



2018-19 CHS Pupil Premium Impact Statement

In 2018-19 we were able to continue to successfully implement strategies to support Pupil Premium students to ensure that the students continued to make progress.

The 2019 leavers' performance in GCSE examinations were in line with or above all in year data points. The results demonstrate the positive impact of the support and intervention received by students. The 2019 results indicate a 10% increase in the number of students who achieved grades 9-4 in English and Maths.

Our Progress 8 score for disadvantaged students has improved in 2019 to **-0.24** (-0.45 in 2017, -0.26 in 2018)

Attainment 8 improved to **43.04**, from 38.6 in 2018 and 36.5 in 2017.

The 2019 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 thirteen different subjects. These include Child Development, Health & Social Care, Engineering, PE BTEC, Art, Food & Nutrition, Geography, History, Music, GCSE PE, Photography, Sociology and ICT. The Progress 8 score for disadvantaged students in the open element was 0.442

Destinations – 65% of our Year 11 cohort have continued their post-16 studies with Congleton High School. (47.5% in 2018)

Priority	2018-19 Actions completed	2018-19 Impact of actions	2019-20 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"> Additional Teaching Assistant Support provided in Year 11 lessons to specifically work with PP students in the final term of their courses Literacy intervention for Y7 PP students. 	<p>Maths Y11 61.5% of PP students achieved 9-4 in Maths (58% in 2018) 100% of PP students achieved 9-4 in statistics</p> <p>English 73.1% of PP students achieved 9-4 in English</p> <p>Year 7 Maths - 17 of the intervention students were PP. 16 of them met or exceeded their target.</p> <p>Year 7 English – 67% of PP students on or above target at the end of Year 7</p>	<ul style="list-style-type: none"> Continue to support students with complexities. Roll out use of PP profiles Monitor closely Y8 & 11 Pupil Premium students' progress.
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"> All staff to have a PM target linked to Pupil Premium. Progress of disadvantaged student's forms a part of T&L targets. Middle Leaders - Specific PP analysis following data points which is discussed in link meetings and actions identified. Pupil Premium students to form a part of each work scrutiny and comparisons to non-PP students made. Create annual pen portraits of disadvantaged students to improve communication of students' needs from year to year / teacher to teacher. Track progress of PP students who are also 'late admissions' to the school. 	<p>PP Late admissions Y11 One PP student was also a late admission to the school. Student was supported to achieve 7+ in English and Maths</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'. Y11 attendance issues. Explore opportunities to work with colleagues across the Chimney House Alliance
Increase the support of HLTAs in English and Maths and implement	<ul style="list-style-type: none"> PP students received intervention and support from October onwards. 	<p>Maths End of KS3 71% of PP students on or above target (8% gap)</p>	<ul style="list-style-type: none"> Data used to drive intervention decisions. Ensure students who receive

<p>targeted additional intervention to provide support for Pupil Premium students</p>	<ul style="list-style-type: none"> • Revision guides provided, and time given in registrations and lunchtimes to use Mathswatch and other online resources. • Y11 PP students supported in Science. 	<p>Y10 62.5% of PP students on track to achieve 9-4 grades. PP outperforming non-PP</p> <p>English End of KS3 69% of PP students on or above target (7% gap) Y10 62.5% of PP students on track to achieve 9-4 grades in English Language and 62.5% of PP students on track to achieve 9-4 in English Literature.</p> <p>Improved rates of progress in Maths and English in KS3 and KS4 for PP students.</p> <p>KS3</p> <table border="1" data-bbox="1081 667 1675 842"> <thead> <tr> <th></th> <th colspan="2">On / Above Track</th> </tr> <tr> <th></th> <th>English</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>67%</td> <td>84%</td> </tr> <tr> <td>Y8</td> <td>67%</td> <td>84%</td> </tr> <tr> <td>Y9</td> <td>69%</td> <td>71%</td> </tr> </tbody> </table> <p>KS4</p> <table border="1" data-bbox="1081 938 1675 1038"> <thead> <tr> <th></th> <th>English P8 Gap</th> <th>Maths P8 Gap</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>-0.803</td> <td>-0.696</td> </tr> <tr> <td>2018/19</td> <td>-0.383</td> <td>-0.696</td> </tr> </tbody> </table>		On / Above Track			English	Maths	Y7	67%	84%	Y8	67%	84%	Y9	69%	71%		English P8 Gap	Maths P8 Gap	2017/18	-0.803	-0.696	2018/19	-0.383	-0.696	<p>intervention fully address the gaps in knowledge.</p> <ul style="list-style-type: none"> • MFL support in Y11 guidance team. Registration time used for intervention.
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<p>Use the 'Individual Fund' to ensure that Pupil Premium students have access to the same opportunities as the whole school community</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 	<p>Funded trip attendance</p> <table border="1" data-bbox="1081 1150 1442 1374"> <thead> <tr> <th></th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>63%</td> </tr> <tr> <td>Year 8</td> <td>62%</td> </tr> <tr> <td>Year 9</td> <td>No funding required for Y9 trips</td> </tr> </tbody> </table>		2018-19	Year 7	63%	Year 8	62%	Year 9	No funding required for Y9 trips																	
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<p>Continue to provide free breakfast and transport home at the end of the day.</p>	<p>payment schemes for Pupil Premium students</p> <ul style="list-style-type: none"> • Extra-curricular programme publicised to parents for each term. • Minibus provides free transport home • Free breakfast provided 	<table border="1" data-bbox="1088 197 1442 276"> <tr> <td>Year 10</td> <td>33%</td> </tr> <tr> <td>Year 11</td> <td>31%</td> </tr> </table> <p>9 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>	Year 10	33%	Year 11	31%	<ul style="list-style-type: none"> • Guidance teams to sensitively promote the services available to students. • Consider enrichment opportunities for Y9 																
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<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. • Family support worker appointed to work with families where attendance of students is a concern. 	<p>In 2018-19 the attendance of Pupil Premium students in Y7-11 was 91.2% (90.3% in 2018) The attendance gap between PP and non-PP students nationally was 4.3% and is in line with disadvantaged students nationally.</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 to support 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>60% of Year 7 PP cohort secured a positive change in Reading Age, 65% of Year 8 PP cohort and 58% 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" data-bbox="1088 1082 1585 1382"> <thead> <tr> <th></th> <th>AMD</th> <th>Parents Eve</th> <th>Info Eve</th> <th>Options Eve</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>85% (4% increase)</td> <td>63%</td> <td>50% (6% increase)</td> <td>n/a</td> </tr> <tr> <td>Y8</td> <td>83% (1% increase)</td> <td>67% (10% increase)</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Y9</td> <td>89% (19%)</td> <td>89% (26%)</td> <td>n/a</td> <td>81% (3%)</td> </tr> </tbody> </table>		AMD	Parents Eve	Info Eve	Options Eve	Y7	85% (4% increase)	63%	50% (6% increase)	n/a	Y8	83% (1% increase)	67% (10% increase)	n/a	n/a	Y9	89% (19%)	89% (26%)	n/a	81% (3%)	<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
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<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. • Disadvantaged students form a part of all QA activities in school. • High impact feedback strategies piloted, and new feedback policy developed for Sept 19 	<p>2018-19 BlueSky Quality Assurance reports -</p> <ul style="list-style-type: none"> • Teaching ensures that the progress of disadvantaged students is in line with or is rapidly approaching that of non-disadvantaged students. 84.7% Good Practice and 5.1% of QA activities rated this as a clear strength. • Assessment and feedback to disadvantaged students provides timely and clear advice, which they put into practice. 82.8% of QA reports rated as Good Practice and 3.4% identified this aspect as a clear strength. • Quality Assurance reports indicate the quality of work produced by PP students is in line with that of non-PP. 	<ul style="list-style-type: none"> • Continue to embed the requirement of students to act on feedback • Consistent use of high impact feedback strategies across curriculum areas. 															
<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. 	<ul style="list-style-type: none"> • Data indicates gaps between PP and non-PP are closing across KS3. • Improved tracking of focus groups and successful interventions shared. • End of Y10 Data analysis with SLT and Guidance Team Leader informs next steps for intervention with the next cohort 	<ul style="list-style-type: none"> • CTL link meetings include post data point meetings with SLT to triangulate data and outcomes of QA activities. • Y10 exams to take place earlier, allowing more time to act on data and inform intervention plans in the summer term. 															