

## Pupil Premium Practice Review Report Annual Follow up Culcheth High School Warrington November 2016

### Context of the school

Culcheth High School has 1111 pupils on roll of which 51.1% are girls, 182 qualify for Pupil Premium grant (16.4%) this compares to 14.1% in 2013. 23.9% of pupils have SEN support and 1.4% of pupils have English not as a first language.

The school's Pupil Premium allocation for 2016-17 is £162000

Attainment at the school in 2016 was 78% 5 A\*-C GCSEs including English and maths, (62% in 2015 and 66% in 2014), Progress 8 score: 0.04, average total attainment 8: 56.6 and 99.5% of Y11 students in 2016 went on to further education, training or employment

Culcheth High School was judged good in all areas by Ofsted in May 2014 and requested a review of its Pupil Premium Practice in July 2014 when the expected gap between disadvantaged and others at 5 A\* - C including English and maths was 36.1%. This gap increased to -48% in 2014-15 and has now diminished to -17% for 2015-16 due to the impact of strategies that have become embedded following the review in July 2014.

The school is very popular and a lot of their disadvantaged pupils have chosen Culcheth above their local high school.

Attendance for disadvantaged pupils in 2016 was 93.33% compared to others at 96.57% a gap of -3.24% this compares to a gap of -3.9% at the previous review and -7.00% in 2013. The school's overall rate of absence has dropped from above 6% in 2009-10 to below 4.00% in 2015-16 which is below local and national data.

The percentage of disadvantaged pupils in each year group 2015-16 is as follows;

<b>Year Group</b>	<b>Disadvantaged number / %</b>
<b>Y7</b>	<b>37/15.8%</b>
<b>Y8</b>	<b>40/17.1%</b>
<b>Y9</b>	<b>43/19.1%</b>
<b>Y10</b>	<b>38/17.3%</b>
<b>Y11</b>	<b>24/11.6%</b>

The school has been very pro-active following the review in July 2014 by acting on the recommendations in the report, visiting other schools, (National PPP winning school) and applying research to develop strategies that have had impact on disadvantaged pupils' attainment and progress.

---

## Targeting the funding from the outset—responsibilities of the Leadership Team

Following the Pupil Premium Practice review in July 2014 the school has been very pro-active in actioning the recommendations by increasing the Pupil Premium Progress team to include a Pupil Premium Progress Leader, Pupil Premium Achievement Mentor, 'Narrowing the Gap' Pupil Premium lead in maths and in English, mentoring support for Pupil Premium pupils, Professional, independent careers advice and guidance and attendance/pastoral mentors for Pupil Premium pupils. Pupil Premium pupils receive a £125 Educational Voucher to support their learning in a number of areas e.g., resources, study guides and attending educational visits.

There has been a series of CPD sessions for staff to further raise awareness of the needs of Pupil Premium pupils, based on effective practice in other schools and from research. This has led to the school devising a strategy understood and adopted by all staff, to raise attainment and progress for this set of pupils which has had a significant impact on 'closing the gap' with both disadvantaged and other pupils achieving greater attainment and progress. The school has an excellent tracking system in place which identifies early intervention when it is needed.

Governors and staff are much better informed than before with regards to the Pupil Premium strategy and its effectiveness and impact. The member of staff with overall responsibility for Pupil Premium progress reports termly to the Governors' Curriculum and Standards Committee and prepares an annual report for the full Governors' meeting which refers to school, local and national data. The Pupil Premium Governor meets regularly with this member of staff to discuss progress and measure impact against the challenging outcomes identified in the very comprehensive Pupil Premium action plan, producing a 'note of visit' as a record. The school's pupil premium statement shows expenditure and clearly demonstrates impact.

### Leadership Recommendations:

- The school has an excellent model in place to improve attainment and progress for Pupil Premium pupils in KS4 extend this to KS3.

---

## Intervention to improve achievement in English/Maths

There is clear evidence that interventions used in English and maths are having considerable impact on the attainment and progress of pupil premium pupils, and diminishing the gap with other pupils in school and compared to national others. The school has a number of strategies in place e.g., 1:1 and small group tuition in English, maths and science. These are not an 'offer' to pupils, there is a requirement that pupils attend, marking Pupil Premium pupils' books first to ensure feedback is speedy, seating Pupil Premium pupils together in class to maximise the effectiveness of verbal feedback and praising effort over outcome. Year 11 Pupil Premium pupils receive a study pack that contains, a pen drive with study/revision resources and a laptop plus other resources this is handed over during a 1:1 meeting, with the pupil agreeing to taking responsibility for their learning and attendance at interventions. KS3 & 4 Pupil Premium pupils have allocated interventions where required, with some 25 separate registration sessions per week run by 9 key members of staff with specific Pupil Premium TLR responsibilities. Six Saturday sessions in maths staffed by highly experienced practitioners were held leading up to the GCSE examination, these were very well attended.

There is evidence of educational gaps narrowing in KS3 as intervention work gathers momentum.

### Leadership Recommendations:

- To continue the present practice and extend to KS3.
- Further evaluation of the particular strategies outlined above to measure impact and effectiveness ensuring the most successful are used throughout school.

---

### **Impact of assistance in class** (enlisting support staff to raise standards)

The school has clearly acted on the recommendation in the previous review and has established a CPD programme that recognises that Pupil Premium pupils are a priority in school, and agreed strategies are in place to ensure accelerated progress for this group of pupils. Pupil Premium pupils are better known, understood and supported by staff who understand the 'Equity not Equality' mantra.

#### **Leadership Recommendations:**

- Consider how best to use support staff in ensuring Pupil Premium pupils are 'ready to learn' and organised in their learning.
- Consider new TA induction processes and ensure there is an element of training focused on the school's support for PP pupils.

---

### **Examination, analysis and removal of barriers**

In applying the mantra 'Equity not Equality' the school has worked very hard to ensure that 'barriers to learning' are identified and Pupil Premium pupils are supported in removing these barriers. A heavy emphasis is placed on core academic intervention in English, maths and science as well as extra pastoral capacity/staff to provide intensive mentoring for Pupil Premium pupils, especially (but not exclusively) in KS4. Pupil Premium pupils are given external independent information, advice and guidance by careers specialist. A £125 Educational Voucher is given to spend as parents/carers see best to overcome 'barriers to learning'. Pastoral student support officers are used to support behaviour, engagement and attendance of Pupil Premium pupils. Y9 Pupil Premium pupils were given training to mentor vulnerable Pupil Premium pupils in Y7 and training is being given to these pupils who are now in Y8 to mentor present Y7 pupils.

All Pupil Premium pupils in Y11 2015-16 were placed in education, employment or training.

Exclusions for Pupil Premium pupils show an improving three-year trend.

KS3 and KS4 pupils praised the support they received from staff both academically and pastorally pointing out that staff were available at very short notice to help them with a range of activities on 'offer'.

All Y11 Pupil Premium pupils have a passport which has been developed from various sources, conversations with pupils, background and home contact information, academic information and pupil's interests.

#### **Leadership Recommendations:**

- Consider Pupil Premium pupils' self-esteem, self-efficacy, self-confidence and how these can be measured and strategies put into place in order to improve these and thus accelerate progress even further for those pupils not making expected or more than expected progress
- Consider use of funding to broaden horizons" and increase aspiration (for pupils and parents) with respect to transition pathways (e.g. higher education, employment).

---

### **Personalisation - how does Quality First Teaching meet pupil needs?**

Teaching staff have a much greater awareness of the needs of Pupil Premium pupils and are meeting their needs as demonstrated in the accelerated progress and greater attainment of disadvantaged pupils compared to others. Pupil Premium pupils making better than expected progress in 2016 in English was 52% compared to 6% the previous year, in maths it was 26% compared to 7% the previous year and in Science was 24% compared to 0% the previous year.

---

Pupil Premium pupils improved their average grade across the board from a 'D' in 2014 and 2015 to a 'C' grade on 2016.

**Leadership Recommendations:**

- Build on practice established in KS4 to further accelerate progress for KS3 Pupil Premium Pupils
- Look at transition processes between KS2 and KS3 to identify further how to support vulnerable pupils coming into the school in Y7

---

### **Encouraging active Governor involvement**

Acting on the recommendations from the previous review there is a comprehensive Pupil Premium action plan with very clear objectives, success criteria, actions and milestones, agreed by governors in place that identifies four areas for improvement;

- Outcomes for Pupil Premium learners
- Quality of teaching, learning and assessment for Pupil Premium learners
- Personal development, behaviour and welfare (ethos, behaviour and attitudes) for Pupil Premium Learners
- Pupil Premium leadership, management, staff and resource development

The governing body receives regular termly reports on impact against actions and the member of staff leading this area receives support and appropriate challenge from the Pupil Premium governor.

**Leadership Recommendations:**

- To continue to support and challenge the Pupil Premium team in order to further 'close the gap' while maintaining outstanding progress for all pupils
- Induction for governors to include awareness raising of issues pertaining to the use of additional funding and the need to evaluate impact

---

### **Monitoring and evaluation - impact of spend and performance management of staff**

The Pupil Premium Progress team have a significant amount of data comparing the performance of disadvantaged pupils to others in a number of areas, academic and pastoral to be able to measure the impact of actions/interventions in KS4 and to some extent in KS3 on progress, attainment, behaviour, attendance, participation and wider opportunities. The school has successfully developed a model in KS4 which, with the appointment of new staff, will enable this model to be fully implemented in KS3 and build on the practice developed in KS2. The governing body of the school are very successful in supporting and challenging the Pupil Premium team to evaluate their actions and develop practice in further accelerating progress for the Pupil Premium pupils.

Staff have a performance development objective focusing on Pupil Premium pupils.

**Leadership Recommendations:**

- To continue to measure impact using baseline data especially for those Pupil Premium pupils not making expected or more than expected progress
- Continue to explore strategies that are proven to impact on accelerated progress for Pupil Premium pupils

---

### **Holiday provision with a clear purpose and attendance at extra curriculum activities**

The school offers a wide variety of activities for pupils to be involved in from sporting, to musical, to drama to overseas projects. Students in KS3 and 4 were very complimentary in describing the activities on offer. They thought that perhaps, there could be a wider variety of activities for them to take part in.

---

The school transports Pupil Premium pupils home if they wish following activities after school.

Following the success of the Duke of Edinburgh award scheme the school is introducing a second group which will be targeted towards Pupil Premium pupils.

**Leadership Recommendations:**

- Carry out an audit of participation in extra curriculum activities to ensure that Pupil premium pupils are gaining full advantage from these activities
  - Seek knowledge from Pupil Premium pupils on what activities if any they pursue outside of school
  - Seek the opinion of Pupil Premium pupils on the sort of activities they would want to take part in
- 

**What does parental engagement look like for these pupils?**

Following the previous review there has been an emphasis on increasing parental engagement. Attendance at Parents' Evenings has improved compared to the previous year, with the difference between the attendance of disadvantaged and other pupils' parents/carers being monitored. The gap between the two has closed. In some year groups this is considerable, Y8 from -30% to -18%, Y10 from -29% to -18% and Y11 from -26% to -15%.

Comments from Pupil Premium pupil parents following the Parents Information evening in September 2016;

- 'I feel better informed about what the Pupil Premium is'.
- 'I know where to turn should I have an issue in school regarding the progress of my child'.
- 'I have a better understanding of how I can help my child with their studies at home'.

**Leadership Recommendations:**

- Support parents/carers in being more involved in their child's education, by seeking their views on the aspirations they have for their child, and what they perceive to be the barriers to them achieving this.
- 

**What's good practice?**

The review in July 2014 identified that the school had a number of systems and processes in place which were having an impact on removing barriers and supporting Pupil Premium pupils. The school has acted on all the recommendations, visited leading schools in Pupil Premium provision, looked at research and now has a school strategy in place that has had a significant impact on end of KS4 attainment and progress. All staff have adopted the 'Equity not Equality' mantra, the school has concise, comprehensive baseline data in place in order to measure the impact of this strategy and develop further.

It is very obvious that all staff in the school have contributed to the excellent results achieved in 2016 and the individual and group support in a number of areas both academic and pastoral received by the Pupil Premium pupils has had a major impact.

This is a school that has identified the needs and 'barriers to learning' of its Pupil Premium pupils and been very pro-active and strategic in supporting them to achieve.

---

---

**What's innovative practice and can be shared regionally and nationally?**

- The leadership and formation of the Pupil Progress team and very clear roles and responsibilities identified.
- The use of the £125 Educational Voucher which is understood by all parents/carers at the school leading to transparency and the removal of barriers.
- The adoption of the 'Equity not Equality' mantra.
- The relationship fostered with the Pupil Premium pupils, they are not afraid to approach staff and ask for support.

---

**What priorities are not reflected in your school improvement plan?**

The school has a very comprehensive Pupil Premium action plan which covers all aspects with clear objectives, success criteria, actions and milestones.

The school should consider putting itself forward for the national Pupil Premium awards due to the effectiveness of its use of the Pupil Premium grant and impact on attainment and progress.

---

**School: Culcheth High School, Warrington.****Coach: Tony Mallard****Date:28/11/2016**

---