



CHS South

SO18

Pupil Premium Policy

Contents:

- 1. Introduction**
- 2. Definitions and Identification**
- 3. Use of the Pupil Premium Grant**
- 4. Strategies for Success at South**
- 5. Monitoring & Evaluating Success**
- 6. Roles and Responsibilities**
- 7. Monitoring this Policy**
- 8. Equal Opportunities**

Document Control	
Title	SO18 Pupil Premium Policy
Date	January 2024
Supersedes	SO18 Pupil Premium Policy – September 2018 SO18 Pupil Premium Policy – February 2020 SO18 Pupil Premium Policy – January 2023
Amendments	Updates and Minor amendments
Related Policies/Guidance	Pupil Premium strategy statement
Review	1 year
Author	S Burke
Date consultation completed	
Date adopted by Governing Body	

Prosperre Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
Registered Office: Piper Hill High School, Firkbank Road, Wythenshawe, M23 2YS

The Prosperre Learning Trust has several Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy, or free school.

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 known as the Pupil Premium Grant.

Our shared core purpose –CREATIVE, HAPPY, SUCCESSFUL - affirms our belief that the development of the whole child is important. Our Pupil Premium Grant is used to support development of skills essential for academic SUCCESS; however, the school also wants to ensure that our young people are HAPPY and CREATIVE– therefore we aim to raise aspirations, self-esteem, confidence and expand cultural horizons. Our ethos is to ensure that all our students have opportunities to succeed in life and thrive regardless of disadvantage. Our objective is to use pupil premium funding to improve and sustain higher achievement for disadvantaged students that is comparable with that of non-disadvantaged students both in school and nationally.

Our expectation is for **all** students to make excellent progress and attain well across the curriculum. The approaches we have adopted at CHS South are selected based on strong educational evidence, with a focus on effective implementation. A key principle of the pupil premium strategy plan is to ensure **all staff across the CHS South school community** take responsibility for the outcomes of disadvantaged students. Our Pupil Premium strategy is organised into Creative, Happy, Successful pledges.

Pledges:

- **Creative** – All staff have a relentless drive to ensure that students entitled to PP funding develop their cultural capital and take part in the enrichment opportunities available.
- **Happy** – All staff, including pastoral teams, prioritise and support students entitled to PP funding to improve their engagement, effort, and attendance.
- **Successful** - Quality First Teaching ensures that students entitled to PP funding and Catch-Up funding receive aspirational, engaging teaching every day.

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 Defense because one of their parents died while serving in the armed forces

3. Use of the Pupil Premium Grant

The annual Pupil Premium strategy statement 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 in their **Pupil Premium Strategy Statement**. This must be published on the school website by 30th December each year.

The pupil premium statement is organized into:

Statement of intent- the school's intent and core purpose for the use of the pupil premium funding.

Challenges- these detail the key challenges to achievement that we have identified among our disadvantaged students. They are specific to our school and the cohort and can change depending on circumstances and areas highlighted by the school and its leadership.

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. These are school specific.

Activity in this academic year- these detail how we intend to spend our pupil premium (and recovery funding) in the academic year to address the challenges cited. They include the activity planned and research evidence to support the approach or intervention planned.

Activity is broken down into three main areas:

- Teaching (for example CPD, recruitment, and retention)
- Targeted academic support (for example, academic tutoring, one-to-one support structured interventions such as literacy and numeracy interventions)
- Wider strategies (for example, related to attendance, behaviour, wellbeing)

Review of outcomes of the previous year - This provides detailed analysis of last years' pupil premium strategy plan and spending can be found on last academic years school template. <https://www.chssouth.org.uk/about-us/pupil-premium>

4. Strategies for Success at CHS South

The Pupil Premium will be spent to ensure that all students are making progress with the key skills needed to succeed at CHS South and ensure they are properly prepared for the next stage of their education. Some of the most regularly used strategies, although not an exhaustive list, are listed below:

Quality First Teaching and Learning: 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. 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. Termly progress monitoring informs planning and highlights the intervention needed to narrow attainment gaps.

Transition: When students begin CHS South 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 below the expected standard for end of KS2 Reading & Maths tests are identified and take part in a variety of intervention programmes.

Intervene: Underperforming students have access to a selection of intervention/support programmes to meet their needs and close the attainment gap. We have a team of Achievement Leads who are funded by the Pupil Premium Grant to plan and monitor interventions. We have employed tutors in English and Maths, using Covid Catch Up funding, to support students' progress following disruption to their schooling.

Staff CPD: Whole school inset & CPD sessions incorporate strands dedicated to exploring strategies to support all students and specifically students who are disadvantaged.

Champions: Sharing success and celebrating achievements is a key strategy used to raise aspirations and attainment. Students are recognized as Champions in line with their effort grades and academic achievements through the school's rewards system, reward events, assembly celebrations and nominations from teachers and form tutors. Success is shared across the school and wider school community using Arbor, social media platforms and 'Spotlight on South'.

Careers Education, Information, Advice & Guidance: The school Leadership Team are responsible for selecting students for particular careers events based on careers interest and information held by the team. Efforts are made to ensure that where possible students are from disadvantaged backgrounds are enabled to participate. 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 to ensure students have opportunities to participate in activities that help to narrow the gaps in performance. Extended Learning Experience days, trips and visits alongside a comprehensive extra-curricular programme ensure that students are provided with a culturally rich experience. Students from disadvantaged backgrounds are often funded or heavily subsidised for school trips and activities. For example, Peripatetic instrumental lessons are significantly reduced, and steel pan lessons are fully funded.

Academic Coaching: Individualised quality conversations are known to have a huge impact with our students. The academic coach will provide a link between students, teachers and parents ensuring that students remain on track to success. Disadvantaged students are identified by pastoral leads and assessment data so that key students are supported closely across the school. Where there are concerns the coach will be responsible for ensuring engagement. The

Achievement Team lead this coaching programme providing staff training and measuring impact.

Pastoral and Emotional Support- Pastoral leaders and managers are employed in each year group to support student success and help remove potential barriers to academic and personal success. Other funded activities such as professional mentoring, professional counselling, safeguarding and attendance teams, play therapy, educational psychologist Speech and language therapy and other bespoke therapeutic therapies.

5. Monitoring & Evaluating Success

Progress Monitoring: 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 got it, who didn't) to inform planning and highlight support. Curriculum & Pastoral Leaders use their termly monitoring to track progress of students and the Access and Achievement team facilitate appropriate intervention to meet the needs of students.

Progress Weeks: Reflection and target setting is the focus for one week at the start of every term. The Tutor curriculum initiates this reflection period as students receive progress statements and effort grades for each subject they study. Students make resolutions to improve their academic performance and effort levels. Class teachers enhance the opportunity for reflection and target setting during progress week in their lessons.

Governors Reports are produced each half term by the Headteacher. These monitoring and evaluation reports include a section on disadvantaged students. These reports are the starting point for the ongoing review and quality assurance of effective practice.

6. Roles and responsibilities

All staff:

- 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 school's leadership team
- Sharing insights into effective practice with other school staff

Senior Leaders:

- To raise attainment levels of students entitled to Pupil Premium to reach target grades, ensuring that students make rapid and sustained progress in most subjects over time given their starting points.
- To identify Pupil Premium underachievement in curriculum areas from Progress Monitoring and termly data returns. 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 work alongside the pastoral teams and support with quality assurance, ensuring that a PP cohort is identified, and strategies are having an impact.
- To further refine and embed the school's basic skills and intervention strategies ensuring that there are improved outcomes for all targeted (groups of) students.
- 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 support the planning and delivery of aspirational events that engage, inform, and inspire students across both Key Stage 3 and Key Stage 4.
- To provide additional support-based events for all students at particularly stressful times of the year.
- To inform the Headteacher's Report for Governors, liaising with members of the Leadership team to ensure impact is captured.

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 liaise with teachers and associate staff to maintain and share 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 students entitled to Pupil Premium and ensure that timely and appropriate strategies are in place to raise attainment.
- To ensure that a meaningful encounter takes place for a cohort of students entitled to PP funding.
- To ensure that the cultural capital gap is addressed through lessons, home learning tasks and enrichment opportunities.

Teachers:

- To regularly use SISRA Analytics to inform lesson planning to maximise progress for all individual 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.

7. 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.

8. Equal Opportunities

The government have provided guidance on how the Equality Act 2010 relates to the educational setting:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The Equality Act 2010 governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject students to discrimination.

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