



2017-18 Congleton High School Pupil Premium Impact Statement

In 2017-18 we were able to continue to successfully implement strategies to support Pupil Premium students to ensure that they continued to make progress.

The 2018 leavers' performance in GCSE examinations exceeded all in-year data points. The results demonstrate the positive impact of the support and intervention received by students. Our Progress 8 score for disadvantaged students has improved in 2018 to -0.24 (-0.49 in 2017). A small group of students were in receipt of Pupil Premium but the Ever 6 had stopped during the academic year. These students received full support and intervention throughout the year. If their results had counted in the disadvantaged Progress 8 score it would have been recorded as -0.15

The 2018 Pupil Premium cohort included several students (27% of the cohort) with significant complexities. To achieve these results with a cohort including students with such significant external barriers, demonstrates how effective the intervention was with Pupil Premium students.

At subject level, Pupil Premium students secured positive residuals in twelve different subjects. These include Child Development, Health & Social Care, Art, Biology, English Literature, PE, Photography, Physics, Financial Capability, ICT, Media Studies and Statistics. The Progress 8 score for disadvantaged students in the open element was 0.08

Destinations – 47.5% of our Year 11 cohort have continued their post-16 studies with Congleton High School.

Priority	2017-18 Actions completed	2017-18 Impact of actions	2018-19 Areas for Development
Further strengthen the mentoring and support for students moving from Year 6 into Year 7 and targeted Year 11 students.	<ul style="list-style-type: none"> Deploy 2 members of staff to work with the Guidance Team with a specific focus on supporting PP students. Additional Teaching Assistant Support provided in Year 11 lessons to specifically work with PP students in the final term of their courses Transition literacy project with students from Daven primary. Developing vocabulary, building confidence, establishing the importance of homework and regular learning and build links with parents prior to students joining Year 7. Literacy intervention for Y7 PP students. 	<p>Maths Y11 58% of PP students achieved 9-4 in Maths 100% of PP students achieved 9-4 in statistics</p> <p>English 76% of PP students achieved 9-4 in English Language PP outperformed non-PP. (-4% gap) 63% of students achieved 9-4 in English Literature.</p> <p>At the end of Year 7, 89% of PP students were on or above target in English, compared to 83% of non-PP students.</p>	<ul style="list-style-type: none"> Continue to support students with complexities. Monitor closely Y10 Pupil Premium students' progress. Allocate mentor for PP students who are late starters in Y10 & 11
Continue to increase the monitoring of Pupil Premium to ensure intervention in subjects is implemented effectively and at the earliest opportunity.	<ul style="list-style-type: none"> Develop PP link with local school – peer review and Quality Assurance of use and impact of Pupil Premium funding. Track progress of PP students who are also 'late admissions' to the school. 	<p>Good practice shared through reciprocal visits and recommendations made for further improvements to provision.</p> <p>PP Late admissions Y11 Five PP students were also late admissions to the school.60% of the group achieved 9-4 in Maths and 40% achieved 9-4 in English. Y10 Two students are PP and Late admissions, both on track to achieve 9-4 in English and Maths at Assessments point 3. (See Y11 analysis section)</p>	<ul style="list-style-type: none"> Ensure impactful interventions are implemented for PP students. PP Strategy statement updated following each data point to reflect changes in 'need'. Produce new monitoring templates which reflect the priority of progress of PP students.
Increase the support of HLTAs in English and Maths and implement targeted additional intervention to provide support for Pupil Premium students	<ul style="list-style-type: none"> PP students received intervention and support from October onwards. Revision books provided, and time given in registrations and lunchtimes to use Mathswatch and other online resources. Y11 PP students supported in Science. 	<p>Maths End of KS3 82% of PP students on or above target (8% gap) Y10 83% of PP students on track to achieve 9-4 grades. PP outperforming non-PP (-2.7%gap)</p> <p>English End of KS3 66% of PP students on or above target (8% gap) Y10 83% 83% of PP students on track to achieve 9-4 grades in English Language and 76% of PP students on track to achieve 9-4 in English Literature. PP students outperforming non-PP (-4% gap)</p>	<ul style="list-style-type: none"> Data used to drive intervention decisions. Ensure students who receive intervention fully address the gaps in knowledge.

<p>Use the 'Individual Fund' to ensure that Pupil Premium students have access to the same opportunities as the whole school community</p> <p>Continue to provide free breakfast and transport home at the end of the day.</p>	<ul style="list-style-type: none"> • Specific funding to support PP students – including ingredients, music tuition, uniform and trips. • Analysis of the PP uptake of extra-curricular activities • Trip Leaders promote trips to all students and students made aware of financial support • Subsidised trips abroad and devise flexible payment schemes for Pupil Premium students <ul style="list-style-type: none"> • Extra-curricular programme publicised to parents for each term. • Minibus provides free transport home • Free breakfast provided 	<p>Extra-Curricular</p> <table border="1" data-bbox="1128 134 1677 395"> <thead> <tr> <th></th> <th>Autumn 17</th> <th>Spring 18</th> <th>Summer 18</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>55%</td> <td>58%</td> <td>62%</td> </tr> <tr> <td>Year 8</td> <td>56%</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>Year 9</td> <td>59%</td> <td>60%</td> <td>62%</td> </tr> <tr> <td>Year 10</td> <td>40%</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>Year 11</td> <td>29%</td> <td>30%</td> <td>25%</td> </tr> </tbody> </table> <p>Trip attendance</p> <table border="1" data-bbox="1128 491 1677 753"> <thead> <tr> <th></th> <th>Autumn 17</th> <th>Spring 18</th> <th>Summer 18</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>100%</td> <td>0%</td> <td>73%</td> </tr> <tr> <td>Year 8</td> <td>16%</td> <td>86%</td> <td>43%</td> </tr> <tr> <td>Year 9</td> <td>5%</td> <td>0.2%</td> <td>38%</td> </tr> <tr> <td>Year 10</td> <td>10.3%</td> <td>24%</td> <td>71%</td> </tr> <tr> <td>Year 11</td> <td>65.8%</td> <td>0%</td> <td>55%</td> </tr> </tbody> </table> <p>4 students received 50% funding for residential trips abroad. Funding ensures that disadvantaged students can access the same variety of opportunities as their non-disadvantaged peers.</p>		Autumn 17	Spring 18	Summer 18	Year 7	55%	58%	62%	Year 8	56%	54%	58%	Year 9	59%	60%	62%	Year 10	40%	45%	55%	Year 11	29%	30%	25%		Autumn 17	Spring 18	Summer 18	Year 7	100%	0%	73%	Year 8	16%	86%	43%	Year 9	5%	0.2%	38%	Year 10	10.3%	24%	71%	Year 11	65.8%	0%	55%	<ul style="list-style-type: none"> • Guidance teams to sensitively promote the services available to students.
	Autumn 17	Spring 18	Summer 18																																																
Year 7	55%	58%	62%																																																
Year 8	56%	54%	58%																																																
Year 9	59%	60%	62%																																																
Year 10	40%	45%	55%																																																
Year 11	29%	30%	25%																																																
	Autumn 17	Spring 18	Summer 18																																																
Year 7	100%	0%	73%																																																
Year 8	16%	86%	43%																																																
Year 9	5%	0.2%	38%																																																
Year 10	10.3%	24%	71%																																																
Year 11	65.8%	0%	55%																																																
<p>Continue to focus on increasing attendance of Pupil Premium students so that students are in lessons and learning</p>	<ul style="list-style-type: none"> • Guidance Team Leaders work with Tutors and the Attendance Officer to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school. • Parents of PP students encouraged to attend Information Evenings. 	<p>In 2018-19 the attendance of Pupil Premium students in Y7-11 was 90.3% the gap between PP and non-PP students was 4.98%</p> <p>Year 11 Attendance – 20 Day Challenge</p> <p>Attendance for the PP cohort for the 4 weeks was 91.6% (previous term 90.3%)</p> <p>One persistent absence with 35.9% attendance (93% for rest of cohort)</p> <p>17 PP students (68%) had 100% attendance (2 students' previous term)</p> <p>6 PP students missed 1 session 97.5% attendance</p> <p>2 PP students missed 1 day of school 95% attendance</p>	<ul style="list-style-type: none"> • Remains a high priority • Guidance Teams continue to focus on strategies to improve attendance for all. • Family support worker appointed to work with families where attendance of students is a concern. 																																																
<p>Implement Accelerated Reader into Year 8 to improve the Literacy skills of all students including Pupil Premium Students.</p>	<ul style="list-style-type: none"> • Accelerated Reader used to identify students reading ages and levels. Personalised intervention reports used identify additional support required. 	<p>61% of Year 7 PP cohort secured a positive change in Reading Age, 67% of Year 8 PP cohort and 50% of Y9 PP cohort.</p>	<p>Target - further increase the number of students who secure a positive change in Reading Age.</p>																																																

<p>Improve parental engagement of Pupil Premium students and work closer with parents so that they can support their child effectively.</p>	<ul style="list-style-type: none"> Additional contact with targeted parents to ensure they engage with activities the school provides to support them in supporting their child's learning. Attendance monitored at important events, such as Parents' Evenings and Information Evenings and parents who do not attend are contacted. 	<p>Parental Attendance summary</p> <table border="1"> <thead> <tr> <th></th> <th>AMD</th> <th>Parents Eve</th> <th>Info Eve</th> <th>Other</th> <th></th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>81%</td> <td>56%</td> <td>3%</td> <td>56%</td> <td>meet tutor</td> </tr> <tr> <td>Y8</td> <td>82%</td> <td>77%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y9</td> <td>70%</td> <td>65%</td> <td></td> <td>78%</td> <td>options eve</td> </tr> <tr> <td>Y10</td> <td>72%</td> <td>66%</td> <td>28%</td> <td></td> <td></td> </tr> <tr> <td>Y11</td> <td>65%</td> <td>63%</td> <td>30%</td> <td>55%</td> <td>post - 16 opp</td> </tr> </tbody> </table>		AMD	Parents Eve	Info Eve	Other		Y7	81%	56%	3%	56%	meet tutor	Y8	82%	77%				Y9	70%	65%		78%	options eve	Y10	72%	66%	28%			Y11	65%	63%	30%	55%	post - 16 opp	<ul style="list-style-type: none"> Guidance Teams continue to focus on improving parental engagement, contact home in advance where concerns of non-attendance. Text message notifications to inform parents of upcoming events Family support worker to actively promote attendance with families who did not attend in the previous academic year.
	AMD	Parents Eve	Info Eve	Other																																			
Y7	81%	56%	3%	56%	meet tutor																																		
Y8	82%	77%																																					
Y9	70%	65%		78%	options eve																																		
Y10	72%	66%	28%																																				
Y11	65%	63%	30%	55%	post - 16 opp																																		
<p>Embed the principles of high quality feedback</p>	<ul style="list-style-type: none"> T&L Team Meetings and INSET time used to share the most effective forms of feedback. Embed 'Going Green' the requirement of student to act on feedback. Specific Pupil Premium work scrutiny. 	<p>2017-18 BlueSky Monitoring reports for work scrutiny indicate a 4% increase in the Quality of teaching, marking and feedback rated as good or a clear strength.</p> <p>The reports also indicate an 18.5% increase in work scrutiny reports which identified 'Clear evidence of students acting on feedback' as good or a clear strength in comparison to 2016-17</p> <p>Work scrutiny in Summer term indicates quality of work produced by PP students is in line with that on non-PP.</p>	<ul style="list-style-type: none"> Continue to embed the requirement of students to act on feedback Pilot high impact feedback strategies. 																																				
<p>Embed the use of SISRA to track progress</p>	<ul style="list-style-type: none"> Data is accurate and up to date on SISRA with PP analysis following each data point. Curriculum Team Leaders apply the principles of 'Serious about Success' and provide appropriate intervention for Pupil Premium Students who are not making the expected progress. 	<p>Data indicates gaps between PP and non-PP are closing across KS3.</p> <p>Sisra analysis indicates Y10 Pupil Premium cohort had an estimated Progress 8 score of -0.17 at Assessment point 3. (June 2018)</p>	<ul style="list-style-type: none"> Pupil Premium included as an agenda item for curriculum team meetings to reflect on the impact of intervention strategies. 																																				