



Chorlton High School Leadership Report

Pupil Premium Report: Summer 2: 2018

Purpose of this Report:

This report provides the Governing Body with information about Pupil Premium 2017/18.

The monitoring and evaluation of the data analysed in this report leads to suggested priorities and actions by the senior leader accountable for this area of school practice. Governors are invited to discuss the data and suggested actions at the Governors' meeting.

This Leadership Report links to the Chorlton High School Development Plan 2016-2018:

Priority 4.1: IMPROVE OUTCOMES: Outstanding attainment and progress outcomes are secured by all students at Key Stage 4 ensuring that students make rapid and sustained progress in most subjects, over time, given their starting points.

Links to Governors Competency Framework 2017: Knowledge & Skills

1. **Strategic leadership:** A. Setting direction; B. Culture, values and ethos; C. Decision-making; D. Collaborative working with stakeholders and partners
2. **Accountability for educational standards and financial performance:** A. Educational improvement; B. Rigorous analysis of data
6. **Evaluation:** A. Managing self-review and development

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1. Executive Summary

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 and 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 HAPPY and CREATIVE– therefore we aim to raise aspirations, self-esteem, confidence and expand cultural horizons. Our ethos is to ensure that all our students have opportunities to succeed in life and thrive, 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)							

2. Pupil Premium Strategy 2017-2018

2.1 Priorities:

The attainment and progress of CHS PP students is in line with national average for ‘other’ students.
 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.
 Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences.
 Aspirations are raised and all PP students secure a positive Post 16 destination.
 Quality social and emotional support to improve attendance, engagement and home learning is provided.

2.2 Pledges:

- **Successful** - Quality First Teaching ensures that PP students receive aspirational, engaging teaching every day.
- **Creative** – All staff have a relentless drive to ensure that PP students develop their cultural capital and take part in the enrichment opportunities available.
- **Happy** – All staff, including pastoral teams, prioritise and support PP students to improve their engagement, effort and attendance.

SUCCESSFUL		Focus of Targets	IMPACT 2018 OUTCOMES
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"> • 35.7% of PP students achieve 5+ Basics • 57.0% of PP students achieve 4+Basics • 16.3% of PP students secure 5+ EBACC • 23.1% of PP students secure 4+ EBACC • -0.12 P8 figure for PP students • 45.23 average Attainment 8 for PP students (NA for all =44.3)
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.	Data led target – focus on closing the gaps at Key Stage 3 (and Key Stage 4) 4I’s.	
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"> • 47.13% of PP students regularly attended extra-curricular activities by the end of the Spring term.
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"> • 97.7% of 2017 leavers were still RPA compliant in June 2018 capture. • All PP students tracked – 2% NEET
5	Quality social and emotional support to improve engagement, home learning and attendance is provided. Students are Independent learners and posses sound study habits.	Attendance, Behaviour, Effort, Home learning targets, HOY / Mentor strategies	<ul style="list-style-type: none"> • Persistent absence for PP = 19.3 (End of Spring 2) • Attendance for PP students = 92.4 – (above NA for PP) • Persistence Absence for PP students =19.3 (8% below NA for PP) • FTE reduced by 38% in 2017-2018 • 36% decrease in referrals to the exclusion room;38% decrease in ‘on calls’ • 8450 stars of the lesson awarded • The disadvantaged GAP is present in all years in effort but narrows from Spring to Summer term. • PP students on average have home learning effort of 2.34 compared to 1.85 for non-PP students which is an improvement compared to the data seen through Spring term.

Strategy and spending plan

How we intend to address barriers and equalise starting points						
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		IMPACT EVALUATION DATA
<p>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.</p> <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. 	<p>*CL Folders *T&L Leadership Report</p>	<p>GWJ</p>	<p>Focused CPD programmes for staff. Contribution here to disadvantaged strategies includes Pixl membership and consultant to review Action Research on ‘cultural capital’ gaps.</p>	<p>£9,912</p>	<ul style="list-style-type: none"> • Lesson observations evidence of 100%=good teaching; 79% Outstanding - (in formal lessons observation). • Lesson observation evidence ‘Progress’ which specifies disadvantaged pupils – 67% Outstanding or better; 96% Good or better. • Quality feedback evidenced in 92% of books; personalized marking in 92% of books; pride and presentation in 95% of books; Effective wishes which support next steps in 92% of books.
<p>B. MONITORING – INFORM, IDENTIFY Progress Monitoring is robust and PP underachievement is challenged at classroom level with a clear strategy. These may include:</p> <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. 	<p>*CL Folders *QACA *Progress Monitoring</p>	<p>JDA GWJ</p>	<p>The Director of Achievement and the Director of Challenge - Two Leadership posts have specific responsibility for improving outcomes for PPG students. A notional 50% of salary cost is included here. Additional progress monitoring time and support from data team. Assessment & Achievement Leader (50%).</p>	<p>£90,281</p>	<ul style="list-style-type: none"> • -0.12 P8 figure for PP students • 45.23 average Attainment 8 for PP students
<p>C. IDENTIFY & IMPACT • 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, Key Stage 2-3 transition, specific TA support).</p>	<ul style="list-style-type: none"> • Reduced barriers to progress and attainment – student from cohort make sustained improved progress after 4Is intervention. 	<p>*AAA Leadership Report</p>	<p>SWJ JDA</p>	<p>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 and support.</p>	<p>£106,842</p>	<ul style="list-style-type: none"> • 2 out 4 students with an EHCP positive P8 scores • P8 for SEN Support = -0.7 • P8 for LAPS = -0.1 • Project ELEVATE in Year 11 focused key core targets. 100% of this cohort reported improved confidence / attainment in topics covered.
<p>D. SECURING SUCCESSFUL ACADEMIC TRANSITION At Key Stage 3 expected progress is driven based on Key Stage 2 transition data and there is a strong drive to close gaps at the end of Year 8.</p>	<ul style="list-style-type: none"> • Improved attainment. • Reduced gap – year on year - by the start of Key Stage 4. 	<p>*Transition</p>	<p>AHE</p>	<p>Additional Teaching Assistant time is used to develop one to one intervention to support students.</p>	<p>£56,299</p>	<ul style="list-style-type: none"> • Average attendance of PP students on transition has rose by 0.8% from the Autumn and Spring term. • 55% of Year 7 PP students achieved a Future Foundations badge in the Spring term. 56% of Year 7 PP students achieved a Future Foundations badge in the Summer term.
<p>E. HIGH ACHIEVERS • PP HAP are identified and tracked from Key Stage 2 levels ensuring they continue to make expected progress in line with national NPP HAP.</p>	<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. 	<p>*High Achievers Leadership Report</p>	<p>LGA</p>	<p>Resources and experiences identifies to fulfil skills or social capital deficits as identified on the PP HAPS programme. This includes The Brilliant Club and STEM Crest commitments</p>	<p>£2,046</p>	<ul style="list-style-type: none"> • 65.9% of HAPs achieve 5 strong passes including English and Maths. The gap is 10% below Non-PP • Year 11 PP HAPs achieved exam success; above FFT target in some areas and at some boundaries they outperformed Non-PP HAPs (see HAPs Leadership Report). • 40 Year 9 PP HAPs achieved the STEM crest award.

						<ul style="list-style-type: none"> The Brilliant Club - 86% of the PP students completed the final assignment at a level beyond their key stage. 33% achieved a 1st or 2.1 final grade. 100% PP HAPs following GCSES Chemistry, Music and Physics in achieved a 5+. 47% of PP HAPs achieved grades 7-9 in English (Lit or Lang). This GAP is 5% above Non-PP. 33% of PP HAPs achieved grades 7-9 in Mathematics. This GAP is 7% below Non-PP.
F. PERSONALISATION <ul style="list-style-type: none"> Green Room interventions in Year 10 and Year 11 are used to address identified barriers for at-risk Key Stage 4 students. 	<ul style="list-style-type: none"> Subsequent improved engagement data and improved outcomes for attending Key Stage 4 cohort. 		CHR SAU	A fully staffed achievement centre to provide academic support for students who are at risk of underachievement.	£136,692	<ul style="list-style-type: none"> All students on Alternative provision achieved at least 1 A*-G/9-1 qualification or equivalent. All Years 11 PP students left with at least 1 GCSE pass.

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.

APPROACH How we secure the Pledge	SUCCESS CRITERIA What success looks like	EVIDENCE	STAFF LEAD	COSTS RESOURCES		IMPACT:
A. BUILDING ON BASIC SKILLS At Key Stage 3 - students who come in below required numerical indicator (100) or year specific target - are given Literacy / 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). Key Stage 4 gaps in reading ages continuously reviews and addressed through customised sessions. 	<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, English and Science to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for collaborative team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons.	£161,915	<ul style="list-style-type: none"> Bespoke Literacy and Numeracy packages have been developed to tackle underachievement for students joining the school with skills deficits. All students who achieved below 100 on the Key Stage 2 Reading Test accessed literacy support programmes. In 2017-2018 there were 52 students. At the end of the year 46 of them had made expected progress which equates to 88% of the cohort. All students who achieved below 100 on the Key Stage 2 Maths Test Level 4 in Maths accessed a bespoke curriculum programme. In maths there were 40 students. At the end of the year 24 of them had made expected progress which equates to 60% of the cohort.
B. DEVELOPING PROFICIENCY & CONFIDENCE <ul style="list-style-type: none"> Year 11 / Year 10 – 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	DPT	Staffing resource as above.		<ul style="list-style-type: none"> English Language 4+ PP = 67.9% English Lit 4+ PP = 71.9% English PP A8 = 4.49 Maths PP 4+= 60.6% Maths PP A8 = 4.14 Year 10 students – showing stronger achievement patterns to previous year groups at this point. Current data at the end of Year 10 shows: <ul style="list-style-type: none"> English Language 4+ PP = 58% English Lit 4+ PP = 65% English PP A8 = 3.5 Maths PP 4+= 36% Mats PP A8 = 2.6

<p>C. LANGUAGE FLUENCY - EAL – PP</p> <ul style="list-style-type: none"> • Small group tutoring is offered to accelerate language acquisition • Alternative qualification offered to newly arrived EAL students in Key Stage 4. 	<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. 	<p>*4Is *AAA Leadership Report</p>	<p>SWI</p>	<p>Staffing resource as above.</p>		<ul style="list-style-type: none"> • EAL Progress 8 = +0.1 • EAL English 4+= 72% • EAL English 5+= 58% • EAL English A8 = 9.34 • 3 pupils gained the Step Up to English Gold certificate, 5 achieve the Silver.
<p>D. LOOKED AFTER</p> <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. 	<p>*Safeguarding Leadership Report</p>	<p>GXI</p>	<p>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.</p>	<p>£28,468</p>	<ul style="list-style-type: none"> • LAC Progress 8= +1.32 • 50% of LAC students achieve 5+ Basics

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

<p>APPROACH How we secure the Pledge</p>	<p>SUCCESS CRITERIA What success looks like</p>	<p>EVIDENCE</p>	<p>STAFF LEAD</p>	<p>COSTS RESOURCES</p>		<p>IMPACT:</p>
<p>A. EXPERIENCE</p> <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. 	<p>*Enrichment Leadership Report *Curriculum Frameworks</p>	<p>SBU</p>	<p>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.</p>	<p>£16,872</p>	<ul style="list-style-type: none"> • ELE days delivered to embed cultural capital experiences for all students to secure ‘breadth’ for PP students. • All Year 9 PP students and all Year 7 PP students have been on at least one trip to a place of cultural enrichment this academic year
<p>B. EXTEND</p> <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. 	<p>*Enrichment Leadership Report</p>	<p>SBU</p>	<p>4XE - Enable – Enrich – Extend –Educational visit. The school’s extra-curricular focuses on the learning, cultural and social development of students. Additional funding supports experiences targeted at disadvantaged students.</p>	<p>£10,416</p>	<ul style="list-style-type: none"> • 92% of Year 11 PP students accessed 3 or more aspects of the Year 11 package.
<p>C. ENRICH</p> <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. 	<p>*Enrichment Leadership Report</p>	<p>LGA</p>	<p>The Achievement team identify ‘gaps’ in cultural / social / creative capital and design a targeted programme of experiences for disadvantaged students.</p>	<p>£10,146</p>	<ul style="list-style-type: none"> • Project impact reports in Appendix 2 detail the impact on bespoke programmes
<p>D. VISIT</p> <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. 	<p>*Enrichment Leadership Report</p>	<p>SBU</p>	<p>As referenced in 3C.</p>		<ul style="list-style-type: none"> • Consistent pattern of more disadvantaged students accessing educational visits than non-disadvantaged.

4. Aspirations are raised and all PP students secure a positive Post 16 destination.

<p>APPROACH How we secure the Pledge</p>	<p>SUCCESS CRITERIA What success looks like</p>	<p>EVIDENCE</p>	<p>STAFF LEAD</p>	<p>COSTS RESOURCES</p>		<p>IMPACT:</p>
<p>A. ASPIRE</p> <ul style="list-style-type: none"> • A wide range of aspiration and career specific events are held targeting PP students to raise 	<ul style="list-style-type: none"> • Greater awareness of Post 16 courses and improved 	<p>*A Team / CEIAG</p>	<p>LGA CSL</p>	<p>The Achievement Team works with key cohorts of students to try and raise their aspirations. The targeted students are</p>	<p>£23,727</p>	<ul style="list-style-type: none"> • 97.7% of 2017 leavers were still RPA compliant in June 2018 capture. • All PP students tracked – 2% NEET

<p>aspiration, increase awareness of career opportunities and pathways.</p>	<p>college application process.</p> <ul style="list-style-type: none"> All HAP and increased MAP students accessing L3 courses and not disproportionately represented on L2 or L1 courses. 	<p>Leadership Report</p>		<p>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.</p>		<ul style="list-style-type: none"> Career specific events held in Law, Science Enterprise and Teen Tech. MedSOC established for Year 10 HAPs – 10 PP students attended regularly. Over 50% of Y10 PP students attended L3 College taster days.
<p>B. CEIAG</p> <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 	<p>* CEIAG Leadership Report</p>	<p>PBG</p>	<p>As referenced above.</p>		<ul style="list-style-type: none"> All PP students completed applications and all PP students left with an intended destination. By the end of the Summer holidays, all 2018 leavers had a conditional offer on an education or training programme.
<p>C. HE</p> <ul style="list-style-type: none"> Increased number of HAP PP students accessing HE – Russell Group Universities. 	<p>All HAP students successfully moving onto L3 courses and securing EBAC</p>	<p>*High Ach Leadership Report</p>	<p>LGA</p>	<p>As referenced above.</p>		<ul style="list-style-type: none"> All students completed a minimum of 2 applications. Follow up one to one sessions with JPA supported the process and finding placements.
<p>D. EXAM SUCCESS</p> <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. 	<p>All revision sessions have numbers of PP students attending that represent % in the year group.</p>	<p>*A Team Leadership Report</p>	<p>PBG SBU CSL</p>	<p>Staff time for academic coaching and revision conferences.</p>		<ul style="list-style-type: none"> 92% of Year 11 students engaged with 3 or more elements of the Year 11 package. 29 staff took part in ISP coaching. 129 students received intensive coaching. Over 90% of students in receipt of coaching saw their efforts levels increase over Year 11. 100% PP students in school attended the revision conference. 90% of PP students in school attended holiday or afterschool revision.

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		IMPACT:
<p>A. ATTEND</p> <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. 	<p>*Attendance Leadership Report</p>	<p>GXI</p>	<p>Two additional Attendance Officer and an additional Safeguarding Officer.</p>	<p>£101,700</p>	<ul style="list-style-type: none"> Attendance for PP students = 92.4 – (above NA for PP). Persistence Absence for PP students =19.3 (8% below NA for PP).
<p>B. ENGAGE</p> <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 teacher level and do not escalate. 	<p>*Behaviour Leadership Report *QAPA</p>	<p>SAU CHR</p>	<p>Three 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.</p>	<p>£99,071</p>	<ul style="list-style-type: none"> FTE reduced by 38% in 2017-2018. 36% decrease in referrals to the exclusion room 38% decrease in 'on calls'. The work carried out by our pastoral leaders has a significant impact upon their PP cohorts to date – notably in terms of their attendance and average effort grade. The number of behaviour points accrued by PP students has decreased each half term. 80% of the 'back on track students have been successful in school in terms of avoiding further FTEs.

<p>C. PROGRESS</p> <ul style="list-style-type: none"> ISP Coaching is used to target Key PP students who are displaying limited progress at the start of Year 11 – ISP coaches become the significant other. 	<ul style="list-style-type: none"> PP students achieve expected targets and manage the Year 11 process more effectively. Gaps within subjects are reduced. 	<p>*A Team Leadership Report</p>	<p>LGA CSL</p>	<p>Additional time is provided from staff, including the Achievement Team, for academic coaching and revision conferences.</p>	<p>£53,183</p>	<ul style="list-style-type: none"> Individual results reflect in many cases, for those students who engaged in the ISP process the impact was positive on their attendance, effort, behaviour and wellbeing leading up to the exams.
<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. 	<p>*Pastoral Folders *QAPA * Case Studies</p>	<p>CHR HOY</p>	<p>Pastoral Leader and Learning Mentor provision - The school has a team of 2 non-teaching Pastoral Leaders (at Key Stage 3) and 3 Learning Mentors (at Key Stage 4) who provide a range of academic and pastoral support to students in their assigned years. They work under the direction of the Head of Year / AHT and provide individualised support dependent on the students' needs. A notional 50% of salary costs is included here.</p>	<p>£54,154</p>	<ul style="list-style-type: none"> The Home Learning gap for Year 10 and Year 11 students narrowed between the Spring and Summer term. All Year groups leaders led a QAPA project focusing on core groups of PP students. 75% of PP involved felt improved in effort / and felt they had improved their study habits
<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 Key Stage 3. 	<p>*Home Learning Leadership Report</p>	<p>JDA HOY</p>	<p>Additional staffing and resources to support home learning clubs at the end of school day.</p>	<p>£16,360</p>	<ul style="list-style-type: none"> The disadvantaged gap is present in all years but narrows in the later years. Year 7 H.L effort has improved, particularly for PP students. In Year 9 the gap has narrowed, PP students on average have H.L Effort of 2.46 compared to 1.92 for Non-PP students.
<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. 	<p>*Parental Engagement Leadership Report</p>	<p>AHE HOY</p>	<p>Resources to support family learning and support targeting families on PPG.</p>	<p>£391</p>	<ul style="list-style-type: none"> 12% increase in PP students' parents attending parents' evening this year academic year. The reduction of the gap between the attendance of PP and NPP student's parents attending. The gap has reduced in Year 7 by 6% and Year 8 by 7%.
<p>G. THE GREEN ROOM</p> <p>Green Room provision is used to intervene with key PP students who are underachieving 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. 	<p>*Green Room Leadership Report</p>	<p>CHR SAU</p>	<p>Staffing and resources cost as referenced in 1F. In addition to the work in Years 10 to 11, The Green Room provides additional support for students (predominantly in Years 7 and 8) who are at risk of underachieving – who are identified through a risk factor analysis.</p>	<p>-</p>	<ul style="list-style-type: none"> All students on Alternative provision achieved at least 1 A*-G/9-1 qualification or equivalent. All Years 11 PP students left with at least 1 GCSE pass One PP student at risk of permanent exclusion achieved 9 qualifications.

TOTAL PUPIL PREMIUM PLANNED SPEND £978,480 (rounded to £ throughout report)