



**CULCHETH
HIGH SCHOOL**

> THE BEST THAT WE CAN BE

Pupil Premium Strategy

'Equity Not Equality'

2016-2017

(September 2016- PGR)

*"There are many systems and processes in place to support PP funded pupils and these are having an effect in a number of areas. This is a school that, with a broad focus on **barriers to learning [self-esteem, self-confidence, independence, participation in school life, behaviour and parental engagement]**, could examine, plan for and therefore address some of the issues that the most vulnerable learners face."*

Tony Mallard- Achievement for All Coach, Culcheth High School Pupil Premium Review July 2014

Pupil Premium Strategy 2016-17

Schools are required to publish:

The amount of their Pupil Premium allocation: **Circa £162k**

A summary of the main barriers faced by eligible pupils:

“There are many systems and processes in place to support PP funded pupils and these are having an effect in a number of areas. This is a school that, with a broad focus on barriers to learning

- *[self-esteem,*
- *self-confidence,*
- *independence,*
- *participation in school life,*
- *behaviour &*
- *parental engagement].*

could examine, plan for and therefore address some of the issues that the most vulnerable learners face.”

Tony Mallard- Achievement for All Coach, Culcheth High School Pupil Premium Review July 2014

How the allocation is to be spent to address those barriers and the reasons for that approach:

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 students, especially (but not exclusively) in Key Stage 4. Pupil Premium students are also given external Independent, Information, Advice & Guidance by external careers specialists as well as being given a £125 educational voucher to spend as parents/carers see best to overcome their child’s barriers to learning. Pastoral Student Support Officers are also used to support behaviour, engagement and attendance of Pupil Premium students. For full details of our approach/projected spend please see the plan below and also refer to the hyperlink here:

<http://culchethhigh.org.uk/pupil-premium-statement-2016/>

How impact will be measured:

Detailed impact measures follow in the strategy plan below but key indicators will be improved in-school differences in new Attainment 8 measures/average grade for PP vs non-PP students; minimal differences between CHS PP departmental expected progress versus national non-PP progress; expected progress in English, Maths and Science in-school differences to be no larger than 10% and national differences to be minimal; EBACC CHS PP vs national EBACC non-PP differences to be broadly in line; PP attendance to be within 2.3% of their non-PP peers; Pupil Premium parents’ evening attendance are high and improve on previous years; Pupil Premium students do not fall into NEET category when they leave us and destinations

data to reveal that PP students progress onto Level 3 qualifications broadly in line with their non-PP peers. These are to name a few. *N.B. Whilst setting many of our impact targets in new measures, the school will continue to track all other historic measures in every subject to diminish differences. The school is very aware that many old measures are still valuable 'currency' for PP students to progress onto FE, apprenticeships and employment. This is, after all, the goal- to equip our PP students with the skills, characteristics and knowledge to make a success of their lives.*

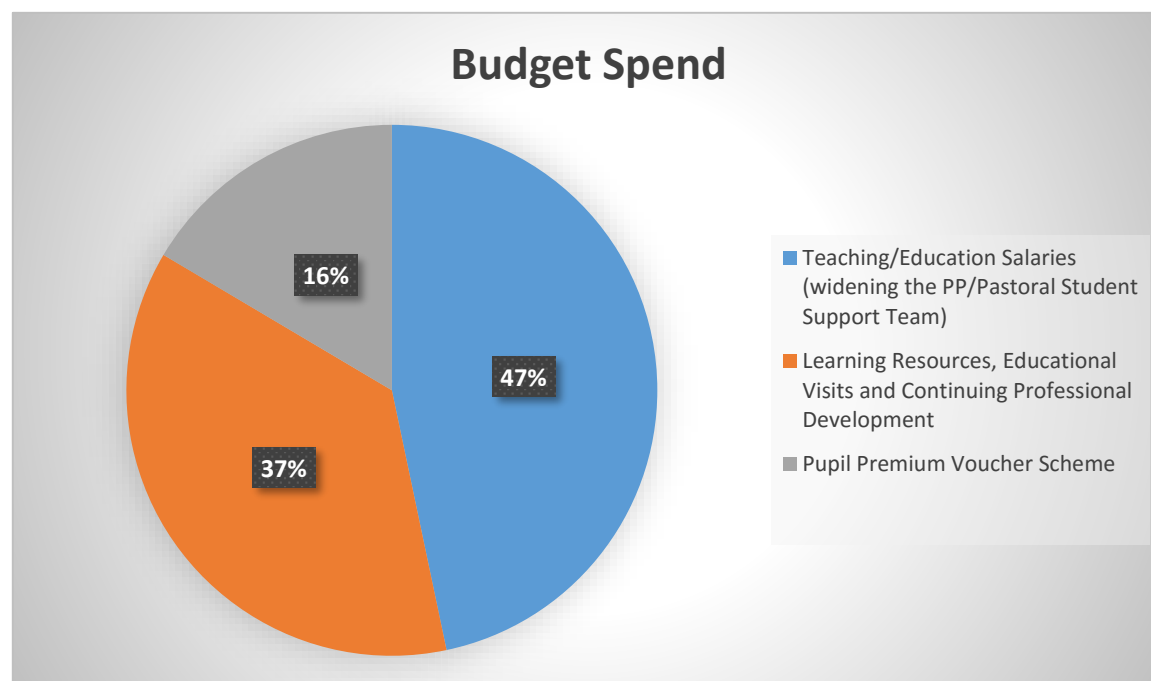
The date of the next review of the strategy:

January 2016 and July 2017 (see milestones on the following plan)

Schools must also publish for the previous academic year, how the allocation was spent:

The school received exactly £140,305 of Pupil Premium funding in the last financial year. The budget breakdown/spend was as follows:

- £65,517 Teaching/Education Salaries (widening the PP/Pastoral Student Support Team, Breakfast Club, Consultancy etc.)
- £51,663 Learning Resources, Educational Visits and Continuing Professional Development
- £23,125 Pupil Premium Voucher Scheme



Its impact on eligible and other pupils:

Impact details below are taken from- <http://culchethhigh.org.uk/pupil-premium-statement-2016/>

Impact

- GCSE results 5 A*-C including English & Maths in Summer 2016 revealed a 17% gap in Pupil Premium students versus others achieving this benchmark. This was based on a cohort of 24 students. This is a splendid result and massively reduces our in-school attainment gap (historic gaps: 2012 36%, 2013 47%, 2014 42%, 2015 44%).
 - It is also worth noting the following:
 - that our gap is now smaller (i.e. better) than the national average attainment gap
 - that CHS's non-PP students results also improved significantly this summer; this means that, whilst our non-PP students raised the bar (and thus made it more difficult to close the in-school gap) our PP students leapt even higher than before. We have not closed the in-school gap by virtue of non-PP students performing poorly; we have reduced the gap by PP students excelling and staff accelerating their progress.
- Average attainment across Pupil Premium students 'Best 8 GCSEs' improved/closed from an 87-point gap in 2015 to 57 points in 2016. Pupil Premium students 'Best 8 GCSEs' points score stood at 248 in 2015 and jumped to 300 points in 2016: an improvement of 52 points.
- In 2016 Pupil Premium students making expected progress in English rose to 74% compared to 53% in 2015 and 39% in 2014.
 - Pupil Premium students making *better* than expected progress in English rose to 52% compared to only 6% the previous year: a significant improvement.
- In 2016 Pupil Premium students making expected progress in Maths rose to 70% compared to 24% in 2015 and 35% in 2014: a significant improvement and a key focus of last year's strategy and budget spend.
 - Pupil Premium students making *better* than expected progress in Maths rose to 26% compared to only 7% the previous year.
- In 2016 Pupil Premium students making expected progress in Science rose to 62% compared to 13% in 2015: a significant improvement.
 - Pupil Premium students making *better* than expected progress in Science rose to 24% compared to 0% the previous year.
- In-school gaps between Pupil Premium students and their non-PP peers making expected progress in Core subjects significantly closed in all three areas- English, Maths & Science:
 - English closed from 25% in 2015 to 17% in 2016
 - Maths closed from 43% in 2015 to only 8% in 2016
 - Science closed from 47% in 2015 to 13% in 2016
- Pupil Premium students improved their average grade across the board from a D in 2015 and 2014 to a C grade in 2016: clear evidence that improvements were made across all subjects and not just in core English, Maths and Science.
- Most current Year 11 Pupil Premium students sat their Science Core GCSE at the end of Year 10:
 - 53% of Pupil Premium students passed at grade C and above. This figure is skewed somewhat by the fact that Triple Scientists (our most able scientists, taking all three disciplines) don't sit their examinations until the end of Year 11. When these students projected results are factored in, approximately two-thirds of current Year 11 PP students are on course to achieve Cs and above in this core subject.
- Attendance gaps continue to narrow and the 2016 whole school PP versus non-PP gap stood at 3.2%. The Pupil Premium versus Non-Pupil Premium gap has therefore improved by approximately 4% over the last four years.
- Pupil Premium Parents' Evening attendances over the course of the last academic year improved in all but one year group based on the previous year. (Even in this year group it was possibly due to the fact we had already had a pleasing PP turnout at Options Evening the week before.)
 - The newly implemented, robust procedures in home-school liaison established by the PP/NtG team have paid dividends.
- All Pupil Premium students in September 2016, at the time of writing, were placed in education, employment or training.
- Exclusions of Pupil Premium students show an improving three-year trend.
- There is evidence of educational gaps narrowing in our younger/current cohorts as intervention work begins to gather momentum and build incrementally.

Strategic overview 2016-17 – Objectives Summary

Areas for Improvement & Objectives (informed by PP barriers to learning)
1) OUTCOMES FOR PP LEARNERS
PP 1.1 Improve current levels of PP student achievement (from last year's record PP results) PP 1.2 Consolidate the processes of interventions for all PP students identified as below the expected level/grade PP 1.3 Improve PP parental engagement in their child's learning and achievement
2) QUALITY OF TEACHING, LEARNING AND ASSESSMENT FOR PP LEARNERS
PP 2.1 Provide increased opportunities to extend the more-able PP students PP 2.2 Improve the quality of marking and feedback; in particular, so that PP students know how to improve.
3) PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (Ethos, Behaviour & Attitudes) FOR PP LEARNERS
PP 3.1 Improve PP attendance across the whole school PP 3.2 Improve the effectiveness of tutoring for PP students across the school PP 3.3 Enhance consistent practice with PP behaviour, rewards and sanctions policy PP 3.4 Promote positive lifestyles and learning in PP cohort (SMSC)
4) PP LEADERSHIP, MANAGEMENT, STAFF & RESOURCE DEVELOPMENT
PP 4.1 Develop PP leadership and management at all levels PP 4.2 Develop stakeholder voice across the whole school for PP PP 4.3 Strengthen the CPD programme and links with performance development PP 4.4 Develop and implement a framework to improve governance of PP

1. AREA OF IMPROVEMENT: OUTCOMES FOR PP LEARNERS

Timescale: September 2016 – August 2017 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Cost <small>(where applicable)</small>	Monitoring & Evaluation <small>(who, what, when)</small>	Milestones	
							By Jan 2017	By July 2017
PP 1.1 Improve current levels of PP student achievement (from last year's record PP results)	Average grade per PP student to rise to C+	All PP students to be identified clearly on all seating plans and foregrounded in planning/interventions at a class teacher level.	PGR & HOFs	<i>#alwayslearning</i> time required		SLT Faculty Links during any calendared QA activities.	PP Y11 cohort average grade C	PP Y11 cohort average grade C+ (or better)
	A*-C 5En/Ma % in-school difference (PP vs Non PP) to be further reduced: target 15%. In addition, National Non PP A*-C % vs CHS's A*-C % will be minimal.	PP/pastoral support team to meet regularly with cohort of students to develop self-efficacy & self-belief of PP cohort. All PP Y11 cohort to receive 'Welcome to Year 11 Study Gift Pack' containing Lenovo laptop and revision materials. Faculty based interventions to take place on a case-by-case basis.	PGR & MCU	Department/Faculty time and planned interventions	£10k	PGR, MCU & RCR throughout the year via Quality Assurance activities, work/book scrutinies, dept. reviews, exam reviews etc.	Difference stands at 18% maximum. CHS PP vs National non-PP subject differences to be minimal	Difference stands at 15%. CHS PP vs National non-PP subject differences to be minimal
	Expected LOP English, Maths and Science in-school differences to close to no more than 10%.	English and Maths 'Saturday Boosters' to be delivered in the run up to exams alongside the refined 'Pupil Premium Progress' AM Registration interventions. Cohorts to remain static for the entire year due to the success of last year.	JGI, LDO & MCU	Staffing for registration and Saturdays	£10k	PGR & MCU at every SISRA published data collection point. Data Dashboard to be regularly updated/published as started last year.	Difference stands at no more than 15%	Difference stands at no more than 10%
	Better than expected LOP English, Maths and Science in-school differences to close to no more than 15%.	A range of faculty interventions in core subjects to enable PP students to accelerate progress.	JGI, BMR & JLE	Department/Faculty time and planned interventions	£5k	As above.	Difference stands at no more than 18%	Difference stands at no more than 15%

<p>PP 1.2 Consolidate the processes of interventions for all PP students identified as below the expected level/grade</p>	<p>Key Stage 4 PP students (in both 10 & 11) identified and rigorously monitored by established PP team.</p> <p>Maths/ Science PP TLR roles evolve and long-term subject-specific interventions are embedded.</p>	<p>Y10 & 11 borderline cohort to be established and mentored all year by the PP team. Pupil Premium Passports to be embedded/utilised.</p> <p>Maths/Science TLR holders to formally report to the wider PP team in order to effectively plan and evaluate interventions for the right PP students, at the right time. Live progress data to be showcased in the PP/Pastoral Support base. PP Data Dashboard to be circulated to all staff at each data capture/snapshot.</p>	<p>MCU & RCR</p> <p>BMR (Maths), JLE (Science), JGI (English)</p>	<p>Regular meeting time for PP team.</p> <p>Regular meeting schedule for PP team.</p>	<p>£20k</p> <p>£8k</p>	<p>PGR, MCU half-termly review</p> <p>Termly reviews of data via PP team meetings (Maths-BMR/LDO, English JGI, Science JLE/PTS)</p>	<p>PP Y11 cohort average grade C</p> <p>Expected KS4 LOP difference for CORE subjects stand at 15% maximum</p> <p>60% minimum C/5 (and above) benchmark</p>	<p>PP Y11 cohort average grade C+ (or better)</p> <p>Expected KS4 LOP difference for CORE subjects stand at 12% maximum</p> <p>65% minimum C (and above) benchmark</p>
<p>PP 1.3 Improve PP parental engagement in their child's learning and achievement</p>	<p>Over 60% of PP students/families represented at all Parents' Evenings.</p> <p>Improved home-school liaison with key borderline PP students.</p> <p>All current Year 9, 10 and 11 students' families have open communications with school (home visits, telephone, school meeting etc)</p>	<p>Pupil Premium Parents' Information Evening held once again in September.</p> <p>More effective and robust contact with home on a proactive and regular basis via the new PP team (Pastoral Student Support Officers, PP Achievement Mentor, TLR holders, PP Progress Leader)</p> <p>Robust follow up of non-parents evening attenders. Telephone interviews conducted with parents and, in light of this, the PP Passport for each child will be amended.</p> <p>Roll out of £125 Educational Voucher for the third year running. Mailshot to all parents (attached to Information Evening details).</p>	<p>MCU</p> <p>MCU & RCR</p> <p>RCR, PBR & SSA</p> <p>PGR</p>	<p>PGR to meet with MCU to discuss arrangements.</p> <p>N/A</p> <p>N/A</p> <p>Finance dept. support PP funds (governor approved) to finance the scheme</p>	<p></p> <p>£15k</p> <p>£35k</p>	<p>MCU post every Parents' Evening/Event</p> <p>MCU fortnightly via PGR line-management meetings</p> <p>MCU via PP Data Dashboard update every Grade Trawl</p> <p>MCU termly report to PGR</p>	<p>Each year group improved percentage parental attendance on last year's attendance figure</p> <p>Each year group improved percentage parental attendance on last year's attendance figure</p> <p>Each year group improved percentage parental attendance on last year's attendance figure</p> <p>Voucher accessed by two-thirds of PP parents.</p>	<p>Each year group improved percentage parental attendance on last year's attendance figure</p> <p>Each year group improved percentage parental attendance on last year's attendance figure</p> <p>Each year group improved percentage parental attendance on last year's attendance figure</p> <p>Voucher accessed by over two-thirds of parents.</p>

2 AREA OF IMPROVEMENT: QUALITY OF TEACHING, LEARNING AND ASSESSMENT FOR PP LEARNERS

Timescale: September 2016 – August 2017 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Cost	Monitoring & Evaluation (who, what, when)	Milestones	
							By Jan 2017	By July 2017
PP 2.1 Provide increased opportunities to extend the more able PP students	PP students access a range of IAG opportunities in order to widen their horizons when embarking on their educational/ vocational/ professional futures.	Continue to prioritise PP students in IAG planning and careers meetings. University/aspirational visits and activities embedded within all year groups (but especially in Year 7 and KS4).	LQU Progress Leaders and LQU	RMO meeting time/ professional consultancy Pupil Premium funds for transport	£15k £5k	PGR & LQU fortnightly data analysis/destination reviews, NEET/RONI scrutiny	PP students have applied for appropriate Level 3 qualifications at the same rate as their Non PP peers. There is no discrepancy in terms of intended educational pathways and aspiration. Projected NEET figures are single figures.	PP students successfully progress onto Level 3 qualifications at the same rate as their Non PP peers. There is no discrepancy in terms of educational pathways and aspiration. Zero projected NEET figures.
	Year 9 PP Options advice is routinely excellent	Timely, clear and precise Year 9 options advice given to all Y9 PP cohort and rigorous review that PP students are on the right 'flightpath'. Close liaison with home required.	MCU, PTA & LQU	LQU training from MLA & PGR re Options/IAG national context		Line management meetings, Options Data Trackers	Year 9 students have been interviewed by PP/Careers team.	Year 9 students have made rewarding, fitting and challenging Options choices which have been reviewed by senior staff.
	PP entitlement is no barrier whatsoever to pursuing music at CHS.	Free musical tuition for any PP student after liaison with CHS Music department.	CSI	PP funds as required	£7k	Participation Data	No PP student has dropped out of the music tuition system.	No PP student has dropped out of the music tuition system.
	PP entitlement is no barrier whatsoever to accessing educational visits and extra-curricular life at CHS.	Roll out of £125 PP Educational voucher and bespoke interventions as the PP Pastoral Team see fit.	MCU	PP funds as required	See 1.3 above	Participation Data	Participation Data/Trips Tracker analysis reveals 100% of PP students access extra-curricular and/or educational visits.	Participation Data/Trips Tracker analysis reveals 100% of PP students access extra-curricular and/or educational visits.

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Cost	Monitoring & Evaluation (who, what, when)	Milestones	
							By Jan 2017	By July 2017
PP 2.2 Improve the quality of marking and feedback; in particular, so that PP students know how to improve.	Clear and consistent evidence of quality feedback in all PP books/files/folders and also immediate feedback in lessons (in line with whole-school policy) which actively engenders good progress.	Termly PP book reviews recorded in Blue Sky for significant sample of PP students. Robust action taken for poor/unmarked work. SLT informed/parents contacted as and when deemed appropriate.	MCU & PGR	MCU BlueSky training		QA calendared book reviews, learning walks, departmental PP reviews and observations	Two pre-Christmas PP Book Reviews recorded on BlueSky	At least three PP Book Reviews recorded on Blue Sky with overwhelmingly positive results/action taken to remedy all concerns

3 AREA OF IMPROVEMENT: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (Ethos, Behaviour & Attitudes) FOR PP LEARNERS

Timescale: September 2016 – August 2017 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Cost	Monitoring & Evaluation (who, what, when)	Milestones	
							By Jan 2017	By July 2017
PP 3.1 Improve PP attendance across the whole school	PP versus Non PP differences continue to diminish to less than 2.5% overall	Pupil Premium team to liaise with parents/guardians/carers and utilise existing robust school policy to challenge PP non-attendance: however seemingly minor. Early intervention crucial.	PBR & SSA with increasing support from RCR/MCU	PBR to continue to develop SSA, MCU & RCR's knowledge of successful school systems/protocols	£15k	NBR & PGR. Calendared attendance reviews from Progress Leaders	PP attendance differences no more than 2.5% in any year group	PP attendance differences no more than 2.3% in Years 7-10 (accounting for Y11 Study Leave)
		Utilise/promote PP Breakfast Club as necessary to key PP individuals.	RCR	N/A	£5k	MCU in line management meetings.	Average daily PP attendance of 30 students at Breakfast Club	Average daily PP attendance of 30 students at Breakfast Club
PP 3.2 Improve the effectiveness of tutoring for PP students across the school to	PP students feel valued and secure within the school's pastoral structure.	Garner effective student voice to ascertain whether this is indeed the case. Formalise this on Google Drive.	MCU	Time to adapt and set up on Google Drive.	£2k	MCU via student voice activities and meetings	2 Student Voice (PP) strategies/events formalised, finalised and calendared.	4 Student Voice (PP) strategies/events completed and evaluated, informing future planning /improvements.

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Cost	Monitoring & Evaluation (who, what, when)	Milestones	
							By Jan 2017	By July 2017
remove barriers to learning	Tutors know each and every PP student academically and pastorally.	Increase the capacity of the PP pastoral team in order for them to work with tutors and specific students. Roll out the PP Passports and involve tutors in their creation.	PGR & MCU	PP Passports, excellence visit to other schools	£5k	PGR & PP team reports regularly to SLT	PP Passports created and used by staff for all KS4 students.	PP Passports created and used by staff for all KS4 students.
PP 3.3 Enhance consistent practice with PP behaviour, rewards and sanctions policy	Exclusions and reporting of serious incidents for PP students continues to narrow.	Fortnightly review of PP SIMS Behaviour registers data (1-4 system). Rigorous pastoral intervention/follow up where there are issues. PP team input for any student at risk of/experiencing an exclusion.	MCU and other Progress Leaders	INSET reminders at the start of the year from PGR as to process of SIMS Behaviour Registers. PP funds as required.	£5k	MCU termly analysis: data exclusions, BIC reports, PP reports to Governing Body	Exclusions of PP students reduces compared to same point last year	Exclusions of PP students reduces compared to same point last year
PP 3.4 Promote positive lifestyles and learning in PP cohort (SMSC)	Student voice activities reveal positive approach to education and extra-curricular from 80% of cohort	Intensive mentoring of PP cohort by PP team. Formalised students voice PP-focused activities to take place throughout the year and relayed back to staff.	MCU	MCU & RCR Google docs training		MCU	2 Student Voice (PP) strategies/events formalised, finalised and calendared. PP Passports created and used by staff for all KS4 students. Exclusions of PP students reduces compared to same point last year	2 Student Voice (PP) strategies/events formalised, finalised and calendared. PP Passports created and used by staff for all KS4 students. Exclusions of PP students reduces compared to same point last year

4 AREA OF IMPROVEMENT: LEADERSHIP, MANAGEMENT, STAFF & RESOURCE DEVELOPMENT

Timescale: September 2016 – August 2017 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Cost	Monitoring & Evaluation (who, what, when)	Milestones	
							By Jan 2017	By July 2017
PP 4.1 Develop PP leadership and management at all levels	PP team effectively working as a unit with a common goal.	PP team structure clarified and refined. Specific roles allocated to team members. Termly PP report to SLT and Governing Body.	PGR	Time, meeting schedule		SLT reports/Governors reports, data trawl analysis	PP team refined and 4 SLT briefings undertaken	PP Teams refined, fully-operational and evaluated rigorously
PP 4.2 Develop stakeholder voice across the whole school for PP	Strengthen/bolster staff input into PP practice and policy.	Use the Teachmeet opportunities to effectively disseminate PP theory. Monthly SLT briefings. Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice.	MCU PGR PGR (after liaison with ABR)	EEF/Sutton Trust-esque training required. PGR to design further CPD sessions informed by research evidence		PGR as Teachmeets are calendared. Briefings, QA activities, reports to Govs. ABR as per CPD calendar	3 TeachMeets sessions completed One CPD/INSET session delivered and attended by 20 staff upwards.	TeachMeets practice evaluated throughout the school Second CPD session delivered and attended by whole-staff.
PP 4.3 Strengthen the CPD programme and links with performance management	All staff have access to CPD opportunities to explore best PP practice.	Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice.	PGR (after liaison with ABR)	PGR to design CPD sessions after further research		ABR as per CPD calendar	One CPD session delivered and attended by 20 staff upwards.	Second CPD session delivered and attended by whole-staff.
PP 4.4 Develop and implement a framework to improve governance of PP	Governors play a full role in PP strategy, especially PP link governor	PP governor selected by Governing body of CHS. Continue to provide PP Data Dashboard following all Grade Trawls to link governor. Invite governor to finance meeting with PP team.	Chair of Governors/ the Headteacher PGR, MCU, RCR	Time, collaboration, meetings scheduled Time, collaboration, meetings scheduled		Governing Body and SLT meetings Termly PP meeting with Governors and report produced	Dedicated PP Governor selected and two meetings taken place, plus full report Report to Governing Body	Annual Review of Impact of PP strategy/spend-published to website after Governor/SLT approval Full Governing Body meeting and impact measurement/ evaluation