



Pupil Premium Report

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

In 2020-2021, the government agreed to Pupil Premium funding for Chertsey High School of £154,000 for the period September 2020– August 2021. Evaluation of the impact of 2012-21 provision suggested our range of support and intervention had a positive effect on a range of students despite the impact of Covid-19. There was positive impact within two key priority areas, 'Teaching and Learning' and 'Reading- Literacy' with the successful introduction of a whole school literacy initiative, we are aware that we could improve on our pastoral approach to our Pupil Premium students by ensuring that Heads of Year have the opportunity to be more proactive.

The funding was allocated and supplemented as follows:

Use of Funding	Comments/Impact
<u>Management</u>	
SBE/SBR responsible for PP	<p>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.</p> <p>We are proud of our strong inclusion strategy that supports all pupils at risk of underachievement, beyond the Pupil Premium label or any other labels that might be attached to pupils: it is a pupil-led approach, rather than a provision-led approach.</p>
Data monitoring and tracking reports	<p>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.</p>
Microsoft Forms	<p>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.</p>
<u>Pastoral Support</u>	

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Emotional Literary Support Assistants	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	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 and Student Counsellor	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	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	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.
<u>Academic</u>	
H/W Support	Homework club is in place to support those that do not have the structures and support for learning available at home. 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.

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<p>Literacy focus</p>	<p>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 broad 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. In addition, Pupil Premium students are given opportunity to read within their English curriculum. Reading lessons, and 'Read to Achieve' competitions, give some of our students an opportunity to read for pleasure that is not encouraged or promoted at home. Furthermore, we have successfully introduced a whole school, disciplinary reading initiative. In a recent review of our PP strategy, it was commented that: "Teachers can articulate how they are using disciplinary reading to enable all pupils to gain the background knowledge required to access sequences of lessons across subject domains."</p>
<p>Curriculum</p>	<p>Alongside, the Wave 1, quality first teaching across the school, our curriculum is designed to not only be inclusive but to be highly ambitious, board and creative. High expectations of every child, no matter of background are evident across all departments and lessons. In lesson observations and pupil pursuits, teachers are experts at including pupils in learning through:</p> <ul style="list-style-type: none"> - The use of modelling - Expecting pupils to give full answers - Ensuring that all pupils participated in group activities
<p>Academic Support (KS3)</p>	<p>We have invested important funding to support our students whose progress has been hampered by Covid-19. We have introduced Lexia literacy support which has targeted those students who a) were recognised in baseline testing as having lower than expected literacy levels (SPAG/Reading/Writing) b) had a reading age that was not at a level that met GCSE required standard. Lexia intervention was trialled in the first instance with students from KS3 and 4 during tutor time. Students are also able to access Lexia intervention at home, however, we found the uptake of this to be low.</p>
<p>Parents' evening attendance</p>	<p>We recognise the importance of communication between the school, our students and their parents/carers. We want the parents/carers of our most disadvantages 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.</p>
<p>KS4 Revision Guides and GCSE Equipment</p>	<p>To ensure that our Year 10 students are fully supported outside the classroom, we have provided all PP students with all of the revision guides required by English, Maths and Science and we have been able to supplement the cost of any revision guides required for their option subjects. In addition, we have supplied set texts to English, ingredients and equipment across Art and Design Technology and supplemented cost of peri-music lessons.</p>

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Academic Support (KS3)	An additional priority in the wake of Covid 19 has been the intervention and support for our GCSE cohort. We have invested in targeted in house intervention across core subjects giving priority to our lower achieving students and external support with our GCSE Learning Hubs for our higher ability, PP students.
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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.

[Date of next Pupil Premium strategy review](#)

[July 2022](#)