

Pupil premium strategy statement – Cheadle Hulme High School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1,675
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers	2025-26 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr D Brown
Pupil premium lead	Mr P Gaskell
Governor / Trustee lead	Mr I Castledine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,620
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£207,620

Part A: Pupil premium strategy plan

Statement of intent

At Cheadle Hulme High School, our pupil premium strategy is designed to ensure that we achieve the following key objectives:

- Outstanding rates of progress for disadvantaged students, in line with their peers
- Participation in all aspects of our curriculum and our comprehensive elective and personal development offer with an emphasis on promoting cultural capital and powerful knowledge
- Mitigation of any barriers to academic, social and emotional development

We use the following principles to guide our strategy:

Thorough Identification of Need

- We will thoroughly analyse which pupils are under-achieving and endeavor to work out why.
- We will identify any specific needs in our disadvantaged learners, recognising the diversity in our cohort - both existing and emerging.
- We will ensure that teachers, our pastoral and SEND team, know which pupils are eligible for Pupil Premium and that they maintain a keen eye on their progress.

Effective Provision

- We will maintain high expectations of the target group.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- We will use evidence to allocate funding to big-impact strategies.
- We will use achievement data to check if interventions are effective and adjust where necessary to ensure impact.

Leadership

- We will have a senior leader with an oversight of how Pupil premium funding is being spent.
- We will have a named governor who will oversee and challenge our use of Pupil Premium funding.
- We will use the funding strategically to ensure that it has the maximum impact on our disadvantaged learners.

- We will use extended and enhanced checking procedures to review the use of pupil premium funding to ensure that it is used strategically and has a positive impact on our students.

We have identified local needs and put these against the known 'best practice' outlined in the research literature.

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.'

As a result, we follow the recommended 'menu of approaches' as set out by the department of education.

- High quality teaching
- Targeted academic support
- Wider strategies

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 continue to develop our provision and intervention for our pupil premium cohort.

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. 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 we are not always dealing with obvious or common local barriers.

At the same time, historically, we have evidence that points us towards seven broad barriers in the Stockport area and within our school which are outlined in the table below.

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 our students out perform the combined average of non-disadvantaged and disadvantaged peers (nationally and locally) there is a gap in the progress and attainment scores of disadvantaged pupils at CHHS when compared with those from non-disadvantaged back grounds.
2. Family engagement	Attendance for some families can be a challenge, for example to parents' evenings, revision and information events.
3. Aspirations	Traditionally we have observed that students from more disadvantaged backgrounds, 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.
4. Loss of family income	Loss or lack of family income resulting in non-engagement with educational visits and reduced ability to purchase school equipment.
5. Attendance	Post 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. This is a continuing trend in the current academic year and during 2024-25.
6. Curriculum gaps	Feedback from our House System and Head of Department 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.
7. Literacy and numeracy levels on entry	Standardised scores gained from screening on entry indicate that some disadvantaged pupils have a lower level of literacy and numeracy on entry.

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 attainment at the end of KS4	No significant differences in attainment 8 measures.
No significant difference in the curriculum offers between disadvantaged and non-disadvantaged students.	Curriculum uptake numbers show no significant difference between disadvantaged and non-disadvantaged students.
An increase in parental engagement	An increase in participation rates at parent's evenings and information events
Students access the post-16 destination of their choice	All disadvantaged students will go on to post 16 provisions with an increase of those studying A-Levels. All Students provided with 1-2-1 support as part of post-16 interviews.
No student is prevented from accessing opportunities due to their financial background	There is no difference in participation rates between disadvantaged students and their peers
There is no significant gap in attendance between disadvantaged students and their non-disadvantaged peers	Attendance rates improve
Improved literacy and numeracy levels	Students will make improvements in their literacy and numeracy scores by at least three percentage points
Students with SEND who are in receipt of pupil premium funding will receive an enhanced level of support from the SEND and pastoral team	There is a joined-up approach between the SEND and pastoral team to meet the needs of these students with roles and responsibilities clearly defined
There is no significant gap in attendance between disadvantaged students and their peers in our wider cornerstones offer.	Comparable attendance rates for disadvantaged and non-disadvantaged peers

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above and we continue to review strategies and approaches developed in previous years.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vision for disadvantaged students shared with all stakeholders	Addressing Educational Disadvantage – ‘it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like’	1,2,3,4,5,6,7
Data packs will be distributed to all departments after each data entry – VACs/DALPs	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’	1,3
Data meetings will focus on disadvantaged students and identify actions to support students	Addressing Educational Disadvantage - ‘Adopt a culture of early intervention’	1,3,5

Focus on quality first teaching through professional learning	Professional Learning curriculum addresses educational disadvantages as part of a substantial offer of research informed practice, with focus on pedagogy. Includes the following: ARC – Action Research Communities Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage.’	1, 3, 6, 7
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	Extended whole staff Further Professional Learning (FPL) sessions. Weekly FPL sessions cover diverse offers from across the curriculum linked to disadvantaged students. Subject specific pedagogy sessions embedded into the timetable for teaching & SEND staff. Laurus Trust Research Reviews & Journal club. Addressing Educational Disadvantage – ‘Effective teaching is the best level for improving school and pupil outcomes. ‘Training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the chances of all pupils.	1, 3, 6, 7
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ARC sessions to focus on research and pedagogy	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’	1, 3, 6, 7
Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue	EEF Teaching and Learning toolkit + 7 months Addressing Educational Disadvantage – ‘It is important for teachers to explicitly teach metacognitive skills within their domain’	1, 3, 5, 6

Whole school focus on reading with a focus on disciplinary literacy in each curriculum area	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – ‘most things teachers do are important but teaching reading is essential’ ‘we must remember that one in four pupils are ‘below expected’ reading skill in year 7, such development of subject expertise will be inevitably stunted’	1, 7
Enhanced core subject staffing to ensure that we can group students flexibly according to class dynamics and the needs of specific students	EEF Teaching and Learning Toolkit + 2 months Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.	1, 3, 6
Feedback to disadvantaged students – learning discussions to take place regularly in lessons	EEF Teaching and Learning Toolkit + 8 months Addressing Educational Disadvantage – ‘Meaningful assessment is part of great teaching, including helping to identify gaps in learning’	1, 6

Purchase of standardized diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	EEF Toolkit + 6 months Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	6, 7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tuition for LAC students where appropriate.	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1, 6, 7
Support departments with the purchase of online resources and equipment to aid departments with recovery	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.’ ‘These cutting-edge resources can benefit all pupils at different points in their education’	2
Learning Support Assistants will be given a specific role for targeting PP students within lessons.	EEF Teaching and Learning Toolkit + 1 month	1, 6, 7

Additional staff recruited to support vulnerable students with specific SEMH and behavior challenges caused by lockdown.	EEF Teaching and Learning Toolkit +5 months 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, 5
Appointment of both a Careers Advisor to offer enhanced 1 to 1 meeting as well as a regular drop in sessions for all student.	Tracking of students Post 16 plans with targeted support and actions plans for our disadvantaged students.	3
Whole school Personal development opportunities of exceptional quality to develop disadvantaged students' talents and interests. For example, Apertura programme	Tracking participation of students from disadvantaged backgrounds in whole school elective opportunities with early intervention to tackle barriers. Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation. It aims to develop the critical thinking skills and curiosity needed to get to the top universities.	3
Literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – 'most things teachers do are important but teaching reading is essential' 'we must remember that 30% of our disadvantaged year 7 pupils have 'below expected' reading skill in year 7, such development of subject expertise prior will have been inevitably stunted'	7
Fresh start: intensive phonics intervention programme	EEF Teaching and Learning Toolkit + 6 months Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	7

	Addressing Educational Disadvantage – 'adopt evidence based small group reading interventions to address specific issues with word recognition and or language comprehension'	
Small group intervention programme with numeracy specialist for students identified as requiring additional support	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – 'There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning'	7
Disadvantaged students will have access to music tuition	EEF Teaching and Learning Toolkit +2 months Focus on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.	1, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Total budgeted cost: £208K

Budgeted cost: £32K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing evening for parents	EEF Teaching and Learning Toolkit +4 months To increase parent engagement and to support parents with how to promote their children's wellbeing.	2
Literacy evening for parents and students	EEF Teaching and Learning Toolkit +4 months To increase parent engagement and to support parents with how to support their children to develop their literacy skills.	2
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. Pupil Premium guidance has continually stressed the importance of focusing on the use of Pupil Premium from the Leadership team down.	1, 2, 3, 4, 5, 6, 7
Enhanced Attendance strategy with a focus on disadvantaged students	British psychological report 2017 Behavior Change: School attendance, exclusion and persistent absence – 'the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related' Student's attendance is tracked daily.	1, 2, 6

Promote the love of Reading - enhanced hours for librarian - introduction of library focused lessons - purchase of materials and whole school focus on reading. - Dedicated form time reading sessions	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – ‘most things teachers do are important but teaching reading is essential’ ‘we must remember that for one in four pupils ‘below expected’ reading skill in year 7, such development of subject expertise will be inevitably stunted’	1, 7
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. Addressing Educational Disadvantage – ‘As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility’	3
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. Addressing Educational Disadvantage – ‘As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility’	3

Sports Leaders. Duke of Edinburgh Award. Funding to support students from more deprived backgrounds to access extra-curricular leadership and service opportunities.	EEF Teaching and Learning Toolkit +1 months Physical activity has important benefits in terms of health, wellbeing and physical development.	3, 4
Counselling availability in house. Rapid access emotional support.	EEF Teaching and Learning Toolkit +2 months Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below outlines the outcomes for our Year 11 students based on the 2024-25 exam results.

		Number of pupils on roll at end of KS4	Progress 8	Attainment 8	% of pupils achieving standard 9-4 passes in E&M	% of pupils achieving strong 9-5 passes in E&M	EBacc Entry	EBacc APS
Cheadle Hulme High (2024-25)	Disadvantaged	35	N/A	54.8	80%	54.3%	68.6%	4.11
	Non-Disadvantaged	233	N/A	61.5	89.3%	77.7%	80.3%	5.95
Stockport LA (2024-25)	Disadvantaged	733	N/A	34.5	41.8%	25%	34%	4.72
	Non-Disadvantaged	2379	N/A	51.1	74.7%	25.6%	29%	4.46
National (2024-25)	Disadvantaged	176107	N/A	34.9	43.5%			
	Non-Disadvantaged	449566	N/A	50.3	72.70%			

The results show that we clearly out-perform local and national averages by a significant degree. We believe that this is due to our aspirational culture and our relentless drive to continually improve and enhance the quality of our teaching and learning.

We fully appreciate that no single intervention or strategy 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 daily 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 surrounding the best possible strategy to support our students.

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 from 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:	HOH link with departments and HOY to track and review interventions. Reports made to HT and rest of SLT and leadership meetings. BROMCOM is used to report attendance and behaviors issues. Staff track daily and report to AHTs through relevant link. HOY and HOH intervene with set procedures concerning attendance. Attendance tracked daily and appropriate interventions put in place.	Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HOD. All subjects receive reports and progress and attainment of students. AHT and DHT report to HT. Directors of Core report to DHT and HT on matters concerning staffing. • Enhanced professional review (Appraisal process). • 'Fireside' meetings. • Progress Meetings.	AHT draws up plans from shared strategic vision with HODs and HOY, HOHs. SLT track and monitor national trends and developments to measure and inform interventions at CHHS. SDP informs department and faculty DDP which then, in turn, inform budget plans and proposed interventions. Full review of data carried out of data monitoring points and feedback 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 members 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. Alongside a named governor with PP focus.