



## Pupil Premium Strategy 2017-18

1. Summary Information					
<b>Name of School</b>	CHES AP Academy				
<b>Academic Year</b>	2017-18	<b>Estimated Total PP Budget</b>	£1000	<b>Date of most recent PP review</b>	Nov 2017
<b>Total number of students</b>	63 students of which 18 Pupil Premium as of 15.11.17		<b>Date of next PP review</b>	September 2018	
2. Current Attainment (2017 Year 11 cohort)					
Entered for 5+ GCSE or Equivalent				31%	
5+ Grades 9 to 4 (A*-C) or Equivalent				23%	
5+ Grades 9 to 4 (A*-C) En Ma				23%	
5+ Grades 9 to 1 (A*-G) or Equivalent				31%	
1+ Grades 9 to 1 (A*-G)				100%	
En Grades 9 to 4 (A*-C)				56%	
Ma Grades 9 to 4 (A*-C)				54%	
Sci A*-C				49%	
En Grades 9 to 1 (A*-G)				97%	
Ma Grades 9 to 1 (A*-G)				92%	
Sci A*-G				90%	
En Avg points				4.3	
Ma Avg points				3.4	
Sci Avg points				3.4	
En and Ma L1				87%	
En and Ma L2				44%	
Pass in any qualification				100%	
Avg points per student				15.2	
Avg points per student for all achievements				15.8	



<b>3. Barriers to Achievement</b>	
<b>Internal Barriers (issues to be addressed in school eg poor literacy skills)</b>	
A Student attendance, confidence and engagement affected by ill health	Students may need lots of encouragement and support to access lessons
B Student progress affected by ill health and other factors	CHES often have limited time frame to get students through qualifications
C Identification of literacy difficulties preventing access to curriculum	Students may have difficulties not previously identified eg dyslexia
<b>External Barriers (issues which also require action outside school eg attendance)</b>	
D Students have low levels of attendance prior to joining CHES	All students join CHES with poor attendance at their mainstream school
E Re-integration to school/post 16 complex process	Period of absence from school can make it difficult for a student to return to mainstream – either pre or post 16

<b>4. Outcomes</b>		
A	Increased attendance and engagement in lessons	Attendance and engagement to be monitored – Attendance Review Meetings and Pupil Review Meetings. Personalised timetabling of students and group work opportunities provided to build confidence and provide additional learning opportunities. Laptops sometimes provided for on-line students to use if required.
B	Most students to make at least expected progress	Monitoring of attainment data. Interventions identified. Personalised timetabling.
C	Literacy Intervention Support for those students who need it	All students have literacy testing. Students who need support identified and supported by teachers and Learning Support Mentors.
D	Attendance of students to improve following referral to CHES	Personalised timetables and support identified for each student who needs it. Additional support provided by SMT, teachers, Learning Support Mentors and Family Support Manager.
E	Successful re-integrations to school when health improves Very low NEET figures for students leaving CHES in Year 11	Skilled CHES team to coordinate and manage re-integration of students. CHES liaise with schools and colleges, health and other agencies to support pupils.

## 5. Planned Expenditure

The 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	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?
<b>B</b> <u>Expenditure</u> 3 X LSM	Monitoring of attainment data by CHES RSL Data/SMT. Interventions identified and supported by teachers and Learning Support Mentors. Support and feedback from Subject RSLs	Regular monitoring on attainment at various levels within CHES and adjustments made to support provided and adjustments made provision if needed. Evidence – most students to make at least expected progress.	SMT meet half termly with Data RSL and later subject RSLs to review progress and identify interventions and adjustments needed to provision. SMT meet half termly with teachers to review individual students.	SMT/RSL Data	As outlined Termly report to PPSG
<b>C</b> <u>Expenditure</u> 3 X LSM	All students have literacy testing on entry. Students who need support identified and supported by teachers and Learning Support Mentors.	Students who have literacy support intervention are re-tested within a year or before they return to school and most make good progress with their reading and spelling ages.	Literacy Support Coordinator/Assistant SENCo systematically coordinates and reviews process.	Literacy Support Coordinator/ SMT	As outlined Termly report to PPSG



ii. Targeted Support					
Desired Outcome	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?
<b>A</b> <u>Expenditure</u> 3 X LSM to cover County  Thrive Training  Family Support Manager  Laptops/ Technical Support  Group Work Animal Care Catering Art Music Science	Interventions to improve attendance and engagement supported by Learning Support Mentors and Family Support Manager  Laptops for on-line students who require it and group work opportunities to support confidence and provide additional learning opportunities.	Continuous monitoring of attendance and engagement at various levels within CHES and adjustments made to support provided and adjustments made provision if needed and evidenced by increased attendance and engagement.	SMT meet regularly to review attendance. FSM reports back to SMT weekly. LSMs meet weekly with SMT/FSM to review impact of interventions and adjust approaches.  SMT meet half termly with teachers to review individual students.	SMT/FSM	As outlined  Termly report to PPSG
<b>D</b>	See <b>A</b> above				



<b>E</b> <b>Expenditure</b> 3 X LSM FSM CSW	Aim to re-integrate students whose health has improved to mainstream school and work closely with Year 11 to identify and support with post-16 destinations.	Success in returning students to their mainstream school and very low NEET figures post-16.	SMT to work closely with student/parents/teachers/FSM/LSMs and other agencies to identify opportunities for re-integration. Attend multi-agency meetings and reviews. CHES to work closely with CSW, colleges and potential employers to support students post-16.	SMT CSW	As outlined Termly report to PPSG
---	--	---	---	------------	---

## 6. Review of Expenditure

### i. Quality of Teaching for all

<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>Estimated impact</b> <small>Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.</small>	<b>Lessons Learned</b> <small>(and whether you will continue with this approach)</small>	
<b>B</b>	Use of data to inform teacher/LSM intervention Subject RSLs to provide feedback and support to staff.	Most students made at least expected progress.	Lots of curriculum changes this year and getting to grips with Life After Levels. Identification of next steps and support needed should become easier from now on. Next academic year subject RSLs will have an expanding role in providing feedback and support to staff.	
<b>C</b>	Literacy testing and support for student who need it.	Most students made good progress with their reading and spelling ages and access curriculum opportunities.	This aspect of what we do is embedded and works well.	



ii. Targeted Support				
<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>Estimated impact</b> Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	<b>Lessons Learned</b> (and whether you will continue with this approach)	
A	Interventions to improve attendance and engagement	Most students showed improved attendance and engagement in lessons.	Interventions provided by Family Support Manager for our most vulnerable students and families and the targeted use of our LSMs have been key to improving outcomes for many of our students this year.	
D	See A above	Most students show improvement in attendance following referral	See A above	
E	Support to re-integrate students to school and post-16 opportunities	Success in returning students to their mainstream school and very low NEET figures post-16.	We have been successful with this but it is challenging as CHES cover the whole County. Need to develop further strategies perhaps involving UPS teachers to support with re-integration.	



## Impact Statement

### Outcomes – 3 Year Trend GCSE Results

	August 2015	August 2016	August 2017
Entered for 5+ GCSE or Equivalent	22	38	39
Entered for 5+ GCSE or Equivalent	14%	32%	31%
5+ Grades 9 to 4 (A*-C) or Equivalent	9%	11%	23%
5+ Grades 9 to 4 (A*-C) En Ma	9%	11%	23%
5+ Grades 9 to 1 (A*-G) or Equivalent	14%	18%	31%
1+ Grades 9 to 1 (A*-G)	100%	89%	100%
En Grades 9 to 4 (A*-C)	55%	66%	56%
Ma Grades 9 to 4 (A*-C)	32%	37%	54%
Sci A*-C	27%	37%	49%
En Grades 9 to 1 (A*-G)	95%	87%	97%
Ma Grades 9 to 1 (A*-G)	82%	76%	92%
Sci A*-G	68%	66%	90%
En Avg points	3.7	4.2	4.3
Ma Avg points	2.3	3.0	3.4
Sci Avg points	2.1	2.9	3.4
En and Ma L1	77%	76%	87%
En and Ma L2	18%	34%	44%
Pass in any qualification	100%	92%	100%
Avg points per student	14.0	14.5	15.2
Avg points per student for all achievements	15.0	15.1	15.8