



Pupil Premium Policy

Ref: S018

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Prosper Learning Trust is a Multi Academy Trust
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1. Introduction

The government provides additional funding to schools to support young people from low-income families and to support them in achieving their best. This extra funding is determined by the proportion of students receiving free school meals.

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. This commitment is particularly important where young people experience cultural, social or financial disadvantage and the school seeks to use the funding offered through the Pupil Premium to better address the needs of these students.

We believe in aspiration for all. We are a mixed, multi-cultural and multi-faith school and we are proud of our comprehensive nature. This is underpinned by our shared core purpose – SUCCESSFUL, CREATIVE, HAPPY.

We believe that the development of the whole child is important. Pupil Premium Funding is used to address the skills essential for academic SUCCESS; however, the school also wants to ensure that young people are 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 socio-economic background.

2. Definitions and Identification

Pupil Premium funding is for:

- Students recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).
- Students who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- Students recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.
- Students who are identified as 'Ever 6 service children'. This would indicate that they have had a parent serving in the regular armed forces, have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census or that they are in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

3. Roles and responsibilities

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all students, including those eligible for the Pupil Premium.
- Identifying students whose attainment is not improving in response to interventions funded by the Pupil Premium, and highlighting these individuals to the Senior Leadership Team
- Sharing insights into effective practice with other school staff.

Director of Progression:

- To raise attainment levels of students entitled to Pupil Premium to reach CHS target grades, ensuring that students make rapid and sustained progress in most subjects over time given their starting points.
- Where the performance of groups of students falls below that of all students nationally, the gap is closed rapidly by ensuring effective strategies are implemented and student progress is closely monitored.
- To raise aspirations of students, inspiring them to aspire and ensure they are exceptionally well prepared for the next stage in their education, training or employment.
- To create a yearly Pupil Premium strategy that address identified barriers for students who are considered Pupil Premium.
- To inform the Pupil Premium report each term, liaising with SLT colleagues to ensure impact is captured.

Heads of School – Lower, Middle and Upper

- To raise attainment levels of students in their respective Year groups who are entitled to Pupil Premium to reach CHS target grades, ensuring that students make rapid and sustained progress in most subjects over time given their starting points.
- Where the performance of groups of students falls below that of all students nationally, the gap is closed rapidly by ensuring effective strategies are implemented and student progress is closely monitored.
- To raise aspirations of students, inspiring them to aspire and ensure they are exceptionally well prepared for the next stage in their education, training or employment in their respective Year groups.
- To implement elements of a yearly Pupil Premium strategy that address identified barriers for students who are considered Pupil Premium
- To inform the Pupil Premium report each term.

Curriculum Leaders:

- To complete termly progress monitoring to ensure effective tracking of student progress and appropriate intervention is in place to close attainment gaps of key cohorts.
- To maintain an overview of Pupil Premium v Non-Pupil Premium progress and strategies employed to address gaps.

- To use quality control measures to effectively track progress of pupils entitled to Pupil Premium and ensure that timely and appropriate strategies are in place to raise attainment.
- To ensure that the cultural capital gap is addressed through lessons, home learning tasks and enrichment opportunities.

Achievement Team:

- To work with Pupil Premium students so that barriers are addressed, and Qualities of Success are developed.
- To support the planning and delivery of aspirational events that engage, inform and inspire students across both Key Stage 3 and Key Stage 4.
- To identify Pupil Premium underachievement in curriculum areas from the Pupil Premium report and termly data returns, then liaise with curriculum leaders to devise a plan of action to address gaps.
- To work alongside the pastoral teams and support with QAPAs, ensuring that a PP cohort is identified and strategies are having an impact.
- To provide additional support based events for all students at particularly stressful times of the year.

Teachers:

- To regularly use SISRA to inform lesson planning to maximise progress for all individuals.
- To plan appropriate lessons for each group of students.
- To ensure effective lesson planning is completed, including 'termly progress monitoring looking at the progress of particular groups and to track progress of individuals.
- To ensure that the cultural capital gap is addressed through lessons, home learning tasks and enrichment opportunities.

4. Securing Academic Success for All Young People – day to day.

The Pupil Premium will be spent on ensuring that all students are making progress in the key skills needed to succeed at Chorlton High School and ensure they are properly prepared for the next stage of their education.

Transition: When students begin Chorlton High School we ensure we know and understand the starting points for their academic progress. Our effective transition process ensures we gain valuable information from Primary Schools and during Autumn Term 1 we complete a range of baseline assessments including reading age tests and subject specific assessments. Students who enter the school with reading ages well below their chronological age and below average Maths levels are identified and take part in a variety on intervention programmes. Students complete a diagnostic assessment to ensure intervention and support is targeted and timely to meet their needs.

Outstanding Teaching and Learning: All lessons are expected to be good or outstanding. Lessons are planned to meet the needs of students with differentiated activities and robust assessment

procedures ensuring students make rapid and sustained progress. Half termly progress monitoring informs planning and highlights the intervention needed to narrow attainment gaps.

Staff CPD: Whole school INSET sessions incorporate a strand dedicated to supporting disadvantaged students.

5. The use of the Pupil Premium grant

The use of the Pupil Premium grant is reviewed each academic year. An overview of the current strategy and the breakdown for the spend planning is placed on the school's website. This is linked to the priorities that have been identified as key barriers and challenges facing the current cohort of students who are in receipt of the grant.

The priorities are identified as barriers that are then broken down into success criteria and key actions. This enables staff and governors to regularly review the effectiveness of strategies in 'diminishing the difference'.

The current overarching priorities can be found on the Pupil Strategy uploaded on the website.

The annual Pupil Premium Report identifies the different strategies deployed, success criteria, the associated costs and the impact evaluation data. This is available on the school's website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

6. Monitoring Success

4Is (Inform, Identify, Intervene, Impact Evaluate) approach – All staff have a responsibility to recognise and identify students who are not on track to achieve. Class teachers use their feedback from lessons (who understood, who did not) to inform planning and highlight support. Curriculum Leaders use their termly monitoring to track progress of students and the Heads of School will facilitate appropriate intervention to meet the needs of students. 4Is Intervention programmes support students in the basic skills of reading, writing, communication and numeracy. Students are monitored each term.

Progress Weeks: Reflection and target setting is the focus for one week at the end of every term (half term in Year 11). The Tutor Curriculum initiates this reflection period as students receive progress statements (Years 7-9) or attainment grades (Years 10-11) and effort grades for each subject they study. Students set themselves pledges in different areas to improve their academic performance and effort levels. Class teachers enhance the opportunity for reflection and target setting during progress week. Students use their 'Road to Success' to help track their progress.

Celebrate CHS: Sharing success and celebrating achievements is a key strategy used to raise aspirations and attainment. Students are rewarded in line with their effort grades and academic achievements through achievement points, reward events, assembly celebrations and nominations from teachers and form tutors. Success is shared across the school and wider school community using SchoolComms, the website, Chorlton Connection and In The Spotlight.

7. Strategies to Intervene

4Is (Inform, Identify, Intervene, Impact Evaluate) approach: All teachers are effective interveners who use data effectively to put strategies into place to support students. Curriculum Leaders use termly monitoring to track the progress of students and Heads of School facilitates appropriate intervention to meet the needs of students. Intervention programmes, support students in basic skills of reading, writing, communication and numeracy.

ISP coaching: Individualised quality conversations are known to have a huge impact with our students. The ISP coach in Year 11 will provide a link between students, teachers and parents ensuring that students remain on track to success. All ISP coaches complete a base line assessment with their coachees, complete a coaching booklet and measure the impact of their work across the year. Disadvantaged students are identified by Heads of Year, exam groupings and the Achievement Team Leader so that key students are supported closely across the school. Where there are concerns the ISP coach will be responsible for ensuring engagement. The Achievement Team have a cohort of students across all Year groups and the Heads of School.

Quality Assurance of Pastoral Areas: Heads of Year and Year Teams intervene with a cohort of disadvantaged students each term. The intervention will involve strategies to either improve attendance, effort or home learning effort for an identified cohort of students. The monitoring and impact of strategies is written up and reviewed by Heads of Year, Heads of School and Assistant Headteacher line managers.

8. Supporting Success

Director of Quality Assurance and Access and Achievement

The Director of Quality Assurance and Director of Access and Achievement leads a team of staff who focuses on developing the literacy of all students, developing provision for those students who enter the school below the expected level in English, students who have low reading ages, students who fall into vulnerable at risk groups and students with EAL. This provision is tailored made to the needs of individuals or groups of students. A diagnostic literacy intervention assesses their need which is then developed through small group teaching with a specialist teacher who then liaises with subject teachers to ensure that progress is being transferred to the classroom. Disadvantaged students are given priority when selecting students.

Achievement Leader and Coordinators:

This team of staff work with key cohorts of students to try and raise their aspirations and also to ensure that they have the key skills that they need to access all areas of the curriculum and achieve their potential. Students in these cohorts might have low literacy levels for a number of reasons. They also have a specific focus on driving reading and oracy across the curriculum and work hard to be 'Effective Interveners'; this allows them to demonstrate and share good practice in delivering key RWC skills across all subjects.

Parent Support and Family Learning: Providing high quality support to parents of children who are finding it difficult to progress at school impacts greatly on their success at school. Our Pastoral Teams work closely with families to support pupils making progress in school. This support is facilitated in a variety of ways including one to one family support, Early Help Assessments, Student Support Plans, parenting skills courses, family learning events, parent involvement evenings and multi-agency engagement.

9. Aspiring to Success

Esteeming Experiences: A key aspect of our ethos at Chorlton High School is our belief that we need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all pupils benefit greatly from a residential experience. Students participating in trips and visits are monitored to ensure all students have access to these experiences.

CEIAG: The Achievement Team Leader, Year teams and Curriculum Leaders are responsible for selecting students for careers events based on careers interest and information held by the team. Efforts are made to ensure that where possible, at least 80% of chosen students are from disadvantaged backgrounds. Careers event tracking will ensure that all students have one meaningful encounter with an employer each academic year.

Enrichment: Our enrichment programme is extensive and inclusive. Students are guided to participate in activities that support their progress and develop their learning. Robust monitoring and effective tracking ensures students have opportunities to participate in activities that help to narrow the gaps in performance. Extended Learning Experience days ensure that students who may have accessed a trip or enrichment activity are provided with this experience.

G&T: Gifted and Talented students are expected to move further, faster and have foundations for lifelong success. There is a clear, data driven process to identify G&T students, extensive provision that incorporates classroom challenge, enrichment opportunities and stringent half termly monitoring by Curriculum Leaders and the Director of Challenge. Teacher support and intervention is highlighted and impact evidenced as part of the 4Is process. The Achievement Team also ensures that suitable provision for high ability students from disadvantaged backgrounds is provided across the school and arrange a multitude of events to develop the progress of these students. Students from disadvantaged backgrounds are given first priority to all high achiever's events linked to post 16

opportunities and inspirational careers events. A whole school drive to develop the cultural capital of high ability students from disadvantaged students is used to close the attainment gap.

10. Evaluating the impact

Curriculum Areas: Every term progress monitoring is undertaken by Curriculum Leaders to identify disadvantaged students who are not making good progress and to outline strategies for intervention.

Pastoral Areas: Impact reports are produced to analyse the effectiveness the Year teams termly interventions and the findings are shared with SLT and key staff.

Impact reports are produced for all Achievement Team events and interventions.

Leadership Reports are produced each term by all Assistant Headteachers. These are the monitoring and evaluation reports focused on their areas of responsibility. Each report includes a section on disadvantaged students. Targets are set and strategies are put into place each term to narrow the achievement gap. These reports are the starting point for the ongoing review of effective practice and are shared with key stakeholders including SLT and Governors.

The Pupil Premium Report is produced by the Director of Progression. This ensures the report to be evidence based and enables the effectiveness of the provision to be reviewed on an on-going basis. This is reviewed by the Leadership Team and the Governors termly.

11. Monitoring this policy

The school staff and governors will regularly evaluate and review the effectiveness of the procedures outlined in this policy to ensure that practice is further developed and refined.

12. Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the literacy provision and develop their skills.