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# Pupil Premium Three Year Strategic Plan

Updated November 2020

Cheadle Hulme High School



## The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2020 – 2021 academic year:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £955
- Looked-after children £2345 (Via the relevant virtual school head (VSH))
- Children who have ceased to be looked after by a local authority £2345
- Pupils recorded as 'Ever 6 Service Child' £300

For the 2020-2021 academic year Cheadle Hulme High School are estimating the following Pupil Premium funding:

Number of students eligible (as of September 2020)

	Number of students eligible	Funding
Year 7	42	£40,110
Year 8	31	£23,985
Year 9	44	£41,140
Year 10	50	£46,750
Year 11	53	£49,555
		£201,540



## Pupil Premium Plus

The conditions of grant for the Pupil Premium state that:

*'The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.'*

The Pupil Premium Plus Grant for 2020-21 is **£2345**. Given that we deal with a number of different Local Authorities concerning our *Looked After Children*, it is becoming increasingly clear that policy and procedures for accounting for this spend will differ. **Furthermore, we will not, in some cases, receive the full amount.** Therefore, although all LAC will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority. Interventions will be decided during the completion of the PEP and will be based on the individual needs of each LAC. This money is to be used on top of, rather than an extension of, our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:

- Academic achievement and attainment
- Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)
- Attendance – including difficulties leaving a parent/carers in the morning and school refusal.
- Inclusion [by reducing internal and external exclusion]
- Transition between Key Stages or from school-to-school during placement changes
- Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma. This may manifest as anxiety, self-regulation and support during unstructured times of the school day.

The impact of this spend will be detailed in each PEP (throughout 2020/21).

**We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each PEP.**



## Deciding on our 2020-2021 Budgeted Pupil Premium Spend

At Cheadle Hulme High School, we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium since its inception in April 2011. We were recognised, by way of a 'Local Pupil Premium Award' in 2016. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2020-2021, we have once again reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- *'The Pupil Premium, how schools are spending the funding successfully to maximise achievement.'* OFSTED (2013).
- *'The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.'* OFSTED (2012).
- *'Evaluation of Pupil Premium Research Report',* Department for Education, (July 2013).
- *'A guide to Effective Pupil Premium Reviews by the Teaching School Council.'* (2018)
- *'The EEF guide to the pupil premium'.* (2019)

Thirdly, we increasingly compare our experiences to other similar schools:

<https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database/cheadle-hulme-high-school-sk8-7jy>

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- ☐ 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.

### **Teaching**

Schools arrange training and professional development for all the their staff to improve the impact of teaching and learning for pupils.

### **Academic support**

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

### **Wider approaches**

This may include non-academic use of the pupil premium such as:

- *school breakfast clubs*
- *music lessons for disadvantaged pupils*
- *help with the cost of educational trips or visits*
- *speech and language therapy*



Schools may find using the pupil premium in this way helps to:

- *increase pupils' confidence and resilience*
- *encourage pupils to be more aspirational*
- *benefit non-eligible pupils*



## Local context and barriers

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) Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- (D) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

All of our strategies can be linked to these local issues. In recent years we have carried out considerable research into the location of the homes of our cohort. We think that this is important given the polarised nature of our intake and our catchment area. By using freely available software to map the geography of our Pupil Premium cohort we can carry out a full analysis of progress and attainment on exit. We are yet to identify any obvious patterns within our Pupil Premium cohort apart from the fact that some of our cohort make a substantial journey to attend school. We cannot, however, make a clear link between this and attainment.

(E) Throughout the 2017-18 and 2018-19 academic year the attendance of those pupils eligible for the Pupil Premium fell below other students.



## Core Targets for the next three years

**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.

When comparing our Pupil Premium and Non-Pupil Premium cohort there will be:

1. No significant differences in progress 8 measures. \*
2. No significant differences in attainment 8 measures. \*
3. A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure.
4. No significant difference in percentage of students gaining the EBacc. \*
5. Maintain the current broadness of destination measures.
6. Ensure that there is no difference in the engagement of PP and non-PP students in House activities at Key Stage 3.
7. Ensure that no child is prevented from accessing opportunities due to their financial background.

### (\*) Notes:

**Significance:** Significance tests will be performed on the data using a 95% confidence interval. The disadvantaged values will be tested against the whole school figures for each measure. No calculation will result in a value that lies -1.96 standard deviations from the mean and will therefore be considered to have positive or no statistical significance.

**EBacc:** This target is calculated as a percentage of those students who actually took the EBacc and not of the whole cohort.



## Detailed Strategy

Desired outcome	Strategy	Reason for intervention	Explanation
All PP students meet or exceed targets as a result of quality first teaching.	Focus on Feedback as part of quality first teaching and learning (ARC, CPD and SDP).	Best Practice (EEF +8 months)	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 feedback as part of quality teaching across the school.
All PP students meet or exceed targets.	Focus on Metacognition and self-regulation.	Best Practice (EEF+7 months)	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.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Pupil Premium Champion on Leadership Team	Best Practice	Champion the cause of PP students, challenge the strategic direction of the 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.
There is no difference between the attendance of PP students and other	Non-Teaching member of staff with focus on FSM attendance. Review and purchase of new rewards.	Best Practice and Local Barrier	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

students.	Increased engagement with parents.		contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance takes a 3% hit or is below 94%.
There will be no difference in participation rates of PP students when compared to other students.	Heads of House with focus on progress and attainment. Creation of 'Senior' Head of House role.	Best Practice and Local Barrier	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.
Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.	Futures Programme.	Best Practice	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.
All PP students will be fully equipped to achieve the basic qualifications of English and Maths.	Staffing levels within English, Maths and Science increased to allow focus class across all Key Stages	Best Practice (EEF +4 months)	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.

All PP students will develop excellent behaviours for learning.	Re-launch of Preparation and Practice policy with support through the 'Study Hub'.	Best Practice (EEF +5 months)	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.
Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes. Aspirations will not be limited by financial background.	The Brilliant Club  Apertura	Best Practice and Local Barrier	Creation of the 'Chain' will see a renewed focus on our higher ability PP students. As part of this scheme we will engage with The Brilliant Club.
National trends around the take up of STEM subjects, specifically by girls, will be reversed.	Science GCSE options.	Best Practice and Local Barrier	We have identified a local issue with the uptake of Science at Key Stage 4. Therefore, we have planned a series of interventions to raise aspirations and awareness of this route which in turn will see an increase in transition to our Sixth Form.
No child will be disadvantaged because of their background.	Personal Equipment.	Best Practice	(1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Calculators. (4) PE equipment. (5) House Team kit.

			(6) Food Technology equipment and ingredients. (7) Lockers.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Curriculum Support Assistants.	Best Practice	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 mentors.
No child will be disadvantaged because of their background.	Sports Leaders.  Duke of Edinburgh Award.	Best Practice (EEF - Sports Participation +4 months)	Students are supported through the Sport Leaders qualification.
The differences in progress and attainment that already exist on entry will be eradicated as soon as possible.	Fit 4 Figures and Fit 4 Reading.	Best Practice and Local Barrier (EEF - Sports Participation +4 months)	Focus on core subjects in Year 7 and 8 to address differences in performance. Allows for one-to-one tuition based around physical activity. Small group tuition from Maths and English specialists when needed.
No child will be disadvantaged because of their background.	Music Tuition, Spotlights Funding and some 1:1 tuition.	Best Practice and Local Barrier (EEF +5 months)	Data from Heads of House used to increase the number of PP students involved in Performing Arts.
No child will be disadvantaged because of their background.	Study Visits.	Best Practice and Local Barrier	No child will be disadvantaged because of their background.



No child will be disadvantaged because of their background.	Breakfast Club.	Best Practice	In the build up to exams students will be able to access a breakfast club where specialist staff are on hand to give support.
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## Review and tracking

### 2019/2020 Review – A note:

DfE guidance (published November 2020) stated:

*We understand that evaluating the pupil premium's impact in the 2019 to 2020 academic year will present difficulties as a result of reduced numbers of pupils having attended between March and July 2020. Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.*

We continue to review our strategy in line with the process detailed below and will update this document accordingly later in the 2020/21 academic year.

## 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 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
<b>Staff and/or positions involved:</b>	<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"> <li>• PM and appraisal process.</li> <li>• 'Fireside' meetings.</li> <li>• Progress Meetings.</li> </ul>	<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>
<b>Notes:</b>	<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

NOTE: Given the challenges associated with the 2020 data set we have not included that here.

<b>PROGRESS 8</b>		<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Average Total Progress 8</b>	Disadvantaged	0.25	0.50	0.25

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

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



## Year 7 Literacy and Numeracy catch-up premium

The Year 7 Literacy and Numeracy catch-up premium was removed for 2020/21 and beyond. Detailed below is a summary of how the allocation was spent during 2019/20.

To improve the progress in literacy the following interventions were put in place:

- Accelerated Reader. (overseen by the Whole School Literacy Specialists)
- Form time literacy sessions once a week, with specialist resources aimed at improving students' basic literacy levels.
- Fit4Reading (co-ordinated by the Whole School Literacy Specialists)
- Intensive support from specialist Learning Support Service staff.
- SPaG intervention for targeted students.
- Early Bird intervention for targeted students in KS3 coordinated by the Whole School Literacy Specialists.
- Spellzone programme for targeted students in KS3 coordinated by the Whole School Literacy Specialists.
- Fresh Start programme for targeted students in KS3 that are extracted from MFL and given curriculum time by the Whole School Literacy Specialists.

To improve the progress in numeracy the following interventions were put in place:

- KS2 students achieving a low KS2 score (<90) to receive normal maths tuition in small groups taught by a maths specialist; practical apparatus to be purchased for these groups.
- Fit for Figures sessions to be continued; providing extra maths support before school by Maths teacher alongside breakfast and sports mentoring. Mentoring provided by Year 10 students.
- Intervention homework set using <https://www.mymaths.co.uk/> and also <https://vle.mathswatch.co.uk/vle/> (licence required for both) following from assessments and consolidating work completed in class.
- Preparation and practise text books issued for new Year 7 cohort with regular consolidation opportunities, as directed by class teachers.
- Form Numeracy once a week in small target groups, alongside provision for all form groups.



- Students who are below the floor standard at KS2 (<100) will be monitored at assessment points and the department intervention policy will be enacted when required.



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