



CULCHETH
HIGH SCHOOL
> THE BEST THAT WE CAN BE

> RESPECT
> HONESTY
> EXCELLENCE

Pupil Premium Strategy

'Equity Not Equality'

2019-2020

(October 2019- PGR)

Culcheth High School's Ofsted Report- 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.

Pupil Premium Strategy 2019-20

Schools are required to publish:

The amount of their Pupil Premium allocation for current year (FY19/20): **Circa £171,575**

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 been significantly strengthened beyond Key Stage 4, starting down in Key Stage 3. In total, we employ four full time PP mentors, one of whom also has a KS3 literacy specialism and another who supports numeracy/mathematics. Pupil Premium students are also given external independent information, advice & guidance (IIAG) by external careers specialists (Careers Connect) as well as being given a £100 educational voucher to spend as parents/carers see best, to overcome their child's barriers to learning. Four 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 and dedicatedly with PP students within school for the entire year, rather than a plethora of bolt-on gimmickry and one-off events that have no lasting 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 estimated P8 scores; PP attendance to be within 3% of their non-PP peers; Pupil Premium parents' evening attendances to 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 Biology, Chemistry, Physics. 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 2020 and July 2020 (see milestones on the following plan)

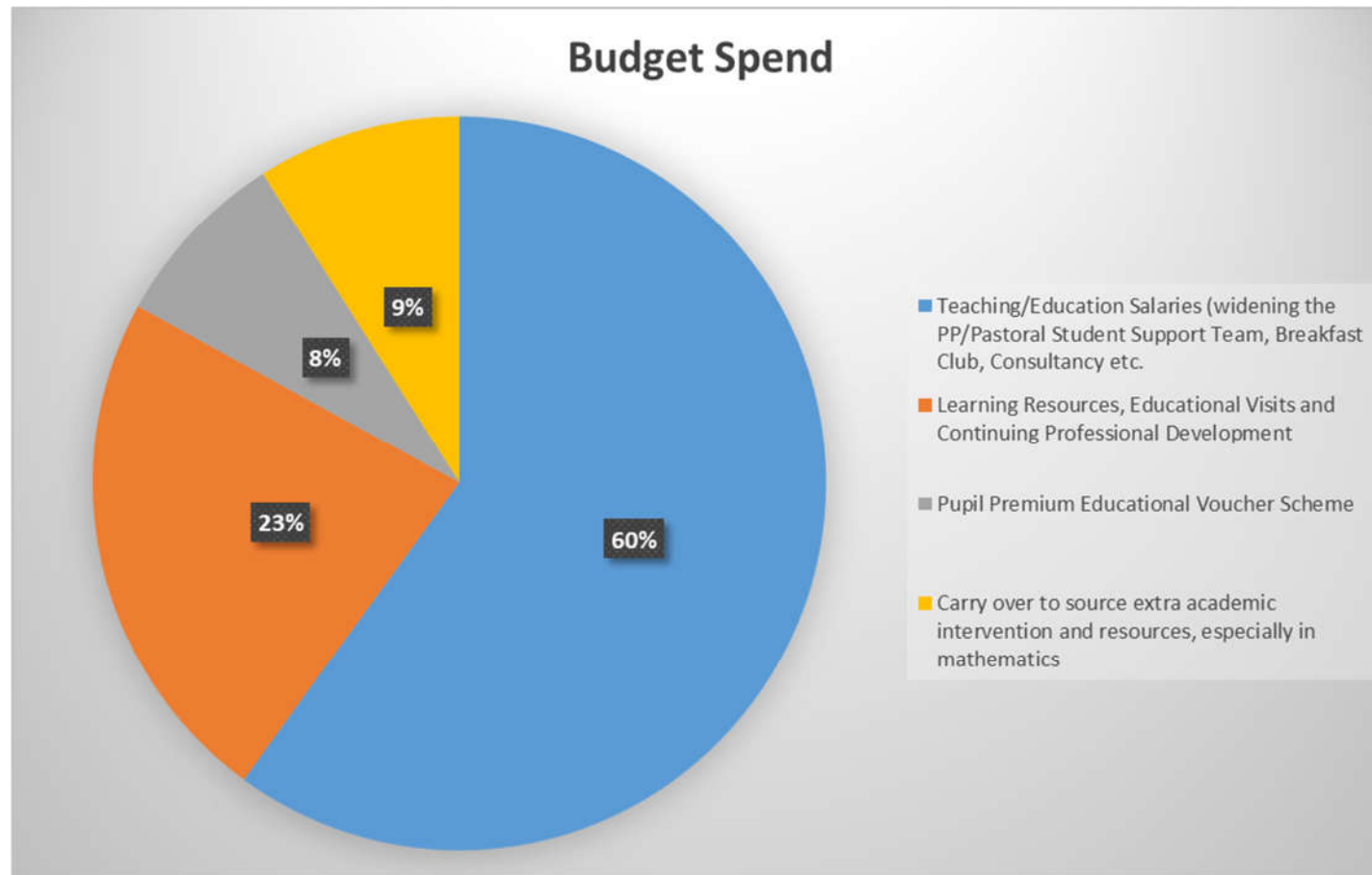
Schools must also publish for the previous academic year, how the allocation was spent:

The school received **£208,259** of Pupil Premium funding in the last financial year (FY18/19) which also included a carry-over from the previous financial year.

The budget breakdown/spend was as follows:

- **£124,849** Teaching/Education Salaries
- **£47,411** Learning Resources, CPD etc

- **£16,405** PP Educational Voucher Scheme
- **£19,594** carry over



Its impact on eligible and other pupils:

IMPACT STATEMENT- FINAL REVIEW- SEPTEMBER 2020- *Peter Harold Groves*

N.B. Please note that the following analysis is largely based upon unvalidated data from the GCSE summer series 2020. Updates will be made as they become available/are amended.

- Culcheth High School's Summer 2020 Disadvantaged Progress 8 measure provisionally stands at -0.76* according to SISRA Analytics. It should be noted that no meaningful P8 comparison can be drawn this year due to the COVID19 scenario and the exams algorithm debacle.
- Overall P8 historic results for the school are as follows: 2016 -0.11, 2017 -0.55, 2018 -0.67, 2019 -0.34, 2020 -0.76*
- English Disadvantaged Progress 8 provisionally stands at -0.91 (Historic P8 English data: 2016 -0.02, 2017 0.00, 2018, -0.41, 2019 -0.04, 2020 -0.91)
- Maths Disadvantaged Progress 8 provisionally stands at -0.51 (Historic P8 maths data: 2016 -0.26, 2017 -0.65, 2018 -0.85, 2019 -0.52, 2020 -0.51)
- Ebacc Disadvantaged Progress 8 provisionally stands at -0.92 (Historic P8 Ebacc data: 2016 0.21, 2017 -0.57, 2018 -0.63, 2019 -0.32, 2020 -0.92)
- Open Disadvantaged Progress 8 provisionally stands at -0.77 (Historic P8 Open data: 2016 -0.39, 2017 -0.83, 2018 -0.76, 2019 -0.43, 2020 -0.77)
- GCSE 'Basics' results in English & mathematics Standard Pass/grade 4 in Summer 2020 revealed a 19.9% gap in Pupil Premium students versus others in school achieving this benchmark. This was based on a monitored cohort of 28 PP supported students fully inclusive of the results of three students in alternative provision schools (some of whom joined us as in year admissions in KS4). This is an 8% improvement compared to last year. (Historic gaps: 2012 36%, 2013 47%, 2014 42%, 2015 44%, 2016 17%, 2017 17%, 2018 36%, 2019 28%. 2020 20%)
- In Summer 2020, 71.4% of PP students achieved a Standard Pass/grade 4 or above in English 'Basics' which maintains an improving trend in this benchmark figure over the last five years and a 6% improvement on last year's results.
- 71.4% of PP students achieved a Standard Pass/grade 4 or above in mathematics which is a significant improvement on historic data. It constitutes a 16% improvement on the same figure last year.
- 46.4% of PP students achieved a Strong Pass/grade 5 in English Language or English Literature which is a pleasing result.
- 39.3% of PP students achieved a Strong Pass/grade 5 in mathematics, significantly improved on 2018's 16% and 2019's 35% figures.
- 10.3% of PP students gained a Grade 7 and above in their English Language and English Literature qualifications, a disappointing dip on last year's results.
- 3.6% of PP students gained a Grade 7 and above in their mathematics qualification, a disappointing dip on last year's results.
- 19% of PP students achieved a double Strong Pass/grade 5 or above in Science Trilogy- this figure excludes three alternative provision students who sat a Synergy Quaification and one Triple Scientist who sat Biology, Chemistry, Physics separately.
- There was no significant difference between average number of GCSE entries between PP students and their peers at GCSE. This 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 in enter PP students for 'gaming' qualifications.
- Pupil Premium students achieved an average grade across the board of 4.11 compared to 3.83 in 2018 and 4.06 2019.
- 2020 whole school PP versus non-PP attendance gap stood at -3.57% as of March 20th when the nation went into COVID lockdown. (PP 91.7% versus non-PP 95.44%).
- Parents' evenings over the course of the last academic year were obviously disrupted. For the evenings we did manage to hold (Years 8, 9 & 11), PP parents' attendance was largely in line with non-PP parents, with roughly two-thirds of all PP parents per year group attending. This demonstrates our drive to engage PP parents in education and work collaboratively. Historical tracking of parents' evening attendances reveals that parental engagement at such events has grown significantly over the last 5 years.
- All Pupil Premium students in September 2020, at the time of writing, were placed in education, employment or training.
- Exclusions of PP students are decreased on last year because of a range of pastoral interventions for our most challenging PP students.

Year Group	7	8	9	10	11	Total
No of PP students (Sept. 2019)	46	40	38	36	27	187
% proportion of Year Group	19.01	16.67	15.97	15.45	11.95	15.86

Pupil Premium SLT Lead	Pupil Premium Progress Leader	Pupil Premium Governor
Peter H. Groves	Catherine Flaherty	Sharon Rathmill

Measure	2019 Performance	2020 Target	2020 Performance
Progress 8	-0.332	-0.2 or better	-0.76%*
Attainment 8	40.62	45.00 or better	41.06
Ebacc entry	24.1%	22.2% (students already entered)	21.4% (due to in year admissions in KS4)
% G5+ Eng/Ma BASICS	34.5%	50%	32.1%
% G4+ Eng/Ma BASICS	51.7%	60%	64.3%
In Post 16 options	100%	100%	100%

Strategic overview 2019-2020 – Objectives Summary

Objectives informed by PP *barriers to learning*

1) QUALITY OF EDUCATION FOR PP STUDENTS

- PP 1.1 Improve the quality of marking and feedback; in particular, so that PP students know how to improve.
- PP 1.2 Improvement in PP student progress across all subjects.
- PP 1.3 Consolidate the processes of interventions for all PP students identified as below the expected level/grade.

2) BEHAVIOUR AND ATTITUDES OF PP STUDENTS

- PP 2.1 Improve PP attendance across the whole school.
- PP 2.2 Enhance consistent practice with PP behaviour, rewards and sanctions policy in line with **#WeAreCHS** drive.

3) PERSONAL DEVELOPMENT (**#WeAreCHS**) OF PP STUDENTS

- PP 3.1 Improve the effectiveness of tutoring and mentoring for PP students across the school.
- PP 3.2 Raise aspirations of PP learners across the school, increasing their levels of engagement.

4) LEADERSHIP, MANAGEMENT & CURRICULUM (Including staff & resource development) FOR PUPIL PREMIUM

- 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 in terms of PP evidence-based research and strategies.

1. QUALITY OF EDUCATION FOR PP STUDENTS

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By July 2020
PP 1.1 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. Regular TeachMeets promoting T&L feedback strategies particularly effective for PP learners. Learning walks by CFL to evaluate quality of feedback.	CFL	BlueSky training	PGR via QA calendared book reviews, learning walks, departmental PP reviews and observations	One pre-Christmas PP QA/SR Activity recorded on BlueSky	At least three PP QA/SR Activities recorded on BlueSky
PP 1.2 Improvement in PP student progress across all subjects.	<p>Average grade per PP student to rise to 4+. P8 and A8 measures to improve significantly.</p> <p>Basics En/Ma % in-school difference (PP vs Non PP) to be reduced: target 15% or lower</p> <p>In addition, P8 English Maths and Science scores will be near zero.</p>	<p>All PP students to be identified clearly on all seating plans and foregrounded in planning/interventions at a class teacher level.</p> <p>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.</p> <p>English, Maths & Science interventions to be delivered in the run up to exams alongside the refined 'Pupil Premium Progress' AM Registration interventions. Cohorts to remain static</p>	<p>PGR & HOFs</p> <p>CFL, CRL, CHI, SAN & RCR</p> <p>JGI, ACO & JLE</p>	<p>#<i>alwayslearning</i> time required</p> <p>Department/Faculty time and planned interventions</p> <p>Staffing for registration plus PP Numeracy and Literacy Mentor support</p>	<p>SLT Faculty Links during any calendared QA activities.</p> <p>PGR throughout the year via Quality Assurance activities, work/book scrutinies, dept. reviews, exam reviews etc.</p> <p>PGR & CFL at every SISRA published data collection point.</p>	<p>PP Y11 cohort average grade 4. A8 PP vs Non PP in-school gaps to be minimal.</p> <p>Difference stands at 18% maximum. CHS PP vs National non-PP subject differences to be minimal. Projected P8 figures to be between 0 and -0.3</p> <p>PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.3</p>	<p>PP Y11 cohort average grade 4+. A8 PP vs Non PP in-school gaps to be minimal.</p> <p>Difference stands at 15%. CHS PP vs National non-PP subject differences to be minimal. Projected P8 figures to be between 0 and -0.2</p> <p>PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.2</p>

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By July 2020
	Again, P8 English, Maths and Science scores will be near zero. All P8 'buckets' to significantly improve.	for extended periods to ensure lasting impact. Cohorts regularly reviewed as new students present. A range of faculty interventions in all subjects to enable PP students to accelerate progress. A particular focus on Maths interventions is needed in light of last year's results (moving students from 4 to 5 and 5 to 6). Intervention to be utilised in small group work scenarios- as much as possible controlled 'in house' with external support if required.	CFL, JGI, ACO, & JLE	Department/Faculty time and planned interventions plus PP Numeracy and Literacy Mentors	Data Dashboard to be regularly updated and published to all staff. As above.	PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.3	PP students broadly in line with school targets. Projected P8 figures to be between 0 and -0.2
PP 1.3 Consolidate the processes of interventions for all PP students identified as below the expected level/grade	Key Stage 4 PP students (in 9, 10 & 11) identified and rigorously monitored and interventions embedded by established PP team. Key Stage 3 PP vulnerable students (in both 7 & 8) identified and rigorously monitored by PP KS3 mentor. English/Maths/ Science PP TLR roles evolve and long-term subject-specific interventions are embedded.	Y9, 10 & 11 borderline cohort to be established and mentored all year by the PP team. Pupil Premium Passports to be embedded/utilised at Y11. Y7 & 8 mentoring cohort to be established and mentored all year by the PP team. Y7 transition events to take place with 'Talk the Talk' and other external providers. English/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. PP Data Dashboard to be circulated to all staff at each data	CFL, CHI, CRL & RCR CHI & CRL ACO (Maths), JLE (Science), JGI (English)	Regular meeting time for PP team. Regular meeting schedule for PP team. 'Talk the Talk' presentation package. Regular meeting schedule for PP team.	PGR, CFL termly review. PGR, CFL termly review. PGR, CFL termly reviews of data via PP team meetings.	PP Y11 cohort average grade 4. Half of PP KS3 cohort 'on track' and above using CHS's new EAP reporting system. 40% minimum 5 (and above) benchmark. Projected P8 figures to be between 0 and -0.3	PP Y11 cohort average grade 4+ (or better). 60% of PP KS3 cohort 'on track' and above using CHS's new EAP reporting system. 50% minimum 5 (and above) benchmark. Projected P8 figures to be between 0 and -0.2

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By July 2020
		capture and focused squarely on progress rather than attainment. Regular attendance reviews for Y11 revision sessions- phone calls/e-mails for non-attendance.					

2. BEHAVIOUR AND ATTITUDES OF PP STUDENTS

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By July 2020
PP 2.1 Improve PP attendance across the whole school.	PP versus Non PP differences to diminish to less than 3% overall	<p>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 intervention and parental liaison as required. Regular slot at Y11 Progress Team meetings to prompt intervention with regards attendance.</p> <p>Utilise/promote PP Breakfast Club as necessary to key PP individuals.</p>	<p>CFL, PBR & PGR</p> <p>CRL & CHI</p>	<p>Support of Warrington LA Attendance Team</p> <p>Provisions booked with Catering Academy</p>	<p>NBR. Calendared attendance reviews from Progress Leaders</p> <p>CFL in line management meetings.</p>	<p>PP attendance differences no more than 4% in any year group.</p> <p>Average daily PP attendance of 30 students at Breakfast Club</p>	<p>PP attendance differences no more than 3% in Years 7-10 (accounting for Y11 Study Leave)</p> <p><i>*Up to national COVID lockdown</i></p> <p>Average daily PP attendance of 30 students at Breakfast Club</p>
PP 2.2 Enhance consistent practice with PP behaviour, rewards and sanctions policy in line with	Exclusions and reporting of serious incidents for PP students 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.	CFL 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.	PGR 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.

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By July 2020
#WeAreCHS drive.	Pupil Premium students are more consistently rewarded for their efforts in class and extra-curricular activities	Pupil Premium students rightly praised via the #WeAreCHS drive and also Year 11 'Prom Pledges' are made and signed by all Year 11 cohort. PP students awarded 'Respect, Honesty, Excellence' tickets in line with school policy.	CFL & PP Team	Pastoral funds for rewards plus PGR's whole school INSET re. rewards.	PGR & CFL at each termly review of behaviour data.	1 Student Voice (PP) strategy/event formalised, finalised and calendared.	3 Student Voice (PP) strategies/events completed and evaluated, informing future planning /improvements.

3. PERSONAL DEVELOPMENT (#WeAreCHS) OF PP STUDENTS

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By Jan 2020
PP 3.1 Improve the effectiveness of tutoring and mentoring for PP students across the school.	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. 'Talk the Talk' feedback from Y7.	CFL	Time to adapt and set up on Google Drive or other package/forum.	PGR via student voice activities and meetings	1 Student Voice (PP) strategy/event formalised, finalised and calendared.	3 Student Voice (PP) strategies/events completed and evaluated, informing future planning /improvements.
	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.	CFL & RCR	PP Passports, excellence visit to other schools	PGR & PP team reports regularly to SLT	PP Passports created and used by staff for all Y11 students.	PP Passports created and used by staff for all Y11 students.
PP 3.2 Raise aspirations of PP learners across the school, increasing their levels of engagement.	Student voice activities reveal positive approach to education and extra-curricular from 70% of cohort	Intensive mentoring of PP cohort by PP team. Formalised student voice PP-focused activities to take place throughout the year and relayed back to staff. CRL to mentor LAP PP students for literacy and SAN for numeracy	CFL & PP Team	CFL, CHI & RCR Google docs training	PGR	1 Student Voice (PP) strategy/event formalised, finalised and calendared. PP Passports created and used by staff for all Y11 students. Exclusions of PP students reduces	3 Student Voice (PP) strategies/events formalised, finalised and calendared. PP Passports created and used by staff for all Y11 students. Exclusions of PP students reduces

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By Jan 2020
	Over 65% of PP students/families represented at all Parents' Evenings.	Pupil Premium Parents' Information Evening held once again in September 2019. More effective and robust contact with home on a proactive and regular basis via the evolving PP team (minimum 2 phone calls plus letter).	CFL, CHI, RCR, SAN & CRL	PGR to meet with CFL to discuss arrangements.	PGR	compared to same point last year Each year group sustained improved percentage parental attendance on last year's attendance figure	compared to same point last year Each year group sustained improved percentage parental attendance on last year's attendance figure
	All PP students' families have open communications with school (home visits, telephone, school meeting etc.)	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. CFL to meet all Y11 parents.	PP TEAM	Office support from CMD for accumulating statistics	PGR as required	Each year group sustained percentage parental attendance on last year's attendance figure	Each year group sustained percentage parental attendance on last year's attendance figure
	PP students access a range of IIAG opportunities in order to widen their horizons when embarking on their educational/ vocational/ professional futures.	Roll out of £100 Educational Voucher for the fifth year running. Mailshot to all parents (attached to Information Evening details). 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).	PGR & LQU	Finance dept. support PP funds (governor approved) to finance the scheme	PGR, post every Parents' Evening/Event	Voucher accessed by half of PP parents	Voucher accessed by over two-thirds of parents.
	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.	LQU	Professional consultancy, LQU further external support re. Options/IIAG national context	CFL fortnightly via PGR line-management meetings. PGR & LQU data analysis/ destination reviews, NEET/RONI scrutiny. Line	Year 8 students have been interviewed by PP/Careers team.	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

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By Jan 2020
					management meetings, Options Data Trackers		projected NEET figures. 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 accessing educational visits and extra-curricular life at CHS.	Free musical tuition for any PP student after liaison with CHS Music department.	CSI	PP funds for peri music teaching	CFL via Participation Data	No PP student has dropped out of the music tuition system. Participation data reveals 60% of PP students access extra-curricular and/or educational visits.	No PP student has dropped out of the music tuition system.
		Roll out of £100 PP Educational voucher and bespoke interventions as the PP Pastoral Team see fit	CFL	PP funds as required	PGR via finance data		Participation data reveals 70% of PP students access extra-curricular and/or educational visits.
	Engagement of PP learners improves across the school and they are more likely to uphold the school's values- <i>Respect, Honesty, Excellence</i>	Pursue and arrange a fourth year of DofE PP cohort for Bronze award	ANO	PP funds as required	CFL via ANO/SAP DofE lists	6 PP students on track to complete Bronze DofE Award	6 students completed Bronze DofE Award and certificated.
		RCR to lead cohort of Year 8 students through the 'Oarsome' Warrington Youth Rowing Project	RCR	PP funds as required and significant time out of school for RCR	CFL termly	10 students begin 'Oarsome' project cohort selected and weekly training effective	'Oarsome' project cohort participate/successful in competitions
		CHI to lead cohort of KS3 PP students through riding sessions at Croft riding school	CHI	PP funds as required and significant time out of school for CHI	CFL	Croft sessions only begin Spring next year.	KS3 students feel more confident in school and ready for future GCSEs
		Year 9 aspirational visit to Chester University	CFL	PP funds as required	PGR after event	Year 9 student voice reveals students thought the event worthwhile	Year 9 follow up evaluation and future trip scheduled

4. LEADERSHIP, STAFF & CURRICULUM (including staff & resource development) FOR PUPIL PREMIUM

Objective	Success criteria	Actions	Person accountable	Resources/ Training	Monitoring & Evaluation (who, what, when)	Milestones	
						By Jan 2020	By July 2020
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 refined. Specific roles allocated to team members and CFL (as new PP PL) feels confident and skilled in her role. 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 and regular TeachMeet input. Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice.	PGR & CFL 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 in terms of PP evidence based research and strategies.	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)	CFL to deliver a range of TeachMeets	ABR as per CPD/TeachMeet calendar	Two CPD and/or TeachMeet sessions delivered.	Three CPD sessions and/or TeachMeet sessions delivered.