

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

Summary information					
School	CHORLTON HIGH SCHOOL				
Academic Year	2016/17	Total PP budget	£767,772*	Date of most recent PP Review	Sept 2016
Total number of pupils	1496	Number of pupils eligible for PP	742	Final internal review of this strategy	Dec 2018

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>				
	2013-14	2014-15	2015-16	2016-17
Total number of pupils on roll	1,496	1,502	1,506	1,496
Total number of students	707 (FSM) 10 (LAC)	757 (FSM) 14 (LAC)	755(FSM) 12(LAC)	733 (FSM) 9 (LAC)
Percentage of students who are PP	47%	47%	51%	48%
Amount of PPG received per student	£900/£935	£935	£935	£935
Total amount of received	£734,910	£774,203	£726,858	£695,944*

PP Performance	2014		2015		New performance measures introduced	2016		2017		
	CHS - PP	National Average	CHS - PP	National Average		CHS - PP	National Average - All	CHS - PP	National Average - All	National Average - Other
% achieving 5+A*-C	58.6%	55% (All) 62%(Other)	41.7%	56% (All) 63%(Other)	% achieving Basics (C/4/5+)	48%	62%	47.7% 29.0%	63.3% 39.1%	71% 49%
Progress 8	0.13	-	-0.16	-	Progress 8	-0.1	0	0	0	0.1
Attainment 8	46.82	-	4.4	-	Attainment 8	44.12	49.34	44.03	46	50
EBACC	21.8%	24% (All) 28%(Other)	20.8%	24% (All) 28%(Other)	EBACC	17.9%	24%	24.3% 21.5%	23.5% 19.5%	28% 26%
APS – ENG LANG	38.48	40.4 (Other)	34.51	40.5 (Other)	Att 8 – Eng Lang	8.13	9.71	9.75	10	11
APS – MATHS	36.36	40.1 (Other)	35.70	40.6 (Other)	Att 8 - Maths	9.56	10.41	7.45	9	10
Total APS	350.23	361.9 (All) 388.1 (Other)	383.34	366.6 (All)	Total Attainment 8	44.12	51.81	44.03	46	50

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Our CHS PLEDGE			
SUCCESSFUL		Focus of Targets	Impact 2016-2017
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"> • 29.1% of PP students achieve Strong Basics • 47.7% of PP students achieve Standard Basics • 24.3% of PP students secure Strong EBACC • 21.5% of PP students secure Standard EBACC • 0.0 P8 figure for PP students • 44.03 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) 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"> • 44.5% of regularly attended extra-curricular activities in the Summer term 2016-2017. The gap was reduced to 3% difference between PP and NPP for whole school data. • 55% of PP students completed a EV in Summer term. Through the academic year there is a consistnet pattern that more disadvantaged students access EV than NPP. • 60% PP stundets were involved in an additional opporunity in the Summer Term (gap reduced to 4%)
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"> • 96% of 2016 leavers were still RPA complaint in June 2017 capture • All PP students tracked – 47% on Level 3 courses; 4% NEET
5	Quality social and emotional support to improve engagement, home learning and attendance is provided.	Attendance, behaviour, Effort, Home learning targets HOY / Mentor strategies	<ul style="list-style-type: none"> • Attendance for PP = 93.8 • Persistent Absence for PP = 17.1 • FTE reduced by 20% IN 2016-2017 • 11% decrease in all behaviour referrals in 2016-2017

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.						IMPACT EVALUATION DATA
APPROACH	SUCCESS CRITERIA	EVIDENCE	STAFF LEAD	COSTS		
How we secure the Pledge	What success looks like - KPI			RESOURCES		
<p>A. Quality first teaching.</p> <p>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. 	<ul style="list-style-type: none"> *CL Folders *T&L Leadership Report 	LRO NGA	<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>	£6,918	<ul style="list-style-type: none"> • Lesson observations evidence of 100%=good teaching; 55% Outstanding • 29.1% of PP students achieve 5+ Basics • 47.7% of PP students achieve 4+ Basics • 24.3% of PP students secure 5+ EBACC • 21.5% of PP students secure 4+ EBACC
<p>B. Monitoring – Inform, Identify</p> <p>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. 	<ul style="list-style-type: none"> *CL Folders *QACA *Progress Monitoring 	JDA GWI	<p>The Director of Achievement and the Director of Aspiration - 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>	£87,756	<ul style="list-style-type: none"> • 0.0 P8 figure for PP students • 44.03 average Attainment 8 for PP students • 5 GCSE subject close the gap in results
<p>C. Identify & Impact</p> <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. 	<ul style="list-style-type: none"> *AAA Leadership Report 	SWI JDA	<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 to support. Curriculum Support Assistants undertake specific English and Maths interventions and small group tuition.</p>	£181,692	<ul style="list-style-type: none"> • P8 for EHC = +0.49 • P8 for SEN Support = -0.18 • P8 for LAPS = +0.36 • P8 for PP LAPS = +0.14
<p>D. SECURING SUCCESSFUL ACADEMIC TRANSITION</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Transition 	AHE	<p>Additional Teaching Assistant time is used to develop one to one intervention to support students.</p>	£53,491	<ul style="list-style-type: none"> • New Progress Test Assessment system tracks expected progress through Years 7 to 11.
<p>E. HIGH ACHIEVERS</p> <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. 	<ul style="list-style-type: none"> *High Achievers Leadership Report 	LGA	<p>Resources and experiences identifies to fulfil skills or social capital deficits as identified on the PP HAPS programme.</p>	£3,225	<ul style="list-style-type: none"> • 12% of PP students achieve 5+ GCSEs at Grade 7+ (sig+) • P8 gaps between PP & NPP HAPS reduces from 1.1 to 0.88
<p>E. PERSONALISATION</p> <ul style="list-style-type: none"> • Green Room interventions in Y10 and Y11 are used to address identified barriers for at-risk KS4 students. 	<ul style="list-style-type: none"> • Subsequent improved engagement data and improved outcomes for attending KS4 cohort. 	<ul style="list-style-type: none"> *Green Room Leadership Report 	AHE BNU	<p>A fully staffed achievement centre to provide academic support for students who are at risk of underachievement.</p>	£151,444	<ul style="list-style-type: none"> • All Years 11 PP students left with at least 4 GCSE passes

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.						IMPACT EVALUATION DATA
APPROACH How we secure the Pledge	SUCCESS CRITERIA What success looks like	EVIDENCE	STAFF LEAD	COSTS RESOURCES		
<p>A. BUILDING ON BASIC SKILLS</p> <p>At KS3 - 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.</p> <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. 	<ul style="list-style-type: none"> Students are caught up and are able to better meet the demands of the school curriculum 	<p>*4Is *AAA Leadership Report</p>	SWI	<p>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. Bespoke Literacy and Numeracy packages have been developed to tackle underachievement for students joining the school with skills deficits.</p>	£131,54	<ul style="list-style-type: none"> Gaps in Av Pts score reduced in English & Literature by 0.5 during 2016-2017 Av Pt score in gap in single Science GCSEs is positive Across Science is reduced to -0.28 below NPP. Development of the Oracy curriculum in Year 7 evaluated positively by EEF partner Reading strategies launched across all subject areas
<p>B. DEVELOPING PROFICIENCY & CONFIDENCE</p> <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	DPT	Staffing resource as above.		<ul style="list-style-type: none"> English Language 4+ PP = 64% English Lit 4+ PP = 74% English PP A8 = 4.9 Maths PP 4+ = 52% Mats PP A8 = 3.7
<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 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. 	<p>*4Is *AAA Leadership Report</p>	SWI	Staffing resource as above.		<ul style="list-style-type: none"> EAL Progress 8 = +0.7 (above non EAL) EAL English 4+ = 81% EAL English A8 = 5.09
<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 	*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.	£10,600	<ul style="list-style-type: none"> 33% of LAC student achieved Grade 7+ in Basics 66% of LAC students achieved 5+ Basics
3. Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences.						IMPACT EVALUATION DATA
APPROACH How we secure the Pledge	SUCCESS CRITERIA What success looks like	EVIDENCE	STAFF LEAD	COSTS RESOURCES		
<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>	SBU	<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>	£11,081	<ul style="list-style-type: none"> ELE days replanned to embed cultural capital experiences for all students to secure 'breadth' for PP students.
<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 	*Enrichment Leadership Report	SBU	4XE - Enable – Enrich – Extend – Educational visit. The schools extra-curricular focuses on the learning, cultural	£11,081	<ul style="list-style-type: none"> 44.5% of regularly attended extra-curricular activities in the Summer term 2016-2017. The gap was reduced to 3%

	to, or exceeds, that of non-PP pupils.			and social development of students. Additional funding supports experiences targeted at disadvantaged students.		difference between PP and NPP for whole school data.
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	PBG SBU	The Achievement team identify 'gaps' in cultural / social / creative capital and design a targeted programme of experiences for disadvantaged students.	£8,300	<ul style="list-style-type: none"> 60% PP students were involved in an additional Arts opportunity in the Summer Term (gap reduced to 4%)
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	SBU	As referenced in 3C.		<ul style="list-style-type: none"> 55% of PP students completed a EV in Summer term. Through the academic year there is a consistent pattern that more disadvantaged students access EV than NPP.

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

IMPACT EVALUATION DATA

APPROACH How we secure the Pledge	SUCCESS CRITERIA What success looks like	EVIDENCE	STAFF LEAD	RESOURCES	COSTS	
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	PBG 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.	£14,753	<ul style="list-style-type: none"> 98.3% of 2016 leavers were still RPA compliant in June 2017 capture All PP students tracked – 47% on Level 3 courses; 1.6% NEET
B. CIEAG <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	PBG	As referenced above.		<ul style="list-style-type: none"> All 5 NEETs students PP - 1 reengaged with careers service advice
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.		<ul style="list-style-type: none"> * 66% of HAP PP leavers moved onto L3 courses * 40% of HAP PP secured Standard EBACC * 37% of HAP PP secured Strong EBACC pass
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	PBG CSL	Staff time for academic coaching and revision conferences.		<ul style="list-style-type: none"> * 40 staff became ISP coaches * 144 students received coaching * 90% of students in receipt of coaching saw their effort levels increase over Year 11 * 53% PP students attended Revision conference * 95% of all PP students attended at least one Saturday revision session

5. Quality social and emotional support to improve attendance, engagement and home learning is provided.

IMPACT EVALUATION DATA

APPROACH How we secure the Pledge	SUCCESS CRITERIA What success looks like	EVIDENCE	STAFF LEAD	RESOURCES	COSTS	
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<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. 	*Attendance Leadership Report	GXI	Two additional Attendance Officer and an additional Safeguarding Officer.	£104,891	<ul style="list-style-type: none"> Attendance for PP = 93.8 Persistent Absence for PP = 17.1
<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 a teacher level and do not escalate. 	*Behaviour Leadership Report *QAPA	SAU CHA	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.	£90,386	<ul style="list-style-type: none"> FTE reduced by 20% IN 2016-2017 11% decrease in all behaviour referrals in 2016-2017
<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 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	PBG	Additional time is provided from staff, including the Achievement team, for academic coaching and revision conferences.	£42,081	<ul style="list-style-type: none"> 0.0 P8 figure for PP students
<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 / teams to improve effort and engagement 	<ul style="list-style-type: none"> PP students are not over represented in RI or poor effort rate categories 	*Pastoral Folders *QAPA	CHA HOY	Learning Mentor provision - The school has a team of 5 Learning mentors who provide a range of academic and pastoral support to students in their assigned years. The Learning Mentors work under the direction of the Heads of Year and provide individualised support dependent on the students' needs. A notional 50% of salary costs is included here.	£50,493	<p><i>Autumn to Summer improvement:</i></p> <ul style="list-style-type: none"> Y7 – 26% Y8 – 43% Y9 – 34% Y10 – 36% Y11 – 46%
<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 	*Home Learning Leadership Report	LGA	Additional staffing and resources to support home learning clubs at the end of school day.	£15,020	<p><i>Autumn 2 to Summer students with sustained good effort in homelearning:</i></p> <ul style="list-style-type: none"> Y7 - 46% Y8 - 34% Y9 - 34% Y10 - 28% Y11 - 54%
<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 Yr specific events. 	*Parental Engagement Leadership Report	GXI HOY	Resources to support family learning and support targeting families on PPG.	£1,000	<ul style="list-style-type: none"> Attendance of PP Parents at Parents Eve: Y7 -31% (↑), Y8 – 48% (↓), Y9 – 32% (↓), Y10 – 26% (↓), Y11 – 62% (↓)
<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. 	*Green Room Leadership Report	AHE BNU	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.	-	<ul style="list-style-type: none"> All Years 11 PP students left with at least 4 GCSE passes

TOTAL PUPIL PREMIUM PLANNED SPEND £975,964

