

## Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	1505
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Zoe Morris Headteacher
Pupil premium lead	Amy Henderson Assistant Head Teacher
Governor / Trustee lead	Claire Brown Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,745.92 (inc PLAC)
Recovery premium funding allocation this academic year	£127,926
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£630,671

## 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, we recognise that our community is made up of students from diverse socio-economic and cultural backgrounds and we work closely with all stakeholders to ensure we inspire aspiration for all and provide every student with the very best education and outcomes.

Our disadvantage strategy is borne from our school journey over the last ten years and is aligned with our school development plan. It focuses on ensuring the best quality of education that meets the needs of all students, and reflects our core values - SUCCESSFUL, CREATIVE and HAPPY.

The development of the whole child is important to us. We provide a range of socially and culturally enriching experiences to ensure students fully engage with school life and feel a sense of belonging.

We know that one of the 'best bets' for improving outcomes for disadvantaged students is high quality teaching. We therefore have a resolute focus on effective professional development to develop a culture of inquiry and innovation.

Our curriculum reflects the diversity of our community and our CHS Learning Model sets out our ambitious vision for evidence-informed practice, emphasising the importance explicit instruction and developing self-regulated, metacognitive scholars.

We prioritise the development of language and literacy because we know this is at the heart of improving educational outcomes. Our reading for pleasure and progress strategy is effective because it is informed by diagnostic assessment and teachers are supported to deliver through a subject disciplinary lens.

We are acutely aware of the impact of students' mental health on their attendance, participation in lessons and success. We take a proactive approach to mitigate this through our Respect and pastoral curriculum and target additional support through a multi-disciplinary approach.

### Challenges

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

Challenge number	Detail of challenge
1	The reading 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 reading ability inhibit progress across the curriculum. Our most recent outcomes for 2022 leavers provided further evidence that when we compared reading capability and outcomes. When we broke down our PP cohort, - In analysing our reading we can see that 70% of PP students with positive Progress 8 were above their chronological reading age (accomplished readers) and 87.5% of PP students who performed positively

	where at their chronological reading age. Over 50% of PP students below their chronological reading age received a negative P8 score which highlights a clear pattern between outcomes and the ability to read.
2	Lower levels of participation and engagement in lessons, which at Chorlton High School is measured by effort levels given by each classroom teacher for in class learning and home learning in Years 7, 8, 9 and 10, results in lower outcomes in Year 11. All staff are given verbal criteria for what each effort level consists of and when analysing the 2022 results against staff inputted effort levels it was clear that those students who are PP and who achieved a positive progress 8 score had also recorded a higher 'effort score' from their class teachers during the year. There was a similar correlation for those who had lower effort scores and a negative progress score.
3	Attendance has a significant impact on outcomes for students. The attendance gap is 6% between our PP and NPP students and the impact of this on results is significant. Recent 2022 leavers who attended above 95% achieved a progress 8 score of +1.1 and when you compare this with 90% and below this goes down to -0.3. Pupil Premium average attendance in 2022 was 85.2% which is better than the National average at 84.9% but still requires significant improvement.
4	Deficits in cultural and social capital continue to be evident in lesson visits and student voice. Student gaps here inhibit access to the curriculum in terms of previous knowledge being limited. This continues to be an ongoing issue that as a school remains a priority and is something that we continue to offer routinely year after year.

## 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 reading ability 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 <b>Reading data</b> 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
Higher levels of motivations are indicated through improved effort data for class and home learning in all years. Improved learning habits evident.	Effort Tracking over the year indicates that students eligible for PP are <b>displaying good effort in class and at home.</b> 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 <b>students have high levels of motivation.</b>

<p>Attendance of disadvantaged students, at least, matches that for other students nationally.</p>	<p>Attendance of our PP students continues to improve over the year</p> <p>Attendance Tracking indicates that attendance of disadvantaged students, <b>at least, matches that for other students nationally</b></p> <p>Attendance for PP students does not exceed the school target for all students at 3.5% and PA 6.5%</p> <p>Focus given to developing our Nurture offer, Mental Health curriculum and Attendance support is showing to have a positive impact on attendance.</p>
<p>Pupil premium students' experiences build their cultural, social and creative capital and are able to transfer this to their learning and build confidence</p>	<p>Tracking of provision and participation rates indicates that students eligible for PP to monitor student's broader development</p> <p><b>100% of students attend / take part in 2 experiences annually</b> – trips, visits, visitors and workshops, ELE and clubs</p> <p>All disadvantaged students take part in at least <b>one aspirational careers event</b></p> <p>Lesson visits, curriculum spotlights, discussions with teacher and students, ongoing book studies and external reviews evidence that our offer allows growth of social and cultural capital and disadvantaged students can call on this capital in all they do.</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: £254,699

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>-There is a well embedded curriculum design culture in school.</p>	<p>Curriculum adaptation and enhancement is core to the work of school improvement.</p> <p><a href="#">EEF School Improvement Planning</a></p> <p><a href="#">Ofsted Curriculum Improvement</a></p>	<p>1</p> <p>2</p> <p>4</p>

<p>-All staff have received extensive curriculum CPD on sequencing, concept mapping, types of knowledge and the impact of cognitive science / the impact of the curriculum implementation on curriculum design</p> <p>-We review departmental identified elements of our carefully constructed curriculum termly in every subject – which as part of this we consider</p> <p>– student book studies, student voice, learning walks and current demands / information.</p> <p><b>This will involve ongoing training, review and quality assurance</b> (CHS SDP QoE Curriculum)</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>-Reading calendared external assessment in the form of GL assessments</p> <p>-We have standardised reading strategies that are used across the whole school -CPD calendar is given over to the development of disciplinary literacy.</p> <p>-Members of staff have been trained to deliver an accredited phonics scheme – Read Write Inc Fresh Start – to those students identified as need phonetical input.</p> <p><b>This will involve ongoing training, review and quality assurance</b> (CHS SDP QoE Disciplinary Literacy and Learning Behaviours)</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">EEF – Improving Literacy in Secondary School</a> <a href="#">Reading comprehension</a> <a href="#">Learning to read</a> <a href="#">Great word house</a></p>	1
<p>Learning habits &amp; Clarity and Consistency – Students are explicitly taught key learning habits for the classroom, home and online (metacognition based)</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is</p>	1 2

<ul style="list-style-type: none"> <li>- Develop and embed the CHS Scholars.</li> <li>- Staff CPD, student walkthrus and constant quality assurance.</li> </ul> <p><i>(CHS SDP QoE Learning Behaviours / B&amp;A Clarity and Consistency)</i></p>	<p>very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p><a href="#">EEF – metacognition</a></p> <p>Behaviour change models – COMB &amp; EAST</p>	
<p>Students experience ‘Great Teaching’ which is underpinned by the development of the CHS Coaching Programme</p> <ul style="list-style-type: none"> <li>- The CHS Learning Model sets out our ambitious vision for evidence-based effective Teaching and Learning.</li> <li>- The model emphasises high quality explanation, scaffolding and guided practice, feedback and metacognition and modelling – evidence-based strategies which benefit our disadvantaged.</li> <li>- The CPD programme has 5 strands – whole school CPD, engagement with RESEARCH, subject specific CPD, instructional coaching and leadership development.</li> <li>- Assessment as a principal part of curriculum design</li> </ul> <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></p> <p><i>(CHS SDP QoE Curriculum)</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">EEF High Quality Teaching</a>  <a href="#">Rosenshine’s Principles of Instruction</a>  <a href="#">EEF Designing Effective Professional Development</a>  <a href="#">EEF Metacognition and Self-Regulated Learning</a></p>	<p>1 2</p>
<p>Assessment – Teachers effectively use a range of strategies each lesson, over time and diagnostically to develop student’s mastery</p> <ul style="list-style-type: none"> <li>- Focus on assessment is prioritised half termly.</li> <li>- Development of knowledge toolkits, PLCs, CHS solutions, assessment mapping and reporting.</li> </ul>	<p>The provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone.</p> <p><a href="#">EEF ‘Teacher Feedback to improve learning’</a></p>	<p>1 2</p>

<ul style="list-style-type: none"> <li>- As part of a CPD route, AFL and feedback is given significant and continuous focus.</li> <li>- Our aim is to focus on mastery for all.</li> <li>- Teachers are coached to seek and flush out error.</li> </ul> <p><i>(CHS SDP QoE Assessment)</i></p>	<p>William, D, 2009 Assessment for Learning – What, why and how. London Institute of Education, University of London</p> <p>Rosenshine, B 2012, Principles of Instruction – Research Based Strategies that all teachers should know , College of Education, University of Illinois</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> <ul style="list-style-type: none"> <li>- high quality professional development</li> <li>- self-sustainable improvement culture.</li> <li>- staff co-lead a culture of inquiry, innovation, and exploration through engaging with research and evidence.</li> <li>- All staff engage with research and activate it in their classrooms.</li> </ul> <p><b>This will involve ongoing training, review and quality assurance</b></p> <p><i>(CHS SDP L&amp;M Learning Organisation)</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><a href="#">EEF Designing Effective Professional Development</a></p>	<p>1 2</p>

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

Budgeted cost: £ 369,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality interventions for Maths and English are in place and monitored</p> <ul style="list-style-type: none"> <li>- High quality English interventions offered including inference training, read, write, inc, lexonic.</li> <li>- We use information from the GL assessments to identify students in</li> </ul>	<p><a href="#">Small group tuition</a></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>1</p>

<p>need and then YARC to delve deeper where necessary.</p> <ul style="list-style-type: none"> <li>- We have purpose built English interventions for identified students that take place in many ways.</li> <li>- All intervention programmes are monitored and evaluated on an ongoing basis.</li> <li>- All interventions are delivered by trained members of staff</li> <li>- Maths offer form focused intervention with a Pupil Premium focus in Year 11 as well as targeted Hegarty Club.</li> </ul> <p>We will fund a team of tutors to deliver this to students in need of further support (CHS SDP L&amp;M Achievement and Gaps)</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>4. Providing training to the staff that deliver small group support is likely to increase impact.</li> <li>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.</li> </ol>	
<p>ISP (Individual Success Plans) and Academic coaching</p> <p>Students having a champion in the school purpose intervention developing expert scholars.</p> <p>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</p> <p>With a focus on:</p> <ul style="list-style-type: none"> <li>• Development of learning habits</li> <li>• Effort</li> <li>• The completion of home learning</li> <li>• Revision support</li> </ul> <p>(CHS SDP L&amp;M Achievement and Gaps)</p>	<p><a href="#">Small group tuition</a> <a href="#">Home learning</a></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,</li> </ol>	2



	or to develop fluency in a particular area).	
--	--	--

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 131,852.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance to national average in Sept 2024</p> <p><b>We will fund 1 attendance officer, whose sole focus is supporting PP students with attendance</b> (CHS SDP B&amp;A Ready)</p>	<p><a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">School planning support 2022-23   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>The Mental Health curriculum and targeted support for SEMH</p> <p>As part of a proactive approach to supporting mental fitness, the school has prioritised this in our respect curriculum and as part of our pastoral curriculum as well as delivering staff training. Where further, more targeted support is needed we offer a range of interventions that are strategically put in place by our multiagency approach and identified by our attendance, safeguarding, Access and Achievement teams, internal and external providers, and pastoral teams. Interventions include: Year 7 nurture, KS4 nurture, Grow and Rise, music, and drama therapy, thinc room, 42<sup>nd</sup> Street and we also employ KS3 and KS4 mentors and trained mental health first aiders.</p> <p><b>This will involve ongoing training, review, and quality assurance</b></p> <p><b>We will fund wave 2 or 3 intervention for pupils identified in need of Mental Health targeted support</b> (CHS SDP PD Personal Development Curriculum) (CHS SDP PD Thrive)</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF – Social and Emotional learning</a></p> <p>Mental Health plays a significant role in key aspects of learning. It impacts on attendance, the ability to give 100% effort and ensuring students are getting the most out of our carefully designed curriculum.</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>	3

<p>Clarity &amp; Consistency – Staff consistently communicate high expectations in the explicit teaching of expected conduct and routines</p> <p><b>We will fund identified behavioural interventions needed to support PP students,</b></p> <p><i>(CHS SDP B&amp;A Clarity and Consistency)</i></p>	<p>Maximising learning habits is tightly linked with learning behaviours.</p> <p>We are involved in the DFE behaviour hub development and we are focused on over communicating routines and social norms (metacognition thinking about how they behave) to further support student's independence and learning how to be independent.</p> <p><u><a href="#">Behaviour Interventions</a></u></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 3</p>
<p>Increase students reading widely for pleasure and extending their studies link to their curriculum</p> <p>Reading at Chorlton High School is a key drive across the curriculum due to the clear link between success and reading ability highlighted in our data analysis and understanding of exam readability. Reading for pleasure is key during our pastoral curriculum where we ensure students cover a stimulating range of fiction and non-fiction extended texts.</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 Enjoy B)</i></p>	<p><u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://ourfp.org/">https://ourfp.org/</a></p>	<p>1 4</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 and understanding of opportunities</b></p> <p><i>(CHS SDP PD Aspire A and B)</i></p>	<p><u><a href="#">Careers_review.pdf (d2tic4wvo1iusb.cloud-front.net)?</a></u></p> <p><u><a href="#">6144_Gatsby_career_2014_AW.indd</a></u></p> <p>As a school we have found early careers support gives our students focus and clear routes forward. All PP students has one to one meeting for aspirations, routes outside postcodes and the grades they need. They work closely with</p>	<p>3</p>

	the careers advisor on securing a September guarantee.	
<p>Extra-curricular and trips are targeted to involve PP students</p> <p><b>We will fund percentages of or whole expenses linked to extracurricular and trips and experiences.</b></p> <p><i>(CHS SDP PD Enrichment Curriculum</i></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><a href="https://www.educationendowmentfoundation.org.uk/Arts-participation-EEF">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	4

**Total budgeted cost: £ 755,896**

## 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 2021 to 2022 academic year.

Our Pupil Premium strategy is focused on four key areas of challenge for our most disadvantaged students: literacy, social and cultural capital, effort in class and as part of home learning, and attendance.

Reading has been a sharp focus within our academic and pastoral curriculum. As a result, we have seen increased opportunities for reading, better quality reading instruction and improved student motivation. However, attainment gaps between our disadvantaged and their more advantaged peers are still a concern and continue to be prioritised as we move into the next phase of our Pupil Premium strategy.

We have been relentless in our focus on developing the social and cultural experiences for our students, and continually adapt our approaches to reflect the new and different challenges of each year cohort. This year, all Year 7 students in receipt of the Pupil Premium have experienced live theatre, interactive Prevent sessions and other targeted interventions, as well as the universal offer of our Extended Learning Days.

Whilst overall attendance at CHS is currently above national average and we have seen a 2% improvement for disadvantaged students from last year, we know that there is still more work to do here. We know there is a clear link between good attendance and improved attainment, and this will be an area of focus for us moving forward.

Our most recent GCSE results show improvements since our last set of validated results in 2019. However, the progress gap between disadvantaged and non-disadvantaged students still exists. This is because, whilst our disadvantaged student outcomes have improved since 2019, the outcomes for our non-disadvantaged students have also improved.

Nonetheless, we are confident that our evidence-informed approach to our Pupil Premium strategy and our improvement priorities are right focus areas for our school and our students. An additional focus on the development of learning behaviours over the next two years will enable us to further develop our approach.

### 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?	