% of salary cost is included here. Additional progress monitoring time and support from data team. Assessment & Achievement Leader (50%). £30,221 |
| C. IDENTIFY & IMPACT <ul style="list-style-type: none"> AAA interventions are used to address identified needs through a range of small group / one-to-one interventions. (SPLD, Exam Access, SALT, Ed Psych, CA intervention, Thinc intervention, KS2-3 transition, specific TA support). | <ul style="list-style-type: none"> Reduced barriers to progress and attainment – student from cohort make sustained improved progress after 4Is intervention. | *AAA Leadership Report | SWI | Additional staffing is used to teach and support through a range of interventions. Additional Teaching Assistant time is also used to develop one to one intervention to support. £69,805 |
| D. SECURING SUCCESSFUL ACADEMIC TRANSITION At KS3 expected progress is driven based on KS2 transition data and there is a strong drive to close gaps at the end of Y8. | <ul style="list-style-type: none"> Improved attainment. Reduced gap – year on year - by the start of KS4. | *Transition | AHE | Additional Teaching Assistant time is used to develop one to one intervention to support students. £32,181 |
| E. HIGH ACHIEVERS <ul style="list-style-type: none"> PP HAP are identified and tracked from KS2 levels ensuring they continue to make expected progress in line with national NPP HAP. | <ul style="list-style-type: none"> Improved rates of progress throughout the year – annual targets set to ensure year on year progress in line with expected 'other' HAP overall progress across Key Stage. | *High Achievers Leadership Report | LGA | Resources and experiences identifies to fulfil skills or social capital deficits as identified on the PP HAPS programme. £3,250 |
| F. PERSONALISATION <ul style="list-style-type: none"> Green Room interventions in Y7 is used to address identified barriers for vulnerable KS3 students. | <ul style="list-style-type: none"> Subsequent improved engagement data and appropriate future educational provision for students | <ul style="list-style-type: none"> AAA Leadership Report | SWI | A fully staffed achievement centre to provide support for SEMH students £91,967 |
| 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 KS3 and KS4 are halted. | | | | |
| APPROACH How we secure the Pledge | SUCCESS CRITERIA What success looks like | EVIDENCE | STAFF LEAD | COSTS RESOURCES |
| A. BUILDING ON BASIC SKILLS At KS3 - students who come in below required numerical indicator (100) or year specific target - are given Literacy / | <ul style="list-style-type: none"> Students are caught up and are able to better meet the demands of the school curriculum. | *4Is *AAA Leadership Report | SWI | Additional teaching staff in Maths and English to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for £125,130 |

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| Numeracy interventions through a range of flexible / bespoke sessions. <ul style="list-style-type: none"> (LITERACY: Accelerated Reader, Power 2, RWS, Toe by toe, English in a flash, Diagnostics) (NUMERACY: Maths121, Accelerated number, Mathematical literacy, Diagnostic based). KS4 gaps in reading ages continuously reviews and addressed through customised sessions. | | | | collaborative team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons. Bespoke Literacy and Numeracy packages have been developed to tackle underachievement for students joining the school with skills deficits. | |
| B. DEVELOPING PROFICIENCY & CONFIDENCE <ul style="list-style-type: none"> Y11 / Y10 – PP students who are not securing BASICS are identified early and given additional Maths / English intervention to address skills and knowledge deficits. | <ul style="list-style-type: none"> The number of PP students who secure basics is in line with national ‘other’ students. | *4Is | GWJ/JDA | Staffing resource as above. | |
| C. LANGUAGE FLUENCY - EAL – PP <ul style="list-style-type: none"> Small group tutoring is offered to accelerate language acquisition Alternative qualification offered to newly arrived EAL students in KS4. | <ul style="list-style-type: none"> Progress of EAL students falls in line with EAL NPP in school. EAL students who arrive late are still able to gain relevant qualifications that will support attainment and transition to Post 16. | *4Is *AAA Leadership Report | SWI | Staffing resource as above. | |
| D. LOOKED AFTER <ul style="list-style-type: none"> The designated LAC coordinator is responsible for ensuring LAC students remain on track engaging with staff, carers and providing for specific needs. | <ul style="list-style-type: none"> LAC students meet targets for attainment, attendance and progress. | *Safeguarding Leadership Report | GXI | Each child receives 1-1 support from a specialist teacher to cover whichever disciplines / subjects require additional support. The support is tailored to the individual’s needs and is monitored by our Safeguarding and Inclusion Leader. | £13,333 |

3. Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences.

| APPROACH How we secure the Pledge | SUCCESS CRITERIA What success looks like | EVIDENCE | STAFF LEAD | COSTS RESOURCES | |
|--|---|---|------------|--|---------|
| A. EXPERIENCE <ul style="list-style-type: none"> ELE and PHSE curriculum provides key opportunities to expand cultural / social / creative capital. Curriculum areas provide a range of subject specific experiences that expand horizons of PP students. | <ul style="list-style-type: none"> Increased range of events. Behaviour data for days / lessons shows positive engagement. | *Enrichment Leadership Report *Curriculum Frameworks | RQU | The curriculum facilitates additional experiences that link to the school curriculum that target widening the experiences of disadvantaged students. A range of targeted revision activities including a holiday revision programme have been put into place for February half term, Easter and May. | £16,431 |
| B. EXTEND <ul style="list-style-type: none"> PP students routinely attend after school sessions. | <ul style="list-style-type: none"> Attendance at extra-curricular activities of PP pupils is equal to, or exceeds, that of non-PP pupils. | *Enrichment Leadership Report | RQU | 4XE - Enable – Enrich – Extend –Educational visit. The schools extra-curricular focuses on the learning, cultural and social development of students. Additional funding supports experiences targeted at disadvantaged students. | £6,061 |
| C. ENRICH <ul style="list-style-type: none"> PP Passport developed so that all PP students experience a range of cultural / social / creative capital experiences throughout their time at CHS. | <ul style="list-style-type: none"> PP students are provided with the opportunity to take part in a minimum number of enrichment opportunities each year. | *Enrichment Leadership Report | LGA | The Achievement team identify ‘gaps’ in cultural / social / creative capital and design a targeted programme of experiences for disadvantaged students. | £9,225 |
| D. VISIT <ul style="list-style-type: none"> Staff running trips / visits / events ensure PP students participate. | <ul style="list-style-type: none"> 80% of school trips / visits should have at least 30% PP cohort. | *Enrichment Leadership Report | PBG | As referenced in 3C. | |

| 4. Aspirations are raised and all PP students secure a positive Post 16 destination. | | | | | |
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| APPROACH How we secure the Pledge | SUCCESS CRITERIA What success looks like | EVIDENCE | STAFF LEAD | COSTS RESOURCES | |
| A. ASPIRE <ul style="list-style-type: none"> A wide range of aspiration and career specific events are held targeting PP students to raise aspiration, increase awareness of career opportunities and pathways. | <ul style="list-style-type: none"> Greater awareness of Post 16 courses and improved college application process. All HAP and increased MAP students accessing L3 courses and not disproportionately represented on L2 or L1 courses. | *A Team / CEIAG Leadership Report | LGA CSL | The Achievement Team works with key cohorts of students to try and raise their aspirations. The targeted students are drawn from the whole CHS spectrum of achievement, learning need, ethnicity and social background. This will include a specific programme of events focused on aspirations, CEIG, Future destinations, FE and HE. | £15,536 |
| B. CEIAG <ul style="list-style-type: none"> PP / LAC students are prioritised by Careers advisor and Year teams to ensure conversations around the range of Post 16 routes are started early, research is supported and applications are completed on time. | <ul style="list-style-type: none"> No NEET PP students | * CEIAG Leadership Report | LGA PBG | As referenced above. | |
| C. HE <ul style="list-style-type: none"> Increased number of HAP PP students accessing HE – Russell Group Universities. | All HAP students successfully moving onto L3 courses and securing EBAC | *High Ach Leadership Report | LGA | As referenced above. | |
| D. EXAM SUCCESS <ul style="list-style-type: none"> PP students are targeted and encouraged to attend additional support, revision and exam preparation sessions through ISP coaching and A-Team interventions. | All revision sessions have numbers of PP students attending that represent % in the year group. | *A Team Leadership Report | LGA CSL | Staff time for academic coaching and revision conferences. (Costs accounted for in 5C) | |
| 5. Quality social and emotional support to improve attendance, engagement and home learning is provided. | | | | | |
| APPROACH How we secure the Pledge | SUCCESS CRITERIA What success looks like | EVIDENCE | STAFF LEAD | COSTS RESOURCES | |
| A. ATTEND <ul style="list-style-type: none"> A range of strategies are employed by the Attendance / Pastoral teams to ensure PP students are attending school and learning. | <ul style="list-style-type: none"> PP students are not over represented in PA and on track to PA data. | *Attendance Leadership Report | GXI | An additional Attendance Officer and additional Safeguarding Officer time. | £78,215 |
| B. ENGAGE <ul style="list-style-type: none"> A range of strategies are employed by Pastoral teams to ensure PP students are not over represented in behaviour data and are no more likely to reach C3 as NPP students. Pastoral leaders work with HOY and Mentors to identify and intervene early with repeat on-call patterns. Vulnerable students are supported and support is put in place at curriculum / pastoral level. Specialist mentoring and counselling provision are brought in to support students. | <ul style="list-style-type: none"> Behaviour data at all levels show reduced gap between PP and NPP offenders and when issues do occur – they remain at a teacher level and do not escalate. | *Behaviour Leadership Report *QAPA | SAU CHR | Two Pastoral Leaders for supporting students. A notional 50% of salary costs is included here. Two additional Pastoral Support Assistants. Specialist mentoring and counselling provision are brought in to support students. This has included Broad African Council mentoring and specialist health related provision. | £107,736 |
| C. PROGRESS <ul style="list-style-type: none"> ISP Coaching is used to target Key PP students who are displaying limited progress at the start of Y11 – ISP coaches become the significant other. | <ul style="list-style-type: none"> PP students achieve expected targets and manage the Y11 process more effectively. Gaps within subjects are reduced. | *A Team Leadership Report | LGA CSL | Additional time is provided from staff, including the Achievement Team, for academic coaching and revision conferences. | £33,039 |

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| <p>D. EFFORT</p> <ul style="list-style-type: none"> Students with effort levels below 2.5 are challenged and support is put in place by HOY / Pastoral Leaders / teams to improve effort and engagement. PP students have additional support to become Independent learners and develop sound study habits. | <ul style="list-style-type: none"> PP students are not over represented in RI or poor effort rate categories. | <ul style="list-style-type: none"> *Pastoral Folders *QAPA * Case Studies | <p>CHR HOY</p> | <p>Pastoral Leader and Learning Mentor provision - The school has a team of 3 non-teaching Pastoral Leaders (at KS3) and 2 Learning Mentors (at KS4) who provide a range of academic and pastoral support to students in their assigned years. They work under the direction of the Heads of Year / AHT and provide individualised support dependent on the students' needs. A notional 25% of salary costs is included here.</p> | <p>£33,984</p> |
| <p>E. HOME LEARNING</p> <ul style="list-style-type: none"> Sound Home learning completion rates are embedded and poor returns are addressed early. | <ul style="list-style-type: none"> 80% plus 'good' effort grades for all PP students for home learning at KS3. | <ul style="list-style-type: none"> *Home Learning Leadership Report | <p>JDA HOY</p> | <p>Additional staffing and resources to support home learning clubs at the end of school day.</p> | <p>£8,881</p> |
| <p>F. PARENTAL ENGAGEMENT</p> <p>The engagement of parents in school is improving year on year allowing greater communication, engagement and cooperation.</p> | <ul style="list-style-type: none"> At least 50% of Parents of PP students attend a range of events including Parents Evenings, focused meetings and Year specific events. | <ul style="list-style-type: none"> *Parental Engagement Leadership Report | <p>AHE HOY</p> | <p>Resources to support family learning and support targeting families on PPG.</p> | <p>£1,000</p> |
| <p>G. THE GREEN ROOM</p> <p>Green Room provision is used to support students with SEMH needs and in danger of not realising potential.</p> | <ul style="list-style-type: none"> Green Room cohort return to main site with increased engagement, improved literacy levels and wider cultural understanding which is maintained. | <ul style="list-style-type: none"> *Green Room Leadership Report | <p>CHR SAU</p> | <p>Staffing and resources cost as referenced in 1F.</p> | <p>-</p> |
| TOTAL PUPIL PREMIUM PLANNED SPEND | | | | | <p><i>£684,392</i></p> |