

CHS Pupil Premium Strategy Statement (Secondary)



1. Summary information					
School	Congleton High School				
Academic Year	2019-20	Total PP budget	£147000	Date of most recent PP Review	27/02/18
Total number of pupils	179	Number of pupils eligible for PP		Date for next internal review of this strategy	Sept 20

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 9-4 incl. EM	57.7%		
Progress 8 score average	-0.24		
Attainment 8 score average	43.04		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy and numeracy skills for some students prevents them from making progress
B.	Whilst the gap between disadvantaged students at Congleton and all students nationally is small, we recognise the need to ensure that we further reduce the in-school gap.
C.	The lack of self-belief, motivation and ambition amongst some disadvantaged students.
D.	Some PP students require additional care, support and guidance (pastoral)

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance rates for students eligible for PP are below the attendance for non- disadvantaged students nationally (gap of 4.3%).
F.	Parental Involvement of PP students

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Ensure PP students' outcomes in English and Maths are in line or better than non-PP outcomes.	Rates of progress in maths and English in KS3 and KS4 for PP students is in line or better than 'others' or the gap continues to close rapidly.
B.	Boys PP attainment and effort to be in line with girls PP across the curriculum Boys PP attainment and effort to be in line with non-PP boys across the curriculum.	Rates of progress for boys are in line or better than progress measures for girls or the gap is closing rapidly. Attitude to Learning grades of PP students are in line with or better than 'others' or the gap continues to close rapidly.
C.	Improved progress of students eligible for PP.	Rates of progress for PP students are in line or better than progress measures for non-PP or the gap is closing rapidly.
D.	Increased attendance rates for students eligible for PP.	Minimise the gap in attendance between disadvantaged students and all other students. Attendance analysis completed by year group.
E.	Improved links between home and school and students	Reduce the number of absences for PP students. Overall attendance among students eligible for PP improves, closing the gap to within 3% of 'non-disadvantaged' students nationally.

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review?	How will you evaluate & evidence impact?
C	Use the 'Individual Fund' to ensure that Pupil Premium students have access to the same opportunities as the whole school community	It is a basic requirement of lessons and students should not be hindered for not being able to produce revision guides or required equipment.	Requests will come from students, parents and teachers for equipment that they may require for their studies. All requests go through our Pupil Premium bid process. Finance to record the information and ensure all resources are appropriate. All Year 10 and Year 11 students to receive a free pack of revision guides	Termly	Reduced number of E3's issued.

A, B, C,E	To increase the focus, monitoring and accountability to ensure intervention in curriculum / guidance teams is implemented effectively and at the earliest opportunity.	<p>Evidence suggests that rigorous tracking and monitoring of PP students facilitates progress.</p> <p>Previous success and improved outcomes for PP students in 2018</p>	<p>All staff to have a PM target linked to Pupil Premium. Progress of disadvantaged student's forms a part of T&L targets.</p> <p>Middle Leaders - Specific PP analysis following data points which is discussed in link meetings and actions identified.</p> <p>Pupil Premium students to form a part of each work scrutiny and comparisons to non-PP students made.</p> <p>Focus group data / tracking sheets shared for Year 10 & 11. Briefings used to update staff following data analysis.</p> <p>Time is allocated in curriculum meetings to discuss intervention with, and the impact of this, on disadvantaged students</p> <p>Member of support staff to work alongside GTLs to mentor underachieving Y11 boys and support with Homework intervention.</p> <p>Create annual pen portraits of disadvantaged students to improve communication of students' needs from year to year / teacher to</p>	<p>Nov 19</p> <p>Ongoing</p> <p>Following all QA deadlines</p> <p>Following each data point</p> <p>Nov 19</p> <p>Nov 19</p> <p>Oct 19 / Summer 2020</p>	<p>Progress data</p> <p>Blue Sky QA reports</p> <p>Progress data</p> <p>Progress data / Curriculum Area Self Evaluation</p> <p>Progress data</p> <p>Progress data / ATL data</p> <p>Reduction in H3's</p>
A, B, C	Accelerated Reader Subscription for Year 7 & 8	<p>Past success from developing students reading ages from primary education.</p> <p>Evidence of students not being able to access all subjects due to</p>	This is used and led by the English department working alongside the LRC. Sessions are written into the curriculum and delivered in Year 7 & 8	July 2020	STAR reading test – Growth Report.

A, B, C,	To develop the range of High Impact feedback strategies and embed the requirement of students to act on this feedback.	EEF identify High Quality Feedback as the strategy with the most robust evidence of enhancing student progress.	T&L Team Meetings and INSET time used to share the most effective forms of feedback. Embed High Impact Feedback strategies along with 'Going Green', the requirement of student to act on feedback. Specific Pupil Premium work	Ongoing	BlueSky QA reports. PP only QA sample
Total budgeted cost					£24,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review?	How will you evaluate & evidence impact?
A	Increase the support of HLTAs in English and Maths and implement targeted additional intervention to provide support for Pupil Premium students	CTL monitoring indicates positive progress for PP students who receive intervention.	Teachers are closely monitoring Pupil Premium students' progress and using data to inform intervention groups.	Following each data point	Post data point analysis. KS4 progress assessment sheets, focus group analysis.
D, A, B, C, E	Continue to focus on increasing attendance of Pupil Premium students so that students are in lessons and learning	Current gap in attendance between PP and non-PP students. Lack of attendance has a significant impact on student progress.	Guidance Team Leaders will work with Tutors, Attendance Officer and the Family Support Worker to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school.	Summer 2020	Attendance records Reduced number of persistent absences and gap between attendance of PP and non-PP students closing.

A, C	Provide revision guides for all PP students	Students should not be hindered for not being able to access revision guides or required equipment.	Co-ordinated centrally for all subjects. CTL's to advise on required resources. PP lead to check all students have received their pack of revision guides.	Nov 2019	Post data point analysis. KS4 progress assessment sheets
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Total budgeted cost £115,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review?	How will you evaluate & evidence impact?
A, D	Provide free breakfast and transport home at the end of the day.	Many PP students rely on school buses as they do not live within walking distance of school. Previous increase in PP attendance to extra-curricular clubs due to availability of free transport home.	Guidance teams to sensitively promote the services available to students.	Termly	Free Minibus service registers Attendance to extra-curricular clubs
C, E	Provide financial support for attendance on school trips.	Involvement in school trips provide valuable learning experiences for students. Financial constraints should not be a limiting factor to the range of experiences available to disadvantaged students. Previous experience demonstrates positive impact of trips on students' subsequent attitude and behaviour in school.	Staff to sensitively promote funding available for trips. Number of students attending school trips tracked and students not engaging encouraged to get involved by tutors.	Termly	Report on number of students attending trips, monitored each term.

Total budgeted cost £12,000

