



Chosen Hill School Pupil Premium Expenditure Plan 2020/ 2021

Pupil Premium Funding 2020/21: £160,440

Pupil Premium Expenditure Plan 2020/21: £153,838

- Percentage of Pupil Premium at Chosen Hill School 2020-21 22% (290)
- Percentage of pupils in years 7 to 11 recorded as Ever 6 FSM: 15% (168)
- Percentage of pupils in years 7 to 11 recorded as FSM: 7% (95)
- Percentage of Looked-after children (LAC) defined as one who is in the care of, or provided with accommodation by, a local authority: 1% (9)
- Percentage Children who have ceased to be looked after by a local authority in because of adoption, a special guardianship order, a child arrangements order or a residence order: 1% (9)
- Percentage of Service Children: 6% (75)

Pupil Premium School Improvement – under the leadership of the Deputy Headteacher - Pastoral, Assistant Headteacher – Teaching & Learning, Assistant Headteacher - Standards, Senior Progress Coordinators, and Inclusion Manager there has been close analysis of both national research and local comparison about what makes a difference to closing the attainment gap between students in receipt of Pupil Premium and all students nationally (EEF Pupil Premium Guidance June 2019). The provision outlined below focuses on the activities that make the most difference in closing the attainment gap based on national and school-own experience.



Type of Provision:	Area of Spend:	Resources:	Total Budgeted Cost:	Contribution from Pupil Premium:	Intended Outcomes:	How impact is to be measured
<p>1. Actions focused on teaching & learning in the curriculum</p>	<p>1.1 SLT – DHT - Pupil Premium, AHT - Teaching & Learning, AHT - Standards</p>	<p>Leadership and development of Pupil Premium Teaching & Learning strategies to improve the rates of progress and academic outcomes through Quality First Teaching - removing barriers to learning and delivering more rigour in tracking and intervening on students, who are non-moving and not making expected levels of progress. Supporting Teachers to develop sharp interventions to raise progress and attainment.</p>	<p>£12,206 anticipated cost</p>		<p>More students make expected and good levels of progress. Non-movers are intervened with, to ensure progress. Quality of teaching and curriculum improves in Foundation strategies that accelerate progress in classrooms. Less intervention required at Pathways.</p> <p>Sutton Trust: Feedback +8 months; Metacognition and self-regulation +7 months</p>	<p>Numbers of students making expected and good levels of progress including 100% L4 by end of Year 7. Evidence of impact - QFT interventions through SSE. Quality of teaching and learning - PP attention and impact through appraisal lesson observations. Number of non-movers identified and shifted. Reduction in need to intervene in Pathways to catch-up.</p>
	<p>1.2 To further develop staff awareness of the needs of pupils eligible for pupil Premium through Chosen Hill Pupil Premium First by providing 'top up'</p>	<p>Teaching & learning briefing weekly – directed time Inset programme 2019-20, 1 session per half term</p>		<p>Internal delivery</p>	<p>Continued Improvement in planned differentiation observed in learning walks, lesson observations and appraisal observations Good quality teaching meeting the needs of all.</p>	<p>Pupil Premium research project through lesson observation – extent of typicality and impact Improved staff awareness and personalising of middle</p>



	<p>Quality First Teaching and Growth Mindset inset focused on differentiation and the use of student level data in planning, independent learning, development of thinking skills, assessment that supports learning of all students and meets the needs of vulnerable students and students with SEN</p>	<p>Inset focus on achievement data surrounding disadvantaged students and research-driven responses that are possible.</p> <p>Inset sessions to promote effective assessment, marking and feedback strategies (Mark Plan Teach & Pupil Premium First)</p>			<p>Improved rates of Progress 8 for PP students and improved attainment.</p> <p>Chosen Hill –Pupil Premium First; Quality First Teaching; Growth Mindset</p>	<p>leaders to greater rates of progress and achievement for all students and Pupil Premium students.</p>
	<p>1.3 Collaborative Research Group (CRG) - Metacognition Project</p>	<p>Leadership of metacognition strategies and self-regulation within Growth Mindset strategy.</p> <p>Whole-school CPD Toolkit (3hrs) on metacognition and x4 CRG meetings (x4 hrs).</p> <p>X20 selected teachers participate in CRG</p>	<p>£1,800</p>	<p>£1,800</p>	<p>Teachers understand/develop subject-specific metacognitive skills.</p> <p>Quality of teaching and curriculum improves in Foundation stages that accelerate progress in classrooms. Less intervention required at Pathways.</p> <p>EEF Toolkit - Metacognition and self-</p>	<p>QFT subject-specific metacognitive strategies through SSE appraisal lesson observations. Evidence of metacognitive talk.</p> <p>Student engagement/cognitive skills through CRG Research Journals and end of year market stall.</p>



		<p>groups focused on metacognition.</p> <p>Teachers supported to research the impact of the metacognitive subject-specific strategies deployed.</p>			<p>regulation approaches have ‘consistently high levels of impact’.</p> <p>Students make an average +7 months’ progress.</p> <p>EEF Toolkit – lower achieving and older students more likely to make expected and good levels of progress.</p>	<p>PP impact through appraisal lesson observations and research. Evidence of students being supported to plan, monitor and evaluate their learning – work scrutiny and observation.</p> <p>Number of non-movers identified and shifted. Reduction in need to intervene in Pathways to catch-up.</p> <p>Qualitative data from SSE subject reports</p>
	<p>1.4 Expanding the “Reading Strategy” in Year 7-9</p>	<p>Extended purchase of Accelerated reader subscription and additional materials to support preparation for Foundation and Pathway phases</p>	<p>£4,940</p>	<p>£1,038 (21%)</p>	<p>More students make expected and good levels of progress. Non-movers are intervened with, to ensure progress. Quality of teaching and curriculum improves in Foundation strategies that accelerate progress in classrooms. Less intervention required at Pathways.</p> <p>Sutton Trust: Feedback +8 months;</p>	<p>Numbers of students making expected and good levels of progress including 100% L4 by end of Year 7. Quality of teaching and learning in Foundation. Number of non-movers identified and shifted. Reduction in need to intervene in Pathways to catch-up.</p> <p>Quantifiable progress of reading ages from</p>



					Metacognition and self-regulation +7 months	students' starting points
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2. Actions focused on targeted academic support	2.1 HSP Strategy and creation of the "Brilliant Club"	6 x Foundation and 6 x Pathways places (£1920 out of PP funding) with the Brilliant Club as a pilot programme Increase £175 per pupil = £2100 Early bird (165 pp)	£2,100	£2,100	HSP disadvantaged pupils, and those who have the potential to be HSPs, are making accelerated progress	Comparable control group monitored against students having intervention. A high percentage of the Brilliant club pupils' attitude to Learning and HW is Green with improving progress data. · A review of settings for Foundation Disadvantaged students leads to appropriate, upward changes which results in their increased progress and A2L and A2H.
	2.2 Access to homework support, "Show my Homework" and computer equipment during school day.	LA support	Supervised Homework Support - Monday to Friday during lunchtime	£5,006 (100%)	Homework support strategy to develop independence and reduce L1 Behaviour (non- homework) for FSM students supporting them to make greater levels of progress.	To allow students to get support with studying and homework. This will be particularly directed at FSM students who will be encouraged to attend.



					Sutton Trust: Homework +5 months	
	2.3 To provide an entitlement to a minimum of 10 hours 1 to1 or small group tuition in Literacy catch-up in Foundation	1:1 Specialist Teaching	£16,241	£3,411 (21%)	Improved progress and catch-up in Literacy and English skills – reading ages, spelling ages, close reading comprehension skills Sutton Trust: Feedback +8 months; One to One + 5 months; small group tuition +4 months	To secure greater levels of progress in English/ Literacy through the coaching and intervention of 1 to 1 and small group English teaching. Both achievement and attainment of Foundation FSM students to increase.
	2.4 To provide an entitlement to a minimum of 15 hours 1 to 1 or small group	1:1 Specialist Teaching	£24,362	£5,116 (21%)	Improved progress and catch-up in Numeracy and Maths skills Sutton Trust: Feedback +8 months; One to One + 5 months; small group tuition +4 months	To secure greater levels of progress in Maths through the coaching and intervention of 1 to 1 and small group Maths teaching. Both achievement and attainment of Foundation & Pathways FSM students to increase.
	2.5 To provide and top-up essential equipment for secondary school and exams	Purchase of equipment for transition, top up (Top 10) and examination stationary	£3,500	£3,500 (100%)	All students equipped to be 'Ready to Learn' Removing barriers to learning and success.	Students provided with equipment to achieve and remove visible signs of disadvantage.



		kits, textbooks, DT & Art Resources				
2.6	To provide cognitive learning recall and mastery through access to GCSEPod for all GCSE subjects	GCSEPod subject contract over 2 years 1 for Year 10 09/18 (GCSE Course Induction) 2 for Year 11 10/18 and 03/18 (Revision skills & GCSE exam preparation)	£5,435: 2 year subscription £2,717-2019/20 £2,717-2020/21	£2,717 (100%)	To provide students high quality teaching and learning digital resources across all subjects. To reduce stress and anxiety as a barrier to learning To further engage students in building their confidence and interest in these subjects Sutton Trust: Meta-cognition and self-regulation +8 months	Student Voice Ongoing personalised monitoring and feedback of students through automatic notification to teachers Impact analysis report on non, low, medium and high users.
2.7	Tailored Target-EAL focused curriculum, language and mentoring removing EAL & Service disadvantage.	EAL Support Teacher	£6,182	£6,182 (100%)	Student level impact on progress and attainment of target group in line with objectives. Removing barriers to learning and success	EAL evaluation report and student level data analysis



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3. Wider Strategies -actions focused on behavioural, social and emotional issues	3.1 Student and Family Welfare Officer - to create capacity to build relationships with target families and implement rapid response to behaviour, and punctuality attendance issues impacting progress and attainment based on rigorous data tracking.	Student and Family Welfare Officer	£23,683	£23,683 (100%)	To provide targeted and tailored support to ensure students, including FSM students, are in school and supported to be successful both by family and school staff. Work to ensure all students are supported to achieve. Sutton Trust: Social and Emotional learning +4 months, mentoring +1 month	Attendance and behaviour data trends for target students show improvements. My Concern / SIMS initiative log shows increased engagement with and from target families. Increase in levels of expected and good progress by all groups. Reduction in detentions and behavioural referrals, call-outs. Progress of FSM and non-FSM is comparable.
	3.2 To provide external counselling, CBT and SEMH provision for vulnerable students	School Counsellor Educational Psych % of time for CBT intervention for FSM students CBT intervention programme	£20,520 £4,000 £800	£4,309 (21%) £840 (21%) £800 (100%)	All Disadvantaged students have access to counselling appropriate to need	School Counsellor & ED. Psych impact evaluation report - anonymised



	<p>3.3 To provide careers advice and experiences carefully mapped and targeted for all disadvantaged students, including a wide range of preparation activities for future life.</p>	<p>Work experience placements (Admin) Staff visits and monitoring of experiences.</p> <p>Off timetable and off site experiences in preparation for future life</p> <p>Careers Lead</p> <p>Independent Careers' Advisor</p>	<p>£500</p> <p>£23,437</p> <p>£11,400</p>	<p>£500 (100%)</p> <p>£4,922 (21%)</p> <p>£2,394 (21%)</p>	<p>To provide targeted and tailored career support</p>	<p>Number of NEETS over time. Expected and good progress of FSM students.</p> <p>Greater 'Student Futures' focus within the school.</p>
	<p>3.4 Chosen Hill School Secondary School Uniform Grant and second hand uniform provision</p>	<p>Sum allocated for Uniform support grants</p> <p>Second hand informal uniform store</p> <p>Spare uniform to support dress code</p>	<p>£1,400</p>	<p>£1,400 (100%)</p>	<p>Students not wearing, in need of, who have financial difficulties are given/ loaned uniform where appropriate. A number of FSM students benefit from this opportunity that increases inclusion and removes barrier to learning. A Uniform Grant is also available for students with FSM.</p> <p>Sutton Trust: School Uniform 0 months</p>	<p>FSM students who do not have full uniform are given item free of charge.</p> <p>The school makes a financial contribution to the purchase of full school uniform.</p> <p>Reduction of L1, 3 strikes for incorrect uniform</p>



	3.5 To provide targeted academic, progress and social/ emotional mentoring sessions	SEMH and behaviour intervention support offered through: Behaviour Lead Officer Behaviour Inclusion TA	£26,227 £26,878	£5,508 (21%) £ 5,644 (21%)	A number of vulnerable students, including some with FSM are supported to overcome difficulties and barriers to learning Sutton Trust: Social and Emotional Learning + 4 months	Anonymous case studies of success with a number of students. Progress through Curriculum Monitoring.
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4. Wider Strategies -actions focused on enrichment beyond the curriculum	4.1 To introduce and manage the allocation of a Pupil Premium Dividend to specific projects or additional curriculum provision to enable pupils to access and achieve well in all areas of the curriculum	PP Tier 3 Support Dividend managed by Deputy Headteacher in liaison with SPC LLs and LMs Learning and teaching staff. Teaching staff determine requests for additional resources using "PP Tier 3 Support Dividend Application"	£2,000	£2,000 (100%)	Clear criteria established for allocating funds. Personalisation of support has impact on levels of Access, Aspiration and Achievement (AfA 3As) Sutton Trust: Social and Emotional Learning+4 months	In order to approve the request teachers or LMs will monitor the desired impact on the student
	4.2 To provide 50% subsidy on all Enrichment activities for pupils eligible for Pupil Premium (with a ceiling of £300.00)	Reserve held centrally	£1,500	£1,500 (100%)	To enable FSM students access to all enrichment activities appropriate to stage of development Sutton Trust: Social and Emotional Learning +4 months	Attendance records. Records of engagement/ participation, self-worth and Access, Aspiration and Achievement



	for FSM6 and £100.00 for Service)					Finance report
	4.3 To enable access to peripatetic music tuition for students eligible for Pupil Premium (with a ceiling of £310.00)	Peripatetic tuition costs	£700	£700 (100%)	To enable Pupil Premium students to learn to play an instrument and to remove barriers to wider success and personal development Sutton Trust: Arts Participation +2months; Social and Emotional Learning +4 months	Attendance records. Records of engagement/ participation, self-worth and Access, Aspiration and Achievement

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5. Wider Strategies - actions focused on families and communities	5.1 To improve the attendance and punctuality of students eligible for Pupil Premium and bring each pupil at least in line with the whole school average	EWO Punctuality Strategy SPC and YL	£18,766 £2,000	£3,941 (21%) £420 (21%)	To provide challenge and support to ensure students eligible for Pupil Premium are in school to maximise learning and progress. Sutton Trust: Behaviours Intervention +4 months	Attendance & punctuality data reports and tracking as a sub-group and as individual students to assess impact of interventions and support. Report linked to SPC and LL actions and impact on attendance and punctuality.
	5.2 To subsidise or support additional		£18,720	£18,720 (100%)	To enable students eligible or in need of	Attendance records monitored.



	transport costs for PP students attending alternative provision & other relevant interventions	Travel costs – taxi, mini-bus costs, staff petrol costs			provision to maintain engagement with education and attendance	Travel costs tracked and reviewed for PP benefit. Student outcomes.
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	6.1 To maintain APS arrangements to support individual students unable to access all or part of their mainstream education	GFAPS Abbey View Admin Support Role - Tracking of attendance and progress and reporting to school and parents; supporting student course completion	£26,347 £19,520	£26,347 (100%) £19,520 (100%)	To enable successful completion and accreditation at off site APS that meet the learning needs of students, including FSM students.	Leaders monitoring reports, end of course outcomes data and access and attendance data.