

Pupil premium strategy statement – CHS South

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)	£37,120
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	£383,568

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. Last academic year 65% of the persistent absent pupils were eligible for PP funding.
2	As a school we have an increased number of INA and EAL students. 202 pupils (28%) of pupils have English as an Additional Language.
3	The difference in reading age and spelling between disadvantaged and non-disadvantaged students can be significant. The literacy levels of our students eligible for Pupil premium on entry is generally lower than that of their peers. Poor levels of literacy in comparison with their peers inhibits progress across the curriculum.
4	The academic progress of disadvantaged students can be less than their non-disadvantaged peers which can ultimately impact on academic outcomes as they leave school.
5	Deficits in cultural and social capital and access to CEIAG educational activities are potentially limited. Disadvantaged students' gaps inhibit access to the curriculum in terms of previous knowledge and limit understanding of future career opportunities and how to access them.
6	Negative behaviour points and fixed term exclusions are more prevalent for pupils eligible for PP funding. They are more at risk of temporary and fixed exclusions which in turn limits access to quality first teaching.
7	Parental Engagement can be lower for disadvantaged pupils.
8	Lower levels of effort in class and home learning are evident on average between disadvantaged and non-disadvantaged pupils. This is likely to impact on outcomes.
9	Disruption to school life due to COVID 19 is more likely to impact disadvantaged students and impact on their overall outcomes.

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
<ul style="list-style-type: none"> Development of team capacity to improve attendance of pupils at risk of PA through pre-emptive and reactive approaches. To improve the attendance of 	<p>The attendance of disadvantaged students is sustained at a minimum of 95% across all years.</p> <p>The gap between PP and NPP students is minimal.</p>

targeted disadvantaged students.	
<ul style="list-style-type: none"> There will be no significant difference in the progress of disadvantaged students and their non-disadvantaged peers across all subject areas. 	<p>KS3 and KS4 data reflect our ambition to sustain the attainment gap between disadvantaged students and their peers to less than 10%</p> <p>Outcomes in 2021/22: There is no significant difference across subjects in the progress of PP and non-PP pupils at KS4 – less than a 10% gap. There is no significant difference across subjects in the progress of PP and non-PP pupils at KS3 – less than a 10% gap.</p>
<ul style="list-style-type: none"> To address gaps in knowledge through engagement with the National Tutoring programme 	<p>Assessments show that gaps in knowledge are addressed with early and prompt small group intervention.</p>
<ul style="list-style-type: none"> To achieve and sustain improved social and emotional wellbeing for all students in our school, particularly our disadvantaged students. 	<p>To increase opportunities for students to access experiences to raise their cultural capital; provide aspirational careers advice and guidance across a range of subjects and job sectors; and to provide social and emotional support.</p> <p>There will be no gap between PP and NPP pupils at attendance to extra-curricular activities.</p> <p>Enrichment activities will be provided for all pupils but with PP bias where group numbers are limited.</p> <p>PASS data will evidence no difference in pupil's perception to school between PP and NPP pupils.</p>
<ul style="list-style-type: none"> Improved oral language skills and vocabulary among disadvantaged pupils across KS3 & KS4. 	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<ul style="list-style-type: none"> Improved decoding, fluency and comprehension among disadvantaged pupils across KS3 & KS4. 	<p>100% of students will improve their reading age from Autumn baseline on entry to summer end of year data.</p> <p>The reading age progress gap between disadvantaged and non-disadvantaged pupils will be insignificant - less than a 10% gap.</p>

<ul style="list-style-type: none"> Higher levels of motivation are indicated through improved effort data for class and home learning. 	Termly Effort Tracking indicates that students eligible for PP are displaying good effort in class and at home. PP students to achieve an average of good effort in both class and home learning across the academic year.
<ul style="list-style-type: none"> Students eligible for PP are not overrepresented in behavioural incidents. 	Exclusion and Behaviour data indicates that students eligible for PP are not overrepresented in behavioural incidents.

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: £ 89378.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
A well designed ambitious, connected and coherent curriculum is in place for all learners	EEF High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3,4,5,6,7,8,9
Standardised tests to assess learning. GL Assessment package Training will be provided for staff to ensure assessments are delivered with consistency and interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3,4

	https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	
Addressing vocabulary gap in subject domains. New post in Achievement team 'director of intervention' – English teacher/oracy lead Purchase and use of Bedrock vocabulary intervention.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/ Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3,4,5,8
Ensure that Early Career Teachers (ECTs) receive expert support in developing behaviour management, pedagogy, curriculum, assessment and professional behaviours. Bright futures 'Gold package' purchased as a Trust and used in all schools. ECF mentors identified in school. Mentors to receive training through bright futures package. Protected time for mentors and ECF teachers to meet.	'During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.' (ECF, 2019) The Education Endowment Foundation has independently reviewed the Early Career Framework to ensure it draws on the best available evidence and that this evidence has been interpreted with fidelity. Early Career Framework (publishing.service.gov.uk)	1,2,3,4,5,6,7,8
High quality training and CPD package for all teaching staff at CHS South. Time on the timetable for literacy interventions to support students who have been identified as likely benefitting from this offer, delivered by trained English and Maths staff with a bespoke package. The ongoing CPD package at CHS South is designed to	Targeted reading interventions are effective in raising attainment. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not	1,2,3,4,5,6,7,8

<p>drive forwards school improvement, improve pupil outcomes and to ensure that all staff are highly skilled in teaching and learning.</p> <p>External Professional development opportunities for staff to further develop their skills, linked to the school development plan.</p> <p>School to buy into The Books Trust, books Buzz – year 7 and 8 students. Reading for pleasure to enthuse and engage. Form reading implemented across all year groups to encourage reading for pleasure.</p>	<p>acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies</p> <p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p> <p>Research evidence report on reading for pleasure https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 91022.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of the fresh start phonics and accelerated reader interventions. Specialist maths and teachers deliver and monitor progress. Data drops and analysis to evidence impact.</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>

<p>Director of interventions to oversee.</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>High quality remote and home-learning procedures are embedded across school. Remote learning planned and ready to implement in the event of any local or national lockdowns. Laptops are available for students to loan if required. Overseen by AHT with responsibility for Home Learning.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf</p>	<p>9</p>
<p>Deployment of Maths and English staff and tutors to deliver small group interventions.</p>	<p>Research which focuses on who will provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4,8,9</p>

<p>Engaging with the National Tutoring/Academic Mentoring programme to address knowledge gaps across EBacc subjects.</p> <p>Specialist tutors employed.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4,8,9</p>
<p>Implementation of an Achievement Team, to work with targeted groups of students across school to raise the aspirations, motivation and engagement in a wide range of subjects, careers and extra-curricular experiences of our disadvantaged pupils. Plan and deliver a range of events throughout the school year for these targeted students. Ensure high levels of parent engagement for disadvantaged pupils.</p> <p>An Arts rich curriculum and extensive enrichment curriculum underpin the whole school curriculum and school ethos.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3,4,5,6,7,8</p>

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

Budgeted cost: £ 351838.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p> <p>Government published report on the impact of breakfast clubs on students in school with high instances of deprivation.</p> <p>Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	1,6,8
Employment of Lead attendance officer 0.5 and attendance officer.	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	1
<p>Social and emotional Learning/ Therapeutic interventions – to support/improve students' attendance, behaviour, mental health, and wellbeing. (play therapy, Lego therapy, SALT, Educational psychologist) Peripatetic Music lessons subsidised.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-</p>	1,6,7,8

	<p>regulation, both of which may subsequently increase academic attainment.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>1 day a week 42nd street counselling</p> <p>Young persons mentoring 2 days per week</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,6,7,8
<p>After school Homework Clubs staffed by Teachers</p> <p>(Science, Maths, English, History, Geography, Arts, Computing, PE)</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	5,8,9
<p>Careers Programme – new post ‘Director of aspiration’ to support Year 10 careers. All students have access to high quality, independent careers advise. A well-planned careers programme is in place across school to ensure that no</p>	<p>Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p>Good Career Guidance Education Gatsby</p>	5,8

student is NEET at the end of key stage 4 University trips for Year 10 students Sixth Form trips for Year 10 students Working lunches with employers Years 9 + 10 students SLT named as Careers Lead.		
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Total budgeted cost: £ 532238.76

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.

Detailed analysis of the impact of last year's pupil premium strategy plan and spending can be found on last academic years school template published on our website

<https://www.chssouth.org.uk/about-us/pupil-premium>

The document is titled Pupil premium spending plan 20-21

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