

Pupil Premium Strategy Statement 2020-21

Pupil Premium at Chertsey High School

At Chertsey High School we are committed to supporting our students achieve their full potential in all areas of school life and believe that their academic progress should not be impacted by their personal circumstances or vulnerabilities. Research shows that young people who have a background with less wealth tend to make less progress in school compared to young people who are from backgrounds with more financial support. The government allocates Pupil Premium funding to schools to break this cycle of underachievement for these young people, who are referred to as Disadvantaged Learners. Students who have been in receipt of Free School Meals at any stage in the last six years, have been adopted from care or who are currently looked after under the auspices of the local authority qualify as Disadvantaged Learners. Schools also receive additional funding to support the children whose parents/carers are in the armed forces.

The National Foundation for Educational Research (NFER) has carried out research, identifying seven “building blocks” for interventions to raise the attainment of disadvantaged children. They are:

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data-driven and responding to evidence
- Clear, responsive leadership

At Chertsey High School we aim to embody these building blocks every day in our support for our Disadvantaged Learners. We recognise that this is not a process that ever stops and are committed to continuing this work so that every student can achieve their full potential. We prioritise high quality teaching across the whole school. We recognise that sometimes students will need additional support to achieve their potential; we use the Pupil Premium funding to support whole-school initiatives as well as intervention programmes, specifically targeted at individual Disadvantaged Learners.

In the current academic year, 2020-2021 we have 137 Disadvantages Learners on roll in Years 7-10, comprising of 23% of our student cohort.

2020-2021

Year Group	Total	No. PP	% PP	Attendance PP (22/11/20)
7	180	44	24	86.3%
8	175	34	19	90%
9	148	24	16	93.7%
10	117	35	30	93.7%
TOTAL	620	137	22.3	90.4%

2019-20

Year Group	Total	No. PP	% PP	Attendance PP
7	179	35	19.6	92.1%
8	152	30	19.7	91.4%
9	119	38	31.9	92.8%
TOTAL	450	103	22.9	92.1%

2018-19

Year Group	On roll	PP	%PP	NAT AV	%Attn	NAT AV
7	144	30	21			
8	123	39	32			
TOTAL	267	72	25.8	27.7%	93.1%	92.2%

2017

Year Group	On roll	PP	%PP	NAT AV	%Attn	NAT AV
7	117	38	30.8	28	93.9	91.9%

Funding

Chertsey High School expects to receive approximately £112,000 to support PP students

Strategy

The strategy for improving the performance of disadvantaged pupils at Chertsey High School is based on research carried out by schools on making a big difference to the attendance and progress of disadvantaged students. The following principles are amended annually:

- Whole-school ethos of supporting our pupil premium students to achieve
- Maintain improvements in attendance
- High-quality teaching, increasing challenge for all
- Meeting individual learning needs through every learner's individual learning and pastoral profile
- Deploying staff effectively
- Data driven and responsive to evidence
- Clear, responsive leadership
- Interventions that support progress

Whole-School Ethos

- To support PP students to achieve both in the classroom and pastorally
- PP students are young, dynamic individual learners aspiring to reach academic success
- Gaining focused and individualised understanding of pupil premium offer by completing regular targeted observations of pupil day to day learning

Attendance

- Attendance is the single biggest barrier to achievement which we look at on a pupil-by-pupil basis
- PP pupils nationally are more likely to have poor attendance
- We build and maintain positive relationships with parents and carers, offering support to families to ensure that their children attend school every day

- Analysis of all absence and persistent absence (PA) data on a whole-school basis, as well as by subgroups
- PA students are monitored daily, with home visits or meetings with parents and students to discuss behaviours leading to PA
- Rewards and praise ensure our attendance culture is positive and proactive
- Good attendance celebrated throughout the year through positive academic reports, fortnightly assemblies, bespoke group meetings and achievement assemblies

High Quality Teaching and Learning

- Weekly training for staff ensuring a continuous and current training experience
- Teaching and learning is collaborative with knowledge of our PP students leading to bespoke differentiation
- Teaching and learning is audited on a regular basis, both internally and externally, via daily learning walks and termly reviews run by the trust ensuring that PP audits form a part of all such reviews
- High attaining PP students will receive a specific focus through mentoring and working collaboratively with HODs

Meeting individual learning needs

- Pastoral profiles for every PP student are being completed outlining needs and providing strategies for teachers and TAs
- Pupils voice is heard through contribution to these profiles through mentor meetings with their key worker and head of year
- Teachers are required to consider this information in their planning, teaching and feedback to pupils

Deploying staff effectively

- We overstaff in key areas (mathematics and English) where possible, so that we are able to create small intervention groups, either on a short-term or long-term basis
- We match pupil need to teacher expertise and assess pupils on entry to intervention for 'catch-up', as well as when intervention is complete, so that we are able to evidence impact and adapt future intervention where necessary

Data driven and responsive to evidence

- All pupils are assessed in each subject by a minimum of once per half term
- Assessment information is added to classwork and homework as well as teachers' professional judgment of pupils' progress to give termly grades
- There is a school-wide approach to marking and feedback (dedicated, improvement, reflection time - DIRT) to enable teachers and students to work together on the next steps to improving performance
- HODs work with SLT to identify pupils for intervention and considers PP needs and is linked with the drive on improving progress for all students
- HOY use attitude to learning grades as termly indicators of student performance and application to learning

Clear, responsive leadership

- The leadership of the school, together with the school's governing body, takes pride in redressing the balance of the difference between the attainment of pupil premium students and non-pupil premium students

Pupil Premium strategy review date
September, 2021