

## PUPIL PREMIUM AT CHORLTON HIGH SCHOOL

2012-2013

### PUPIL PREMIUM EXPENDITURE 2012-13

This report sets out how our school has used its PPG to provide support to our pupils and includes; details of the PPG received and the proportion of funding received for each category; a summary of the grant expenditure during the financial year 2012/13; and a set of indicators which illustrate the impact of the PPG funding.

#### Pupil Premium Grant (PPG) Summary April 2012 to August 2013

	Apr 2012 to Dec 2012 £	Jan 2013 to Aug 2013 £	Apr 2012 to Aug 2013 Total £
Free School Meal (FSM) PPG received	325673.25	369932.75	695,606
Looked After Children PPG received	8722	1,609	10,331
Service Children PPG received	0	0	0
Year 7 Catch Up Premium received	0	20,500	20,500
<b>Total Amount of PPG received</b>	<b>334,395.25</b>	<b>392041.75</b>	<b>726,437</b>
<b>Total Pupil Premium Expenditure</b>			<b>780,200</b>
<b>(Overspend in 2012/13)</b>			<b>(53,763)</b>

#### Summary of Pupil Premium Expenditure in 2012/13

Expenditure Category	Amount (£) allocated to:		Details ( Please note - IMPACT EVIDENCE – is based on the performance indicators for Year 11 2013, which contained 145 PPG students)
	FSM (697)	LAC	
<b>Staffing (general):</b>			
Teaching Staff	99,200		<p>The school is committed to improving standards for those children who qualify for the Pupil Premium. As a result two new Leadership posts have been created, the Director of Achievement and the Director of Aspiration who have specific responsibility for improving outcomes for PPG students. A notional 50% of salary costs is included here. In addition we have appointed a team of 4 Achievement Coordinators to take responsibility for targeted groups of students, monitoring progress, tracking progress and providing appropriate intervention as necessary. We have also redesigned and restructured the SEN team as the "Access &amp; Achievement Team" – to focus on the Achievement for All- with shared strategies, process and assessment tracking systems for support staff who work with students within any additional needs (SEN, EAL, FSM, LAC)</p> <p><b>IMPACT EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• AvCapPTs with equiv – all students 355, FSM 338 – both sig+ in RAISE (gap between Non FSM &amp; FSM = 34.9, narrower than the national Average of 45.4) .</li> <li>• AvCapPTs GCSE only – all students 281.6 – above Nat Ave, FSM 241.3 – sig+ in RAISE. (gap between Non FSM &amp; FSM = 80.9, narrower than the national Average of 84)</li> <li>• KS2-KS4 – VA Best 8 = 1,011.8 – sig+</li> <li>• KS2-KS4 – VA FSM = 1005.6 – sig+</li> </ul>
Additional	42,500		Additional staffing to provide targeted teaching groups where appropriate increased flexibility in setting, opportunities for collaborative team teaching, and opportunities for more

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teaching staff Maths			<p>detailed and comprehensive feedback to targeted students on progress made in specific lessons. Bespoke numeracy packages have been developed to tackle underachievement for students joining the school, students, with skills deficits, mathematical literacy and mathematical anxiety issues.</p> <p><b>IMPACT EVIDENCE</b></p> <ul style="list-style-type: none"> <li>FSM students 67% A-C in Maths, above FSM Nat Av 53%; school gap between Non FSM &amp; FSM = 17%, narrower than National 24%</li> <li>KS2-KS4 VA all = 1,000.1; FSM = 999.1 above Nat Av</li> <li>72% make 3LOP in Maths for all students, above Nat Ave; FSM = 63% sig+ (9% above Nat Av)</li> <li>Significant rise in Low PA making 3 LOP = 36% (National Average =36%)</li> </ul>
Additional teaching staff Science	42,500		<p>Additional staffing 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.</p> <p><b>IMPACT EVIDENCE</b></p> <ul style="list-style-type: none"> <li>FSM students 61% A-C in Science, above FSM Nat Av 58%</li> <li>KS2-KS4 VA FSM = 999.6 above Nat Av</li> </ul>
Additional teaching staff – academic coaching	63,800		<p>Over 60 hours per fortnight of Academic Coaching time is provided to targeted students via Form Tutors and Year Teams. Academic Coaching has been well developed and impacted evaluated within the school over the past few years with a significant impact. It is based on each member of staff having regular timetabled academic coaching sessions with students. This is based on establishing 'Learning Conversations' - a powerful intervention strategy for targeted learners because it addresses self-limiting beliefs about their own capacity to make progress and enables them to tailor learning more closely to their individual learning needs, taking forward the agenda for personalised learning. It effectively should provide a means of bringing together information about pupils' subject progress with their development as learners across the curriculum, giving pupils greater control of and responsibility for their own learning, enabling transfer and application of a widening repertoire of learning approaches across different subjects. In this way we have seen this to be a powerful and empowering strategy.</p>
Learning mentor provision	85,000		<p>The school has a team of 7 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.</p>
Pastoral Support Staff	141,700		<p>The school employs a range of staff to provide pastoral care and support students with individual needs. The Pupil Premium has allowed us to increase this support by providing: 1 additional Attendance Officer, 1 Additional Safeguarding Officer, 1 Pastoral Support Coordinator and 2 Pastoral Support Assistants, ensuring we can maintain our Parental Support Advisor. These staff members all ensure that students attend school regularly and punctually and address any barriers to attendance and learning that may exist by working in partnership with parents and carers. The PSA runs an extensive programme of family learning and support targeting families on PPG.</p> <p><b>IMPACT EVIDENCE – RAISE 2013</b></p> <ul style="list-style-type: none"> <li>Overall Absence = 6.1% below median trendline for schools FSM level (6.7%); Overall Absence for FSM 8.1% - below National (8.3%)</li> <li>Persistent Absence 6.7% below median trendline for schools FSM level (8.3%); PA for FSM 10.6 – below National (12.8%)</li> </ul>
Green Room Staffing	127,500		<p>The Green Room is providing additional support for students (predominantly in Years 7 and 8) who are at risk of underachieving – who are identified through a risk factor analysis. They are provided with an intensive 5/6-week course in English, Maths, Science and Modern Languages to boost performance in these important Core subjects. This is not a traditional intervention – as it identifies students before underachievement occurs, to develop skills and qualities that might not be developed at home. We call it our 'Achievement Centre'. This will enable students to then use these skills to maximise the learning within school. A notional 50% of costs are included here.</p> <p><b>IMPACT EVIDENCE</b></p> <ul style="list-style-type: none"> <li>All KS3 students accessing this provision made significant progress in a range of indicators.</li> <li>Intervention at KS4 helped secure – 5A-G passes = 96% (Above national); 5A-C = 90%.</li> <li>Average Pt Score (Best 8) = 355.4 sig+; Average pts in English &amp; Maths above National.</li> </ul>
<b>Group / one to one tuition / support:</b>			
English	42,500		<p>Additional staffing to support a range of English and literacy interventions such as writing challenge, reading challenge, literacy progress units, small group support, accelerated readers, 'toe by toe' and one to one support. Creative programme such are working with Arts, media and sport to develop confidence are used develop confidence, motivation and skills in context This uses the '4Is Assessment system' to identify students and impact evaluate the different types of interventions strategies</p> <p><b>IMPACT EVIDENCE</b></p> <ul style="list-style-type: none"> <li>74% make 3LOP in English for all students, above Nat Ave; FSM = 67% ( last year 62%) sig+(11% above Nat Av)</li> <li>Significant rise in Low PA making 3 LOP = 60% (National Average =44%) sig+</li> <li>FSM students 56% A-C in English, above Nat Av 50%</li> <li>KS2-KS4 VA all = 1,001.0 sig+; FSM= 145 999.9 sig+</li> </ul>
Mathematics	85,000		<p>Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support. This uses the '4Is Assessment system' to identify students and impact evaluate the different types of interventions strategies</p>
Individualised		10,400	<p>Each child who qualifies as LAC receives 1-1 support from a specialist teacher to cover whichever disciplines / subjects require additional support. The support is tailored to the</p>

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Expenditure Category	Amount (£) allocated to:		Details  ( Please note - IMPACT EVIDENCE – is based on the performance indicators for Year 11 2013, which contained 145 PPG students)
	FSM (697)	LAC	
tuition			individual's needs and is monitored by our safeguarding and Inclusion leader.
<b>Booster classes / extra revision classes:</b>			
Yr 11 revision sessions – all subjects	10,300		Holiday revision programme have been put into place for February half term, Easter & May focusing mainly on Year 11 GCSE, but also additional classes for Year 10 students.
<b>Outside Main Curriculum:</b>			
Funding educational visits / trips	4,000		Esteeming Experiences - – workshops, seminars, trips and residential visits to promote aspiration and motivation. These are 'special' and diverse in their range – from high powered careers event with BBC, Universities and local professionals, to peer mentoring – to make students 'aspire'
Extra-Curricular Activities	4,500		3XE - Enable – Enrich – Extend. The schools extra-curricular programme redesign to have an impact on the learning, cultural and social development of students. This money supports experiences targeted at PPG students. This programme is monitored and analysed for PPG involvement. <b>IMPACT EVIDENCE</b> • rise in number of PPG taking part in extra-curricular programmes
Arts Participation (additional)	-		This is championed by the school – all students perform at least once a year in our theatre. The levels of motivation, work ethic and high expectation are embedded by an exceptional Arts team. This is an important part of the PPG approach – but costs no additional funding.
<b>Other:</b>			
Assessment and tracking	21,300		Additional support to provide clear and focused data and information on students and the progress they are making. A personalised achievement tracking system - the '4 Is System' – Inform, Identify, Intervene & Impact which focuses monitoring achievement, identifying concerns, focusing interventions and measuring impact has been designed and is in place to all students 'go further, faster'. All interventions for students are also tracked through a shared provision map – so we can use this to evaluate strategies that work with specific students and provide a holistic overview of literacy, numeracy, Access & Achievement, and Pastoral interventions for each child. All interventions are 'impact evaluated' by staff. Good examples of work are written up as 'case-studies' to be shared as best practice among staff.
<b>Total Expenditure</b>	<b>769,800</b>	10,400	
Total PPG Received	716,106	10,331	
(Overspend)	<b>(53,694)</b>	<b>(69)</b>	

# IMPACT – TRENDS - ACHIEVEMENT

Indicators of achievement impact

HISTORICAL INDICATORS OF ACHIEVEMENT IMPACT AT KS4		2011				2012					2013				
		All	PP	NPP	Gap NPP - PP	All	PP	NPP	Gap NPP - PP	GAP TREND	All	PP	NPP	Gap NPP - PP	GAP TREND
% of all pupils achieving A*-C at GCSE including English and Mathematics	School	55	48	63	15	64	49	78	29		66	51	80	29	
	National	57	36.4	65.3	28.9	58	38.5	65.7	27.2		59.9	40.9	67.8	26.9	
Capped Average Point Score (Best 8 subjects)	School	353.5	330.3	378.9	48.6	375.4	356.9	393.9	37	↓	359.1	340.1	378.9	38.8	
	National	335.1	294.9	353.3	58.4	339.5	303.2	356.9	53.7		339.8	305.5	355.4	49.9	
Average Point Score in English	School	38.4	33.8	40.4	6.6	40.1	36.1	44.0	7.9		41.5	38.4	43.6	5.2	↓
	National	40.0	32.0	40.9	8.9	38.5	33.3	41.0	7.7		39.4	33.3	40.5	7.2	
Average Point Score in Maths	School	38.8	34.4	40.7	6.3	39.6	36.1	43.1	7		39.5	35.8	42.9	7.1	
	National	39.0	30.9	40.1	9.2	38.6	32.8	41.2	8.4		39.4	32.8	40.9	8.1	
% all pupils achieving 3 levels progress <sup>1</sup> in English	School	67	60	75	15	73	62	83	21		74	67	83	16	↓
	National	71	56.1	76.9	20.8	67	53.8	72.8	19		70	56.5	75.4	18.9	
% all pupils achieving 3 levels progress in Mathematics	School	66	58	74	16	68	57	79	22		72	63	82	19	↓
	National	64	46	70.9	24.9	68	51.5	74.5	23		72	54.1	76.8	22.7	
% Students achieving EBacc	School	9	3	15	12	15	8	22	14		28	9.2	48	38.8	
	National	15	4.5	18.8	14.3	16	5.5	19.8	14.3		23	9.8	27.6	17.8	

\* compared to 2013 national figures from RAISE

## IMPACT – TRENDS - ATTENDANCE

HISTORICAL INDICATORS OF ATTENDANCE IMPACT AT KS4		2011				2012					2013				
		All	PP	NPP	Gap NPP - PP	All	PP	NPP	Gap NPP - PP	GAP TREND	All	FSM	Non FSM	Gap NPP - PP	GAP TREND
% Sessions missed due to overall absence	School	6.82	9.49	5.70	3.79	6.1	7.8	4.5	3.3	↓	6.1	8.1	4.3	3.8	
	National	6.55	10.08	5.88	4.2	5.7	8.5	4.7	3.8		5.9	8.3	4.9	3.4	
	Median FSM	6.96				6.2					6.7				
% Of students Persistent Absentees (15% or more absence)	School	10.6	17.8	7.5	10.3	6.3	10.2	2.7	7.5	↓	6.7	10.6	3.2	7.4	↓
	National	9.6	20.3	7.5	12.8	6.9	13.8	4.2	9.6		6.6	12.8	4.0	8.8	
	Median FSM	10.6				7.8					8.3				

\* compared to 2013 national figures from RAISE