



Chorlton High School Pupil Premium Strategy Statement & Evaluation (2019/20)

Equalising starting points in life

Summary information

School **Chorlton High School**

Academic Year	2019/20	Total PP budget	£465,874.00	Date of most recent PP Review	Sept 2019
Total number of pupils	1494	Number of pupils eligible for PP	445	Date for next internal review of this strategy	Sept 2020

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.

Current Achievement: 2019-2020

	Chorlton High School:	National:	National:
	Students <u>eligible</u> for Pupil Premium in 2019 - 2020 students.	Students <u>eligible</u> for PP (National Average ASP 2018-2019).	Students <u>not eligible</u> for PP (National Average ASP 2018-2019).
Achieving Basics 4+	63.7%	44%	72%
Achieving Basics 5+	38.2%	24%	50%
Attainment 8	41.16	36.54	50.15

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Entering EBACC	33.3%	27%	44%
Achieving EBACC 4+	21.6%	13%	29
Achieving EBACC 5+	9.8%	7%	20%
EBACC Average point score	3.53	3.07	4.42

STRATEGY AND SPENDING PLAN

How we intend to address barriers and equalise starting points

Our CHS STRATEGY:

Our CHS STRATEGY: The CHS approach for 2019-2020 was to *'advantage the disadvantaged'* in areas of recognised deficits which have been evident in previous years at Chorlton High School. We want to narrow the focus on, and give the relevant amount of time to, the three key approaches that have most proven impact on disadvantaged students, which are referenced in the Education Endowment Foundation report. The main approach was focused on how these deficits can be addressed through quality first teaching, with targeted academic support and wider strategies, where needed.

Due to Covid-19 and school closure, our initial strategy and impact measures had to change and adapt. This report reflects the strategies implemented and, where possible, data sets from earlier in the academic year prior to lockdown in respect to our initial strategy; and how these areas were addressed adapted post March 2020.

1. **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.

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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.

2. 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 reading which enables them to improve their rates of progress .	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.	Increased participation 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 improved effort 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 behaviour incidents and exclusion figures.	Termly Behaviour Tracking indicates that students eligible for PP are no overrepresented in behavioural incidents. <i>To be monitored by Director of Inclusion.</i>
E.	Sustained attendance 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 attitudes to self and school .	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>

Review of expenditure

Academic Year 2019-2020

1. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact evaluation 2019 / 2020	Cost
<p>Quality first teaching in every classroom (A, B, C).</p>	<p>Quality CPD and coaching. Evidence based approaches, as championed by the EEF, means that the school focuses on effective strategies for improving learning, such as developing students' metacognition.</p>	<ul style="list-style-type: none"> • Autumn Lesson observations evidence 95% good teaching; 71% Outstanding, 6% from Autumn 2018. <ol style="list-style-type: none"> 1. September 2019 INSET focused on EEF materials on memory, knowledge, retrieval and pedagogy. Staff voice stated 91% found it had an impact on practice. Learning walks on this aspect of practice stated this was evident in 85% of lessons. 2. Learning walk data evidences classrooms with strong engagement (97%) challenge (95%) and student assessment linked to metacognition is (85%). 3. Book looks evidence that the book is used effectively used as a learning tool (100%) and that there is evidence of the development of reading and writing skills over time (85%). <p>Post March:</p> <ol style="list-style-type: none"> 1. Significant CPD develops the CHS Distance Learning model, the development of MS Teams as the school's remote learning platform and staff expertise. 2. Over 65% of students were regularly engaged and submitted work via with online learning through Teams and Live lessons (above national averages). 3. Live Lesson schedule developed for Summer term across Core and other subjects; with pre-recorded lessons introduced across Core, MFL, Humanities and other subjects. 4. Paper packages were delivered to all students who could not access online learning along with additional learning resources 5. Students and parents were supported through the adoption of remote learning, with phone support and regular stakeholder voice to shape the provision. 6. Feedback from PP student focus group helps shape and adapt the online lessons and materials to include more modelling and scaffolding. 	<p>£237,407</p>

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<p>Progress and achievement is on par with non-Pupil Premium Students</p>	<p>Developing teachers' strategies for individualising learning for PP students.</p>	<p>1. November 2019 Staff INSET on 'Advantaging the Disadvantaged' – focused on embedding strategies from EEF/Research School materials into curriculum areas. Positive staff voice indicated the 100% of staff felt it would have a positive impact on their practice.</p>	<p>Included above</p>
<p>(A, B, C).</p>	<p>Remove access barriers to revision materials and software.</p>	<p>2. LW in Autumn term focused on PP student progress; evidence in books of good development of skills over the term and narrowing of gaps of standards</p>	
	<p>Embed health study habits.</p>	<p>3. Year 11 Autumn Exams evidence narrowing of gaps (PP-v-all) for compared to Autumn:</p>	
		<p>1. A8 ↓0.97,</p>	
		<p>2. Basics7+↓ 2.4; 5+ ↓-4; 4+ ↓-7.7,</p>	
		<p>3. EBacc 5+ ↓-0.9; 4+ ↓-1,</p>	
		<p>4. Through the Autumn term:</p>	
		<p>1. 88% of Y11 PP students accessed in school revision workshops.</p>	
		<p>2. 45% of PP students received one to one fortnightly ISP coaching.</p>	
		<p>5. Study habits assemblies delivered to all students Years 7-11.</p>	
		<p>1. Key PP cohort identified in each year groups focused on intervention programmes on key areas, including reading and developing independent learning.</p>	
		<p>2. Y9 PP students accessed follow-up Learning habits workshops and motivation sessions. Average classroom effort gap reduced from 2.05 to 1.94</p>	
		<p>6. SSAT SEND Exceptional Outcomes award secured</p>	
		<p>Post March:</p>	
		<p>7. 60 Y10 students given laptops and training to access MS Teams.</p>	
		<p>8. 100% of students with EHCP's received weekly calls to support with progress and wellbeing. All accessed MS Teams for Learning, with additional support provided through IDL platform.</p>	
		<p>9. Online PP coaching sessions delivered bespoke home study programme. 40 students engaged, with 100% positive feedback.</p>	
		<p>10. Bespoke packaged delivered on site, Green Room provision, from June from identified PP/Learning vulnerable students. Focused on enabling their learning, which increased online learning hours subsequently (100%).</p>	

11. All Y11 supported and tracked to Post 16 destinations. Complex students were identified to RONI and intensive support from careers advisor throughout lockdown. 4 students NEET at the end of September 3 have a 'September Guarantee', support will continue.

12. Targeted academic support

Desired outcome	Chosen action / approach	Impact evaluation 2019 /2020	Cost
Improved literacy levels lead to strong achievement at Key Stage (A).	Targeted reading and literacy support in small groups with trained staff on specific programmes of study. Developing the whole schoolwork on developing word rich classrooms.	<ol style="list-style-type: none"> All curriculum areas have Reading Action plans. Reading Bespoke English Curriculum in Year 7 devised. Staff and student feedback show increased understanding of the CHS Reading Strategies across the student community. Impact data was due to be taken in Spring 2; however, teacher evidence is positive: increased confidence with reading aloud; increased fluency, information retrieval and ability to decode. Explicit reading focus for PP readers identified from GL Diagnostic reports and timetable of intervention established. <p>Post March 2020</p> <ol style="list-style-type: none"> All PP students given Reading books and materials for lockdown. Development of CHS e-Library: (Myong, SORA and Borrow Box). CHS website now offers direct access to e-libraries as well as resources to motivate reluctant readers Parental Support strategies developed significantly – online and phone support. Development of the weekly CHS Virtual Reading Lesson. Use of news articles aimed at the average reading age of the year groups - accessed throughout lockdown. 	£126,357
Specialist provision enables students with SEMH 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	<ol style="list-style-type: none"> Year 7 Nurture base accessed by 13 students of which 54% were PP. Autumn data evidences that majority of PP cohort were making expected or better progress. Year 11 Nurture based accessed by 10 students of which 50% were PP. <p>Post March 2020</p> <ol style="list-style-type: none"> All students supported through additional layers of weekly or daily calls, and additional face to face meetings to support wellbeing and attainment. All EHCP students engaged in distance learning. All students continued to access all specialist external agency support. 	£87,715
Students are supported to become effective independent learners (A, C).	Developing a support programme to enable students to become effective learners, when the support from home may.	<ol style="list-style-type: none"> Key PP cohort identified in each year groups focused on intervention programmes on key areas including reading and developing independent learning. Year 7 & 8 focused on developing reading and reading for pleasures. Increased engagement in school and with home learning evidence. Year 9 Independent learning cohort showed noticeable improvement in effort level in home learning of 0.5 from Summer to the end of Autumn. 	£872

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3. Year 11 Breakfast revision sessions run; attended by 60% PP - all cited improved confidence.

Post March

4. Focus on distance learning engagement adapted.
5. 50% of PP students in Y10 received weekly phone calls to support learning.
6. Bridge to Post 16 programme created in partnership with local colleges to provide access to 'lost' content.
7. Y10 students brought in weekly for 3hrs of face to face teaching in Eng, Maths and Sci over a 5 week period. 65% of Y10 PP cohort attended.
8. All Y9 students invited into school to make face to face contact with tutors and be signposted to Summer resources - 64% of Y9 PP cohort attended.
9. 36 Y10 (64% PP) and 4 Y9 (50% PP) vulnerable students accessed the bespoke Friday Green Room provision - for support, resources, ICT access and CEIAG.

3. Wider strategies

Desired outcome	Chosen action / approach	Impact evaluation 2019 / 2020	Cost
Sustained excellent rates of attendance (E).	Attendance Officers and Heads of Year support students who can be at risk.	<ol style="list-style-type: none"> 10. Strategies redesigned and developed to improve PP attendance, PA and punctuality. 11. '1% Plan' used to specifically target PP students. 12. Attendance of PP students increased by 0.6% in Autumn 2 and 0.7% in Spr 1 in comparison to the previous academic year. 13. Persistent Absence decreased from 20.3% to 15% in Spring1 14. Attendance gap NPP-v-PP Spring 1 narrowed by 0.9% (from Sorin 1 2019 to Spr1 2020); and persistent absence by 5.4% <p>Post March</p> <ol style="list-style-type: none"> 15. Key worker provision during lockdown was attended by 73 students - 25% were PP. 	£31,284
Sustained excellent rates of engagement and behaviour (C, D)	Social mentoring and 'belonging projects' from the Pastoral teams	<ol style="list-style-type: none"> 8 belonging projects including Girls Network, Firefly, Clearmind, FBB, Teens and Toddlers and Stephen Lawrence Project run with students with a range of needs to improve engagement and behaviour. Of the 141 students involved over 70% were PP. <p>Post March</p> <ol style="list-style-type: none"> 1. The Pastoral teams made weekly calls to all families until June, then some calls become fortnightly. The regular direct contact with families significantly developed home/school relationships. This is evidenced in the Leading Parent Partnership Award accreditation report 2020. 	£114,878

<p>Cultural/Social/ Creative capital and CEIAG experiences support a knowledge led curriculum.</p>	<p>The Personal Development Journey maps cultural, social and creative capital through the curriculum.</p>	<ol style="list-style-type: none"> 2. Scripts used to ensure consistent messages and signposting to MS Teams. This subsequently have an impact on student’s engagement with distance learning and enabled technical and targeted support. 3. Additional calls were made weekly/daily from the Access & Achievement (SEN) and Safeguarding Teams. These calls support students learning, focused on engagement and supported family needs. 4. The ‘enrichment entitlement’ to enable all students enriching experiences, enabled 16 different events to be weaved into the Autumn term. This enabled all PP students in all years to attend, including the opportunity to experience live theatre events 5. 29.6% of PP students accessed after school extra-curricular in Autumn term 6. 85% of pupils attending Careers Working lunches were PP 	<p>£17,155</p>
	<p>An ‘enrichment entitlement’ is threaded through the school’s formal curriculum provision.</p> <p>The Achievement Team identifies deficits and enables key experiences beyond the curriculum.</p>	<p>Post March</p> <ol style="list-style-type: none"> 1. The CHS Distance Learning offer include programmes to enable our enrichment and personal development curriculums to continue to develop. 2. Social media was harnessed with most subject areas developing subject specific accounts that posted daily and signposted enrichment opportunities; for examples the Drama Instagram promoted the National Theatre Live event each Thursday, teacher then encourage reviews and quizzes via the site. 3. Packages with ‘Creative projects’ were posted to all homes as part of the Easter Passion project and for half term. 4. An enrichment offer was development over the summer months, which saw virtual workshops, clubs, oracy events, book club take place. 5. The Chorlton Arts Festival went online in May, and the ‘Beelonging Festival’ in June showcase work and workshop for 157 students 24% were PP. 6. Compass Tool results - 94% (21% national) for Benchmark 1, 100% (38% national) for Benchmark 2, 81% (34% national) for Benchmark 4. 	
<p>Students demonstrate that they have positive wellbeing and learning resilience.</p>	<p>A whole school ‘Mental Fitness’ strand will be developed through 2019/2010 to enable</p>	<p>7. Tutor curriculum to ensure integrated wellbeing approach. All students given weekly, well timed messages.</p>	<p>£23,684</p>

students to understand and develop strategies to support their own mental health.

8. Students leaders - Anti bullying, mental health, school council lead initiatives across the year.
9. School achieved a Healthy Schools Gold Award.

Post March

1. Wellbeing assemblies delivered via MS Teams weekly.
2. Website resources updated.

TOTAL PUPIL PREMIUM SPEND £634,343