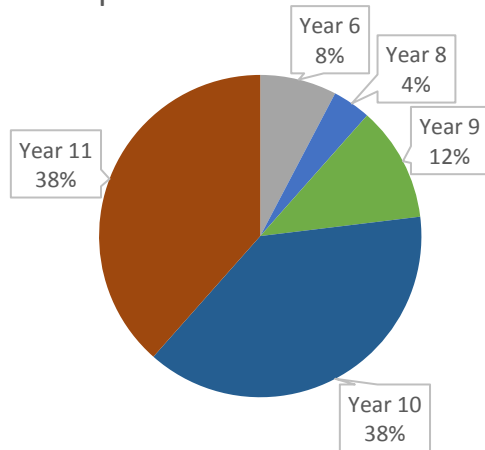


Pupil Premium Strategy 2018 / 2019 – written in line with Wave Pupil Premium Policy

1. Summary Information				
Name of School	CHES APA			
Academic Year	2018 / 19	Total PP Budget	£468	Date of most recent PP review - Sep 18
Total number of students	September 4 th 2018 - 26		Date of next PP review – December 2018 To be shared with Governor responsible for Outcomes on 28.11.18 To be shared with Full Governing body 28.11.18	

Table 1a and 1b – Year group breakdown of pupils eligible for Pupil Premium Grant [Sept 2018 / 2019]

CHES AP Academy - How are the Pupil Premium Students distributed across the Year Groups?



CHES AP Academy - What Percentage of each Year Group are Pupil Premium?

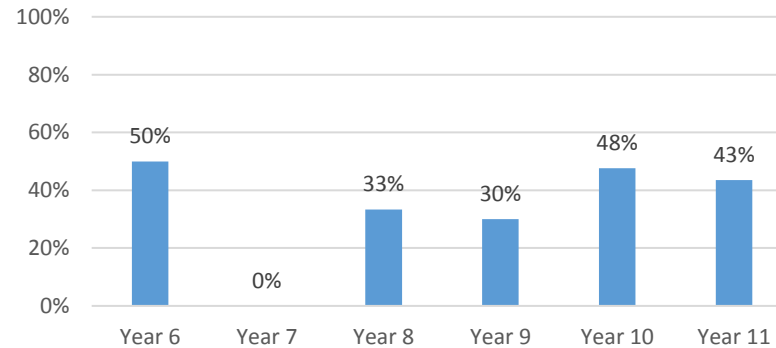


Table 2 – Proportion of pupils eligible for Pupil Premium Grant via enrolment category [Sept 2018 / 2019]

CHES AP Academy - Which Enrolment Category Are Pupil Premium Students In?

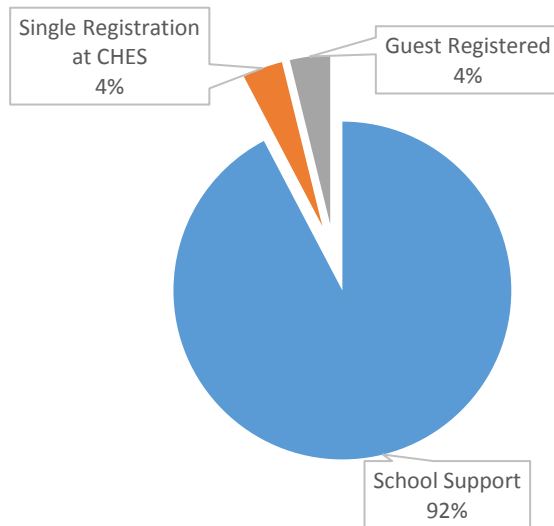


Table 3 – Average attendance comparison [Sept 2017 / 2018]

CHES AP Academy - Average Attendance Comparison
2017 to 2018

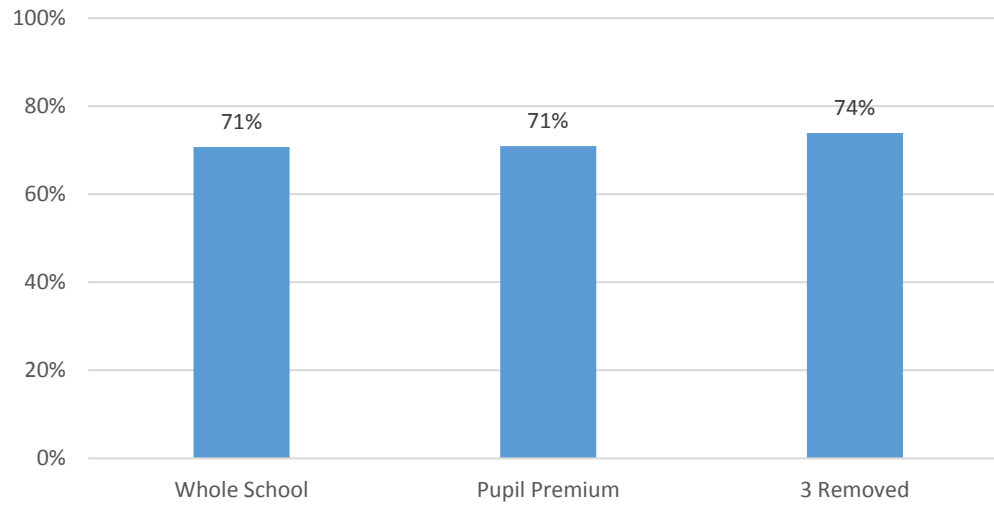


Table 4 - Attainment in External qualifications for Year 11 leavers [2017 to 2018]

2018 Year 11 Qualifications Summary Statistics

	Cohort	PERCENTAGES														AVERAGE GRADES				
		% Entered for 5+ GCSEs or equiv. (Functional Skills and Short Courses counting as half GCSE)	% achieving a grade in any qualification	% 1+ GCSE Grades 9 to 1 or equiv.	% 1+ GCSE Grades 9 to 4 or equiv.	% 5+ GCSE Grades 9 to 1 or equiv.	% 5+ GCSE Grades 9 to 1 or equiv. including English and Maths	% 5+ GCSE Grades 9 to 4 or equiv.	% achieving GCSE Grade 9 to 1 English, or equiv.	% achieving GCSE Grade 9 to 1 Maths	% achieving GCSE Grade 9 to 1 Science, or equiv.	English at least L1 (including Functional Skills)	Maths at least L1 (including Functional Skills)	% achieving both English and Maths at least L1 (including Functional Skills)	% achieving both English and Maths at L2 (including Functional Skills)	Average of Total Grades per Student	Subject Average Grade	English Average Grade	Maths Average Grade	Science Average Grade
CHES APA	46	33%	91%	89%	61%	33%	33%	22%	89%	85%	83%	89%	87%	87%	35%	15.5	3.5	4.2	3.2	3.7
WAVE MAT (whole)	176	36%	82%	80%	36%	32%	31%	7%	71%	62%	60%	78%	66%	64%	14%	9.2	2.2	2.8	2.2	2.6
Data Pioneers 2017 Medical Benchmark	80					31%*		14%	64%	68%	56%							2.7	2.2	1.7**
Data Pioneers 2017 Over All Benchmark	686					29%*		6%	61%	62%	51%							1.8	1.7	1.3**

* DfE approved qualifications only

** GCSE only, no equivalents

At CHES, performance in core subjects was very high, with 89% achieving a grade in GCSE English, compared to only 64% in the wider sector.

At CHES, 87% of students leave with qualifications in both English and Maths, at least at Level 1.

Table 5 - - Attainment in External qualifications for Year 11 Pupil Premium leavers [2017 to 2018]

	Cohort	PERCENTAGES														AVERAGE GRADES				
		% Entered for 5+ GCSEs or equiv. (Functional Skills and Short Courses counting as half GCSE)	% achieving a grade in any qualification	% 1+ GCSE Grades 9 to 1 or equiv.	% 1+ GCSE Grades 9 to 4 or equiv.	% 5+ GCSE Grades 9 to 1 or equiv.	% 5+ GCSE Grades 9 to 1 or equiv. including English and Maths	% 5+ GCSE Grades 9 to 4 or equiv.	% achieving GCSE Grade 9 to 1 English, or equiv.	% achieving GCSE Grade 9 to 1 Maths	% achieving GCSE Grade 9 to 1 Science, or equiv.	English at least L1 (including Functional Skills)	Maths at least L1 (including Functional Skills)	% achieving both English and Maths at least L1 (including Functional Skills)	% achieving both English and Maths at L2 (including Functional Skills)	Average of Total Grades per Student	Subject Average Grade	English Average Grade	Maths Average Grade	Science Average Grade
Pupil Premium Students Only																				
WAVE MAT - Pupil Premium Students Only	56	39%	93%	88%	29%	32%	32%	4%	71%	68%	73%	84%	71%	68%	11%	8.6	1.7	2.4	1.7	2.0
CHES - Pupil Premium Students Only	13	15%	77%	69%	31%	15%	15%	0%	69%	69%	69%	69%	69%	15%	8.4	2.4	3.2	2.3	2.6	
Non Pupil Premium Students Only																				
WAVE MAT - Non Pupil Premium Students Only	81	52%	96%	94%	54%	47%	44%	12%	88%	80%	79%	94%	88%	86%	21%	13.2	2.5	3.1	2.6	3.0
CHES - Non Pupil Premium Students Only	33	39%	97%	97%	73%	39%	39%	30%	97%	91%	88%	97%	94%	94%	42%	18.4	3.9	4.5	3.6	4.1
Difference between Pupil Premium and Non Pupil Premium																				
WAVE MAT - Difference	-25	-13%	-3%	-6%	-26%	-15%	-12%	-9%	-16%	-12%	-6%	-10%	-16%	-19%	-10%	-4.6	-0.8	-0.7	-0.9	-0.9
CHES - Difference	-20	-24%	-20%	-28%	-42%	-24%	-24%	-30%	-28%	-22%	-19%	-28%	-25%	-25%	-27%	-10.0	-1.5	-1.3	-1.3	-1.5

1. Barriers to Achievement	Outcomes
Internal Barriers (issues to be addressed in school eg poor literacy skills)	
<ul style="list-style-type: none"> A. Student attendance/engagement affected by ill- health. Confidence, independence, resilience affected. B. Student progress affected by ill health and other factors. C. Identification of literacy difficulties preventing access to curriculum. 	<ul style="list-style-type: none"> • Increased attendance/engagement in lessons. Attendance and engagement to be monitored through Attendance Review Meetings. Personalised timetabling of students and group learning opportunities provided to build confidence and provide additional curriculum/enrichment opportunities. Laptops sometimes provided for on-line students to use if required. • Pupil Premium students able to make progress. Monitoring of attainment data. Interventions identified. Personalised timetabling. • Literacy intervention support for those who need it. All students have literacy testing. Students who need support identified and supported by teachers and Learning Support Mentors.
External Barriers (issues which also require action outside school e.g. attendance)	
<ul style="list-style-type: none"> D. Students have low levels of attendance prior to joining CHES and often join CHES part way through final year. E. Re-integration to school/post 16 complex process. 	<ul style="list-style-type: none"> • 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 and Family Support Worker. • Successful re-integrations to school when health improves. 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.

2. Planned Expenditure

Teaching for All

i. 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	Review implementation
PP students are able to make progress. Monitoring of attainment data by CHES RSL for Data and SLT. Interventions identified and supported by teachers and LSMs. Support and feedback from Subject RSLs		Regular monitoring of attainment at various levels within CHES and adjustments made to support provided and provision needed. Evidence - students making progress.	SLT meet termly with data RSL and Subject RSLs to review progress and identify interventions needed and adjustments to provision. Feedback to all teachers provided following work scrutiny. RSLs to observe all teachers to provide focused feedback.	SLT/RSLs	Termly report to PPSG. Review at the end of each term.
Literacy intervention support for those who need it. All students to have literacy testing on entry. Students who need support are identified and supported by teachers and LSMs		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 levels.	Literacy Support Coordinator/Assistant SENDCo systematically coordinates and reviews progress.	Literacy Support Coordinator/SLT	Termly Report to PPSG
Total Budgeted cost					0

Targeted support

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	Review implementation
Student attendance/engagement improved. Along with confidence, independence and resilience.	Implementation of bespoke curriculum / timetable / parental support to ensure all pupils are able to achieve	Qualifications that meet the abilities of all students.	Clear expectations that the curriculum will meet the interests and needs of all pupils. Continue to strengthen curriculum with introduction of Humanities, PSHE, Art and other enrichment opportunities.	SLT	Weekly attendance meeting to monitor engagement and plan adjustments
	FSM/FSW and LSM interventions to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending lessons	Data and Feedback from staff help to identify students who struggle to engage	Family Support team and LSMs to liaise closely with these students' families. Time with LSMs, FSM and/or FSW. Improved engagement in lessons. Pupils actively able to build confidence, independence and resilience and manage stress.	HC/JR/PG/RC/PU	Weekly meetings to identify students and strategies to support where appropriate.
	2018/2019 introduction of curriculum group-work across the County for students who are able access this. Continue to offer other group work opportunities to students eg Animal Care, Catering, Art and Music.			HC/JR/PG/RC/PU	Monitoring of engagement and weekly meetings FSM/FSW and SLT with LSM
	Continue to offer Science Practicals for our Year 11 students through our partnership work with Truro College			SLT/EM	No charge

<p>Reintegrate students where appropriate to mainstream school/work closely with Y11 to support with post-16 destinations.</p>	<p>Success in returning students to their mainstream school and very low NEET figures post 16</p>	<p>SLT to work closely with students/parents/teachers/ FSM/FSW/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</p>	<p>SLT/FSM/FSW/LSMs/KB/CSW</p>	<p>Termly report to PPSG</p>	
<p>Total Budgeted cost</p>					

Other Approaches

iii. Other Approaches					
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Provide Enrichment Opportunities outside the classroom	Ensure that PP students have the same opportunities as the whole school community	Provide a fully inclusive experience for PP students	Ensure off site opportunities are offered to PP students as a priority. Target PP students prior to offering to the rest of the community.	HC/ Enrichment Leads	Half termly review of PP uptake and participation in off-site activities.
Parental engagement	Increase the parental engagement to facilitate support through the work of Family Support Team.	Ensure the Academy continues to foster a culture of mutual listening and support where we can.	Family support team to continue to maintain contact with targeted Pupil Premium parents / carers to ensure the Academy provides support to them in supporting their child's learning.	SLT/FSM	Weekly meetings recorded on Schoolpod
Total Budgeted cost					£468

3. Review of Expenditure				
i. Quality of Teaching for all				
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
Most students able to make progress		Yes, however data shows that PP students have not performed as well as non PP students. For example, 15% of PP students achieved 5+ GCSEs, compared to 39% of non-PP students. Close examination of Year 11 Pupil Premium data shows that many joined us part way through Year 11 and some were not well enough to sit their examinations.	Look more closely at individual performance through introduction of in-depth case studies in 2018/19 using Schoolpod. This will allow us to more efficiently gather information we need to support students even more effectively. 2018/19 – Staff CPD focus on Independent Learning	
Literacy intervention support for those who need it		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 levels.	Continue Literacy Coordinator to meet with RSL for Teaching and Learning to explore updates to our system.	

ii. Targeted Support			
Increased attendance/engagement, confidence, independence, resilience.	Data shows that attendance for PP students matches that of Non Pupil Premium, 71% for both groups.	Continue with current approach. Introduction of curriculum group work opportunities and further enrichment opportunities for 2018/19. 2018/19 further work on CHES Alumni to motivate learners. Adopt the Penwith APA student SEMH benchmarking tool.	
Reintegrate students where appropriate to mainstream school/work closely with Y11 to support with post-16 destinations.	Support for PP students has been effective. Pupil Premium students were successful in gaining access to college courses on transition or support through Pentreath with just one NEET at the time of writing.	Learning Support Mentor to deliver a rolling programme of support to those students who need it to help prepare them for College and other Post-16 opportunities. CHES to also provide targeted support to students to help with re-integration into mainstream school. ASD Champion has now been appointed who will also be supporting ASD students with re-integration and transition. 2018/19 Review Careers Education offer to our students.	

Impact Statement

Outcomes – 4 Year Trend GCSE Results

	August 2015	August 2016	August 2017	August 2018	August 2018 Pupil Premium
Entered for 5+ GCSE or Equivalent	22	38	39	25	13
Entered for 5+ GCSE or Equivalent	14%	32%	31%	33%	15%
5+ GCSE Grades 9 to 4 or Equivalent	9%	11%	23%	22%	0%
5+ GCSE Grades 9 to 4 English and Maths	9%	11%	23%	22%	0%
5+ GCSE Grades 9 to 1 or Equivalent	14%	18%	31%	33%	15%
1+ GCSE Grades 9 to 1	100%	89%	100%	89%	69%
English Grades 9 to 4	55%	66%	56%	52%	23%
Maths Grades 9 to 4	32%	37%	54%	43%	23%
Science Grades 9 to 4	27%	37%	49%	41%	23%
English Grades 9 to 1	95%	87%	97%	89%	69%
Maths Grades 9 to 1	82%	76%	92%	85%	69%
Science Grades 9 to 1	68%	66%	90%	83%	69%
English Average Grade	3.7	4.2	4.3	4.4	3.2
Maths Average Grade	2.3	3.0	3.4	3.2	2.3
Science Average Grade	2.1	2.9	3.4	3.7	3.7
English and Maths L1 (including Functional Skills)	77%	76%	87%	87%	69%
English and Maths L2 (including Functional Skills)	18%	34%	44%	35%	15%
Pass in any qualification	100%	92%	100%	91%	77%
Average Grade per Subject Entry	3.2	3.6	3.6	3.5	2.6
Average of Grade Total per Student	15.0	15.1	15.8	15.5	8.3

The differences in KS4 outcomes masks the fact that progress from starting points is often good for Pupil Premium students. Each half term we report rates of progress to the PPSG Committee. This year we have reported on a 5-point scale, with 3 representing expected progress from starting points. For the Summer Term, our comparative progress figures were as follows:

FSM/PP:								
	English		Maths		Science		Average	
	n	Mean	n	Mean	n	Mean		Mean
Y	17	2.9	20	3.2	19	2.9		3.0
N	25	3.2	27	3.3	31	3.5		3.4

Although there is a difference in progress rates between the two groups, and small differences between subjects, on average, progress in core subjects is as expected for Pupil Premium students and greater than expected for non-PP students. No figures in this table are significantly below 3, which represents an expectation of remaining on centile.

The differences in attainment follow from differences in starting point, and progress for both groups is often at least good.