

Chertsey High School

Part of the Bourne Education Trust

Pupil Premium Interventions

2020-21

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The amount of Pupil Premium allocated to Chertsey High School during the 2020-2021 academic year is in the region of £112,000.

KEY OBJECTIVES

- To raise attainment and progress of PP students through Teaching and Learning and intervention programmes
- To continue to improve attendance and behaviour of PP students
- To continue to encourage PP students to attend extra-curricular activities
- To continue to support parents with materials/resources and career/education pathway planning

Strategies and interventions

| 1. Barriers to future attainment (for pupils eligible for PP) | | | | |
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| Academic barriers – issues to be addressed in school, such as poor literacy skills | | | | |
| A | Less progress made by PP students on average in KS3 (KS4) | | | |
| B | Lower Attitude to Learning scores across PP students particularly around homework | | | |
| C | Inconsistent access to opportunities within the school including enrichment and extra-curricular activities across PP pupils | | | |
| D | Increased number of PP students whose literacy is below that expected of their age and stage making accessing the curriculum more challenging | | | |
| E | Disadvantaged students not being identified and supported | | | |
| Additional barriers – including issues which also require action outside school | | | | |
| F | Lower attendance for PP students | | | |
| G | Less family support at home with homework and revision | | | |
| H | Less access to materials/resources to enhance classroom learning i.e. revision guides, computers (possibly due to financial shortage) | | | |
| I | Less support for career/education pathway planning – lower aspirations consequently | | | |
| 2. Intended outcomes (specific outcomes and how they will be measured) | | Person responsible | Success Criteria | Cost |
| A | No negative gap in progress between PP and non-PP for all ability profiles - Targeted intervention for those PP students not making expected progress | SBE, HOD, HOY | Termly data drop scrutiny to identify gaps, if any | £300 per term |
| B | Higher percentage of positive Attitude to Learning scores to further their progress | SBE, HOY, HOD | <ul style="list-style-type: none"> ▪ Improvement in ATL scores of disadvantaged students across progress reports ▪ Lower % of disadvantaged learners on HOY ATL report | £200 per term |
| C | Increased participation by disadvantaged students in extra-curricular life of the school to encourage and promote learning outside of the classroom and develop social skills - Form tutors to track participation in form time | SBE, HOY, Tutors | <ul style="list-style-type: none"> ▪ All PP students to attend at least 1 extra-curricular club each week | £8000 |
| D | Levels of literacy are sufficiently high in PP students that their progress is not hampered - Form tutors to track literacy and numeracy progress each week through form-time tracker | SBE, JKY, Tutors | <ul style="list-style-type: none"> ▪ Students' reading and writing skills developed to increase their progress across the curriculum. ▪ Progress continues to rise in line with targets ▪ Library books (issued within COVID guidelines to bubbles) | £35000 |

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| E | <p>Disadvantaged students to be known and supported by staff. Additional SEN needs to be known and planned for</p> <ul style="list-style-type: none"> - Progress tracked at data drops by HOY and SLT line managing year group. - Discussion to be had with SENCO - Review of ATL and HWK data on grade collections to identify needs of PP students i.e. homework clubs | SBE, HOY, HOD, SENCO | <ul style="list-style-type: none"> ▪ Decreasing gap between PP and non-PP students ▪ Less C/Ds on PP students' grade collection reports throughout KS3 ▪ P8 score (GCSE) +1 for PP students | £14000 |
| F | <p>Improve the attendance of disadvantaged students.</p> <ul style="list-style-type: none"> - Tracked daily by Student Liaison Officer - HOYs leading individual support to improve the attendance of those students below target attendance - Phone calls and home visits to be done by SLT, SLO and HOY in cases of low attendance | SBE, KHD, HOY, SBR | <ul style="list-style-type: none"> ▪ Improvement in attendance of disadvantaged students across all year groups to a 95% due to known impact on attainment. | £23000 |
| G | <p>Parents/carers are involved in the learning of their children and empowered to offer support/identify where support is available, if needed.</p> <ul style="list-style-type: none"> - HOYs to track parental attendance at events such as Parent Evenings | SBE, HOY | <ul style="list-style-type: none"> ▪ Increasing parental attendance of disadvantaged students at Parents' Evenings/Information Evenings/Parent Workshops. 1:1 meetings/phone calls to take place if missed ▪ Positive relationships between parents/carers and school | £1000 |
| H | <p>Improve opportunities for disadvantaged students by improving individual support Students have access to the resources that they need both in school and at home</p> | SBE | <ul style="list-style-type: none"> ▪ PP students receiving targeted support ▪ Students to be provided with materials and resources they need | £4500 |
| I | <p>Disadvantaged learners aspire to achieve in their learning and for their future steps and careers All PP students to have 1:1 meetings with either form tutor or careers advisor to discuss education pathway to improve aspirations for disadvantaged group.</p> | SBE, FORM TUTORS, CAREERS ADVISOR, TCY | <ul style="list-style-type: none"> ▪ ATL improved in lessons – evident in data collection reviews ▪ Disadvantaged students being more confident in discussing their pathway or options to explore ▪ PP pupils have exposure to external agency, 'Yes Futures' | £25000 |