



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

Pupil Premium Strategy Statement 2017/18

1. Summary information					
School	Cannock Chase High School				
Academic Year	2017/18	Total PP budget	£220, 655	Date of most recent PP Review	Sept 2017
Total number of pupils	694 (exc. 16-19)	Number of pupils eligible for PP	228 (exc. 16-19)	Date for next internal review of this strategy	June 2018

2. Current attainment (based on 'best entry' outcomes due to CCHS's multiple entry policy at Key Stage 4)					
	2016		2017		Pupils not eligible for PP (2016 national average)
	Pupils eligible for PP	Pupils NOT eligible for PP	Pupils eligible for PP	Pupils NOT eligible for PP	
Progress 8 score average	0.13	0.22	0.03	0.20	0.12 (all students)
Average Total Attainment 8 score	45.55	53.67	37.98	51.33	52 (all students)
Average KS2 Prior Attainment	4c	4b	4.24	4.90	-
Basics % A*-C/9-4 in Eng & Maths	39.7	58.0	40.0	71.4	63% (2017)
Basics % 9-5 in Eng & Maths			16.7	39.8	41% (2017)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	In school gap in achievement evident between Pupil Premium and non-Pupil premium students from KS2, where those identified as PP enter with an average KS2 prior attainment score below that of the national average. In particular, literacy and/or numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	Personal, Social and Emotional Needs: The proportion of PP students identified as requiring additional Student Services support is significantly greater than that of other students.
C.	Aspiration: Student survey data continues to identify that the percentage of PP students without a clear intended destination for post 16 is significantly greater than that of non-PP students.
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	Attendance rates for pupils eligible for PP are 90.8% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school. Accelerated Reader and Year 7 literacy and numeracy baseline and progress assessments will inform review.	High quality teaching for all students. Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
B.	Increased access for those students identified as Pupil Premium to pastoral support and intervention and support through the school's pastoral, personal development, behaviour and welfare and student services provision. Monitored through the coding of Sims data, in particular pastoral Interventions, provisions and events.	Pupils eligible for PP access increased Pastoral provision to ensure sufficient support.
C.	Increased access for those students identified as Pupil Premium to CEIAG provision and employer engagement. Monitored through the coding of Sims data, in particular CEIAG Interventions, provisions and events and employer engagements.	Sustained low levels of NEET data for Key Stage 4 leavers in 2018 and ongoing high rates of progression to positive destinations, both Key Stage 3 to Key Stage 4 and Key Stage 4 onwards.
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 90.8% to 93% in line with 'other' pupils.

1. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.	Maintaining of small class sizes through use of Curriculum Intervention Assistants.	Increase engagement, participation and progress across all key stages. Focus on providing smaller class sizes for low ability PP students in the core subjects. Research from EEF suggests that reducing class sizes whilst also importantly ensuring targeted support can improve outcomes for pupils. ¹	Monitored through the progress cycles by the Assistant Headteacher (Key Stage 4 Standards) and Assistant Headteacher (Key Stage 3 Standards) with data quality assured as part of the progress check QA cycle.	Assistant Headteacher (Key Stage 4 Standards)	Jan 18
A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.	CPD focus on subject knowledge.	Training has informed approach to knowledge driven curriculum in school. We measured the impact on attainment for all children, not just PP eligible. Approach shows promise as evident from staff developing increased knowledge of exam board requirements through highly effective external training.	Overseen by Assistant Headteacher (Standards) and Assistant Headteacher (Learning, Teaching & assessment)	Overseen by Assistant Headteacher (Standards) and Assistant Headteacher (Learning, Teaching & assessment)	June 18

¹ <https://educationendowmentfoundation.org.uk/resoucrs/teaching-learning-toolkit-reducing-class-size>
September 2017

A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.	Employment of Assistant SENCo to support all disadvantaged students with SEND status and therefore Individual Support Plan.	Correlation between increased disadvantaged cohort and those identified as SEND. The Assistant SENCo role oversees the strategic deployment of Inclusion resources to ensure all students with additional educational needs receive necessary support through focused support.	Assistant Headteacher (Key Stage 3 Standards) line manages the Assistant SENCo and directly oversees the strategic work of the Inclusion Community.	Assistant Headteacher (Key Stage 3 Standards)	January, March and June 18
A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.	Staff training on meta-cognition and the science of learning to be delivered through protected Community time, overseen by Assistant Headteacher (learning Teaching & Assessment) .	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback, effective application of the principles of meta-cognition and high quality first wave classroom practice are effective ways to improve attainment. This year, this will focus predominately on the training of staff regarding the science of learning.	Course(s) attended by Assistant Headteacher (Learning, Teaching & Assessment). Use disaggregated INSET time through protected Community to deliver training. Peer observations and learning walks through whole-school learning & teaching cycles. Lessons from training embedded in school Learning & Teaching and Assessment policies.	Assistant Headteacher (Learning, Teaching & Assessment)	June 18
A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.	Literacy drop-down days.	We wish to raise whole school literacy and numeracy levels through school celebrations of literacy such as World Book Day, with partial funding from the Pupil premium Budget.	Quality assured by Assistant Headteacher (Learning, Teaching & Assessment).	Assistant Headteacher (Learning, Teaching & Assessment)	June 18
Total budgeted cost					£90,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.</p>	<p>Small group provision of Accelerated Reader for struggling Y7 pupils.</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. Data tracking of these students to show impact of the programme. Close monitoring of progress by Assistant Headteacher (KS3 Standards) who liaise with parents of targeted children. Accelerated Reader and Year 7 literacy and numeracy baseline and progress assessments will inform review.</p>	<p>TW: Assistant Headteacher (KS3 Standards)</p>	<p>Jun 18</p>
<p>A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.</p>	<p>Literacy/Numeracy specialist Primary Teacher</p>	<p>This intervention is intended to connect the research-indicated gap between the Key Stage 2 and Key Stage 3 curriculum. This post will liaise closely with local feeder primary schools to ensure transition and progression is effectively managed and that the curriculum demands and support of Key Stage 3 appropriately match those from which students have progressed. ARTi testing to track effectively.</p>	<p>Post is directly line managed by the Director of Maths Learning Community, whilst wider responsibilities are overseen and led by the Inclusion Community. Data to be tracked as part of whole-school progress cycle.</p>	<p>Head of Maths/ English and Assistant Headteacher (SENCo)</p>	<p>Mar 18</p>
<p>A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.</p>	<p>Curriculum Intervention Assistants</p>	<p>Small group teaching of English and maths. Provision for targeted intervention with those identified as most vulnerable.</p>	<p>Overseen by Assistant SENCo and SENCo, line managed by Directors of English and maths.</p>	<p>TW: Assistant Headteacher (KS3 Standards)</p>	<p>June 18</p>

B. Increased access for those students identified as Pupil Premium to pastoral support and intervention and support through the school's pastoral, personal development, behaviour and welfare and student services	Pastoral Managers and increased funding in pastoral team.	Support the holistic needs of students and improve the parental engagement of families in receipt of Pupil premium. Partial funding from Pupil premium budget.	Overseen by Assistant Headteacher (pastoral) and directly line managed by Directors of Year.	Assistant Headteacher (Pastoral)	June 18
Total budgeted cost					£50,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Attendance Officer, Pastoral Managers and Directors of Year (Pastoral Team) employed to monitor pupils and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of Attendance Officer about existing absence issues. Assistant Headteacher (Pastoral), Directors of Year and Leadership Team will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Attendance and progress discussed at daily, chaired by Assistant Headteacher (Pastoral) as part of daily Attendance Concerns meeting with Directors of Year and Pastoral Managers. Letters about attendance to parents / guardians.	Assiatnt Headteacher (Pastoral)	Jan 18
A. High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the	Librarian and targeted interventions through Library as learning Resource Centre.	The EEF Toolkit suggests that literacy interventions have proven substantive impact. ² We believe that a quality literacy programme will address evident gap for some students from key Stage 2 in our ambition to foster a		Assistant Headteacher (Learning, Teaching & Assessment)	Jun 18

² <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics>

attainment gap evident when students enter the school.		love of reading and a true mastery of the fundamentals of literacy that will enable students to access the Key Stage 4 curriculum and the literacy demands of adult life.			
B. Increased access for those students identified as Pupil Premium to pastoral support and intervention and support through the school's pastoral, personal development, behaviour and welfare and student services provision. Monitored through the coding of Sims data, in particular pastoral Interventions, provisions and events.	Employment of Director of Student Services	Support the learning needs of all students, provide Intervention and implement Individual Support Plans. Work with external agencies to identify additional support such as CAHMS and EWO.	Directly line managed by Assistant Headteacher (Pastoral).	Assistant Headteacher (Pastoral)	June 18
C. Increased access for those students identified as Pupil Premium to CEIAG provision and employer engagement. Monitored through the coding of Sims data, in particular CEIAG Interventions, provisions and events and employer engagements.	CEIAG Provision	Provide access to careers education, information advice and guidance. Specific focus on tracking of IAG and destinations of disadvantaged students from Year 7 to 11,. Continuing to monitor disadvantaged post 16.	Directly line managed by Assistant Headteacher (Pastoral). Regular accountability meetings with SLT. Provision overseen by Director of Student Services.	Assistant Headteacher (Pastoral)	June 18
Total budgeted cost					£80,000

2. Review of expenditure			
Previous Academic Year		2016/17	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve attainment across the curriculum	CPD focus on subject knowledge.	Highly Effective: training has informed approach to knowledge driven curriculum in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: Approach shows promise as evident from staff developing increased knowledge of exam board requirements through highly effective external training. Progress 8 data shows continued achievement of disadvantaged students, having achieved a P8 score of +0.03 (all students achieved a P8 score of +0.134).	Staff were positive about the training and believe it was the most appropriate focus for spending of budget on CPD. We will repeat in 2017/18 as appropriate.
High levels of progress for PP students. In particular, in literacy for Year 7 pupils eligible for PP so as to support the closing of the attainment gap evident when students enter the school.	Employment of Assistant SENCo to support all disadvantaged students with SEND status and therefore Individual Support Plan.	Highly effective: the achievement of both SEND and Pupil premium students achieved a positive Progress 8 score in 2017 (+0.03 for disadvantaged), the second of two consecutive years of positive progress for disadvantaged students.	Continue to ensure the effective deployment of learning support through the strategic direction of the SENCo, Assistant SENCo and Assistant Headteacher (Standards).
Improve attainment across the curriculum	Targeted Intervention for Key Stage 4 students.	High: Progress of disadvantaged Year 11 students achieved a positive Progress 8 score of +0.03 (all students: +0.134 – on best entry based on unamended 2017 estimates) Success criteria: met.	Very effective and targeted deployment of directed time. Built into directed time budget for 2017/18 to ensure parity for all staff. We will continue next year.

Improved Year 7 literacy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.
Increased access for those students identified as Pupil Premium to CEIAG provision and employer engagement. Monitored through the coding of Sims data, in	CEIAG Provision	KS4 NEET figures remained below national rates and continue trend of positive destinations data in 2017/18.	Full-time careers advisor employed directly at school has allowed for impartial careers advice to be facilitated, through the commitment to Gatsby benchmarks and the national careers Strategy.
Increased access for those students identified as Pupil Premium to pastoral support and intervention and support through the school's pastoral, personal	Student Services Provision	Significant support from Director of Student Services, Pastoral managers and all pastoral team, providing ongoing student level services to ensure the higher levels of pastoral care that enable our most vulnerable to feel safe, supported and guided in their holistic development, consequently support achievement.	Ongoing provision will bring together the work of the curriculum and pastoral arms of the school to ensure effective, holistic intervention that leads to both the ongoing sustained achievement of disadvantaged students and the high quality pastoral care and support that has effectively achieved positive standards in 2017/18.

3. Additional detail

2017 Year 11 Student Outcomes – Key Headlines for Disadvantaged Students

- Pupil Premium students achieve progress that is not statistically different to that of the national average for all students, achieving a Progress 8 score of +0.03, with all students achieving a Progress 8 score of +0.134. This replicates the positive achievement of disadvantaged students in 2016, when the cohort achieved a Progress 8 score of +0.13, when all students achieved a Progress score of +0.18.
- The attainment of Pupil Premium students in the Basics measure also demonstrates an improving trend. Over the past three years the Basics Measure of A*-C/9-4 in English and maths has improved from 19% in 2015 to 40% in 2016 and 40% in 2017. This is in line with the achievement of all students, given there being no statistically significant gap between the Progress 8 basket scores for Pupil Premium and non Pupil Premium students in either maths or English.
- PP students' attainment has also risen in the 5 A*-C including English and maths measure, which has improved for Pupil Premium students from 16.7% in 2015 to 37% in 2016 and finally to 38.3% of Pupil Premium students achieving five Standard passes including English and maths in 2017, showing improvements across a range of subjects and not just in English and Maths.
- All improvements in the achievement of Pupil Premium students have been a direct result of raising the profile of PP students in lessons by classroom teachers and greater tracking and monitoring of PP students by middle and senior leaders resulting in more personalised classroom intervention and support. This was recognised in the Ofsted report from Feb 2016.
***'Current leaders have established a firm grasp of this funding and are ensuring that it is used more purposefully. Additional support offered to boost pupils' performance in English and mathematics is having a positive impact for current cohorts. As a result, the progress of disadvantaged pupils is accelerating and gaps are now closing.'* (Ofsted 2016)**

***'a strong drive and focus across the academy on boosting the achievement of these pupils and more effective deployment of additional funding are quickening the progress of current pupils considerably. The academy's records and inspection evidence confirm that disadvantaged pupils are now making quicker progress and that gaps are closing in school.'* (Ofsted 2016)**

		National	2014	2015	2016 (Best Entry)	2017 Best Entry (Unamended estimates)
Cohort Size	All		231	184	192	158
	PP		77	66	73	60
% of cohort	PP		33%	36%	38%	38%
KS2 AVG Start	All	4a	4b	4b	4b	4b
	Non-PP		4b	4b	4b	4a
	PP		4c	4c	4c	4c
5A*-C (inc Eng/Ma)	All	56%	40%	45%	49%	
	Non-PP		48%	61%	56%	
	PP	36%	23%	17%	37%	
5A*-C	All		45%	55%	63%	
	Non-PP		54%	71%	71%	
	PP	45%	26%	26%	49%	
A*-C/9-4 in Eng/Ma (New 9-4 measure)	All		45%	48%	51%	59.5%
	Non-PP		52%	64%	58%	71.4%
	PP	38%	26%	20%	40%	40.0%
9-5 in Eng/Ma	All					31.0%
	Non-PP					39.8%
	PP					16.7%
Progress 8	All	0	-0.41	-0.18	0.18	0.134
	Non-PP		-0.31	-0.05	0.22	0.20
	PP		-0.06	-0.39	0.13	0.03

For more details, please see our website: www.cannockchasehigh.com.