

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	CHS South
Number of pupils in school	715
Proportion (%) of pupil premium eligible pupils	50.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-2025
Date this statement was published	November 21
Date on which it will be reviewed	September 2022
Statement authorised by	Mr D Prophet (HT)
Pupil premium lead	Ms S Burke (DHT)
Governor / Trustee lead	K Abdullah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,458 Estimated
Recovery premium funding allocation this academic year	£37,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£37,210 Covid Catch Up funding
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£383,658

Part A: Pupil premium strategy plan

Statement of intent

CHS South 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 and we believe in aspiration for all.

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 CHS South school community** take responsibility for the outcomes of disadvantaged students. Our Pupil Premium strategy is organised into Creative, Happy, Successful pledges.

Pledges:

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

Challenges

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

Challenge number	Detail of challenge
1	The attendance of some disadvantaged students is lower than their peers. At present ?? % of our disadvantaged students are in danger of falling into the 'persistent absentee' category.
2	
3	
4	
5	Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences and CEIAG educational activities

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
To improve the attendance of targeted disadvantaged students.	The attendance of disadvantaged students is sustained at a minimum of 95% across all years.
To raise the attainment of disadvantaged students across all subjects	KS3 and KS4 data reflect our ambition to sustain the attainment gap between disadvantaged students and their peers to less than 10%
To address gaps in knowledge through engagement with the National Tutoring programme	Assessments show that gaps in knowledge are addressed with early and promptly.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised tests to assess learning. GL Assessment package	https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	
Addressing vocabulary gap in subject domains.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adapting reciprocal reading as an intervention to target students to help address the vocabulary gap.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	
Engaging with the National Tutoring/Academic Mentoring programme to address knowledge gaps across EBacc subjects.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	
Employment of Lead attendance officer 0.5 and attendance officer.	https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf	
Careers Programme		
Enrichment Programme		
Parental Engagement		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.