



Pupil Premium Grant Spending Plan 2020-21

This document provides the Governing Body with information about how we will spend Pupil Premium in 2020-21. 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 2020-21:

- **School Development Priority 1.1:** A 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:** Leaders and all staff create a culture which develops learners as fluent & engaged readers, writers & communicators
- **School Development Priority 1.4:** Our curriculum is successfully adapted, designed and developed to be ambitious and effectively meet the needs of students with SEND so that they are able to achieve the best possible outcomes.
- **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:** Students engage effectively with their education in lessons and outside of school. They are committed to their learning and study effectively.
- **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 school will plan carefully for the return of students to school following the prolonged school closures during Spring and Summer 2020. Students will be well supported to re-engage with learning, develop positive learning habits and strong work ethic as well as looking after their physical and mental well-being.
- **School Development Priority 3.2:** The curriculum provides opportunities to develop learners' character, health & wellbeing. 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 3.3:** The curriculum provides opportunities to enrich learners, enabling them to develop & discover their interests and talents
- **School Development Priority 3.4:** 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 4.1:** To deliver a safe return to full school operation as we return from lockdown / school closure restoring stability of educational provision for all students and developing appropriate new routines to support the safe and effective operation of the school.

- **School Development Priority 4.2:** As the school continues to grow in size Leaders provide regular opportunities for all staff to reflect on their practice and engage with high quality ongoing professional development. This creates a standardised and consistent approach to school ethos and values, delivery of high expectations and delivery of a high quality curriculum for all.

This year the extra challenge is to ensure pupils are Creative, Happy and Successful in light of school closure due to COVID-19, focusing on how we support our students to flourish, now and in the future

Produced by: Sue Burke

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.

2. Barriers to future attainment (for students eligible for PP).

In-school barriers (issues to be addressed in school).

- A. Poor levels of literacy in comparison with their peers inhibits progress across the curriculum.
- B. Deficits in cultural and social capital.
- C. Lower levels of effort in class and home learning.
- D. Risk of exclusion.

External barriers (issues which also require action outside school)

- E. Lower rates of attendance.
- F. High levels of SEMH associated with experiences linked to socio economic deprivation.

3. 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 2020-21

Number of pupils and Pupil Premium Grant received 2019-20	Total number of pupils on roll	Total number of PP students	Percentage of students who are PP	Amount of PPG received per student	Total amount of PPG received
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	304	179	58.8%	£995	
Total					£178,105

4. Pupil Premium & Catch-Up Strategy 2020-2021

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 2021)
The attainment and progress of CHS South PP students is in line with national average for 'other' students.	<ul style="list-style-type: none"> • All staff are aware of all PP students in groups, class based interventions are put in place and progress is checked systematically. • Expected progress is driven based on Key Stage 2 transition data and there is a strong drive to close gaps. Where KS2 data is not available GL assessments have been used. • Internal monitoring is robust and PP underachievement is challenged at classroom level with a clear strategy. • External testing provides staff with information to support and challenge PP performance • Focused CPD ensures staff are good / outstanding practitioners and effective interveners. • TA time to provide additional support to targeted PP students 	<ul style="list-style-type: none"> • PP (including for targeted groups) performance data has a narrow gap (5-10%), if any, from Non PP performance data • Teaching, Learning & Assessment data reflects good practise for PP students. 	<ul style="list-style-type: none"> • Sue Burke • All Class Teachers • Pastoral Leaders • Teaching Assistants 	<ul style="list-style-type: none"> • Data Team • Analysis software • CPD programme • Leadership contributions • Support staffing <p>Total: £63,289.31</p>	<p>PP students perform well across the year</p> <p>Year 9 – The gap between PP and NPP was minimal at 0.4% Expected or Above at the end of the Summer Term.</p> <p>Year 8 – The gap was well below target at 5.4% between PP and NPP at the end of the Summer Term</p> <p>Year 7 – the gap was below target at 8.2% between PP and NPP pupils.</p> <p>PP students outperformed NPP students in the Summer term: Year 9 in Computing, English , Food and Nutrition, PE,</p>

					<p>Photography, Science and Spanish. Year 8 in Maths and English</p> <p>91% of Teaching is Meeting or Exceeding expectations.</p> <p>Work Scrutiny focus on PP Verses NPP Evident 81.7% NYE 3.7% Not applicable 14.6</p>
SUCCESSFUL Pledge 2	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
<p>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.</p>	<ul style="list-style-type: none"> Students who come in below required numerical indicator (100) are given Literacy / Numeracy interventions through a range of flexible / bespoke sessions. Small group tutoring is offered to accelerate language acquisition Whole school priority of RWCM evident in CPD programme 	<ul style="list-style-type: none"> PP (including for targeted groups) performance data has a narrow gap (5-10%), if any, from Non PP Improved Reading Ages Positive QA findings for RWCM in lessons 	<ul style="list-style-type: none"> David Prophet Corinna Iredale Vanessa Wahed Intervention staff 	<ul style="list-style-type: none"> Intervention staffing Intervention CPD Whole School RWCM CPD Leadership contribution Accelerated Reader GL Assessment Package <p>Total: £51,341.98</p>	<p>Termly Tracking of reading ages through robust assessment procedures.</p> <p>The spelling age and standard age spelling score for PP pupils improves across the year in GL assessments across all year groups showing consistent improvement.</p>

				<p>Year 9 Spelling -71% of PP pupils improved scores Reading - 88% of PP pupils improved scores Year 8 Spelling - 67% PP pupils improved scores Reading – 77% PP pupils improved scores Year 7 Spelling 67% pupils improved scores Reading 81% PP pupils improved scores</p> <p>The gap between PP and NPP in their GL reading and spelling for Year 7 decreases across the year. Year 7 Spelling gap improvement of 1.86 (from -5.76 to -3.9) Year 7 Reading gap improvement of 1.25 (from -10.82 to - 9.57)</p> <p>In English PP pupils were targeted for small group ‘intervention’ 77% of those improved their reading scores from the Autumn to Summer Term.</p> <p>In Maths 19 Year 7 pupils were targeted for small group intervention following</p>
--	--	--	--	---

					lockdown. 100% improved from their baseline test. 12 Year 8 pupils were targeted for small group intervention in maths 100% improved from their baseline 35 Year 9 pupils were targeted for small group intervention following lockdown. 100% improved from their baseline test.
SUCCESSFUL Pledge 3	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
Pupils with SEND and SEMH are supported in and out of school.	<ul style="list-style-type: none"> All pupils have their own provision map , this is shared with staff too inform planning 1-1 support for EHCP pupils Small Group Support with relevant classes Teaching strategies shared with staff CPD for teaching and support staff Parental Events to parental engagement Use of external expertise such as Educational Psychologist /SALT therapy 	<ul style="list-style-type: none"> Pupils with SEND and SEMH make expected progress PP SEND pupils make simialr progress to NPP SEND pupils Pupils to enjoy schooling 	<ul style="list-style-type: none"> Laura Galbraith Hannah Sloan Teaching Assistants Lead Teaching Assistants Behaviour and Wellbeing Mentor 	<ul style="list-style-type: none"> Leadership Contribution Intervention Relevant CPD Chrome Books Nurture Rooms Resources Specific T and L SEN resources SALT Therapist Educational Psychologist MD Educational Psychologist Footsteps Provison Maps <p>Total: £152, 938.18</p>	<p>Teaching Assistants were linked to Curriculum Areas so have clear subject knowledge and were embedded in the curriculum.</p> <p>All SEN K students had a TA mentor check in every 2 weeks,recorded on Provision Maps</p> <p>Year 7 75% of students with an EHCP were at expected or above expected in</p>

					<p>English 100% of 1 NPP, 66% of 3 PP</p> <p>79% of students with a K code were at expected progress or above expected in English. 75% PP, 90% NPP.</p> <p>75% of students with an EHCP were at expected or above progress in Maths. 100% NPP, 66% PP</p> <p>82% of students with a K code were at expected or above expected in Maths. 82% PP, 80% NPP</p> <p>Year 8 70% of students with a K code were at expected progress or above in English. 75% of PP, 56% NPP. 89% of students with a K code were at expected progress or above in Maths 93% PP, 78% NPP.</p> <p>Year 9 78% of students with a K code were at expected progress or</p>
--	--	--	--	--	--

					<p>above in English. 82% PP, 72% NPP.</p> <p>100% of 3 students with an EHCP were at expected progress or above in English. All PP.</p> <p>80% of students with a K code were at expected progress or above in Maths. 77% of PP & 83% NPP.</p> <p>67% of students with an EHCP were at expected progress or above in Maths. All PP</p> <p>The average classroom effort score for students with SEND in Year 7 is better than good (E 1.71, K 1.78) Students with an EHCP achieved a better average Home Learning effort score than students with no SEND (E 1.99, no SEND 2.17) The average classroom effort score for students with SEND in Year 8 is good. Students with an EHCP in Year 9 had an average classroom effort score of better</p>
--	--	--	--	--	--

					than good (E 1.82, K 2.12, no SEND 1.77). Students with an EHCP in Year 9 achieved a better average Home Learning effort score than students with no SEND (E 2.16, no SEND 2.25)
CREATIVE Pledge 1	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences and CEIAG educational activities	<ul style="list-style-type: none"> • PP engagement monitoring developed so that all PP students experience a range of cultural / social / creative capital experiences throughout their time at CHS. • Curriculum areas provide a range of subject specific experiences that expand horizons of PP students. • Enrichment curriculum provides key opportunities to expand cultural / social / creative capital. • PP students routinely attend after school sessions. • A wide range of aspiration and career specific events are held targeting PP students to raise aspiration, increase awareness of career opportunities and pathways. • PP students are targeted and encouraged to attend 	<ul style="list-style-type: none"> • Increased range of events • Attendance at extra-curricular activities of PP pupils is equal to, or exceeds, that of non-PP pupils. • PP students are provided with the opportunity to take part in a minimum number of enrichment opportunities each year. • 80% of school trips / visits should have at least 75% PP cohort. • All PP students participate in a CEIAG event • Attendance at revision activities of PP pupils is equal to, or exceeds, that of non-PP pupils. • All PP students have the opportunity to encounter aspirational role models. 	<ul style="list-style-type: none"> • Sue Burke • Heera Singh • Curriculum Staff • Support Staff 	<ul style="list-style-type: none"> • Leadership contribution • Enrichment experiences targeted at disadvantaged students. • Extra-Curricular staffing contribution • CEIAG experiences targeted at disadvantaged students. <p>Total: £17,294.06</p>	<p>All extra curricular activities are free to all pupils.</p> <p>COVID 19 restricted the delivery of a full complement of extra-curricular activities in the Autumn and Spring Term but returned with over 40 clubs in the Summer Term in year group bubbles.</p> <p>National Careers Week was celebrated with all Curriculum Aears dedicating a lesson to employment opportunities in their specialisms.</p>

	additional support, revision and exam preparation sessions.				<p>Speakers For Schools programme was utilised during lockdown with free talks advertised to all Year 9 pupils.</p> <p>Enrichment activities were available to all pupils during lockdown and upon return to school.</p> <p>Year 9 pastoral curriculum was created to develop and celebrate employment skills such as listening and team work. Employability skills rewarded through Class Charts and badges.</p>
HAPPY Pledge 1	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
Sustained excellent rates of attendance .	<p>Attendance Officer, SW prior to the start of the year and Head of Year 9 support for pupils who may be at risk.</p> <p>Curriculum leads experience and expertise in the area of attendance has seen progress can be made through higher rates of attendance.</p> <ul style="list-style-type: none"> Weekly attendance data analysed and shared Timely intervention for attendance 	<ul style="list-style-type: none"> Extra meetings for pupils with attendance issues Monitoring of PP and Non PP pupils Weekly attendance data 	<p>CHR HofY</p> <ul style="list-style-type: none"> D. Lauder Ian Jameson 	<p>£185,231</p> <ul style="list-style-type: none"> Attendance Officer Leadership <p>Total: 29,344.18</p>	<p>Half Term</p> <p>Minimal difference in attendance between PP and Non PP pupils.</p> <p>Autumn Term</p> <p>3.6 Gap between PP and NPP</p> <p>Spring Term</p> <p>1.4% Gap between PP and NPP</p> <p>Summer Term</p> <p>3.01% Gap between PP and NPP</p>

					<p>2020-21 PP/NPP Gap below target at 2.73% difference.</p> <p>Persistence absence was inflated due to COVID 19 with 70 pupils meeting the PA threshold. 65% of those were PP. (59% school cohort)</p>
Happy Pledge 2	Actions	Success Criteria	Staff	Costs	Impact (to be reviewed Summer 2021)
Quality pastoral support to sustain excellent rates of engagement, behaviour and homelearning completion rates	<ul style="list-style-type: none"> A range of strategies are employed by the Attendance / Pastoral teams to ensure PP students are attending school and learning. A range of strategies are employed by Pastoral teams to ensure PP students are not over represented in behaviour data. Specialist mentoring and counselling provision are brought in to support students. 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. 	<ul style="list-style-type: none"> PP students are not over represented in absence figures 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. PP students are not over represented in RI or poor effort rate categories. 80% plus 'good' effort grades for all PP students for home learning. CPD for teaching staff regarding disadvantage and implicit bias and high expectations of all pupils 	<ul style="list-style-type: none"> Ian Jameson Sue Burke Laura Galbraith Akeim Mundell Ela Paton Lisa Craig Olivia Sewell Claire Martucci 	<ul style="list-style-type: none"> Pastoral staffing contribution Leadership contribution Home Learning software Safeguarding software Student support services <p>£70,763.00</p>	<p>Effort Grades</p> <p>Minimal Gap between PP and NPP in Effort Grades in the Summer Term.</p> <p>Year 7 – 0.22 Year 8 – 0.23 Year 9 – 0.14</p> <p>All improved from the Spring Term data.</p> <p>Homelearning Effort Grades</p> <p>Year 7- 0.40 Year 8- 0.42 Year 9- 0.26</p> <p>All improved since Spring Term data.</p>

	<ul style="list-style-type: none"> PP students have additional support to become independent learners and develop sound study habits. 				<p>PP pupils are not over represented in fixed term exclusion data. Summer Term CPD for all staff on implicit bias to reduce sanctions on PP pupils.</p> <p>Year 9 cohorts of 15 pupils were organised by the Aheivement Lead. These were Year 9 pupils who hadn't fully engaged with distance learning to help boost confidence and provide with revision skills and materials . One in Autumn Term, one in the Summer Term.</p>
HAPPY Pledge 3	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
Parents of PP students are supported to develop a meaningful relationship with learning at CHS South	<ul style="list-style-type: none"> The engagement of parents in school is monitored Term on Term allowing greater communication, engagement and cooperation. 	<ul style="list-style-type: none"> All Parents of PP students attend a range of events including Parents Evenings, focused meetings and school specific events. PP Parental Engagement with the Governing Body & Parental Forum 	<ul style="list-style-type: none"> Laura Galbraith Sue Burke Ian Jameson Akeim Mundell Ela Paton Lisa Craig Claire Martucci Olivia Sewell Sarah Penrose 	<ul style="list-style-type: none"> Leadership contribution Pastoral staffing contribution Parental engagement software Parental engagement events <p>£23,242.72</p>	<p>Parenting a Teen Course ran by CHS South</p> <p>31 parents and carers attended the Parenting a teen zoom session (32% PP)</p> <p>17 parents and carers attended the Digital safety zoom session (29% PP)</p>

			<ul style="list-style-type: none">• Lead Teaching Assistants		<p>Virtual Parents evening took place despite any lockdown restrictions</p> <p>Virtual information evenings such as 'how we teach Maths and English' took place.</p> <p>84% of PP parents/carers engaged with the school either with parent's evening, transition zooms, pastoral support or the parent forums.</p> <p>Year 7 90% of PP parents/carers engaged with the school either with parent's evening, transition zooms, pastoral support or the parent forums.</p> <p>Year 8 80% of PP parents/carers engaged with parent events such as parents' evening, transition zooms, pastoral support or the parent forums.</p> <p>Year 9 82% of PP parents/carers engaged</p>
--	--	--	--	--	--

COVID Pledge 1	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
Quality Teaching and Learning to continue through Distance Learning	<ul style="list-style-type: none"> • Ensure all PP pupils have laptops and other relevant resources • All lessons accessed through TEAMS • PP pupils monitored by pastoral teams 	<ul style="list-style-type: none"> • Pupil engagement with Distance Learning with no difference between PP and Non PP pupils • PP pupils to be supported with IT equipment 	<ul style="list-style-type: none"> • Laura Galbraith • Carl Knipe • Pastoral Teams • All Staff 	<ul style="list-style-type: none"> • Leadership Contribution • IT resources for pupils • Text Books • Reading Texts • Visualisers • Chrome Books • Pastoral Team <p>Total: £24,830.10</p>	<p>with parent events such as parents' evening, transition zooms, pastoral support or the parent forums.</p> <p>All lessons provided through distance learning. Live for all subjects with the exception of technology and PE where distance learning materials were provided.</p> <p>All PP pupils, and several low income families, provided with laptops.</p> <p>Pastoral team monitoring prioritised PP pupils for calls and home visits.</p> <p>All PP pupils received a book to read and materials such as art packs for Art students.</p>

COVID Pledge 2	Actions	Success Criteria	Staff	Costs	Impact (To be reviewed Summer 2021)
<p>Students demonstrate that they have positive mental well being and are supported to become effective independent learners</p>	<ul style="list-style-type: none"> Developing a support programme to enable students to become effective learners, when the support from home may be limited. Ensure focus and support for ICT gaps for PP students, building resilience and motivation Pastoral Teams call pupils weekly if vulnerable and fortnightly for all pupils Vulnerable pupils home visited 	<ul style="list-style-type: none"> Pupil voice on weekly welfare checks Vulnerable pupils home visited Effective Safeguarding measures in place Pupils access School mentoring Service Pupils engage with distance learning Pupils engage with distant enrichment activities 	<ul style="list-style-type: none"> Laura Galbraith Sue Burke Ian Jameson Pastoral Leaders Sarah Penrose 	<ul style="list-style-type: none"> Leadership Mentoring Service Pastoral Team <p>Total: £47,852.60</p>	<p>All PP pupils called each week during school closure.</p> <p>Vulnerable pupils home visited.</p> <p>100% of parents and carers received half termly welfare and support checks across the year</p> <p>100% of EHCP, LAC and CP families received fortnightly or weekly welfare and support checks.</p> <p>Mentoring Service continued on the phone and then in person upon return to school.</p> <p>Enrichment activities continued on lockdown with arts , sports and pastoral sessions provided each week.</p>
<p>Total Planned Pupil Premium Spend: £480,940.73</p>					