



2018 – 2019 Pupil Premium Plan
Laurus Cheadle Hulme October 2018

The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2018 – 2019 academic year:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children £2,300
- Children who have ceased to be looked after by a local authority £2,300
- Pupils recorded as 'Ever 6 Service Child' £300

For the 2018-2019 academic year Laurus Cheadle Hulme are estimating the following Pupil Premium funding:

Number of students eligible (as of September 2018)

	Number of students eligible	Funding
Year 7	32	£34,015

Pupil Premium Plus

The 2018-19 conditions of grant for the Pupil Premium state that:

'The LAC premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan.'

The Pupil Premium Plus Grant for 2018-19 is **£2,300**. Interventions will be decided during the completion of the PEP and will be based on the individual needs of each LAC. This money is to be used on top of rather than an extension of our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:

- Academic achievement and attainment
- Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)
- Attendance – including difficulties leaving a parent in the morning and school refusal.
- Inclusion [by reducing internal and external exclusion]
- Transition
- Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma. For example, anxiety, self-regulation and support during unstructured times of the school day.

The impact of this spend will be detailed in each PEP (throughout 2018/19).

We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each PEP.

Deciding on our 2018-2019 Budgeted Pupil Premium Spend

At Laurus Cheadle Hulme, we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2018-2019, we have carefully identified ways in which we are budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, we will continue to access and review the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- *'The Pupil Premium, how schools are spending the funding successfully to maximise achievement.'* OFSTED (2013).
- *'The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.'* OFSTED (2012).
- *'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).*
- *'A guide to Effective Pupil Premium Reviews by the Teaching School Council.'* (2018)

Thirdly, we look to compare our cohort to other similar schools:

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there is a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight **impact** we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader trust governor with responsibility for Pupil Premium. Through a series of '*challenge*' meetings we have identified local needs and put these against the known '*best practice*' outlined in those documents and sources mentioned above.

Local context and barriers

Laurus Cheadle Hulme serves a very polarised cohort. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas of Stockport. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. Our polarised cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations and prior attainment. Some of our brightest and most talented students form part of our Pupil Premium Cohort. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Head of Year, House Coordinator, and Leadership Link to identify emerging needs and deliver interventions.

At the same time, we use evidence that points us towards four broad barriers in the Stockport area:

- (A) Family history of reduced engagement with school life such as attendance at parent consultation evenings
- (B) No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- (C) Engage with electives and extra-curricular activities
- (D) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

All of our strategies can be linked to these local issues.

We have carried out considerable research into the location of the homes of our cohort. We think that this is important given the polarised nature of our intake and our catchment area. By using freely available software to map the geography of our Pupil Premium cohort we can carry out a full analysis of progress and attainment on exit. We are yet to identify any obvious patterns within our Pupil Premium cohort. We cannot, however, make a clear link between this and attainment.

Core Targets for 2018 - 2019

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at teaching and learning.

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to make positive progress with all students at Laurus Cheadle Hulme. We aim to identify skills gaps, and address them, as early as possible. Therefore, during the 2018 – 2019 academic year we have also identified the following targets.

When comparing our Pupil Premium and Non-Pupil Premium cohort there will be:

1. No significant difference in the progress made between students at each foundation stage level, in each subject area.
2. No difference in the engagement of PP and non-PP students in House activities and electives.
3. No child is prevented from accessing opportunities due to their financial background.
4. No persistent absenteeism or gaps between PP and non-PP student attendance.
5. No difference in the homework completion rates of PP and non-PP students.

Review and tracking process

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Laurus Cheadle Hulme this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of ‘**progress checks**’ which in turn allows middle and senior leaders to make informed choices.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body.

Detailed Proposed spend

Desired outcome	Strategy	Reason for intervention	Explanation
All PP students meet or exceed targets as a result of quality first teaching.	Focus on Feedback as part of quality first teaching and learning (ARC, CPD and SDP).	Best Practice	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning. Development of ARC and further CPD to focus on the quality of feedback as part of quality teaching across the school.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Pupil Premium Champion on Leadership Team	Best Practice	Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging differences. Lead other champions (when in post) and the Head of House. Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff.

There is no difference between the attendance of PP students and other students.	Non-Teaching member of staff with focus on FSM attendance. Review and purchase of new rewards.	Best Practice and Local Barrier	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. Non-Teaching Head of Year will make initial contact. Review of data tracked and actions put in place.
There is no difference between the attendance of PP students and other students.	Head of Year to focus on FSM attendance.	Best Practice and Local Barrier	All PP students will have a return to school meeting with their Head of Year if they have been absent from school.
There will be no difference in participation rates of PP students when compared to other students.	Head of House with focus on progress and attainment.	Best Practice and Local Barrier	Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in House activities. Set a model of high expectation.
Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.	Entheos and Dream Believe Achieve.	Best Practice	Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.
The Scholars Club	Intervention	Best Practice and Local Barrier	PP students with previous high ability are given access to guidance and skill development which challenges them, students are introduced to potential destinations.

No child will be disadvantaged because of their background.	Personal Equipment.	Best Practice	(1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Maths set. (4) PE equipment. (5) House Team kit. (6) Technology equipment.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Focused intervention from a specialised member of staff.	Best Practice	LSAs are given a specific focus to support their assigned faculty with development of resources. A focus for targeting PP students of lower ability. Where appropriate they may also act as mentors.
The differences in progress and attainment that already exist on entry will be eradicated as soon as possible.	Specialised catch up programmes	Best Practice	Allows for one to one tuition based around physical activity. Small group tuition from Maths and English specialists when needed.
No child will be disadvantaged because of their background.	Music Tuition and 1:1 tuition.	Best Practice	Data used to increase the number of PP students involved in extracurricular and electives.
No child will be disadvantaged because of their background.	Study Visits.	Best Practice	No child will be disadvantaged because of their background.
No child will be disadvantaged because of their background.	Breakfast Club.	Best Practice	Students will have access to a breakfast club where specialist staff are on hand to give support.

No child will be disadvantaged because of their background.	Intervention and transition with primary schools	Best Practice	Working with PP students identified as being below their peers as part of their transition in the summer term. Additional transition visits and parental meeting to support a smooth transition.
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