



**CULCHETH
HIGH SCHOOL**

> THE BEST THAT WE CAN BE

Pupil Premium Strategy

'Equity Not Equality'

2017-2018

(October 2017- PGR)

Culcheth High School's Ofsted Report- 19th May 2017

[The school's] work to raise the achievement of disadvantaged pupils has been impressive. The difference between the achievement of this group of pupils and their peers nationally has more than halved in one year. This massive impact is evidence of the capacity and tenacity of leaders. Current assessment information shows that this picture of improvement is replicated across year groups and subjects.

Tony Mallard, Achievement for All Coach- Culcheth High School Pupil Premium Follow Up Review- November 2016

What's innovative 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 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.

Pupil Premium Strategy 2017-18

Schools are required to publish:

The amount of their Pupil Premium allocation: **Circa £170k**

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

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

An emphasis is placed on core academic intervention/resourcing in English, Maths and Science as well as enhanced pastoral capacity/staff to provide intensive mentoring and pastoral support for Pupil Premium students. The Pupil Premium Team has now been significantly strengthened beyond Key Stage 4, starting down in Key Stage 3. In total, we employ three full time PP mentors, one of whom also has a KS3 literacy specialism. Pupil Premium students are also given external independent information, advice & guidance (IIAG) by external careers specialists as well as being given a £100 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. Non-core subjects often bid for a wide variety of PP focused resources and initiatives. Ultimately our approach is to increase the capacity of educational professionals working directly with PP students within school for the entire year, rather than bolt-on gimmickry and one-off events which have no impact on self-efficacy nor progress.

How impact will be measured:

Detailed impact measures follow in the strategy plan below, but key indicators will be: improved in-school differences in Attainment & Progress 8 measures/average grade for PP vs non-PP students; minimal differences between CHS PP departmental progress versus national non-PP progress; EBACC CHS PP vs national EBACC non-PP to be broadly in line in terms of P8 scores; PP attendance to be within 2.5% of their non-PP peers; Pupil Premium parents' evening attendances remain high (improved vastly on recent years); Pupil Premium students do not fall into NEET category when they leave us & destinations data to reveal that PP students progress onto Level 3 qualifications broadly in line with their non-PP peers.

N.B. Whilst setting many of our impact targets in current progress measures, the Pupil Premium team 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 Level 3 FE, apprenticeships and employment. For example, many colleges still require students to gain a standard or good pass in English and Maths plus three other subjects to gain entry to their establishment. For certain A Levels/apprenticeships, subject-specific grades are required in traditionally perceived 'technical' subjects such as Triple Science. No doubt, in a few years, the goalposts will shift again; what we at Culcheth High School aim to do is equip our PP students with the aspirations and qualifications to go where their hearts instruct them. It is our moral imperative.

Ultimately, we want all students to embody our school values:

RESEPECT

HONESTY

EXCELLENCE

By adhering to these values, they can aspire to fulfil our school motto: 'The best that we can be.'

The date of the next reviews of the strategy:

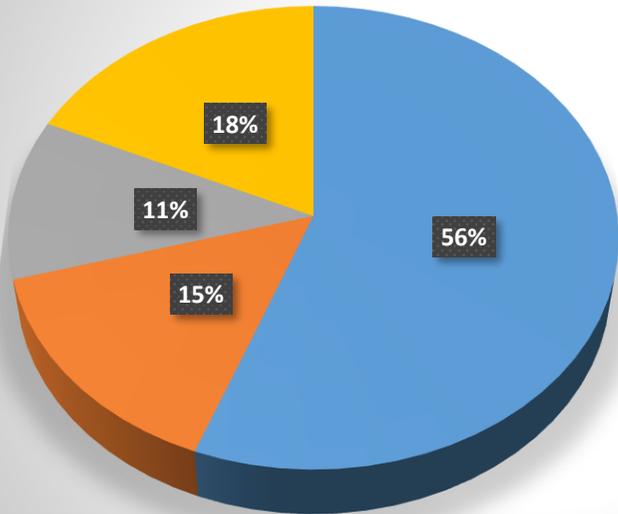
January 2017 and July 2018 (see milestones on the following plan)

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

The school received exactly £160,826.00 of Pupil Premium funding in the last financial year. The budget breakdown/spend was as follows:

- **£89,722.27 Teaching/Education Salaries (widening the PP/Pastoral Student Support Team, Breakfast Club, Consultancy etc.)**
- **£23,907.47 Learning Resources, Educational Visits and Continuing Professional Development**
- **£17,985.72 Pupil Premium Voucher Scheme**
- **£29,210.54 carry over to employ new PSSO/strengthen the pastoral/PP Team in next academic year.**

Budget Spend



- Teaching/Education Salaries (widening the PP/Pastoral Student Support Team, Breakfast Club, Consultancy etc.)
- Learning Resources, Educational Visits and Continuing Professional Development
- Pupil Premium Voucher Scheme
- Carry over to employ new PSSO/strengthen the pastoral/PP Team in next academic year.

Its impact on eligible and other pupils:

Impact

- GCSE 'Basics' results English & Maths 'Standard Pass/Grade 4' in Summer 2017 revealed a 17.6% gap in Pupil Premium students versus others achieving this benchmark. This was based on a cohort of 31 students (29 Disadvantaged plus 2 Service Children). This is a pleasing result in terms of attainment and maintains our vastly improved in-school attainment gap from last summer (historic gaps: 2012 36%, 2013 47%, 2014 42%, 2015 44%, 2016 17%). Ofsted praised Pupil Premium provision at Culcheth High School, and its leadership, highly. In 2017, 58.5% of pupils in all schools and 63.3% of pupils in state-funded schools achieved grade 4 or above in English and maths according to the Statistical First Release. Culcheth High School PP students stood at 61% by this benchmark- a favourable comparison.
- 67.7% of PP students achieved a Standard Pass/Grade 4 (old C-) in English which is a slight improvement upon last year's C and above figure- these figures were school record results for PP students. This is favourable to national comparison.
- 67.7% of PP students achieved a Standard Pass/Grade 4 (old C-) in mathematics which is a slight improvement upon last year's C and above figure- again, these figures were school record results for PP students. This is favourable to national comparisons.
- 61.3% of PP students achieved a Strong Pass/Grade 5 (old C+/B-) in English; no meaningful comparison to last year can be made due to the sweeping grade boundary changes which do not accurately align legacy with new grades.
- 25.8% of PP students achieved a Strong Pass/Grade 5 (old C+/B-) in mathematics; no meaningful comparison to last year can be made due to the sweeping grade boundary changes which do not accurately align legacy with new grades.

- (It must be noted, however, that grade 4 to 5 conversion in mathematics is a key PP focus this year, as this was disappointingly low despite *frequent* interventions, including Saturday Maths booster sessions in preparation for the summer 2017 GCSEs)
- 30% of PP students gained a Grade 7 and above (old A) in their English Language or English Literature qualifications; this is just 3% below the in-school non PP figure which constitutes a *remarkable* achievement.
- 10% of PP students gained a Grade 7 and above (old A) in their mathematics qualification; this is 9% below the in-school non PP figure.
- In comparison to 2016, the average national Attainment 8 score per pupil decreased by 4 points for all schools to 44.2 and by 3.8 points for state-funded schools to 46.0 in 2017. These decreases were as expected following changes to the 2017 point scores assigned to grades because of the introduction of 9-1 GCSEs in performance tables. Culcheth High School PP students achieved a figure of 40.08 by this benchmark in summer 2017 GCSE examinations: a difference of -5.92 to national.
- 23.5% of pupils nationally achieved the EBacc by gaining grades 4 or above in English and maths GCSEs and grades C or above in unreformed subject areas. Culcheth High School PP students achieved 13% by this benchmark. Non PP students in school achieved 42.1% leaving an in-school difference of 29% and a national difference of 10.5%.
- There was no significant difference between average number of GCSE entries between PP students and their peers at GCSE. On average, all students sat 9 GCSEs, which indicates that PP students experience a broad and balanced curriculum which is challenging. Culcheth High School does not reduce GCSE Options for PP students nor does it enter PP students for 'gaming' qualifications.
- Pupil Premium students maintained their average grade across the board at a solid C grade (using a mixture of legacy grades and new 9-1 grades) in 2017: clear evidence that historic improvements are being sustained across subjects and not just in core English, Maths and Science.
- KS3 progress and attainment gaps suggest that the trend in diminishing the difference at Culcheth High School is to continue.
- 2017 whole school PP versus non-PP attendance gap stood at 4.2%. This was regrettably higher than last year's much improved attendance gap of 2.6%, but it should be noted that there were several significant 'outliers', especially in the Year 11 PP cohort, of students whose attendance was extremely low. Well documented case studies are kept to evidence the phenomenal level of time and effort pastoral staff spent on these complex students.
- Pupil Premium Parents' Evening attendances over the course of the last academic year continue to be historically high based on a three-year improving trend. Modified, robust procedures in home-school liaison, established by the PP team, have paid dividends once again this year.
- All Pupil Premium students in October 2017, at the time of writing, were placed in education, employment or training.
- Exclusions of PP students are being reduced further each year over the last four years.

Strategic overview 2017-18 – 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 and progress 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 2017 – August 2018 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|---|--|---|---|---|--|---|---|
| | | | | | | By Jan 2018 | By July 2018 |
| PP 1.1 Improve current levels of PP student achievement and progress | Average grade per PP student to rise to C+/5. P8 and A8 measures to improve significantly improve. | 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/4. A8 PP vs Non PP in-school gaps to be minimal. | PP Y11 cohort average grade C+/5 (or better). A8 PP vs Non PP in-school gaps to be minimal. |
| | Basics En/Ma % in-school difference (PP vs Non PP) to be further reduced: target 15% or lower | 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 & WMA | Department/Faculty time and planned interventions | PGR, WMA, RCR & CHI 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. Projected P8 figures to be close to 0. | Difference stands at 15%. CHS PP vs National non-PP subject differences to be minimal. Projected P8 figures to be close to 0. |
| | In addition, P8 English Maths and Science scores will be near zero. | English and Maths interventions 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 previous years. | JGI, LDO & WMA | Staffing for registration | PGR & WMA at every SISRA published data collection point. Data Dashboard to be regularly updated/published as started last year. | PP students broadly in line with school targets, as such eventual P8 scores will be near zero | PP students broadly in line with school targets, as such eventual P8 scores will be near zero |
| Again, P8 English, Maths and Science scores will be near zero. Maths and 'Open' EBACC buckets to significantly improve. | A range of faculty interventions in core subjects to enable PP students to accelerate progress. A particular focus on re-designing Maths and Science interventions is needed in light of last year's results. External providers of intervention to be sourced and utilised in small group work scenarios. | WMA, JGI, BSP & JLE | Department/Faculty time and planned interventions | As above. | PP students broadly in line with school targets, as such eventual P8 scores will be near zero. | PP students broadly in line with school targets, as such eventual P8 scores will be near zero | |

| | | | | | | | |
|---|---|---|--|--|--|---|---|
| PP 1.2 Consolidate the processes of interventions for all PP students identified as below the expected level/grade | <p>Key Stage 4 PP students (in 9, 10 & 11) identified and rigorously monitored and interventions embedded by established PP team.</p> | <p>Y9, 10 & 11 borderline cohort to be established and mentored all year by the PP team. Pupil Premium Passports to be embedded/utilised.</p> | <p>WMA, CHI & RCR</p> | <p>Regular meeting time for PP team.</p> | <p>PGR, WMA termly review</p> | <p>PP Y11 cohort average grade C/4</p> | <p>PP Y11 cohort average grade C+/5 (or better)</p> |
| | <p>Key Stage 3 PP vulnerable students (in both 7 & 8) identified and rigorously monitored by newly established PP KS3 team.</p> | <p>Y7 & 8 impact cohort to be established and mentored all year by the PP team. Pupil Premium Passports to be trialled at Y9.</p> | <p>WMA, CHI & CRL</p> | <p>Regular meeting schedule for PP team.</p> | <p>PGR, WMA termly review</p> | <p>Over half of PP KS3 cohort 'on track' using CHS's new EAP reporting system.</p> | <p>Two-thirds of PP KS3 cohort 'on track' using CHS's new EAP reporting system.</p> |
| | <p>English/Maths/Science PP TLR roles evolve and long-term subject-specific interventions are embedded.</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 and focused squarely on progress rather than attainment.</p> | <p>BSP (Maths), JLE (Science), JGI (English)</p> | <p>Regular meeting schedule for PP team.</p> | <p>Termly reviews of data via PP team meetings (Maths-BSP/LDO, English JGI, Science JLE/PTS)</p> | <p>60% minimum C/5 (and above) benchmark</p> | <p>65% minimum C (and above) benchmark. P8 scores close to zero.</p> |
| PP 1.3 Improve PP parental engagement in their child's learning and achievement | <p>Over 70% of PP students/families represented at all Parents' Evenings.</p> | <p>Pupil Premium Parents' Information Evening held once again in September.</p> | <p>PGR & WMA</p> | <p>PGR to meet with WMA to discuss arrangements.</p> | <p>WMA, post every Parents' Evening/Event</p> | <p>Each year group sustained percentage parental attendance on last year's attendance figure</p> | <p>Each year group sustained percentage parental attendance on last year's attendance figure</p> |
| | <p>Enhanced home-school liaison with key borderline PP students.</p> | <p>More effective and robust contact with home on a proactive and regular basis via the evolving PP team (Pastoral Student Support Officers, PP Achievement Mentors for KS3 & KS4, TLR holders, PP Progress Leader, PP Literacy lead)</p> | <p>PGR & WMA</p> | <p>N/A</p> | <p>WMA fortnightly via PGR line-management meetings</p> | <p>Each year group sustained percentage parental attendance compared to last year's attendance figure</p> | <p>Each year group sustained percentage parental attendance compared to last year's attendance figure</p> |
| | <p>All current Year 9, 10 and 11 students' families have open communications with school (home visits,</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>RCR, PBR & SSA</p> | <p>N/A</p> | <p>WMA via PP Data Dashboard Progress updates every data shot</p> | <p>Each year group sustained percentage parental attendance on last year's attendance figure</p> | <p>Each year group sustained percentage parental attendance on last year's attendance figure</p> |

| | | | | | | | |
|--|--------------------------------|--|-----|--|--------------------------|---|---|
| | telephone, school meeting etc) | Roll out of £100 Educational Voucher for the fourth year running. Mailshot to all parents (attached to Information Evening details). | PGR | Finance dept. support PP funds (governor approved) to finance the scheme | WMA termly report to PGR | Voucher accessed by half of PP parents. | Voucher accessed by over two-thirds of parents. |
|--|--------------------------------|--|-----|--|--------------------------|---|---|

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

Timescale: September 2017 – August 2018 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|---|--|--|-------------------------------------|---|---|--|---|
| | | | | | | By Jan 2018 | By July 2018 |
| PP 2.1 Provide increased opportunities to extend the more able PP students | PP students access a range of IIAG opportunities in order to widen their horizons when embarking on their educational/ vocational/ professional futures. | Continue to prioritise PP students in IIAG 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 | 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 8 PP Options advice is routinely excellent | Timely, clear and precise Year 8 options advice given to all Y8 PP cohort and rigorous review that PP students are on the right 'flightpath'. Close liaison with home required. | WMA, SAP & LQU | LQU further training from MLA & PGR re Options/IIAG national context | Line management meetings, Options Data Trackers | Year 8 students have been interviewed by PP/Careers team. | Year 8 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 | Participation Data | No PP student has dropped out of the music tuition system. | No PP student has dropped out of the music tuition system. |

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|--|---|---|--------------------|--|---|---|---|
| | | | | | | By Jan 2018 | By July 2018 |
| | PP entitlement is no barrier whatsoever to accessing educational visits and extra-curricular life at CHS. | Roll out of £100 PP Educational voucher and bespoke interventions as the PP Pastoral Team see fit. Pursue and arrange a second year of DofE PP cohort for Bronze award | WMA MCU | PP funds as required PP funds as required | Participation Data PGR to monitor and evaluate participation and completion rate | Participation data reveals 60% of PP students access extra-curricular and/or educational visits. 20 PP students on track to complete Bronze DofE Award | Participation data reveals 70% of PP students access extra-curricular and/or educational visits. 20 students completed Bronze DofE Award and certificated. |
| 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. | WMA & PGR | MCU BlueSky training | QA calendared book reviews, learning walks, departmental PP reviews and observations | One pre-Christmas PP QA/SR Activity recorded on BlueSky | At least two PP QA/SR Activities recorded on BlueSky |

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

Timescale: September 2017 – August 2018 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|---|---|---|---|---|--|--|--|
| | | | | | | By Jan 2018 | By July 2018 |
| 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, including home visits, LA | PBR, CHI & SSA with increasing support from RCR/WMA | PBR to continue to develop SSA, WMA, CHI & RCR's knowledge of successful school systems/protocols | NBR & PGR. Calendared attendance reviews from Progress Leaders | PP attendance differences no more than 3% in any year group. | PP attendance differences no more than 3% in Years 7-10 (accounting for Y11 Study Leave) |

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|--|--|--|--------------------------------|---|---|--|--|
| | | | | | | By Jan 2018 | By July 2018 |
| | | intervention and parental liaison as required. Utilise/promote PP Breakfast Club as necessary to key PP individuals. | CRL | Provisions booked with Catering Academy/Lisa Vernon | WMA 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 remove barriers to learning | PP students feel valued and secure within the school's pastoral structure. Tutors know each and every PP student academically and pastorally. | Garner effective student voice to ascertain whether this is indeed the case. Formalise this. 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. | WMA PGR & WMA | Time to adapt and set up on Google Drive or other package/forum. PP Passports, excellence visit to other schools | WMA via student voice activities and meetings PGR & PP team reports regularly to SLT | 1 Student Voice (PP) strategy/event formalised, finalised and calendared. PP Passports created and used by staff for all KS4 students. | 3 Student Voice (PP) strategies/events completed and evaluated, informing future planning /improvements. 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. | WMA 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. | WMA 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. | WMA | WMA, VCHI & RCR Google docs training | WMA | 1 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 | 3 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 2017 – August 2018 (Review 1 & 2: Green = on track; Amber= Minor delay/risk; Red = major delay/issue)

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|--|--|---|---|---|--|--|---|
| | | | | | | By Jan 2018 | By July 2018 |
| PP 4.1 Develop PP leadership and management at all levels | Wider PP/Pastoral team effectively working as a unit with a common goal to improve outcomes and remove barriers to learning. | 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. | Monthly SLT briefings. Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice. | PGR PGR (after liaison with ABR) | EEF/Sutton Trust-esque training required. PGR to design further CPD sessions informed by research evidence | PGR ABR as per CPD calendar | Monthly PP updates provided to SLT One CPD communique delivered to all staff. | Monthly PP updates provided to SLT Second CPD communique/session delivered to/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. |

| Objective | Success criteria | Actions | Person accountable | Resources/ Training | Monitoring & Evaluation (who, what, when) | Milestones | |
|---|--|---|---|--|---|---|--|
| | | | | | | By Jan 2018 | By July 2018 |
| 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 | New 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, WMA, 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 |