

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cheadle Hulme High School
Number of pupils in school	1380 (+300) 6 th Form
Proportion (%) of pupil premium eligible pupils	234 (16%) - not including 6 th Form
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Mr D Brown
Pupil premium lead	Mr J Peet
Governor / Trustee lead	Mr A Jarvis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,495
Recovery premium funding allocation this academic year	£31,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£211,525

Part A: Pupil premium strategy plan

Statement of intent

At Cheadle Hulme High School we approach our use of Pupil Premium to deliver the following agreed principles:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight impact we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Pupil Premium.

Through a series of ‘challenge’ meetings we have identified local needs and put these against the known ‘best practice’ outlined in those documents and sources mentioned above.

We subscribe to DfE guidance that states:

‘Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas below but focusing on teaching quality - investing in learning and development for teachers.’

Cheadle Hulme High School serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the Stockport area. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot

assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Heads of Year, Senior Head of Year, Heads of House and Senior Head of House to identify emerging needs and deliver interventions.

At the same time, historically, we have evidence that points us towards four broad barriers in the Stockport area:

- A. Family history of reduced engagement with school life such as attendance at parent consultation evenings
- B. No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- C. Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
- D. Throughout the 2017-18 and 2018-19 academic year the attendance of those pupils eligible for the Pupil Premium fell below other students. Comparisons beyond this were difficult to make given impact of Covid-19 but we believe that this is likely to emerge again once attendance returns to pre pandemic levels.

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at improving the quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers. By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at CHHS, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps and address them as early as possible. Therefore, during the academic year we will increase, even more, our provision and interventions (when needed) at Key Stage 3. However, following a review of our 2018-19 and 2019-20 plans, we have also identified the following additional targets (local issues) that we endeavour to improve through use of the Pupil Premium Grant.

Challenges

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

Challenge number	Detail of challenge
1: Progress and attainment	Although they out perform their non-disadvantaged peers (nationally) there is a gap in the progress 8 scores of disadvantaged pupils at CHHS when compared with those from non-disadvantaged back grounds.
2: Attendance	Prior to Covid-19 lock downs we observed that the attendance of disadvantaged pupils, although higher than national levels, is lower than our pupils from non-disadvantaged backgrounds.
3: Curriculum gaps	Our House System observations suggest many lower attaining disadvantaged pupils lack metacognitive and/or self-regulation strategies when faced with curriculum challenges. This can often lead to curriculum gaps in core subject areas.
4: Literacy and numeracy levels on entry	Standard scores indicate that disadvantaged pupils have a lower level of literacy and numeracy on entry.
5: Aspirations	Traditionally we have observed that students from more disadvantaged background, on average, lack the aspiration of their non-disadvantaged peers. This can often be seen in the numbers aspiring to study at top universities or undertake higher level apprenticeships.

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
Improved progress at the end of KS4.	No significant differences in progress 8 measures
Improved attainment at the end of KS4.	No significant differences in attainment 8 measures.
Improved attainment across Core.	A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure
Improved attainment across EBacc	No significant difference in percentage of students gaining the EBacc.
Pupils access the post-16 destination of their choice.	Maintain the current broadness of destination measures

Improve and sustain the wellbeing for all pupils including those from disadvantaged backgrounds.	Ensure that there is no difference in the engagement of PP and non-PP students in House activities at Key Stage 3.
Improve and sustain the wellbeing for all pupils including those from disadvantaged backgrounds.	Ensure that no child is prevented from accessing opportunities due to their financial background.

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

Budgeted cost: £45K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching and learning (ARC, CPD and SDP).	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning. Development of ARC and further CPD to focus on the quality of teaching and learning across the school. Best Practice (EEF +8 months)	1,3 and 5
Focus on Metacognition and self-regulation.	Teaching staff will be supported (through our CPD model) to learn and understand metacognition and self-regulation approaches. These strategies will also form part of the content delivered to parents through support evenings and will form the core themes of intervention provided by the Head of House team. Best Practice (EEF+7 months)	1,2 and 3
Pupil Premium Champion as member of the Senior Leadership Team	Local and national evidence suggests that having a named (senior) Pupil Premium Champion ensures that those students from deprived background are never missed. Champion the cause of PP students, challenge the strategic direction of the	1,2, 3,4 and 5

	<p>school (with PP in mind), track progress and act fast to close any emerging differences. Lead other champions (when in post) and the Head of House team. Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff</p> <p>Pupil Premium guidance has continually stressed the importance of focussing on the use of Pupil Premium from the Leadership team down.</p>	
Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention.	<p>Year 7 cohort: Appropriate screening of pupils to identify students requiring literacy interventions. Fresh start: Intensive phonics intervention programme. Accelerated reader programme: KS2 significantly below 100 – withdrawal for intensive support with specialist Learning Support Service staff.</p> <p>Best Practice (EEF +5 months – Reading comprehension strategies)</p>	1,2 and 4
Additional sessions for English recovery curriculum delivered by teaching staff.	<p>The timetable structure and curriculum plan at CHHS allows time for 1:1 tuition during a morning form time and during the longer ‘Cornerstone’ Friday session. Several different sessions will take place across the year and will target Year 10 and 11 students.</p> <p>Best Practice (EEF +4 months – Small group tuition)</p>	1, 2 and 5
Development and delivery of recovery curriculum as well as future delivery of remote learning in the event of both a full and partial lockdown.	<p>Work undertaken to implement an online offer via SharePoint and Teams. This will involve time spent resourcing our online offer and providing students with the training and hardware to access. There will also be some roll out of technology to support the teaching team.</p>	1, 2 and 3
Science Options	<p>Increase in staffing to allow additional triple science class so that no student is deprived the opportunity to access this course.</p>	1 and 5

Targeted academic support

Budgeted cost: £102K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing levels within English, Maths and Science increased to allow focus class across all Key Stages	Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention (outside of normal class time) if and when needed. Also, allow staff to engage in peer tutoring scheme. A member of staff to focus on form time numeracy. Best Practice (EEF +4 months)	1, 4 and 5
Extra Form Groups	Three additional small groups created at Key Stage 4 that will allow a subject specialist (focus on Core) to have a new form group that will focus each specific subject for a ½ term at a time. Best Practice (EEF +4 months – Small group tuition)	1
Tutoring Remote	External virtual tutoring targeted at PP (including LAC) students where identified by either parents/carers or class teacher. Laptop also provided where required to improve home access. Best Practice (EEF +5 months – one to one tuition)	1
Wednesday afternoons and holiday catch up	Employment of staff across Wednesday afternoons and holidays to provide both one to one and small group tuition.	1 and 3
Extracurricular funding	1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Calculators. (4) PE equipment. (5) House Team kit.	1 and 3
Learning Support Assistant	Learning Support Assistants are given a specific focus to support their assigned faculty with development of resources. They will be given a specific role for targeting PP students of lower ability. Where appropriate they will also act as	1, 2 and 3

	mentors. Funding for employment and training.	
Support vulnerable students with specific SEMH challenges caused by lockdown	To build capacity within the organisation to work closely with students who have SEMH needs. This appointment will have a particular focus on the relationship between home and school	2 and 3
Careers Interviews	Appointment of both a Trust Careers Advisor and Apprentice Careers Advisor to offer enhanced 1 to 1 meetings as well as regular drop in sessions for all student.	5

Wider strategies

Budgeted cost: £65K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Library Love of Reading	Enhanced hours for librarian, introduction of library focussed lessons, purchase of materials and whole school focus on reading. Including screening and catering for the bottom 20% of reading abilities. (Best Practice EEF +5 months – Reading comprehension strategies)	1, 3 and 4
Non-Teaching member of staff with focus on FSM attendance. Review and purchase of new rewards.	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. Non-Teaching Heads of Year will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance takes a 3% hit or is below 94%.	2
Heads of House with focus on progress and attainment. Creation of 'Senior' Head of House role.	Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in House activities. Set a model of high expectation.	3 and 4
Life after Laurus	Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.	1, 2 and 5

New Post: Assistant Head of Year focus on attendance	Recruitment to new post of Assistant Head of Year with focus on improving attendance by way of improved relationships with home. Best Practice (EEF +4 moths – Parental Engagement)	1 and 2
Re-launch of Preparation and Practice policy with support through the 'Study Hub'.	Target PP students to build habits of practice and perseverance. Also allows for smaller specialist tuition where and when needed and in response to progress checks. Provision both before and after school (with access to IT and teacher support) is made available in a central location. The success lounge will be manned by the Head of House who will also provide timely 'Learning to Learn' input.	3 and 5
New Post: Academic Enhancement and Aspiration	Whole Trust approach to Academic Enhancement and Aspiration with a focus on increased conversion rates to Degree Apprenticeships and competitive universities.	5
Sports Leaders. Duke of Edinburgh Award.	Funding to support students from more deprived backgrounds to access extra-curricular leadership and service opportunities. Best Practice (EEF - Sports Participation +4 months)	3
Personal Development Curriculum - SEN	Staffing to create and deliver SEN focussed Personal Development curriculum. Specific focus on the skills needed to support transition between key stages and post-16.	1, 2 and 5
Trust Wellbeing Lead	Availability of in house. Rapid access emotional support.	2

Total budgeted cost: £212K

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We continue to review our strategy in line with the process detailed below and will update this document accordingly later in the 2021/22 academic year.

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Cheadle Hulme High School this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of '**progress checks**' which in turn allows middle and senior leaders to make informed choices.

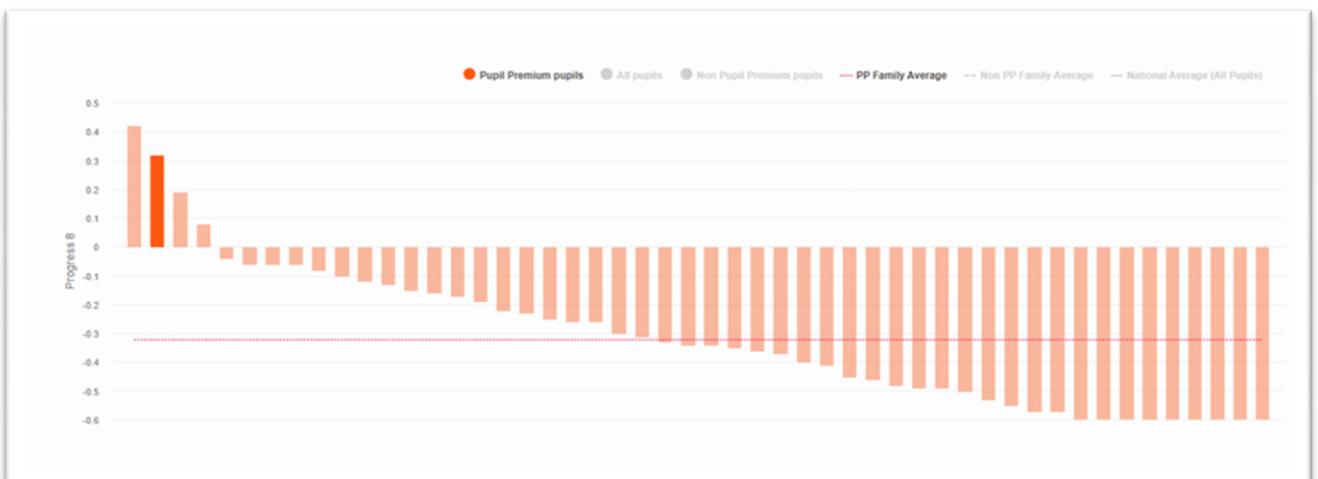
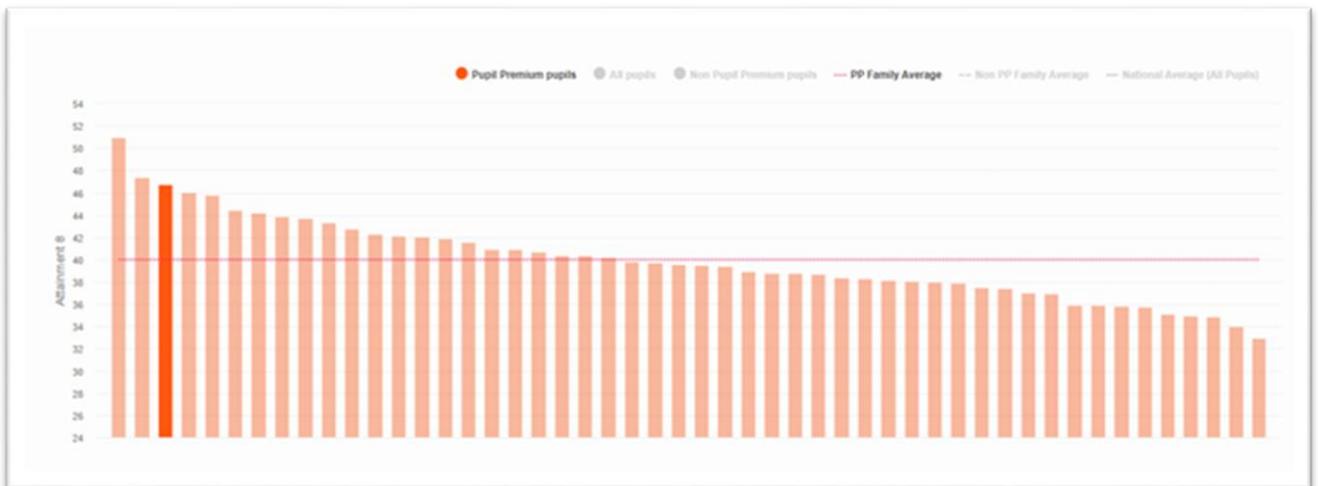
We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

	Day to Day short term	Medium Term	Longer Term
Staff and/or positions involved:	<p>HOH meet on a weekly basis with AHT and DHT to review and plan interventions.</p> <p>HOH link with departments and HOY to track and review interventions.</p> <p>Reports made to HT and rest of SLT at weekly SLT meetings.</p> <p>SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to HOH through relevant link. HOY</p>	<p>Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HoS. DHT (FSM) specifically looks at FSM. All subjects receive reports and progress and attainment of FSM students.</p> <p>AHT and DHT report to HT.</p> <p>Directors of Core report to DHT and HT on matters concerning staffing.</p>	<p>AHT and DHT draw up plans from shared strategic vision with HoS.</p> <p>SLT track and monitor national trends and developments to measure and inform interventions at CHHS.</p> <p>SDP informs department and faculty DP which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out of data with and by the DHT</p>

	and SHOY intervene with set procedures concerning attendance.	<ul style="list-style-type: none"> • PM and appraisal process. • 'Fireside' meetings. • Progress Meetings. 	who reports to departments. Whole school data tracked back to interventions.
Notes:	Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff.	Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.	Annual Report provided to the governors and published on the school website.

The EEF provides a benchmarking tool to compare outcomes across 'similar' families of schools. As you can see from both the Attainment 8 and Progress 8 graphics below students at Cheadle Hulme High School have consistently done well across the three-year period (2017 to 2019) included in this data set.



Further information

PROGRESS 8		2017	2018	2019
Average Total Progress 8	Disadvantaged	0.25	0.50	0.25

BASIC MEASURES		2017	2018	2019
Basics Level 2 (4+ Eng & Maths)	Other	86 %	86.6 %	83.8%
	Disadvantaged	59 %	68.8 %	62.8%
Basics Level 2 (5+ Eng and Maths)	Other	72 %	70.0 %	72.4%
	Disadvantaged	31%	50.0 %	39.5%

ATTAINMENT 8		2017	2018	2019
Average Total Attainment 8	Other	60.66	59.56	60.46
	Disadvantaged	44.87	48.25	45.19
Average Attainment 8 Grade	Other	6.07	5.96	6.05
	Disadvantaged	4.49	4.83	4.52