

# Pupil premium strategy statement – Congleton High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1010
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2023 Reviewed November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	H Thurland
Pupil premium lead	L Salt
Governor / Trustee lead	R. Benson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,680
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£161,680

# Part A: Pupil premium strategy plan

## Statement of intent

Our priority is to identify and implement strategies that help to improve social mobility and reduce the attainment gap between the disadvantaged students and non-disadvantaged students nationally. We have placed a strong emphasis on securing foundations in literacy and numeracy as we believe that our disadvantaged students require most support in these key areas.

Our approach to supporting our disadvantaged and vulnerable students is to understand the specific elements of education that students find challenging alongside non-academic barriers which may negatively affect their access to education. Our intention is to provide support, care and guidance that enables all students to aspire to achieve excellence by development of their knowledge and skills, curiosity, courage and ambition regardless of socio-economic background.

We have identified the following priority areas for spending:

1. Delivery of quality teaching and learning experiences throughout the school, demonstrating consistent classroom practice delivered in a calm, purposeful environment for students to learn and thrive.
2. Targeted academic support to improve progress. Including access to technology, educational materials and opportunities
3. Methods of support to address the most significant, non-academic challenges to success in school. These include attendance, behaviour, wellbeing and social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - data analysis throughout the last year indicates that attendance among disadvantaged pupils has been 10% lower than for non-disadvantaged students. Absenteeism is negatively impacting disadvantaged students' progress.
2	SEMH - Social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students and negatively impact their attainment. With significant numbers of students requiring additional support and external agencies struggling to meet demand, schools have an

	increasingly important role to play in supporting social and emotional needs.
3	Exam preparation - Lacking a sustained, resilient and organised approach to assessment preparation results in some disadvantaged students not being 'exam ready' and without access to appropriate resources and support.
4	Potential low aspirations of disadvantaged students and reluctance to embrace opportunities, engage in enrichment opportunities and to broaden their knowledge and skills, creativity and character development.
5	Low reading and literacy attainment on beginning KS3 - the reading and literacy age of incoming KS3 pupils is lower than students from non-disadvantaged backgrounds.

## 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
Attainment 8 -To ensure disadvantaged pupils make comparable attainment and progress to our other pupils	<ul style="list-style-type: none"> <li>• Achieve outcomes which are above the national average for disadvantaged students.</li> <li>• Students achieving 5+ in English and Maths</li> <li>• Secure an upward trend in Attainment 8 measure</li> </ul>
To engage students in their learning and provide an ambitious curriculum for all students, regardless of background	<ul style="list-style-type: none"> <li>• High levels of engagement observed in lessons</li> <li>• Teaching materials and resources should contain high-level, rigorous content</li> <li>• Disadvantaged students' participation levels in extra-curricular academic clubs,</li> </ul>
To raise the levels of attendance and punctuality of our disadvantaged students	<ul style="list-style-type: none"> <li>• Attendance statistics and comparisons term by term</li> <li>• Comparison of disadvantaged and non-disadvantaged students' attendance and punctuality</li> </ul>
To encourage emotionally healthy, strong and positive behaviours in our disadvantaged students	<ul style="list-style-type: none"> <li>• Positive results from pastoral support strategies, e.g. decreased behaviour sanctions</li> <li>• Positive results from programmes for students struggling with mental health-related issues</li> </ul>

## 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: £87,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and recruitment of highly qualified staff	<ul style="list-style-type: none"> <li>• EEF – Teaching and Learning Toolkit</li> <li>• Over-staffing also allows class sizes to be reduced in English and Maths, which allows for more personalised and differentiated provision for our most disadvantaged pupils. According to the EFF, this measure has substantial material impact.</li> </ul>	3,5
<i>Reading improvement plan</i>	<ul style="list-style-type: none"> <li>• Improving Reading Secondary Schools – EEF</li> <li>• Standardised assessments from GL Assessment</li> </ul>	3,5
Continued focus, monitoring and accountability for less advantaged students, across all teaching staff (Included in Performance Development targets)	<ul style="list-style-type: none"> <li>• EEF – Teaching and Learning Toolkit</li> </ul>	3,5
To ensure knowledge gaps are identified and addressed.	<ul style="list-style-type: none"> <li>• Opportunities for retrieval are an integral part of the learning process and lesson structure</li> <li>• Teachers are closely monitoring Pupil Premium students' progress and using data to inform intervention groups.</li> </ul>	3,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online education platforms (GCSEpod, Everlearner, Fiction Express, Educake, Mathswatch)	<ul style="list-style-type: none"> <li>The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.</li> <li>We have found that online platforms are an accessible way for our pupils to access resources easily at home.</li> </ul>	3,4
Revision guides	<ul style="list-style-type: none"> <li>Subsidising the cost has proven effective in increasing access to the necessary educational resources.</li> <li>Access to revision guides supports our strategies relating to meta-cognition and self-regulation. Helping students to become more independent and lead their own learning.</li> </ul>	3,4
Homework support - providing a purposeful study area for students most in need	<ul style="list-style-type: none"> <li>Running a Homework Club improves completion of homework by our disadvantaged students</li> </ul>	3,4,5
Targeted, small-group tutoring to continue to address educational recovery and closing of gaps - English, Maths,	<ul style="list-style-type: none"> <li>EEF – Teaching and Learning Toolkit</li> </ul>	3,4,5

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

Budgeted cost: £ 53,738

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Full Time Attendance Officer/ Full Time Family Support worker in post</i>	Year Team Leaders work in tandem with our Attendance Officer, FSW and Form Tutors as part of a graduated approach to attendance interventions	1
<i>LEA support - attendance</i>	Service Level Agreement	1
<i>Expansion of Learning Mentor support team - Strengthen capacity of learning support team to support the Social and Emotional well-being of students. Provide training and necessary safeguarding supervision</i>	Assertive Mentoring programme	2,4
<i>Support of external agencies for students with SEMH needs (SWANS etc)</i>	The Illicit Project; SWANS	2,4

**Total budgeted cost: £ 200,805**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Progress data following the first external KS4 assessments since 2019 resulted in a Progress 8 score of  $-0.28$  (all students) vs  $-1.04$  (Disadvantaged students). KS4 outcomes in 2023/24 dipped and is not typical of CHS.

2024 Cohort - Disadvantaged 17.4%, LAC 2% The gap between disadvantaged students and those from more affluent families is similar to 23-24 with a P8 of  $-1.05$  (unvalidated) for this cohort of Pupil Premium students

Within this cohort, there were a significant number of students (22) with barriers to learning which limited attendance and engagement with education. The performance of this group of 'outliers' had a significant negative impact on outcomes. 50% of this group were disadvantaged, our internal data analysis shows that without the 'outliers', the disadvantaged Progress 8 score would be  $-0.42$  vs.  $-0.17$ . In 2023 this figure was  $-0.54$  vs.  $0.04$  (non-disadvantaged) demonstrating that where disadvantaged students are engaging in education regularly, the gap is closing with students from more affluent families. Whilst the attainment of disadvantaged students remains under that of non-disadvantaged students, without the varied support strategies deployed throughout last year, their progress would potentially have been even more adversely affected.

Across the following subjects, disadvantaged students made positive progress commensurate with their peers: Business Studies, Computer Science, French, Health & social care, History and Product Design. 50% of our disadvantaged cohort were entered for the EBacc demonstrating the school's commitment to an ambitious curriculum for all.

<b>Disadvantaged English / Maths Headline measures</b>	<b>2023</b>	<b>2024</b>
English & Maths 4+	31.7	47.1
English & Maths 5+	17.1	20.6

Appointment of a whole school attendance lead and regular analysis of attendance data and subsequent actions to support improvements in attendance. The increased



support to focus on improving attendance of disadvantaged students has led to a reduction in persistent absenteeism.

#### Disadvantaged attendance - Year on Year

- 2020-21: 88.16%
- 2021-22: 87.20%
- 2022-23 – 83.2%
- 2023-24 – 83.3%

Exploration and procurement of a variety of alternative provisions and motivational work placements has supported eight disadvantaged students to maintain their academic engagement and focus in an environment which met their needs.

A total of 16 students and families continuing to be adversely impacted by social, emotional and mental health difficulties received enhanced and bespoke support throughout the year to maximise their potential to thrive, learn and be safe.

Closing the gaps of future cohorts continues to be a priority with the strengths and needs of each cohort regularly reviewed to inform appropriate actions and interventions. In order to strengthen the outcomes of disadvantaged students we have adopted a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

The following actions have been implemented

- New Self Evaluation and Strategic Planning document used in Curriculum Line Management structure to ensure robust monitoring of the Quality of Education
- Data Analysis training as part of September INSET.
- Results panel meetings with key actions agreed to drive improvement
- Improve quality of target setting and tracking through introduction of ALPS at KS5 and CAT4 testing to generate targets for KS4
- New assessment structure with a refined approach to the exam run up. Including two sets of mocks and a Y11 Success evening
- Clear learning routines to ensure lessons and learning start promptly and learning time is maximised
- Introduction of a Scholars programme in KS3 & 4

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
-----------	----------


## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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

*Congleton High School will be engaging with the RADY project from Feb 2025 this externally run project will allow a targeted focus on Yr7&9 disadvantaged students. This will support leaders with raising attainment through early intervention. The RADY project has 4 clear pledges: a focus on proportional representation, data uplifting, equity in teaching and ensuring a golden thread of disadvantaged focus across planning at all levels. The project will run for 12-18 months in the first instance. School will use the metrics of attendance, progress at KS3 and attitudes & engagement in school life to measure impact. This is a longer term strategy to proactively prepare CHS students for success at KS4.*