



CHS South

SO18

Pupil Premium Policy

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Prosper 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, Firbank Road, Wythenshawe, M23 2YS

The Prosper Learning Trust has a number of 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.

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.

2. **Definitions and Identification**

Pupil Premium funding is for:

- Pupils 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).
- Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- Pupils 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.
- Pupils 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 use of the Pupil Premium Grant is reviewed each academic year. An overview of the current strategy and the breakdown for the spend planning is placed on the school's website. This is linked to the priorities that have been identified as key barriers and challenges facing the current cohort of students who are in receipt of the grant.

The priorities are identified as a series of pledges that are then broken down into success criteria and key actions. This enables staff and governors to regularly review the effectiveness of strategies in 'diminishing the difference'.

The current pledges and overarching priorities are identified as:

Successful - Quality First Teaching ensures that PP & Catch Up students receive aspirational, engaging teaching every day.

1. The attainment and progress of CHS South PP students is in line with national average for 'other' students.
2. 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.

Creative – All staff have a relentless drive to ensure that PP students develop their cultural capital and take part in the enrichment opportunities available.

3. Opportunities are increased for PP students to access a wide range of cultural / social / creative capital experiences.
4. Aspirations are raised for PP students through CEIAG educational activities

Happy – All staff, including pastoral teams, prioritise and support PP students to improve their engagement, effort and attendance

5. Quality pastoral support to improve attendance, engagement, and home learning of PP students is provided.
6. Parents of PP students are supported to develop a meaningful relationship with learning at CHS South

The annual Pupil Premium Spending Plan identifies the different strategies deployed, success criteria, the associated costs and the impact evaluation data. This 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.

4. **Strategies for Success at CHS South**

The Pupil Premium will be spent to ensure that all pupils 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.

Transition: When pupils 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 on intervention programmes.

Who is in my class: This document is completed every term by class teachers to track cohorts of students and the progress they are making in individual subjects. Class teachers will then map appropriate support and intervention to specific groups of students who are not making expected progress.

Outstanding Teaching and Learning: 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.

Intervene: Underperforming students have access to a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap.

Staff CPD: Whole school inset & CPD sessions incorporate strands dedicated to exploring strategies to support disadvantaged students.

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 School Comms, 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 ensures pupils 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.

5. Monitoring & Evaluating Success

Progress Monitoring: All staff have a responsibility to recognise and identify pupils 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. Students use flight paths to help track their progress.

Governor 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 pupils, including those eligible for the pupil premium

- Identifying pupils 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 pupils entitled to Pupil Premium to reach CHS 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 pupils 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 Pupil Premium students.
- 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 individuals.
- To fill in the 'Who is in my Class' proforma, updating it periodically and using it to plan appropriate lessons for each group of 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

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