

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Chorlton High School
Number of pupils in school	1522
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>1 year</b> )	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Zoe Morris
Pupil premium lead	Amy Henderson
Governor / Trustee lead	Mandie Shilton Godwin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£451,954
Recovery premium funding allocation this academic year	£70,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£100, 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£622,829

# Part A: Pupil premium strategy plan

## Statement of intent

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. Our Pupil Premium strategy aims 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.

Our Pupil Premium Strategy works in conjunction with our school development plan to ensure that it is at the heart of everything we do.

Our current plan considers the ways we can have the most impact on our Pupil Premium students as identified through the EEF research and what we plan to do over the course of the year to focus on making this impact.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The literacy levels of our Pupil premium students on entry is generally lower than that of their peers and this gap widens as students move through school. Poor levels of literacy in comparison with their peers inhibits progress across the curriculum
2	Deficits in cultural and social capital are evident in lesson visits and student voice. Students gaps here inhibit access to the curriculum in terms of previous knowledge being limited.
3	Lower levels of effort in class and home learning in Years 7, 8, 9 and 10

4	Higher risk of exclusion is evident across each year when considering number of behaviour points and incidents. This results in restricted access to the quality education we offer at the school.
5	Lower rates of attendance and gap between Pupil Premium and peers is evident within the first half term of Secondary school. This continues to grow and again, results in lost education time.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improvement of literacy levels in our disadvantage students across the school	Examination results continue to show <b>improving progress</b> for PP groups in comparison to previous year groups and National Averages in English Reading data shows a positive trajectory for PP students as we move through the year Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence improvements made in literacy
Pupil premium students' experiences build their cultural, social and creative capital and are able to transfer this to their learning and build confidence	Tracking of provision and participation rates indicates that students eligible for PP to monitor student's broader development 100% of students attend / take part in 2 experiences annually – trips, visits, visitors and workshops, ELE and clubs Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence that disadvantaged students can call on this capital in all they do.
Higher levels of motivations are indicated through improved effort data for class and home learning in Years 7, 8, 9 and 10	Termly Effort Tracking indicates that students eligible for PP are displaying good effort in class and at home. PP students to achieve an average of good effort in both class and home learning across the academic year Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence that disadvantaged students have high levels of motivation.
Sustained low behaviour incidents and exclusion figures	Exclusion data shows an improving trajectory and indicates that students eligible for PP are not overrepresented in behavioural incidents.

	Behavioural incidents for PP students do not exceed the school targets for all student in rate of FTE
Sustained attendance figures	<p>Attendance of our PP students continues to improve over the year</p> <p>Attendance Tracking indicates that students eligible for PP meet the school's attendance targets.</p> <p>Attendance for PP students does not exceed the school target for all students at 3.5% and PA 6.5%</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £254,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A well designed ambitious, connected and coherent curriculum is in place for all learners.</p> <p><b>This will involve ongoing training, review and quality assurance</b> (CHS SDP QoE 1.1)</p>	<p>EEF High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>There is explicit focus on the development of key strands of literacy including reading complex texts, breaking down complex writing tasks and oracy</p> <p><b>This will involve ongoing training, review and quality assurance</b> (CHS SDP QoE 1.3)</p>	<p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Oral Language has a EEF 6 month impact</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Students experience 'Great Teaching' which is underpinned by the development of the CHS Coaching Programme</p> <p><b>We will fund teacher release time to embed key elements of the guidance in school and it will involve continual professional development and instructional coaching focussed on each teacher's focus area.</b> (CHS SDP QoE 3.1)</p>	<p>High quality teaching is proven to have the highest impact on students</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Assessment for learning and feedback for impact is prioritised as teachers review to determine</p>	<p>EEF Feedback effectiveness has an impact of 6 months</p>	<p>1</p> <p>2</p> <p>3</p>

<p>security of knowledge/understanding</p> <p><b>This will involve ongoing training, review and quality assurance</b></p> <p>.</p> <p><i>(CHS SDP QoE 3.2)</i></p>		
<p>A culture of inquiry, innovation and exploration through engagement with evidence and research promotes a high quality experience for students and staff.</p> <p><b>This will involve ongoing training, review and quality assurance</b></p> <p><i>(CHS SDP L&amp;M 1.2)</i></p>	<p>Our research and evidence approach to CPD ensures that we are continuously focused on impact of any approach we trial and adopt at the school</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 293,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality interventions for Maths and English are in place and monitored</p> <p><b>We will fund a team of tutors to deliver this to students in need of further support</b></p> <p><i>(CHS SDP QoE 6.1)</i></p>	<p>EEF findings:</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1</p>

	<p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	
<p>ISP and Academic coaching</p> <p><b>We will fund release time for staff to have a planned focus with a group of PP students to support their academic journey through the school as identified</b></p> <p>With a focus on:</p> <ul style="list-style-type: none"> <li>• Effort</li> <li>• The completion of home learning</li> <li>• Revision support</li> </ul> <p><i>(CHS SDP QoE 4.1&amp; 2)</i></p>	<p>EEF findings that</p> <ol style="list-style-type: none"> <li>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</li> <li>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</li> <li>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</li> <li>4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</li> </ol>	<p>3</p>
<p>The Mental Health targeted support for SEMH</p> <p><b>We will fund wave 2 or 3 intervention for pupils identified in need of Mental Health targeted support</b></p> <p><i>(CHS SDP PD 1.1, 1.2)</i></p>	<ol style="list-style-type: none"> <li>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</li> <li>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</li> </ol>	<p>2 3 4 5</p>

	<p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 124,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance to national average in Sept 2022</p> <p><b>We will fund 1 attendance officer, whose sole focus is supporting PP students with attendance</b></p> <p><i>(CHS SDP B&amp;A 1.1)</i></p>	<p>A clear link has been established between attainment and attendance.</p>	5
<p>Targeted interventions and specialist interventions linked to behaviour</p> <p><b>We will fund identified behavioural interventions needed to support PP students,</b></p> <p><i>(CHS SDP B&amp;A 2.3, 2.4)</i></p>	<p>1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.</p> <p>4. When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to</p>	4



	staff to ensure high quality delivery and consistency across the school.	
<p>Increase students reading widely for pleasure and extending their studies link to their curriculum</p> <p><b>We will fund engaging texts across all year groups to support PP access to a range of reading experiences</b></p> <p><i>(CHS SDP PD 3.2)</i></p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> <li>• Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</li> <li>• Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</li> <li>• There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</li> <li>• Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</li> <li>• International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</li> <li>• Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</li> <li>• Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Early intervention with targeted CEIAG support is in place for vulnerable students</p> <p><b>We will fund 1 career’s leader, whose main focus is supporting PP students with transition</b></p>	<p>Still research being conducted in this area. As a school we have found early careers support gives our students focus and clear routes forward</p>	<p>2</p>

<p>and understanding of opportunities</p> <p>(CHS SDP PD 2.1, 2.2)</p>		
<p>The Mental Health Curriculum</p> <p>This will involve ongoing training, review and quality assurance</p> <p>(CHS SDP PD 1.1)</p>	<p>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Extra-curricular and trips is targeted to involve PP students</p> <p>We will fund percentages of or whole expenses linked to extracurricular and trips and experiences.</p> <p>(CHS SDP PD 3.1)</p>	<p>Social capital and enriching experiences ensure a greater engagement with the school and community belonging. Whilst little evidence is completed here, we find that engaging students with enriching experiences builds their cultural capital and sense of belonging.</p>	<p>2</p> <p>3</p>

**Total budgeted cost: £ 672, 656**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

PP performance is slightly lower than our results in 2020, however this year group has had a significantly more disrupted KS4 than the previous year. Regardless, our results are still higher than PP National Average 2018-2019 on key indicators for Basics 4+ and 5+.

Attainment 8 is higher this year than our 2020 cohort and significantly higher than PP National Average 2018-2019.

Our EBACC Entry shows a significant increase for PP students for this year group and their achievement has also increased since our 2020 cohort for those with strong passes. Our EBACC Entry, PP strong passes is significantly higher than PP national averages 2018-2019. The average point score of our PP has also improved since our 2020 cohort.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

