



LAURUS
TRUST

2017 – 2018 Pupil Premium Review

Cheadle Hulme High School

Review and tracking process

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 attainment 'gap' 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.

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 and SHOY intervene with set procedures concerning attendance.</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> <ul style="list-style-type: none"> • PM and appraisal process. • 'Fireside' meetings. • Progress Meetings. | <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 who reports to departments. Whole school data tracked back to interventions.</p> |
| Notes: | <p>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.</p> | <p>Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.</p> | <p>Annual Report provided to the governors and published on the school website.</p> |

Review of headline data

| PROGRESS 8 | | 2017 | 2018 | Difference 2017 v 2018 |
|---------------------------------|---------------|-------------|-------------|-------------------------------|
| Average Total Progress 8 | Disadvantaged | 0.25 | 0.55 (TBC) | 0.30 (TBC) |

| BASIC MEASURES | | 2017 | 2018 | Difference 2017 v 2018 |
|--|-------------------|-------------|---------------|-------------------------------|
| Basics Level 2 (4+ Eng & Maths) | Other | 86 % | 86.1 % | + 0.1 % |
| | Disadvantaged | 59 % | 69.6 % | + 10.6 % |
| Other v Disadvantaged | Difference | 27 % | 16.4 % | - 10.6 % |
| | | | | |
| Basics Level 2 (5+ Eng and Maths) | Other | 72 % | 70.4 % | - 1.6 % |
| | Disadvantaged | 31% | 47.8 % | + 16.8 % |
| Other v Disadvantaged | Difference | 41% | 22.6 % | - 18.4 % |

| ATTAINMENT 8 | | 2017 | 2018 | Difference 2017 v 2018 |
|-----------------------------------|-------------------|---------------|---------------|-------------------------------|
| Average Total Attainment 8 | Other | 60.66 | 59.7 | - 0.96 |
| | Disadvantaged | 44.87 | 48.6 | +3.73 |
| Other v Disadvantaged | Difference | -15.79 | - 11.1 | + 4.69 |
| | | | | |
| Average Attainment 8 Grade | Other | 6.07 | 5.97 | - 0.1 |
| | Disadvantaged | 4.49 | 4.86 | + 0.37 |
| Other v Disadvantaged | Difference | - 1.58 | - 1.11 | + 0.47 |

Review of interventions

| INTERVENTION | REVIEW | JUDGEMENT |
|--|---|--|
| Focus on Feedback as part of quality teaching and learning (ARC, CPD and SDP). | <ul style="list-style-type: none"> • <i>Assessment points.</i> • <i>2018 GCSE results.</i> • <i>SDP.</i> • <i>QA.</i> • <i>KS3 Data.</i> | CONTINUE INTO 2018/19 |
| Pupil Premium Champion on Leadership Team. | <ul style="list-style-type: none"> • <i>Assessment points.</i> • <i>2018 GCSE results.</i> • <i>PM Cycle.</i> • <i>Survey Data.</i> • <i>KS3 Data.</i> | CONTINUE INTO 2018/19 Expand training given turnover of staff. Add sessions into the FPL rota. Recognise position with department TLR structures. |
| Non-Teaching member of staff with focus on FSM attendance. | <ul style="list-style-type: none"> • <i>Survey Data.</i> • <i>Attendance data.</i> | CONTINUE INTO 2018/19 Review attendance plans and targets for September. Introduction of new policy and refresh of 'here today, here tomorrow.' |
| Heads of House with a focus on progress and attainment. | <ul style="list-style-type: none"> • <i>2018 GCSE results.</i> • <i>Participation data.</i> • <i>Attendance data.</i> | CONTINUE INTO 2018/19 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • <i>PM cycle.</i> • <i>Survey Data.</i> • <i>KS3 Data.</i> | |
| Entheos and Dream Believe Achieve. | <ul style="list-style-type: none"> • <i>Survey Data.</i> • <i>Attendance Data.</i> | CONTINUE INTO 2018/19 |
| Staffing levels within Maths and English increased to allow focus classes across all Key Stages. | <ul style="list-style-type: none"> • <i>2018 GCSE results.</i> • <i>KS3 Data.</i> • <i>QA.</i> • <i>SDP.</i> • <i>PM Cycle.</i> | CONTINUE INTO 2018/19 Particular focus on Maths for start of 2018/19. |
| Success Lounge: Key Stage 3 Study Club | <ul style="list-style-type: none"> • <i>KS3 Data.</i> • <i>Attendance Data.</i> • <i>Survey Data.</i> | CONTINUE INTO 2018/19 |
| The Brilliant Club | <ul style="list-style-type: none"> • <i>Destination data</i> • <i>Attendance data</i> • <i>Survey data</i> | CONTINUE INTO 2018/19 Bring in house and increase percentage of PP. |
| Science GCSE options | <ul style="list-style-type: none"> • <i>KS4 options data</i> | CONTINUE INTO 2018/19 |
| Personal Equipment. | <ul style="list-style-type: none"> • <i>KS3 Data.</i> • <i>Attendance Data.</i> • <i>Survey Data.</i> | CONTINUE INTO 2018/19 |
| Learning Support Assistants | <ul style="list-style-type: none"> • <i>KS3 Data.</i> • <i>Attendance Data.</i> • <i>2018 GCSE results.</i> | CONTINUE INTO 2018/19 |



| | | |
|--------------------------------------|--|-----------------------|
| Fit 4 Figures and Fit 4 Reading | <ul style="list-style-type: none"> • <i>KS3 Data.</i> | CONTINUE INTO 2018/19 |
| Music Tuition and Spotlights Funding | <ul style="list-style-type: none"> • <i>KS3 Data.</i> • <i>Attendance Data.</i> • <i>2018 GCSE results.</i> | CONTINUE INTO 2018/19 |
| Study Visits | <ul style="list-style-type: none"> • <i>KS3 Data.</i> • <i>Attendance Data.</i> • <i>2018 GCSE results.</i> | CONTINUE INTO 2018/19 |
| Breakfast Club | <ul style="list-style-type: none"> • <i>Attendance Data.</i> • <i>2018 GCSE results.</i> | CONTINUE INTO 2018/19 |

