



### **Pupil Premium Grant Spending Plan 2019-20**

This document provides the Governing Body with information about how we will spend Pupil Premium in 2019-20. The monitoring and evaluation of the data analysed in this report leads to suggested priorities and actions by the senior leaders accountable for this area of school practice. Governors are invited to discuss the data and suggested actions at the Governors' meeting.

#### **This Spending Plan links to the CHS South School Development Plan 2019-20:**

- **School Development Priority 1.1:** An broad & ambitious curriculum is planned & sequenced to enable all learners, particularly the most disadvantaged, to accumulate & retain the knowledge and skills necessary to succeed
- **School Development Priority 1.2:** Teachers deliver with clarity & good knowledge of the subjects they teach and create a purposeful & engaging learning environment which meets their students' needs. They check understanding systematically, identify misconceptions and address them with clear feedback; this insight informs future teaching
- **School Development Priority 1.3:** Teaching is designed to help learners to accumulate, retain and integrate knowledge
- **School Development Priority 1.4:** Teachers & leaders create a culture which develops learners as fluent & engaged readers, writers & communicators
- **School Development Priority 1.5:** Assessment is used by teachers, learners & leaders to check understanding and inform teaching & learning
- **School Development Priority 1.6:** As a result of the successful implementation of a broad & ambitious curriculum learners achieve well as reflected in their outcomes from tests
- **School Development Priority 2.1:** Leaders & teachers consistently communicate and apply high expectations, which enable students to demonstrate their understanding of how to participate in a school community that is ready, respectful & safe
- **School Development Priority 2.2:** Learners engage with their education in lessons and outside of school
- **School Development Priority 2.3:** Learners demonstrate their engagement with their education through high attendance and by being punctual
- **School Development Priority 2.4:** Leaders, teachers & learners enable a cohesive, collaborative & safe community that takes pride in celebrating success as individuals and as a community
- **School Development Priority 3.1:** The curriculum provides opportunities to enrich learners, enabling them to develop & discover their interests and talents
- **School Development Priority 3.2:** The curriculum provides opportunities to develop learners' character, health & wellbeing
- **School Development Priority 3.3:** Learners are enabled to develop their understanding of the possibilities available to them in the next stages of their education, employment or training
- **School Development Priority 3.4:** Learners are enabled to become ready, respectful and safe citizens, who are equipped to make a positive contribution to modern British society
- **School Development Priority 4.1:** Leaders create and clearly communicate a culture for all to excel through regular monitoring, evaluation & strategic planning
- **School Development Priority 4.4:** Leaders engage in effective communication with all school stakeholders and allow the outcomes to inform future development

**Produced by: David Prophet**

## 1. Executive Summary

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.

### 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.

### Pupil Premium Grant received 2019-20

<b>Number of pupils and Pupil Premium Grant received 2019-20</b>	<b>Total number of pupils on roll for January Census</b>	<b>Total number of PP students</b>	<b>Percentage of students who are PP</b>	<b>Amount of PPG received per student</b>	<b>Total amount of PPG received</b>
	<b>304</b>	<b>173</b>	<b>57%</b>	<b>£935</b>	<b>£161,755</b>
<b>Number of children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order</b>	<b>1</b>			<b>£2300</b>	<b>£2300</b>
<b>Total</b>					<b>£164,055</b>

## 2. Pupil Premium & Catch-Up Strategy 2019-2020

### 2.1 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

SUCCESSFUL Pledge 1	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2020)
<ul style="list-style-type: none"> <li>• The attainment and progress of CHS South PP students is in line with national average for 'other' students.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are aware of all PP students in groups, class based interventions are put in place and progress is checked systematically.</li> <li>• Expected progress is driven based on Key Stage 2 transition data and there is a strong drive to close gaps.</li> <li>• Internal monitoring is robust and PP underachievement is challenged at classroom level with a clear strategy.</li> <li>• External testing provides staff with information to support and challenge PP performance</li> <li>• Focused CPD ensures staff are good / outstanding practitioners and effective interveners.</li> <li>• TA time to provide additional support to targeted PP students</li> </ul>	<ul style="list-style-type: none"> <li>• PP (including for targeted groups) performance data has a narrow gap (5-10%), if any, from Non PP performance data</li> <li>• Teaching, Learning &amp; Assessment data reflects good practise for PP students.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Data Team</li> <li>• Analysis software</li> <li>• CPD programme</li> <li>• Leadership contribution</li> <li>• Support staffing</li> </ul> <p><b>Total: £126,222.22</b></p>	<ul style="list-style-type: none"> <li>• PP students perform well across the year</li> <li>• The gap between Year 8 PP &amp; non-PP students is a <b>positive</b> gap of <b>0.8%</b> in their end of Year Progress Tests (6.7% in Autumn 1)</li> <li>• When Year 8 were in Year 7 the gap between PP &amp; non-PP students was <b>4.4%</b> in their end of Year Progress Tests.</li> <li>• Year 8 PP students outperform non-PP students in 9 subject areas in</li> </ul>

					<p>Year 8 Spring 2 Progress Tests.</p> <ul style="list-style-type: none"><li>• PP girls outperform non-PP in Year 8 Spring 2 Progress Tests</li><li>• The gap between <b>Year 7</b> PP &amp; non-PP students is a gap of <b>5.2%</b> in their end of Year Progress Tests (7.6% in Autumn 1)</li><li>• PP outperformed NPP in 4 subjects in Year 7 Spring 2 progress Tests</li><li>• PP learning walk &amp; scrutiny of work foci evidence strong teaching, learning &amp; assessment practice for PP students with no difference evident between the quality of work for PP and NPP pupils</li></ul>
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SUCCESSFUL Pledge 2	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2020)
<ul style="list-style-type: none"> <li>Literacy and Numeracy skills of PP students are secure so that access to curriculum is not hindered and widening gaps in progress rates are halted.</li> </ul>	<ul style="list-style-type: none"> <li>Students who come in below required numerical indicator (100) are given Literacy / Numeracy interventions through a range of flexible / bespoke sessions.</li> <li>Small group tutoring is offered to accelerate language acquisition</li> <li>Whole school priority of RWCM evident in CPD programme</li> </ul>	<ul style="list-style-type: none"> <li>PP (including for targeted groups) performance data has a narrow gap (5-10%), if any, from Non PP</li> <li>Improved Reading Ages</li> <li>Positive QA findings for RWCM in lessons</li> </ul>	<ul style="list-style-type: none"> <li>David Prophet</li> <li>Corinna Iredale</li> <li>Intervention staff</li> </ul>	<ul style="list-style-type: none"> <li>Intervention staffing</li> <li>Intervention CPD</li> <li>Whole School RWCM CPD</li> <li>Reading &amp; Spelling test software</li> <li>Leadership contribution</li> </ul> <p><b>Total: £34,838.72</b></p>	<ul style="list-style-type: none"> <li>All 'Catch-Up' students are provided access to intervention to support their acquisition of literacy and/or numeracy skills</li> <li>Year 7 Numeracy Catch Up Interventions 2019-2020 83% of the chosen cohort, were PP –chosen as under 100 on SATs or under-achieving in school. 50% of the cohort increased their PT test score, 33% improved from 'Below expected' to 'Expected' from Autumn to Spring Progress Tests.</li> <li>In pre and post arithmetic tests scores increased significantly with an average</li> </ul>

					<p>of 30.95% across the cohort.</p> <ul style="list-style-type: none"><li>• Yr 7 performance of PP students in English, Maths and Science progress tests improves from Autumn to Spring by between 7 to 18%.</li><li>• Year 8 Numeracy Breakfast Intervention 2019-2020</li><li>• 62% of the chosen cohort were PP. 53% of the cohort went from 'below expected' to 'expected' from Autumn to Spring Progress Tests. Of those students, 42% were PP</li><li>• Year 8 gap between PP and non-PP is minimal for those achieving Expected + and</li></ul>
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					<p>the gap between those achieving Above Expected Progress has reduced from 18% to 7.2%</p> <ul style="list-style-type: none"><li>• Year 7 Spelling Test Mean score is 101.22 for PP and 102.33 for NPP for the Autumn Term. No comparative data for Spring or Summer Term available.</li><li>• The average standard age score for PP Year 8 students improves across the year in their GL Reading tests from 98.73 (Autumn Year 7 to 99.42 (Autumn Year 8)</li><li>• The average negative reading age gap in months across the year from PP students decreases from</li></ul>
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					<p>–5.38 in the Autumn of Year 7 to –4.27 by the end of year 8.</p> <ul style="list-style-type: none"> <li>• Strong delivery of whole school foci on reading and vocabulary evidenced in lesson observations &amp; learning walks</li> </ul>
<b>CREATIVE Pledge 1</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Staff</b>	<b>Costs</b>	<b>Impact (To be reviewed Summer 2020)</b>
<ul style="list-style-type: none"> <li>• Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• PP engagement monitoring developed so that all PP students experience a range of cultural / social / creative capital experiences throughout their time at CHS.</li> <li>• Curriculum areas provide a range of subject specific experiences that expand horizons of PP students.</li> <li>• Enrichment curriculum provides key opportunities to expand cultural / social / creative capital.</li> <li>• PP students routinely attend after school sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased range of events</li> <li>• Attendance at extra-curricular activities of PP pupils is equal to, or exceeds, that of non-PP pupils.</li> <li>• PP students are provided with the opportunity to take part in a minimum number of enrichment opportunities each year.</li> <li>• 80% of school trips / visits should have at least 75% PP cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Sue Burke</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership contribution</li> <li>• Enrichment experiences targeted at disadvantaged students.</li> <li>• Extra-Curricular staffing contribution</li> </ul> <p><b>Total: £11,015.21</b></p>	<ul style="list-style-type: none"> <li>• 35 enrichment activities accessed across the year for all PP pupils or targeted PP groups of students. All activities are free to PP students.</li> <li>• Extra curricular attendance is high across the year</li> <li>• 92% (86% in Autumn 1) of Year 7 pupils attended extra-curricular in <b>Autumn 2</b> – 11 pupils did not</li> </ul>



					<p>attend. 55% of those PP</p> <ul style="list-style-type: none"> <li>• 76% (82% in Autumn 1) pupils Year 8 pupils attended extra-curricular in <b>Autumn 2</b> – 41 pupils did not attend. 58% of those PP</li> <li>• All PP students are targeted to attend, with an improved number of PP students attending from Autumn to Summer. All activities are free.</li> <li>• All enrichment opportunities tracked and PP % calculated. Tracking allows targeting of pupils who might not have attended events</li> <li>• Trip to London was subsidised for PP pupils</li> </ul>
<b>CREATIVE Pledge 2</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Staff</b>	<b>Costs</b>	<b>Impact (To be reviewed Summer 2020)</b>

<ul style="list-style-type: none"> <li>Aspirations are raised for PP students through CEIAG educational activities</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of aspiration and career specific events are held targeting PP students to raise aspiration, increase awareness of career opportunities and pathways.</li> <li>PP students are targeted and encouraged to attend additional support, revision and exam preparation sessions.</li> </ul>	<ul style="list-style-type: none"> <li>All PP students participate in a CEIAG event</li> <li>Attendance at revision activities of PP pupils is equal to, or exceeds, that of non-PP pupils.</li> <li>All PP students have the opportunity to encounter aspirational role models.</li> </ul>	<ul style="list-style-type: none"> <li>Sue Burke</li> </ul>	<ul style="list-style-type: none"> <li>Leadership contribution</li> <li>CEIAG experiences targeted at disadvantaged students.</li> </ul> <p><b>Total: £8121.70</b></p>	<ul style="list-style-type: none"> <li>Boys Careers Event for all Year 8 pupils November 2019. 20 male role models invited to speak about career opportunities</li> <li>Girls Careers Event for all Year 7 girls</li> <li>Year 8 BAME girls in Science PP target invites</li> <li>Year 8 Black Lawyers University Trip PP boys only invite</li> <li>Speakers for Schools free careers talks sent home on lockdown</li> </ul>
<b>HAPPY Pledge 1</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Staff</b>	<b>Costs</b>	<b>Impact (To be reviewed Summer 2020)</b>
<ul style="list-style-type: none"> <li>Quality pastoral support to improve attendance, engagement, and home learning of PP students is provided.</li> </ul>	<ul style="list-style-type: none"> <li>A range of strategies are employed by the Attendance / Pastoral teams to ensure PP students are attending school and learning.</li> <li>A range of strategies are employed by Pastoral teams to ensure PP students are not</li> </ul>	<ul style="list-style-type: none"> <li>PP students are not over represented in absence figures</li> <li>Behaviour data at all levels show reduced gap between PP and NPP and when issues do occur they remain at a teacher level and do not escalate.</li> </ul>	<ul style="list-style-type: none"> <li>Sue Burke</li> <li>Ian Jameson</li> <li>Laura Galbraith</li> <li>Akeim Mundell</li> <li>Ela Paton</li> <li>Deborah Lauder</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral staffing contribution</li> <li>Leadership contribution</li> <li>Home Learning software</li> <li>Safeguarding software</li> <li>Free breakfasts</li> </ul>	<ul style="list-style-type: none"> <li>PP attendance figures fall in line with Manchester LA average for all and above national average for all</li> </ul>

	<p>over represented in behaviour data.</p> <ul style="list-style-type: none"> <li>Specialist mentoring and counselling provision are brought in to support students.</li> <li>Students with effort levels below 2.5 are challenged and support is put in place by HOY / Pastoral Leaders / teams to improve effort and engagement.</li> <li>PP students have additional support to become independent learners and develop sound study habits.</li> </ul>	<ul style="list-style-type: none"> <li>PP students are not over represented in RI or poor effort rate categories.</li> <li>80% plus 'good' effort grades for all PP students for home learning.</li> </ul>	<ul style="list-style-type: none"> <li>Carl Knipe</li> </ul>	<ul style="list-style-type: none"> <li>Student support services</li> </ul> <p><b>Total: £110,218.74</b></p>	<ul style="list-style-type: none"> <li>Average class &amp; home learning effort figures for PP pupils is Good</li> <li>PP students are evenly represented in rewards data compared to non-PP</li> <li>PP pupils were prioritised for calls and home visits on lockdown</li> <li>A reading book was hand delivered to all pupils on lockdown including all Year 6 pupils.</li> </ul>
<b>HAPPY Pledge 2</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Staff</b>	<b>Costs</b>	<b>Impact (To be reviewed Summer 2020)</b>
<ul style="list-style-type: none"> <li>Parents of PP students are supported to develop a meaningful relationship with learning at CHS South</li> </ul>	<ul style="list-style-type: none"> <li>The engagement of parents in school is monitored Term on Term allowing greater communication, engagement and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>All Parents of PP students attend a range of events including Parents Evenings, focused meetings and school specific events.</li> <li>PP Parental Engagement with the Governing Body &amp; Parental Forum</li> </ul>	<ul style="list-style-type: none"> <li>Sue Burke</li> <li>Ian Jameson</li> <li>Akeim Mundell</li> <li>Ela Paton</li> </ul>	<ul style="list-style-type: none"> <li>Leadership contribution</li> <li>Pastoral staffing contribution</li> <li>Parental engagement software</li> <li>Parental engagement events</li> </ul> <p><b>Total: £18,759.96</b></p>	<ul style="list-style-type: none"> <li>Termly parental forum with targeted families invited</li> <li>Log of parental engagement implemented</li> <li>'How we teach Maths' parental event delivered with targeted</li> </ul>

					<p>families in attendance.</p> <ul style="list-style-type: none"> <li>• 'How we teach Reading' event delivered with targeted families in attendance</li> <li>• All families called at least twice on lockdown with PP targeted first</li> <li>• Free School Meals delivered on lockdown by pastoral staff</li> <li>• Laptops loaned on lockdown to PP families</li> <li>• Chromebooks from charities gifted to most vulnerable families on lockdown</li> </ul>
<b>Total Planned Pupil Premium Spend: £309,176.56</b>					