

# Chorlton High School Pupil Premium Strategy Statement (2019/20) Equalising starting points in life



1. Summary information					
School	Chorlton High School				
Academic Year	2019/20	Total PP budget	£428,498*	Date of most recent PP Review	Sept 2019
Total number of pupils	1494	Number of pupils eligible for PP	640	Date for next internal review of this strategy	Jan 2020

\*indicative amount

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 community is made up of students from diverse socio-economic and cultural backgrounds. Regardless, we believe in aspiration for all and it is our moral imperative to *'equalise starting points in life'*.

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 knowledge 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.

2. Current Achievement			
	Chorlton High School: Students <u>eligible</u> for Pupil Premium in 2019 - 602 students.	National: Students <u>eligible</u> for PP (National Average ASP 2018-2019).	National: Students <u>not eligible</u> for PP (National Average ASP 2018-2019).
Achieving Basics 4+	48%	44%	72%
Achieving Basics 5+	33%	24%	50%
Attainment 8	37.8	36.5	50.1
Entering EBACC	38%	27%	44%
Achieving EBACC 4+	20%	13%	29%
Achieving EBACC 5+	16%	7%	20%

3. Barriers to future attainment (for students eligible for PP). In-school barriers (issues to be addressed in school).	
A.	Poor levels of literacy in comparison with their peers inhibits progress across the curriculum.
B.	Deficits in cultural and social capital.
C.	Lower levels of effort in class and home learning.

D.	Risk of exclusion.
External barriers (issues which also require action outside school)	
E.	Lower rates of attendance.
F.	High levels of SEMH associated with experiences linked to socio economic deprivation.

4. Desired Outcomes (desired outcomes and how they will be measured)		
	Desired outcomes and how they will be measured	Success Criteria
A.	Students reaching age related expectations in <b>reading</b> which enables them to improve their <b>rates of progress</b> .	Termly Reading Assessments indicate that students eligible for PP improve their reading ages Students eligible for PP make as much progress as other students. <i>To be monitored termly by Director of Progression.</i>
B.	<b>Increased participation</b> in wide range of cultural / social / creative capital and CEIAG experiences.	Tracking of provision and participation rates indicates that students eligible for PP to monitor students' broader development. <i>To be monitored half termly by Achievement Leader and Deputy Headteacher – Curriculum.</i>
C.	Higher levels of motivations are indicated through <b>improved effort</b> data for class and home learning.	Termly Effort Tracking indicates that students eligible for PP are displaying good effort in class and at home. <i>To be monitored termly by Heads of School.</i>
D.	Sustained low <b>behaviour</b> incidents and exclusion figures.	Termly Behaviour Tracking indicates that students eligible for PP are no over represented in behavioural incidents. <i>To be monitored by Director of Inclusion.</i>
E.	Sustained <b>attendance</b> figures.	Termly Attendance Tracking indicates that students eligible for PP meet the school's attendance targets. <i>To be monitored half termly by Deputy Headteacher- Climate</i>
F.	Improved <b>attitudes to self and school</b> .	Students with well-being concerns have appropriate support and provision. Improved attendance and well-being of students with concerns. <i>To be monitored by Heads of School.</i>

5. Planned Expenditure						
Academic Year		2019/2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide target support and support whole school strategies. They are based on the EEF Guide to Pupil Premium 2019.						
<b>i. Quality of teaching for all</b> - <i>Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i>						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
<b>Quality first teaching</b> in every classroom (A, B, C).	<b>Quality CPD and coaching.</b> Evidence based approaches, as championed by the EEF, means that the school focuses on effective strategies for improving learning, such as developing students' metacognition.	We have an evidence-informed approach to our teaching. Using the EEF/Sutton Trust Toolkit to inform our approach to improving teaching and learning.  Our commitment to CPD has improved to quality of teaching and our students' outcomes in the summer of 2019.	Whole school CPD is led by the Teaching School team which draws on evidence and research.  QA processes, including work scrutiny, lesson observations and learning walks, shapes best practice and monitors impact.	<b>GWI</b> CMG AGR	£245,556	Termly T&L monitoring.  Formal Review September 2020.
<b>Progress and achievement</b> is on par with non Pupil Premium Students (A, B, C).	Developing teachers' <b>strategies for individualising learning</b> for PP students.  Remove access barriers to revision materials and software.  Embed health study habits.	According to the EEF's T&L Toolkit personalised learning as part of day to day teaching, individualised instruction can lead to an additional 3 months' progress.  Therefore, equipping staff with the tools needed to first identify disadvantaged students easily and have a wealth of mechanisms to help personalise learning for these students should prove to be beneficial.  Financial factors with potential limits to funds available for materials/software and small group tuition/coaching.	Termly data tracking and reporting.  Sharp focus on achievement of Pupil Premium cohorts in Years in all areas of school.	<b>GWI</b> AGR CMG CLs  JDA, HofS CSL		Termly Achievement Reporting – whole school, Year and department level.  Formal Review September 2020.

**ii. Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Improved <b>literacy levels</b> leads to strong achievement at Key Stage (A).	Targeted <b>reading and literacy</b> support in small groups with trained staff on specific programmes of study.  Developing the whole school work on developing word rich classrooms.	It is accepted that small group reading interventions can have a positive impact effect. School experience have shown that sustained use of Accelerated Readers, Grow@3 and Inference Training in beneficial for our students.	Impact Evaluation of intervention programmes. Termly data tracking and reporting.  QA processes including lesson observations and Learning walks to monitor impact.	<b>CMG</b> AHE JFU MWL  GWI CLs	£204,321	Termly tracking of reading ages.  Formal Review September 2020.
Specialist provision enables students with <b>SEMH</b> needs to be successful. (D,F)	Development of the Nurture base in Year 7 and a Key Stage 4 provision for students with SEMH needs  Additional interventions to support identified students	The approach is based on the accepted good practice. A member of SLT is in the process of gain Nurture practitioner status to extend the reach of the Nurture base. This is structured using the key principles of Nurture as well as an additional emphasis on extending student literacy, focusing on reading.	Impact Evaluation of intervention programmes.  Student Voice.	<b>SWI</b>		Termly tracking of reading ages and progress.  Formal Review September 2020.
Students are supported to become <b>effective independent learners</b> (A,C).	Developing a support programme to enable students to become effective learners, when the support from home may.	According to the EEF's T&L Toolkit, mentoring can lead to 1 additional month's additional progress, and enable more effect home learning. Academic mentoring can also support students to build self-regulation/ metacognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months).	Impact Evaluation of intervention programmes.  Termly data tracking and reporting.  Student and Parent Voice.	<b>AHE</b> HofS CSL  CLs		Termly tracking of reading ages.  Formal Review September 2020.

**iii. Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and

*emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.*

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation ?
Sustained excellent rates of <b>attendance</b> (E).	Attendance Officers and Heads of Year support students who can be at risk.	Our own prior experience and evidence has seen that PP students' progress can be raised through higher rates of attendance.	Targeted meetings driven by weekly attendance monitoring - SAU and GXI.  Weekly attendance data.	<b>CHR</b> HofY Attendance SAU,	£185,231	Half Termly Attendance Reporting Lead Governor meetings.
Sustained excellent rates of engagement and behaviour (C,D)	Social mentoring and 'belonging projects' from the Pastoral teams	According to the EEF's T&L Toolkit, behaviour interventions can lead to 4 additional months' additional progress.  Our own prior experience and evidence has seen that PP students' engagement can be raised through mentoring and programmes that target their social skills and deficits of the qualities of success	Impact Evaluation of interventions programmes.  Monitoring student data.	<b>CHR</b> SAU HofY Pastoral support team.		Termly Behaviour Reporting.  Lead Governor meetings.
<b>Cultural/Social/Creative capital</b> and <b>CEIAG experiences</b> support a knowledge led curriculum.	The Personal Development Journey maps cultural, social and creative capital through the curriculum.  An 'enrichment entitlement' is threaded through the school's formal curriculum provision.  The Achievement Team identifies deficits and enables key experiences beyond the curriculum.	Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and feeling part of the family of the school.  School evaluation has identified significant barriers for some students who are eligible for PP to attend extra-curricular provision. The design to thread the experiences through the school formal curriculum – academic, personal development and enrichment – aims ensure that students eligible to PP do not miss out due to pressures from home circumstances.	Curriculum maps commits departments to provision.  QA of curriculum design scrutiny and students voice.  Impact Evaluation of programmes.  Tracking of enrichment stands.	<b>JDA</b> AHE HofS  GWI  CSL		Termly Curriculum Reporting.  Lead Governor meetings.

Students demonstrate that they have positive <b>wellbeing and learning resilience.</b>	A whole school 'Mental Fitness' strand will be developed through 2019/2010 to enable students to understand and develop strategies to support their own mental health.	The development of the programmes is being shaped in line with our involvement with the GM mentally Healthy Schools and Colleges Programmes.	QA processes to be developed through the year Impact Evaluation Students and staff voice to shape.	<b>HofS</b>		
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Total Spend:	<b>£635.108</b>
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