

Pupil Premium Strategy statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Culcheth High School
Number of pupils in school	1186 student
Proportion (%) of pupil premium eligible pupils	215 students = 18.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022 & July 2022
Statement authorised by	Mr C.P. Hunt
Pupil premium lead	Mr P.H. Groves
Governor / Trustee lead	Mr S. Thomas

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£193,025
Recovery Premium funding allocation this academic year	£26,390
Pupil Premium funding carried forward from previous years	£8,728
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£228,143

Part A: Pupil premium strategy plan

Statement of intent

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/above two-thirds attendance (improved vastly on recent years); Pupil Premium students do not fall into NEET category when they transition & 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:

RESPECT, HONESTY, EXCELLENCE

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

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 (CEAIG) 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 their entire school careers, rather than a plethora of bolt-on gimmickry and one-off events that have no lasting impact on self-efficacy nor progress.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil Premium students at CHS achieve national benchmark GCSE results in line with their non-Pupil Premium national peers but there remains an in-school gap of between 15-20% (greatly reduced on historic figures) which needs to close further.
2	Pupil Premium students often arrive at CHS with lower educational and career aspirations than their peers.
3	Pupil Premium families are often less equipped/feel less informed to assist their child's progress in school.
4	Pupil Premium families often have less secure financial positions than others, creating instability for students in school which can be a barrier to learning.
5	Pupil Premium students achieve well in mathematics but should raise this even higher to aim for a higher proportion of 5+ grades overall. A small proportion of CHS Pupil Premium students have a perceived self-efficacy 'block' when it comes to mathematics.
6	A small proportion of complex Pupil Premium students are more likely to face Fixed Term Exclusions (now called Suspensions) than their peers and behave poorly in school.
7	Pupil Premium students have lower overall attendance figures than their non-Pupil Premium peers.
8	A significant proportion of Pupil Premium students present with more frequent SEMH issues than their peers whilst at CHS.
9	Pupil Premium students in KS3 find transition to high school more challenging than their non-PP peers.
10	Pupil Premium students at CHS are less confident in responding to formative feedback with regards their academic progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Continued improvement in Pupil Premium cohort academic progress across all subjects but with a keen focus upon mathematics.	Average grade per Pupil Premium student to rise to between 4+/5- in Summer 2022 GCSE examination series. P8 and A8 measures to improve based on 2019 benchmark. In school KS3 SISRA 'On Track' data to reveal no significant difference between Pupil Premium students and their peers in this key stage.
Raise aspirations of Pupil Premium students across the school, increasing their levels of engagement and reintegrating them post COVID lockdowns as part of Culcheth High School's Consolidation (Recovery) Curriculum.	Behaviour data on Pupil Premium students to be largely positive with no discrepancy between their non-PP peers. Pupil Premium students are given expert advice and guidance to enable them to make informed options decisions at the end of KS3. Pupil Premium students transition to FE/employment will indicate/evidence high aspirations for quality career pathways. Pupil Premium students fully engage with Culcheth High School's Consolidation (Recovery) Curriculum offer.
Enhance consistent practice with Pupil Premium behaviour, rewards and sanctions policy in line with #WeAreCHS drive.	Exclusions and reporting of serious incidents for PP students narrow. Pupil Premium students are more consistently rewarded for their efforts in class and extra-curricular activities.
Improve the effectiveness of tutoring and mentoring for Pupil Premium students across the school as part of Culcheth High School's Consolidation (Recovery) Curriculum.	Pupil Premium students feel valued and emotionally secure within the school's pastoral structure as evidenced by student voice activities Pupil Premium students fully engage with Culcheth High School's Consolidation (Recovery) Curriculum offer.
Strengthen the CPD programme in terms of Pupil Premium evidence-based research and strategies.	All staff have access to CPD opportunities to explore best PP practice via Teach Meet schedule throughout the academic year. Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice. Embed 'High 5' mantra for staff with PP students.
Improve Pupil Premium attendance across the school via the work of Pastoral Student Support Officers, Pupil Premium Team and Progress Leaders.	Pupil Premium versus non-Pupil Premium differences to diminish to less than 3% overall. Pupil Premium students fully engage with Culcheth High School's Consolidation (Recovery) Curriculum offer.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Improve the quality of marking and feedback: in particular, so that PP students know how to improve.	EEF Toolkit suggests (hyperlink above): Very high impact for very low cost based on extensive evidence.	1, 10
Improve the processes of interventions for Pupil Premium students (aligned with the school's recovery curriculum) for all PP students identified as below the expected level/grade, especially due to COVID learning gaps.	Moderate impact for low cost based on moderate evidence.	1, 5, 10
English, Maths & Science small group interventions to be delivered in the run up to exams alongside refined 'Pupil Premium Progress' AM Registration interventions. Cohorts to remain static for extended periods to ensure lasting impact, with COVID gaps addressed for vulnerable students. Cohorts regularly reviewed as new students present.	Moderate impact for low cost based on moderate evidence.	1, 5
Creation of small intensive literacy groups in Year 7 for those students significantly below age related expectations who would struggle to access the curriculum. Use of <i>Read, Write Inc.</i> phonics programme subscription to support this project, aligned with the school's recovery curriculum.	High impact for very low cost based on very extensive evidence.	9, 10

Strengthen the CPD programme for all teachers and teaching assistants in terms of Pupil Premium evidence-based research and strategies via the school's #AlwaysLearning INSET/CPD schedule.	High impact for very low cost based on limited evidence.	1, 8, 10
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Continue to prioritise PP students in CEIAG planning and careers meetings.	Unclear impact for very low cost based on insufficient evidence.	2, 3, 6
Pupil Premium/Pastoral support team to meet regularly with cohort of students to develop metacognition, self-efficacy & self-belief of PP cohort using 'GROW' model coaching strategies. SEMH referrals made to MHST worker aligned with CHS where deemed necessary.	Very high impact for very low cost based on extensive evidence.	2, 8, 9, 10
Pupil Premium Year 11 cohort to be foregrounded as part of the school's consolidation (recovery) curriculum plans across academic subjects.	Moderate impact for low cost based on moderate evidence.	1, 2, 4, 5
External 1-2-1 tutoring for LAC students as directed by PEP interventions.	High impact for moderate cost based on moderate evidence.	1, 5, 10
Fortnightly review of Pupil Premium SIMS Behaviour registers data (1-4 system). Rigorous pastoral intervention/follow up where there are issues. Pupil Premium team input and home-school liaison for any student at risk	Moderate impact for low cost based on limited evidence.	3, 6

of/experiencing an exclusion.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Improve PP attendance across the whole school by liaising with home and utilising the school's robust attendance procedures.	Moderate impact for very low cost based on extensive evidence.	7, 9
Pupil Premium Parents' Information Evening held virtually in September 2021. More effective and robust contact with home on a proactive and regular basis via the evolving PP team.	Moderate impact for very low cost based on extensive evidence.	3, 4
Utilise/promote 'Grab 'n Go!' PP Breakfast Club as necessary to key PP individuals.	No published evidence on the EEF Toolkit <i>exactly</i> matches this activity. At CHS however, we believe this to be an important and long-running strategy in engaging Pupil Premium families & students with our school routines and timekeeping expectations.	4, 9
Enhance consistent practice with PP behaviour, rewards and sanctions policy in line with #WeAreCHS drive.	Moderate impact for low cost based on limited evidence.	2, 6, 8
Roll out of £100 Educational Voucher for the sixth year running.	As this strategy is mostly used for students to purchase uniform and engage in educational visits it falls between two evidence streams on the EEF Toolkit. Uniform is decreed as unclear impact for very low cost based on insufficient evidence. KS3 transition students/families find this particularly helpful.	3, 4, 9
All PP KS4 cohort to receive 'Welcome to KS4 Study Gift Pack' containing laptop and study/revision materials.	No published evidence on the EEF Toolkit <i>exactly</i> matches this activity. At CHS however, we believe this to be an important and long-running strategy in engaging Pupil Premium families & students with our school values. We expect Pupil Premium students to work hard and will not accept digital excuses as we remove these barriers.	2, 3, 4
Aspirational virtual/physical visits and activities	This strategy also falls between two EEF Toolkit areas, notably aspiration interventions	2, 5, 8, 9

embedded within all year groups via a range of in-house oracy, numeracy and CEIAG events. DfE Bronze advertised and freely available to all Year 9 Pupil Premium students.	and oral language interventions (very high impact for very low cost based on extensive evidence).	
Referral to mentoring and in turn our aligned MHST worker where the need presents in any individual Pupil Premium student. Referral to alternative educational provision where deemed suitable.	Moderate impact for very low cost based on very limited evidence.	3, 7, 8
Pupil Premium <i>Oarsome</i> Project with Year 8 focusing upon potentially behaviourally-disaffected students.	Unclear impact for moderate cost based on insufficient evidence	2, 6, 7
Garner effective student voice to ascertain whether Pupil Premium students feel valued and emotionally secure within the school's pastoral structure.	Moderate impact for very low cost based on very limited evidence.	3, 7, 8

Total budgeted cost: £230,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Culcheth High School's Summer 2021 results, in line with national regulations, were not assessed under Progress 8 measures.
- GCSE 'Basics' results in English & mathematics Standard Pass/grade 4 in Summer 2021 revealed an 18% gap in Pupil Premium students versus others in school achieving this benchmark. This was based on a monitored cohort of 29 PP supported students (fully inclusive of those who joined us as in year admissions in KS4). This sustains our overall improving PP results over time. (Historic gaps: 2012 36%, 2013 47%, 2014 42%, 2015 44%, 2016 17%, 2017 17%, 2018 36%, 2019 28%. 2020 20%)
- In Summer 2021, 90% of PP students achieved a Standard Pass/grade 4 or above in English 'Basics' which is a significant improvement to an already historically strong dataset/subject area. Last year 71% achieved a 4+ in the same figure and this result was also above average nationally.
- 66% of PP students achieved a Standard Pass/grade 4 or above in mathematics which is an improvement on historic trend data. It does, however, constitute a 5% dip compared to the same figure last year.
- 59% of PP students achieved a Strong Pass/grade 5 in English Language or English Literature which is an exceptional result.
- 38% of PP students achieved a Strong Pass/grade 5 in mathematics, maintaining an improving trend overall: 2018's 16%, 2019 35%, 2020 39%.
- 14% of PP students gained a Grade 7 and above in their English Language and English Literature qualifications, a 4% improvement on the previous year.
- 7% of PP students gained a Grade 7 and above in their mathematics qualification, compared to 3.6% on the previous year.
- 36% of PP students achieved a double Strong Pass/grade 55 or above in Science Trilogy- a significant improvement on previous year's 19%.
- 60% of PP students achieved a double Standard Pass/grade 44 or above in Science Trilogy- a dip on the on previous year's 67%.
- 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 it enter PP students for 'gaming' qualifications.
- Pupil Premium students achieved an average grade across the board of 4.44 compared to 3.83 in 2018, 4.06 2019 and 4.11 in 2020. This evidences an improvement in performance across all subjects on a consistent trend. The Pupil Premium Team worked hard to embed the 'High Five' mantra amongst GCSE teachers for their PP students.
- 2021 whole school PP versus non-PP attendance gap stood at -6.6% as of May 2021. It is fair to assess that PP students were adversely and more significantly affected by return to school anxieties post the lockdowns. Pastoral

support was regular and swift with a variety of interventions for struggling families put into place.

- Parents' evenings over the course of the last academic year were obviously disrupted and remained online via School Cloud platform. PP parents' engagement 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 6 years.
- All Pupil Premium students barring one exception who we are supporting, in September 2021 at the time of writing, were placed in education, employment or training.
- Exclusions of PP students were decreased on last year because of enforced closures/lockdowns but also a range of pastoral interventions for our most challenging PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Oarsome project	Warrington Youth Rowing
Talk the Talk Oracy	Four Acre Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to the low numbers of Service Premium students at Culcheth High School they access the same wealth of interventions and staffing/resourcing as their Pupil Premium peers. They are considered a fully integrated part of the Pupil Premium cohort.
What was the impact of that spending on service pupil premium eligible pupils?	In the last two years we have had only one Service Premium student through Y11. This student, with much pastoral support, achieved 7 qualifications between grades 4 to 7 including his English, maths and Science Trilogy qualifications.

Further information (optional)

Culcheth High School also commissioned a Pupil Premium Review from an external educational consultant and school improvement partner with significant Ofsted experience in February 2021.

This followed two previous external Pupil Premium Reviews conducted by *Achievement For All* in July 2014 & November 2016 which were published on the school's website and were overwhelmingly positive in nature. *Achievement For All* included Culcheth High School as a case study for good practice on their literature.

The key strengths of the most recent February 2021 review were described as follows:

- **Pupil Premium students achieve well at Culcheth High School.**
- School **welcomes external challenge** and benefits from this by prioritising any identified areas for further development.
- **Strategic and operational leadership overseeing the progress of disadvantaged students is exceptional.**
- The Headteacher, senior leaders, PP leader and PP mentors share **a clear vision and ambition regarding eliminating the gaps** between the outcomes between disadvantaged and non-disadvantaged pupils.
- The staff at the school are committed to providing the best education for all students. Staff operate with a **strong sense of moral purpose and commitment to the school's ethos.**
- The **strength of the ethos and school values of 'respect, honesty and excellence'** ensures that vulnerable students (whether by being disadvantaged or not) are cared for and supported to achieve their best.
- **The PP team at the school go 'the extra mile'** to ensure children are supported in a personalised, respectful and caring manner.
- Funding is divided between **activities which have a clear and direct impact on pupil progress and those which focus on providing wider opportunities or meeting social/emotional needs.**
- Destinations data reveals that **PP students progress onto Level 3 qualifications** broadly in line with their non-PP peers.
- As noted on previous visits, pupils' **behaviour and attitudes** to learning are overwhelmingly positive.
- **Highly effective CPD using research-informed practice** enables the school to learn from the best of what exists, and build on that.

Areas for consideration/development were described as follows:

- Consider having a **pupil premium 'champion' in each department** (not just English, maths and science as currently) to link with PP mentors. This might build the capacity of middle leaders even further as the drivers of school improvement, particularly with reference to the achievement of Pupil Premium students.
- How does the school **share the best practice** evident in some departments (core and foundation subjects)? Is there a forum for professionals to share expertise and success at a cross-curricular level regarding how to succeed with specific pupils or disadvantaged pupils in general? This would promote wider collaboration between departments.
- The school frequently accesses student voice and seeks feedback through formal

questionnaires. However, does the school **seek the opinion of Pupil Premium pupils more informally through discussions** about the sort of activities they would want to take part in?

- An on-going **audit of PP participation in extra-curricular** activities shows 60% participation rates – how is this information then used to influence provision for specific groups or individuals?
- **Developing self-efficacy and self-belief** is mainly referenced in the PP Strategy in relation to Y11 mentoring. Given the school’s excellent work in relation to mental health and well-being, could this be more explicitly referenced for **all** students in the PP plan?
- The narrative supporting the PP plan provides useful updates on progress to date. This could be made more readily available for external scrutiny.
- Are there opportunities to identify some **calm zones** in classrooms and/or centrally within the school beyond the PP office?
- Although a separate SEND support plan exists, could **actions to support micro populations** be referenced more explicitly in the PP Strategy (and to acknowledge Ofsted report comments in 2017 about PP SEND, middle ability, gender differences for example)?
- How far would a **Scholars Programme or wider opportunities for HAPS/Higher Level Learners** chime with the school’s aspirations to **increase the number of PP students achieving at the higher grades 7 and above?**
- **Could the school consider meaningful ways to further develop cultural capital** when the pandemic permits? (Visits to RNCM, theatre trips, using the rich cultural opportunities of Liverpool/Manchester?)