

PUPIL PREMIUM REPORT

Chertsey High School, School leader responsible for Pupil Premium: Miss Brazier/Mrs Browne

In 2019-2020, the government agreed to Pupil Premium funding for Chertsey High School of £92,788 for the period September 2019– August 2020. Evaluation of the impact of 2019-20 provision suggested our range of support and intervention had a positive effect on a range of students but that we could improve and focus our academic intervention in core subjects in particular. The funding was allocated and supplemented as follows:

Use of Funding	Comments/Impact
<u>Management</u>	
SBE/SBR responsible for PP	SLT manage PP spending and this meeting time is needed to track impact and evaluate the merit of schemes in place. Impact: Improved outcomes for majority of PP learners. Reviewed and improved interventions put in place based on Sutton trust and governmental research. Learning walks of teaching show that plans are in place for additional support of PP pupils but even more can be done. Results show that PP pupils are making progress in core subjects due to quality teaching. However, the gap in attainment is narrower in non-core subjects. SBE/SBR regularly update governors, SLT and staff about changes to PP and impact of spend.
Data monitoring and tracking reports	Using Arbor to track the pupils and record data is an essential part of PP intervention. Behaviour and attendance records are kept on Arbor and photos are collected each year so up-to-date images of pupils can be accessed by staff. Awareness of these key learners in lessons is the first step to supporting them. Behaviour monitoring of PP learners has shown a correlation between HW support and missed detentions as well as some punctuality and attendance concerns. These discussions have occurred from meetings with HOYS and HODS. These concerns have now been highlighted and form part of an action plan to monitor and support these learners. Improved attendance of PP pupils this year. Improved behaviour statistics show gap between these learners is lessening.
Microsoft Forms	Using features of Forms, we are able to gain pupil and parent opinion on how to improve the learning for their pupils. This helps to personalise and individualise the learning and the interventions put in place. Impact: Questionnaire completed with PP learners who had behaviour issues highlighted needs for conversations regarding food, drink and betimes with parents. PP surveys with children at the start of the year showed pupil aspirations and goals – showing staff that these pupils have high life goals and that we can tailor our curriculum and extra-curricular activities to help them to achieve this. PP students chosen for trips in the year to support their achievement.
<u>Pastoral Support</u>	
Emotional Literary Support Assistants £4000	Many of our pupils struggle with social interaction and dealing with emotions, quite often the emotional outbreaks they have are linked to issues at home. ELSAs help pupils to keep their emotions at bay and access the curriculum as their other peers do. See additional ELSA reports. We have noted that a higher percentage of PP pupils are being nominated for ELSA this year than previous years due to: the growing school; in a response to COVID; as well as positive reporting between peers about these programmes. Other programmes support but also these learners are receiving more in-depth pastoral care from form tutors too.
Trip/lesson funding for certain cases £3000	Some PP children are unable to fully fund school trips, we do occasionally fund these trips to ensure they can have access to the same opportunities as other learners. Unfortunately, due to current circumstances, many of the trips that we had given funding towards were not able to go ahead. At the start of every academic year, HODs send a wish list for the PP students in their subject. We focus initially on core subjects, copied of English set texts were provided to PP students in Year 9, scientific calculators were supplied to PP students across KS3. In other areas, we have supplied students with PE kits, suitable equipment for school and uniform. Impact: Improved parental relationships, improved buy in from pupils. In certain cases, we will look to provide a contribution towards some music lessons where possible. As noted in the headline figures further documented, we have seen the attainment gap between PP and Non-PP students narrow in non-core subjects at a quicker rate than in core subjects last year. This is due to quality teaching as well as the provision in these subjects. All students start on a level playing field.

Student Liaison Officer £25,000	Member of staff for pastoral support, peer mentoring, CP, LAC admin. This staff member is an important figure in the pupils' lives and often gives emotional and pastoral support to these learners.
<u>Covid-19</u>	
Work Packs £1000	Having gained data from the questionnaire, as mentioned earlier, we were able to quickly identify students who did not have access to the internet or a computer at home once lock down was announced and school closed. This meant that we limited the time in which students were able to work at home by delivering work packs to them every two weeks.
Food Packs £1000	We offered our PP families weekly food packages which were delivered to our student's houses. Some of the food was donated by local food banks but we were able to supplement fresh products such as meat, dairy and perishables. 31 PP students received these.
Key worker children	In addition to key worker children we were able to offer our most vulnerable students to come into school during lockdown where the day was structured with lessons as well as physical exercise together with packed lunches
<u>Academic</u>	
H/W Support	Many of our PP learners and SEN learners access HW support afterschool, Teaching Assistants lead the sessions and facilitate pupils in completing their work using ICT resources. Pupil and parent surveys show positive impact of this support and HW detentions for PP pupils using the service decreased.
Clubs	We use some of the PP funding to allow more clubs to happen and encourage participation from the PP children. Clubs sign up and tutor tracking ensures all pupils attend a club throughout the year. PP meetings with a cross section of PP students to question them on their choice of clubs and what we could add to the programme. Impact: More clubs included based on feedback given. PP club participation increased. This year we hope to also track attendance at these clubs to evaluate the programme even further although currently there are obvious limitations in place.
Literacy focus	Literacy is at the core of our Pupil Premium offer at CHS. We have worked with our English Department to ensure that we are able to provide a range of texts in our library and in our Tutor bases that will encourage all learners to read. After rigorous base line testing each year, the data is scrutinised to identify the reading ages of all students. Taking this data on board and using answers from recent questionnaires, we were able to see clear gaps in our library resources. From that, we have invested in a range of library books from Barrington Stoke. Barrington Stoke specialise in books that are highly-readable and dyslexia-friendly to help every child become a confident reader.
CPD training: Wave One Teaching	Wave 1 is quality first teaching whereby all teachers are aware of the needs of all the children in their class and plan and address these needs through their teaching. With regular and updated CPD, our teachers are able to adapt their teaching to different learning styles and work is differentiated appropriately to match the needs of the students.
Tutor intervention	Additional funding is directed towards specific intervention beyond the classroom. This intervention is split into two categories; Academic – with the specific aim of improving core literacy and numeracy skills and Pastoral – with the aim of addressing barriers to learning beyond the classroom (ELSA) The intervention programs are coordinated and tracked by Heads of Departments along with Heads of Year. The effectiveness of interventions will be measured through analysis at data capture points throughout the academic year.
Parents' evening attendance	We recognise the importance of communication between the school, our students and their parents/carers. We want the parents/carers of our most disadvantaged learners to feel that they are involved in the learning of their children and empowered to offer support/identify where support is available, if needed. The PP co-ordinator works alongside our Heads of Year to track parental attendance at events such as Parents Evenings. They facilitate 1:1 meetings or phone calls to take place if meetings have been missed to maintain positive relationships between all key stakeholders.

Impact of each intervention is evaluated and graded by SLT and amendments are made each year to the allocation of spending and type of interventions in place.

Evaluating impact of Pupil Premium funding on attainment, 2019-2020

More recently the government are focused on progress made and less about the gap between PP learners and non-PP learners. The table below compares progress of pupil premium pupils against non-pupil premium learners across the school.

Measuring pupil attitude to learning:

One of the intended outcomes from our PP strategy last year was to see an improvement in ATL scores of disadvantaged students across progress reports and for there to be fewer disadvantaged pupils on report with HOYs (Outcome B)

The diagram below highlights that between Autumn Term and Spring Term, the number of disadvantaged students being awarded Bs in their attitude to learning has increased. With successful intervention and dialogue between key stakeholders, we have managed to achieve our target in this area.

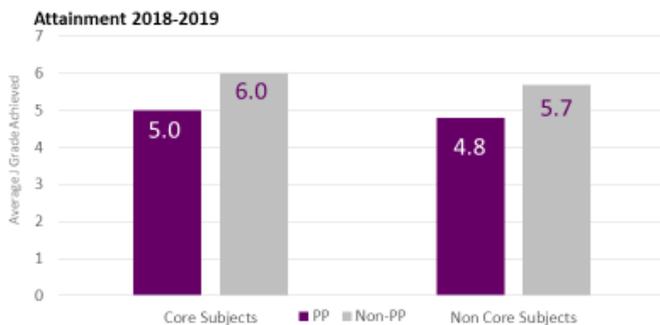
A - Excellent	Always ready to learn, seeks to stretch themselves and completes all work to a high standard
B - Good	Completes most work effectively and makes a positive contribution
C - Coasting	Work is completed by more effort is needed. Lacks focus and distracts others
D - Unacceptable	Unwilling to learn or obstructs the progress of others

Autumn Term 2	A - Excellent			B - Good			C - Coasting			D - Unacceptable		
	AUT 2	SPR 2	DIFF	AUT 2	SPR 2	DIFF	AUT 2	SPR 2	DIFF	AUT 2	SPR 2	DIFF
All Students (%)	37.4	35.7	-1.8	54.3	57.9	3.6	8	6.2	-1.8	0.2	0.3	0.1
PP Students (%)	27.7	27.3	-0.3	58	59.4	1.3	14	12.7	-1.3	0.3	0.6	0.3
Non-PP Students (%)	39.6	38.1	-1.5	52.8	57.4	4.6	7.3	4.3	-3.1	0.2	0.2	-0.1

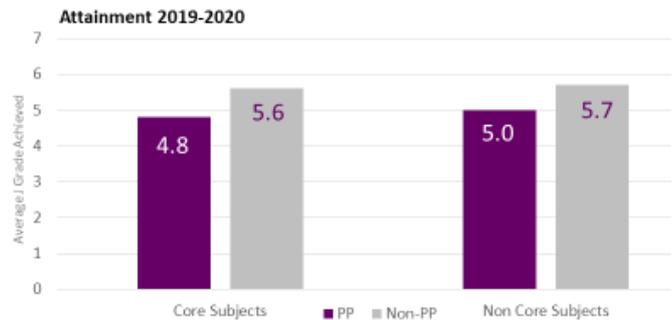
Headline Figures:

Gap between PP and Non-PP students in core subjects has decreased by 0.2 across 18/19 - 19/20

Gap between PP and Non-PP students in non-core subjects has decreased by 0.2 across 18/19 - 19/20



Ave attainment between PP and Non-PP students in core subjects: -1.0 Grade
Ave attainment between PP and Non-PP students in non-core subjects: -0.9 Grade



Ave attainment between PP and Non-PP students in core subjects: -0.8 Grade
Ave attainment between PP and Non-PP students in non-core subjects: -0.7 Grade

Moving Forward:

Our focus next academic year (2020-2021) will be on increased support in literacy for our Year 10 cohort to ensure that they are set up to deal with the demands of all their GCSE courses. In addition, seeing that core subjects are not closing the attainment gap as significantly as non-core subjects, we have introduced allocated time in SBE/SBR timetable to allow them to track and monitor the provision for PP students across a whole school day. We will be able to highlight inconsistencies and champion staff and departments who are providing exceptional provision for our PP students.

Our priorities will be ensuring there is less of a difference between the PP learners in our school and those nationally as well as continuing to measure the gap between PP learners and the whole cohort. Particularly the progress made in Reading and Maths.

Many of the interventions listed above will continue this academic year and impact on PP pupils and other children will continue to be evaluated throughout the process. The process is reviewed in Dec, March and July of the school year and information is presented to key stakeholders to ensure correct procedures and monitoring is in place.

Date of next Pupil Premium strategy review

July 2021