Chertsey High School
Pupil Premium Action Plan 2018 - 2019

1. WHAT IS PUPIL PREMIUM?

"Our vision is for a highly-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances."

Department for Education, vision statement, 2017

The Pupil Premium was introduced by the Government in April 2011. From September 2012, schools now receive specific funds to support students from low-income families who are eligible for free school meals (FSM) or have been at any point in the last six years (Ever 6), looked after children (CLA) and those from families with parents in the Armed Forces (SC), under the umbrella, Pupil Premium (PP).

Schools have the autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium students. The Government and governors hold schools to account with regards to the impact of this spending and all schools are required to publish this information on their website.

HVS is committed to the vision outlined in the Department for Education statement at the beginning of this document. Our aim is to ensure a level playing field in everything we do at the School. We anticipate that 25% of our cohort will be pupil premium students.

2. WHAT WORKS?

The support that Pupil Premium students at Chertsey High School receive is informed by the latest documentation and research from: the Department for Education, Ofsted, the Education Endowment Foundation, the Westminster Briefing and the Sutton Trust. In unison, they advocate that the most effective ways for reducing the attainment gap in student performance is quality first teaching. Furthermore, the Pupil Premium Next Steps Report by the Sutton Trust and Education Endowment Foundation (July 2015) strongly suggests that the most effective way to improve outcomes for disadvantaged students is through high quality teaching in the classroom.

Provided the right professional development is in place for all teachers and they are sharing outstanding practice through peer observations, research tells us that all students can experience excellent teaching allowing them to reach their full learning potential. In this way all vulnerable students will achieve the best possible outcomes according to their starting points.

3. WHAT BARRIERS DO SOME CHS STUDENTS FACE?

Research and evidence about tackling educational disadvantage means that we must first identify the barriers to learning. Chertsey High School has analysed the barriers to learning for its disadvantaged students and put appropriate strategies and interventions in place to ensure that they are overcome. The barriers identified for our cohort are:

- □ Weak literacy
- □ Weak numeracy
- □ Difficulty building and sustaining relationships
- □ Attendance
- □ Low confidence □ Low aspirations
- □ Parenting / absence of role models
- □ Young carers
- □ Looked after children
- □ Poor behaviour / low levels of focus

Many of our disadvantaged students will be experiencing more than one of these barriers to learning and strategies are in place to address them.

4. HOW WILL WE REMOVE THESE BARRIERS?

Chertsey High School provide the following strategies and interventions in order to best support all Pupil Premium students which include the following:

- □ Increasing the time teachers have to prepare for lessons, feedback to students and ensure quality first teaching
- □ Delivering targeted small group and / or one to one academic tuition including Lexia
- □ Insisting students complete all homework at School in a supervised, well resourced, calm environment
- □ Offering 1:1 academic and pastoral mentoring
- □ Delivering Emotional Literacy Support Programme (ELSA)
- □ Ensuring high exposure to trips, after school enrichment classes and musical instrument lessons
- □ Ensuring a member of the Senior Leadership Team has the responsibility for leading the strategies and managing the provision for this group of students.
- □ Operating rigorous teacher recruitment and retention processes to ensure that high quality, well-educated staff join and stay with the School
- □ Delivering evidence based professional development for staff focussed on the needs of these students

- □ Running meaningful student voice: Pupil Premium students are targeted for focus groups and represented in the Student Council, as House Captains or Subject Champions
- □ Actively engaging with parents through Information evenings, parents' evenings and offering flexible follow-up appointments for non-attenders

5. HOW MUCH FUNDING DO WE RECEIVE AND HOW DO WE ALLOCATE IT?

For the academic year 2018-19, we anticipate receiving £63,380. We have 45 students on roll this year who qualify for pupil premium funding. We will allocate the funding in the following way:
- □ £28,500: Employing an additional teacher to ensure all of our teaching staff have the time to receive plan, deliver and assess in meaningful ways and where necessary receive coaching from an exceptional teacher
- □ £12,000: Training and deploying a teaching assistant to deliver ELSA and other targeted interventions
- □ £7,500: Supporting students with enrichment clubs, domestic and overseas trips and visits and other extra-curricular activities
- □ £6,800: Ensuring our staff receive high quality professional development from exam boards, PIXL and other relevant training bodies to ensure classroom deliver is of an excellent standard
- □ £8,000: Yes Futures programme
- □ £580: supporting students with uniform requirements

6. HOW WILL WE KNOW IF IT'S WORKING?

We will know we are succeeding with our pupil premium students if:
- □ Academically they are on or above their target (measured by half-termly data captures)
- □ Their confidence and aspirations for the future increase over time (participation of enrichment and trips / visits and ELSA tracking)
- □ Their attendance is in line with whole school figures (measure by attendance tracking)
- □ Parental engagement is high (measured by parents' evening statistics, attendance at meetings and information sessions)
- □ Exclusions, detentions and house points are in line with other students