

Upton-by-Chester High School: Pupil premium strategy statement

1. Summary information					
School	Upton-by-Chester High School				
Academic Year	19/20	Total PP budget (interim funding to 31/03/20 only)	£135,508	Date of most recent PP Review	Sep 2019
Total number of pupils	1,344	Number of pupils eligible for PP	282	Date for next internal review of this strategy	Sept 2020

2. Current attainment	
	Pupils eligible for PP (your school)
% achieving Basics 9-5	19.6%
% achieving Basics 9-4	41.2%
Progress 8 score	-0.642
Attainment 8 score average	35.4

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Attendance at revision/intervention sessions	
B.	Lack of motivation	
C.	Literacy and numeracy skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Family issues which affect attendance	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Narrowing the current gap between PP students and their peers.	Aim to be in the top 25% of schools nationwide that have narrowed the gap.
B.	Raising the aspirations of PP students	Improved motivation.
C.	Improving literacy and numeracy skills	Improved marks for SPaG. Meet/exceed MEPs.

5. Planned expenditure					
Academic year		2019/20			
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?
Key staff to receive PIXL training and support materials	Embed PIXL within the school culture	PIXL training and resources have been shown to help students make greater progress	Through the Raising Standards Team	Jon Arnull Esther Bradbury	September 2020
Accelerated Reader Scheme	To continue to implement across all age groups, starting with KS3.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	It has been a great success and will be further developed.	D Ryan	September 2020

Lexia Learning	To continue a phonics recovery package to support our most vulnerable students	Evidence shows that the reading gap between disadvantaged and non-disadvantaged students at secondary school is 23.4 months. Lexia Learning has been scientifically proven to improve reading scores for all students. The lowest-performing students benefited the most from using Lexia Reading.	A regular review of data produced by Lexia Learning will ensure that students are making the expected progress. ACR and AMF will meet regularly to discuss the impact that Lexia Learning is having.	ACR	September 2020
Total budgeted cost					£7,000
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?
KS4 literacy support	Support for those students who are underachieving. Students requiring literacy support are dis-applied from one GCSE subject and spend 5 hours every fortnight receiving support with literacy and homework tasks.	On average, literacy support approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	Student progress will be monitored	AMF	September 2020

Numeracy support	Support for those students who are underachieving.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Student progress will be monitored	R Bland	September 2020
Food Technology ingredients for PP students	Ensure PP have equal access to Food Technology resources	Students are able to participate	PP students identified in Food Technology	HSI	September 2020
Targeted support for PP students by individual departments	Support for those students who are underachieving.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Student progress will be monitored	HODs	September 2020
PP department lead time	Support for those students who are underachieving.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Student progress will be monitored	Department leads	September 2020
Literacy support	Support for those students who are underachieving.	On average, literacy support approaches improve learning by an additional five months' progress over the course of a school year.	Student progress will be monitored	Paula Blain	September 2020

		These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.			
Departmental revision guides for PP students	Ensure PP have equal access to departmental resources	Students are able to participate in revision	PP students identified in departments	Heads of Department	September 2020
Behaviour support for PP students	Ensure that all students have appropriate behaviour support	Students are able to make greater progress due to behaviour support.	PP student identified by HOYs and SENCO	Student Welfare Officers	September 2020
PP Champion	Ensure that PP students have support and achieve appropriate outcomes for their age.	Focused support ensures that PP students make appropriate progress.	PP students identified	JKE	September 2020
Disadvantaged Student Lead	Ensure that Disadvantaged students have support and achieve appropriate outcomes for their age.	Focused support ensures that Disadvantaged students make appropriate progress.	Disadvantaged students identified	HSI	September 2020

Personalised learning plans	Ensure that PP students know exactly what they need to do to improve.	Focused support on PP students	All PP students are identified	HODs	September 2020
Mentoring of Year 7 PP students	Ensure that Year 7 PP students have appropriate support	Students attend regularly and receive support	Year 7 PP students are identified	HOY 7	September 2020
Alternative curriculum transport fees for PP students	Ensure that students who take part in an alternative curriculum have access to appropriate transport	Students have access to the transport	PP students who require transport for alternative curriculum are identified	HOY	September 2020
EAL Student support	Ensure that EAL PP student achieve the appropriate support	EAL PP student have 1:1 support	EAL PP students are identified.	D Tumath	September 2020
RESPECT course	Ensure PP students have fire safety advice	Students behave in an appropriate way	PP students identified by Pastoral Leaders	Heads of Year	September 2019
Total budgeted cost					£95,000
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?

Raising aspirations	PP students invited to attend Getting into the Top Universities conference.	To raise the aspirations and ambitions of PP students, to support them in applying to universities.	Enable PP students to attend PiXL conferences (2 per year) by providing funding to allow them to do so.	JKE	September 2020
Improve attendance	Designated attendance officer to ensure PP students attendance is monitored	PP students will make greater progress if their attendance is maintained and improved.	Regular updates on attendance and intervene if attendance is below 95% Parents' Interviews for PA PP students.	SHI / Attendance Clerk	September 2020
MFL resources for PP students	Ensure PP have equal access to MFL resources	Students are able to participate	PP students identified in MFL	Head of MFL	September 2020
Persistent absence parental interviews for PP students	To ensure that students attend regularly	Improved attendance	Implemented and monitored by Sharon Hitchen Deputy Head	SHI	September 2020
Improve behaviour and motivation	Targeted pastoral care for PP students	On average, pastoral interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Monitored by Sharon Hitchen Deputy Head	SHI HOYs	September 2020
Counselling skills development	Targeted support for PP students	Using counselling skills to remove barriers to learning	Regular attendance on the course and meetings with students	JKE	September 2020 (£320 for the course 10% of my time)

PP students in years 5-6 to be monitored. Allowing smooth transition to high school.	Working together with primary schools putting transition interventions into place focusing on attendance, attainment and social and emotional issues.	For attendance and exclusions to be reduced. Attainment to reach target level. Transition to run smooth for PP students and families.	Meeting and working with PP students and primary school staff such as SENCO, learning mentors and teachers each term.	CCA	SEPTEMBER 2020
PP students in year 7/8 to improve attendance and attainment and exclusion.	Develop an individual action plan for PP student and this will involve the families.	Attendance to improve and attainment to reach target levels. Families to engage on all levels with support from school.	Work very closely with head of years, students and families. Follow action plan.	CCA	SEPTEMBER 2020
Families to become part of the school community. PP students to attend catch up club	Hold a catch up session for parents every term. Hold catch up club for PP students every week	This brings disadvantaged families into the school community and breaks down any barriers with trust. This supports PP students academically and emotionally.	By organising the catch up session each term and personally inviting parents. Running catch up club every week for PP students and monitor it.	CCA	SEPTEMBER 2020
To Support PP students each morning with setting them up for the day	Looking into poverty proofing the school. Providing PP students with equipment and any other resources they need.	This will reduce stigma across the board for PP students. This will help PP students feel included in all classrooms.	Running and monitoring this from student welfare office.	CCA	SEPTEMBER 2020
Help and support disadvantaged	Food Bank: become a referral agency we	This helps to relieve pressure off the families and	By contacting the local food bank.	CCA	SEPTEMBER 2020

families who are struggling financially	can refer straight to the food bank, with food voucher. School can also hold emergency food boxes for when the food bank is shut. We will be working in partnership with local food banks.	has a huge positive impact on well- being.			
Ensure that all KS4 PP students have access to revision resources for all Subjects	Google Docs audit completed for all Yr 11PP students	Students will be able to revise effectively and will have equal access to resources	HODS to ensure they request resources. Monitored through Google docs.	JKE	SEPTEMBER 2020
Tackle low attendance in PP students	<ul style="list-style-type: none"> • Sims attendance data being monitored. Target groups set up in sims. • Breakfast club launched March 2019 	If they are in school they will make greater progress.	Monitored by attendance officer and HSI.	HSI	SEPTEMBER 2020
Improve the transition between KS2 and KS3 for PP students with focus upon improved literacy across all departments.	To be started by Easter 2019 Literacy Counts project underway with specific focus upon PP students- ACR completing surveys/audits with link to EEF research. More information about	Improved literacy will mean that PP students will make greater progress	Monitored by HSI	HSI, ACR	SEPTEMBER 2020

	measuring impact at next training session 18/04/19				
Improve the way that communication with parents of PP students is recorded.	Mail Merge' with sims being set up by R Brown in order to reduce the amount of data transfer required by form tutors	This will enable the school to identify specific needs for PP students	JKE to liaise with R.Brown and HSI	JKE, HSI	SEPTEMBER 2020
Ensure that all KS4 year 9,10 and 11 PP students have access to revision resources for all subjects	Google Docs audit completed for all Year 11 PP students. Currently being populated for Year 10 and 9. Following JKE sending reminder out	KS4 have equal access to revision materials	HSI will set up a document to track the PP resources the students have been provided with	JKE	SEPTEMBER 2020
Measure the attitudes towards learning displayed by PP students and then build a bespoke package to tackle any negative attitudes. - Started Feb 2019	Surveys completed with small group of Year 10 students - more to be completed before work with University of Chester resumes.	Improve attitude to learning so that students make greater progress.	HSI to track student attitudes and develop bespoke packages	HSI	SEPTEMBER 2020
Improve attitudes to learning through	Time required to organise competition and then track and	Improves progress	Monitored and actioned by RST	HSI	SEPTEMBER 2020

competition/reward system. (Cross over with the boys challenge)	monitor impact through Sims data analysis.				
Ensure that feedback provided to PP students is achieving desired impact and develop strategies to support staff where underperformance persists.	RST to complete PP book scrutiny Feedback to HODs and SLT Challenge underperformance	Improves progress	HSI to meet with PP student reps from each department with the focus of sharing good practice and developing strategies	HSI	SEPTEMBER 2020
Total budgeted cost					£33,508

6. Review of expenditure				
Previous Academic Year		2018/19		
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)	Cost
Accelerated Reader Scheme	To implement across all age groups, starting with KS3.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	Will be continued and expanded.	£4,105

TEEP training for new staff.	Three days training	2011-2016 saw a net increase in attainment against national averages with a net increase for TEEP schools maintained at 3% above national averages	This approach is not a focus for the school at the moment.	915
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ii. Targeted support

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)	Cost
Improve Literacy for KS4 students	Support for those students who are underachieving.	Yes. Students requiring literacy support are dis-applied from one GCSE subject and spend 5 hours every fortnight receiving support with literacy and homework tasks.	To continue	£47,912
Improve Numeracy for KS4 students	Support for those students who are underachieving.	Yes	To continue	£10,895
Departmental support for PP students	Support for those students who are underachieving.	Yes	To continue. Pupil premium students are identified and offered support.	£20,377
PP departmental leads ensure consistency of approach within departments.	PP departmental leads: Support for those students who are underachieving.	Yes	To continue. Staff within departments are supported by PP leads.	£20,377

Behaviour support mentor for PP students	To employ a behaviour support mentor to work with students with behavioural difficulties, of whom 80% are PP students.	Yes. Behaviour among PP students is continuing to improve, particularly among the more vulnerable and challenging cohort.	We will continue with this approach, as some of our most challenging students are starting to rehabilitate and integrate back into mainstream lessons.	£42,125
Literacy support	Support for those students who are underachieving.	Yes	To continue	£9,472
PP Champion	PP champion to ensure that PP students are given the same opportunities as non- PP students	Yes, PP students have been identified and given support and opportunities which they would not have otherwise.	To continue.	£5,211
Disadvantaged Student Lead	Ensure that Disadvantaged students have support and achieve appropriate outcomes for their age.	Focused support ensures that Disadvantaged students make appropriate progress.	To continue. Disadvantaged students are identified and offered support	£3,788

Personalised learning checklists	PP students have personalised learning plans to ensure that they meet their targets.	Yes. Staff identify areas of the subject that needs more attention and so help to improve knowledge and progress,	To continue.	£6,245
Year 7 PP student mentoring to increase progress and confidence.	Individual mentoring for Y7 PP students	Yes. Students feel that they are supported through the mentoring programme.	To continue	£6,407
Alternative curriculum related transport fees.	PP students provided with transport to attend alternative curriculum courses	Yes	To continue	£420
EAL student support to increase progress.	PP EAL students are given support.	Yes	To continue	£4,283
Ensure PP have equal access to Food Technology resources	Food Technology ingredients for PP students	Yes, the pupil premium students are provided with ingredients to enable them to access the curriculum. This enables them to make good progress especially at KS4. It ensures they have an inclusive experience and can take part in the	To continue	£2,346

		learning activities in all lessons, it also supports the students' well-being and develops their self-esteem.		
To improve confidence and self-esteem for PP girls.	Sisters' Club	Yes	To continue	£297
Ensure PP have equal access to departmental resources	Departmental revision guides for PP students	Yes	To continue.	£1,263
CW&C Intervention Programme	PP student offered 1:1 support.	Yes	To continue if necessary.	£2,235

iii. Other approaches

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)	Cost
PP students feel supported	Targeted pastoral care for PP students	Yes	To continue	£11,395

To ensure that students attend regularly / Monitoring of PP student attendance	Persistent absence parental interviews for PP students	Yes	To continue	£11,107
Breakfast Club	Tackle low attendance in PP students	We have changed the way we do this and attendance will increase as a results	To continue	£1,355
Educational Visit Subsidies	PP students to have the same access to educational visits	More PP students attended these visits	To continue	£2,263
Music Tuition Fees	PP students to have the same access to music tuition	More PP students attended music lessons	To continue	£160
Stationery & Equipment	PP students to have the same access to equipment	More PP students have access to equipment and resources	To continue	£832
RESPECT Course Fees	PP students to attend the respect course	Improvement in the behaviour of individuals	To continue	£276
Children's Educational Psychology sessions	PP students to access Educational Psychology sessions	Specific support for individual students	To continue	£1,140

Raising aspirations	PIXL student conference fees	Yes	To continue	£297
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.