

Pupil Premium Strategy Statement: Christleton High School



1. Summary information					
School	Christleton High School				
Academic Year	2017/18	Total PP Income (Academic Year 2017/18)	£106,665	Date of most recent PP Review	2017
Total number of pupils (Years 7 to 11 at 31/10/17)	1,058	No. of pupils funded for PP Academic Year 2017/18	112	Date for next internal review of this strategy	2018

2. Current attainment		
	Pupils eligible for PP (Christleton High School)	Pupils not eligible for PP (national average)
% achieving five or more GCSEs (Grade 4+) inc. English and Maths (2017)	50%	
% achieving expected progress in English / Maths (2017)	53% / 53%	
Progress 8 score average	-0.29	
Attainment 8 score average	38.59	

3. Barriers to future attainment (for pupils eligible for PP)

Our approach to ensuring that our PP students achieve well in school is one that is based on focused support, evidenced by the needs of students as well as the growing body of educational research around this issue, such as the recommendations of the Sutton Trust Toolkit.

The reality of our approach is to try to replicate the some of the advantages held by non-PP students whose attainment at Christleton High School is greater than PP students as a whole.

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Literacy and Numeracy skills in Year 7 are lower for PP students than for non-PP students. This prevents them from making good progress in Year 7 and continues to impact on educational performance throughout their school life and life chances after leaving education. |
| B. | The proportion of students who receive fixed term exclusions or time in the school's isolation room (internal exclusion) is higher amongst PP students. This is due to the behaviour and attitude to learning displayed by a small number of some PP students which is having a detrimental effect on their progress. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| C. | Attendance rate for PP students is below the target for all students of 96%, although this figure is skewed significantly by the impact of a small number of students. This reduces their school hours and is a factor contributing to some of them making less than expected progress. |
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D.	Increased social, emotional, mental health issues, along with a lack of engagement from some parents, are affecting the progress of a small number of PP students.				
E.	Lack of quick and easy access to FE intuitions in immediate locality limits opportunities for vocational course experiences				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria		
A.	Improve progress in both Literacy and Numeracy for PP students in KS3 and KS4, especially in Year 7 and 8.		<ul style="list-style-type: none"> Students eligible for PP in Year 7 make at least as much progress by the year end as non- PP students so that at least 50% exceed progress targets and 80% meet expected targets This will be evidenced using accelerated reader assessments and English and Maths written assessments GSCE results; gap between PP and non-PP to be narrowed. 		
B.	Behaviour and attitude to learning for PP students to improve. Reduction in fixed term exclusions / use of Isolation Room (internal exclusion) for PP students		<ul style="list-style-type: none"> Fewer fixed term exclusions for PP students Fewer PP students using internal Isolation Room Improved behaviour and engagement in lessons and on alternative provision, evidenced via lesson monitor grades. 		
C.	Improvement in attendance for PP students		<ul style="list-style-type: none"> Reduce the number of persistent absentees (PA) among PP students PP to below 10%. Overall attendance among PP students improves to 95%. 		
D.	PP students with social, emotional, and mental health needs receive appropriate support and guidance		<ul style="list-style-type: none"> Identified students are signposted correctly, ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with the level of support and accuracy of signposting. 		
E.	Provide access to appropriate vocational courses for identified students		<ul style="list-style-type: none"> Identified students are given the opportunity to visit Reaseheath College for a Taster Day and follow-up Induction Morning. Attendance at Reaseheath College and successful completion of relevant course on the Vocational Opportunities Programme. 		
5. Planned expenditure					
Academic year	2017/18				
The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all / classroom pedagogy					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

B. Improve behaviour & attitude to learning.	Pupil Premium F1RST strategy; a whole-school initiative which aims to give PP students priority in all aspects of their education, primarily through classroom teachers targeting those students before any others.	All PP students in Years 7 to 11 to be clearly identified on SIMS; these students to be always looked at first, and given the first opportunity in most or all situations.	Paper circulated to Heads of Department & discussed at HODs meeting. Reminders at Staff Briefing. Focus of Lesson Observations.	AF	September 2018
A. Improve Literacy & Numeracy. B. Improve behaviour & attitude to learning.	Department Learning Hubs / CPD time focussing on PP strategies	To further explore the recommendations of the Sutton Trust Toolkit and put strategies in place.	Regularly Wednesday afternoon CPD time in Learning Hubs. Feedback to all staff in Lecture Theatre.	DJ / HODs	September 2018
A. Improve Literacy & Numeracy.	'Made' Revision Strategies for all Year 11 students, teachers and parents.	Revision / time-management skills to help boost student confidence and performance.	Hold earlier in year. Students off timetable and scheduled in Hall with teacher support.	SL	September 2018 MADE training £1,245
Total budgeted cost					£32k (Inc est staff costs)
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve Literacy & Numeracy	Every Child Succeeds initiatives in Years 6, 7 & 8, including: IDL (spelling) and reading programmes. Small group Maths tuition. Summer School.	Mastering the basic skills in reading, spelling, writing, and numeracy is essential if students are to make effective progress in their learning. Experience shows us that if these basic skills can be developed then students' learning in all their subjects	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Liaise with parents of targeted children.	AF	September 2018 Summer School est £1,300.00 Est Extra tuition £2k

A. Improve Literacy & Numeracy	Every Child Succeeds initiatives in Years 9, 10 & 11.	Some support with literacy and numeracy skills will allow students to make effective progress in their learning and enhance performance in all subject areas. Seeking every opportunity to boost self-esteem and having an identified future pathway to	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Liaise with parents of targeted children.	SL	September 2018
B. Improve behaviour & attitude to learning. C. Improve attendance. E. Provide access to appropriate vocational courses for identified students.	Year 10 Learning for Work course, including weekly one-day placement at Reaseheath College.	Vocational courses available at Level 1 and Level 2 including Agriculture, Animal Care, Construction, Equine, and Motor Vehicle Maintenance to enthuse students and link to future	Year 9 Options Booklet re-designed. Letters to parents. Small group visit to Reaseheath. PPE purchased. Accompanying TA to support Termly college reports.	AF / NF / LL	September 2018 Reaseheath est £700 pp x 21 = £14,700 + clothing £500
B. Improve behaviour & attitude to learning.	Behaviour interventions for selected students in Years 7 to 11.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff and through form tutors.	AF / SL / HOYs	September 2018
A. Improve Literacy & Numeracy B. Improve behaviour & attitude to learning. C. Improve attendance.	Parents' Evening appointment slots for PP students to be available to be booked ahead of non-PP students; this system to be trialled for selected year groups and then reviewed via teacher and parent questionnaire.	Demand for Parents' Evening appointments often exceeds the number of slots available. Giving priority booking for PP students should ensure these families have a better chance of gaining appointment slots.	Letter to parents of PP students; earlier 'window' for booking appointments at least one week ahead of non-PP students. To be reviewed via teacher and parent questionnaire.	AF	September 2018
D. Support for social, emotional, and mental health needs	Counselling; some students need emotional support with the challenges of life.	Mental health and emotional well-being is a national issue and one we take very seriously.	Student Support Coordinator organises a variety of counselling and mentoring in school. This is delivered in hour sessions during the day and in free time.	JE / RH	September 2018 Counsellor £4k

B. Improve behaviour & attitude to learning.	Respect Course	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff and through form tutors.	JE / AF / SL	September 2018 Respect courses est £1k
B. Improve behaviour & attitude to learning.	Behaviour Plans	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff and through form tutors.	AF / SL	September 2018

Total budgeted cost **£23k**

iii. Other approaches / whole school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve Attendance	Educational Welfare Officer (EWO) employed to monitor students and follow up quickly.	It is difficult to improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of EWO about existing absence issues. Same day calls about progress for target students. Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian and explore barriers.	RH	September 2018 EWO £10k
C. Improve Attendance	Trips / Off-site activities subsidised for some PP students (e.g. Year 7 Camp; Summer Activity Week; Futures Week; Combined Cadet Force; Army visit; etc.)	The rationale is to give some PP students life experiences that can affect them for the rest of their lives. This will help with happiness, ambition and future careers.	We look to allow at least one opportunity per year and can support the trip with 50-70% of the cost depending on other spending. Trip leaders and parents will request this support and we highlight the opportunity in letters going out. PP Coordinator will monitor these opportunities. Open dialogue with parents is expected.	AF / LC	September 2018 Est subsidy £12k inc curriculum trips

B. Improve behaviour & attitude to learning. C. Improve attendance.	Individual appointments to be made with Sylvia Wood, Pathway Careers Advisor.	The rationale is to give PP students individual information, advice and guidance relating to their possible future pathways in life. If students can have a clear goal in mind and a future dream or aspiration to aim for this can really help them to focus with their learning.	Appointment list held on file. Individual Action Plans produced and saved in Y-drive and as linked documents on SIMs for every student seen.	AF / KV	September 2018 Careers guidance £6k est
C. Improve Attendance	Free breakfast available for all PP students	The rationale is to encourage students to arrive promptly to school; the breakfast is only available up until 8.38am.	Letter to parents	AF	September 2018 Est cost £20k
A. Improve Literacy & Numeracy B. Improve behaviour & attitude to learning.	Equipment / resources purchased (e.g. calculators; revision books)	To help students with independent learning and revision / exam preparation.	Recommendations by Heads of Department / Subject Leaders. Discussed at HODS meetings	AF	September 2018 Est cost £1k
B. Improve behaviour & attitude to learning. C. Improve attendance.	Music Tuition	To learn to play an instrument takes dedication, discipline and focus. Some-thing that can be transferred to all school work.	This is monitored through the finance team and music department. Peripatetic staff deliver the tuition.	SP / LC	September 2018 Est cost £1k
B. Improve behaviour & attitude to learning. C. Improve attendance.	Dance GCSE	To learn to dance takes dedication, discipline and focus. Some-thing that can be transferred to all school work.	Taught by qualified dance teacher.	CH / NF	September 2018 Est cost £1.5k
Total budgeted cost					£52k

6. Review of expenditure

Previous Academic Year

2016/17

i. Quality of teaching for all / classroom pedagogy

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost MADE £3,440;
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				Est Staff time £58k
B. Improve behaviour & attitude to learning.	Pupil Premium F1RST strategy	Mixed: All PP students in Years 7 to 11 have been clearly identified on SIMS. Teachers are making use of the suggested strategies.	Teachers to be made aware of putting PP students too much in the spotlight and bombarding with questions during whole class discussion. Many of the strategies are more subtle than this. Focus of Lesson Observations to be increased.	
A. Improve Literacy & Numeracy.	Intervention Learning Hub / CPD time.	Wednesday afternoon CPD time in Learning Hubs used with feedback to all staff in Lecture Theatre. Key recommendations of the Sutton Trust Toolkit shared and teachers encouraged to make use of these.	CPD time an effective way of sharing good practice. Learning Hubs focussing on PP strategies to be a focus for 2017-18 for a number of department in the school.	
A. Improve Literacy & Numeracy.	'Made' Revision Strategies for all Year 11 students, teachers and parents.	Mixed: many students, teachers and parents commented on usefulness of these strategies in preparing for GCSE exams. Revision packs provided for students.	Next year try to schedule earlier, and extend to sixth form too.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve Literacy & Numeracy	No Child Fails initiatives in Years 6, 7 & 8, including: IDL (spelling) and reading programmes. Small group Maths tuition. Summer School.	Mixed: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Five-day Summer School: seventeen incoming Year 7 students attended.	Interventions most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	1 to 1 £8k teachers & £6k Tutors

A. Improve Literacy & Numeracy	Every Child Succeeds initiatives in Years 9, 10 & 11.	Mixed: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test.	Interventions most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	
B. Improve behaviour & attitude to learning. C. Improve attendance. E. Provide access to appropriate vocational courses for identified students.	Year 10 Learning for Work course, including weekly one-day placement at Reaseheath College.	High: small group of eleven students (eight male, three female) have developed practical skills through following vocational courses at Level 1 and Level 2 in Agriculture, Animal Care, Construction, Equine, and Motor Vehicle Maintenance. The group has performed really well together and developed many key entrepreneurial skills such as presentation, finance and communication. Sessions this year have included: 1. Outdoor pursuit trip – students have paid for 70% of this trip with all the events they have organised. They have had to order the food, plan the activities, write clothing lists, budget and plan the journey on route map etc. so all aspects of the planning of the trip 2. ECDL – two-thirds complete - Level 2 qualification, industry recognised (min. grade a C) 3. Level 2 food preparation and hygiene (industry recognised qualification) 4. LIFE finance course - Level 1 course that could lead on to level 2 5. Charity Projects – Macmillan Cancer Coffee morning - huge success, food bank collected over 600+ food ..	The eleven students to continue into Year 11. Another eleven Year 10 students to begin course in September. Lack of quick and easy access to FE institutions is a barrier for some students so well-developed links with colleges are key. Change of placement to Reaseheath College has given a wider range of courses. Continue to publicise and celebrate success of these students (e.g. article with photos in <i>The Swan</i>). Plans for next year may include: - • Level 2 Finance course • Level 2 Half GCSE Business Studies • ILM course • Several interview and employability key skills (may be looking for governors to offer additional work experience and mock interview sessions where we will make the students attend in business attire etc0. • College course research for after their GCSE's • Life skills - how to get a train, iron clothes key skills for life	Reaseheath £7k + clothing £510
B. Improve behaviour & attitude to learning.	Behaviour interventions for selected students in Years 7 to 11.	Mixed: behaviour & attitude to learning of some students has improved, as evidenced by lesson monitor scores. A number of students continue to receive a package of interventions depending on need.	To continue next year, with more bespoke interventions relating to need.	
D. Support for social, emotional, and mental health needs	Counselling; some students need emotional support with the challenges of life.	High / Mixed: All identified students signposted correctly and follow up referrals carried out. Those in receipt of support are generally satisfied with the level of support and accuracy of signposting	To continue next year, with more bespoke interventions relating to need.	Counselling £4k
B. Improve behaviour & attitude to learning.	Respect Course	Mixed: behaviour & attitude to learning of some students has improved, as evidenced by lesson monitor scores. A number of students continue to receive a package of interventions depending on need.	To continue next year, with more bespoke interventions relating to need.	Respect £260
B. Improve behaviour & attitude to learning.	Behaviour Plans	Mixed: behaviour & attitude to learning of some students has improved, as evidenced by lesson monitor scores. A number of students continue to receive a package of interventions depending on need.	To continue next year, with more bespoke interventions relating to need.	
iii. Other approaches				
Desired outcome	Chosen action /	Estimated impact: Did you meet the	Lessons learned	Cost

	approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
C. Improve Attendance	Educational Welfare Officer (EWO) employed to monitor students and follow up quickly.	Mixed: improved attendance from some students.	Improving attendance continues to be key. To continue next year.	EWO £9k
C. Improve Attendance	Trips / Off-site activities subsidised for some PP students (e.g. Year 7 Camp; Summer Activity Week; Futures Week; Combined Cadet Force; Army visit; etc.)	High: really effective in boosting confidence and self-esteem of selected students. Year 6 into 7 Summer Activity Week: free of charge to PP students. Good turn-out and an enjoyable experience for students, making them feel more comfortable about joining CHS in September. Positive feedback from students and parents.	Effective strategy. To continue next year.	£17k subsidy
B. Improve behaviour & attitude to learning. C. Improve attendance.	Individual appointments to be made with Sylvia Wood, Pathway Careers Advisor.	High: PP students given individual information, advice and guidance relating to their possible future pathways in life. Individual Action Plans produced and saved in Y-drive and as linked documents on SIMs for every student seen.	Effective strategy. To continue next year.	Careers £7k
B. Improve behaviour & attitude to learning. C. Improve attendance.	Music Tuition	Mixed: really effective in boosting confidence and self-esteem of those PP students who are involved.	To continue next year.	£200
B. Improve behaviour & attitude to learning. C. Improve attendance.	Dance GCSE	High: really effective in boosting confidence and self-esteem of those PP students who are involved.	To continue next year.	£2,400

