

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Endon High School
Number of pupils in school	709
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	August 2022
Statement authorised by	
Pupil premium lead	Mrs G Brownsett
Governor / Trustee lead	Mrs J Wallbanks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,615
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,750

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to continue to improve the attendance, motivation, behaviour and confidence of the PPG eligible pupils with the use of pupil premium funding and to ensure that their progress is in line with that of non-disadvantaged pupils.

At Endon High School, we will provide support for the emotional wellbeing of the pupils so that students will have greater awareness of their personal strengths and are able to thrive, irrespective of their background.

All teaching staff will take responsibility for the well-being and academic progress of disadvantaged pupils. We will be fully aware of any barrier to learning that a disadvantaged pupil might have and staff will have the highest expectations of all students.

All students will be able to access a knowledge rich curriculum. No limits will be placed upon a pupil's learning due to challenges they might face. We will endeavour to enhance a disadvantaged pupil's vocabulary and improve their reading comprehension.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Accessing the curriculum Continually improve the standard of the curriculum and teaching and learning to give all pupils in school the opportunity to thrive with a specific focus on the needs of disadvantaged pupils.
2	Lack of technological resources Some students have a poor home learning environment and lack access to technology that hinder home learning
3	Literacy : Vocabulary and reading Disadvantaged students are more likely to have weak literacy and this may present a barrier to achievement in all subjects
4	Wellbeing

	Some students have low aspirations and lack of self-belief and may be subject to negative social pressures.
5	Attendance Some lower levels of attendance than non-disadvantaged students
6	Inconsistent parental engagement Our observations have identified lack of parental engagement for some of our disadvantaged pupils. As a result disadvantaged pupils may not feel supported in their goals and are unsure how to achieve them. Parents and guardians may also not be aware of any challenges their child is currently facing at school.
7	Lower self-regulation skills Disadvantage students attain strong grades in GCSE English and mathematics through developing the skills to do well under examination conditions. Some disadvantaged pupils lack the skills to support their self-regulation. This presents a challenge when it comes to planning, monitoring and evaluating their learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Demonstration of positive engagement in lessons and around the school community.</p> <ul style="list-style-type: none"> To track the progress and attainment of PPG pupils at Data Collection Points, to potentially include other key data such as achievement and behaviour points, attendance, barriers to learning. Promote the Thrive project through implementation of iPads through Years 7,8,9 and 11 to encourage engagement in all aspects of learning 	<ul style="list-style-type: none"> Reduce number of behaviour points obtained Increase number of house points received High engagement in use of technology in lessons and home learning. For example homework engagement will increase.
<p>Accelerate and increase progress of Pupil Premium students.</p> <ul style="list-style-type: none"> To use existing processes such as marking scrutiny, teacher evaluations, department development plans, training, learning walks, Data Collection and external networking to continue to raise the progress and achievement for PPG pupils. English and Maths Tuition. Offered at 	<ul style="list-style-type: none"> All staff to be made aware of disadvantaged pupils and challenges they may face

<p>the discretion of the school to targeted students and groups and is planned to help overcome specific barriers to learning</p> <ul style="list-style-type: none"> • Offer English, Maths and science targeted intervention. • SEND support from phonics to weak reader programs for targeted pupils. 	<ul style="list-style-type: none"> • Monitor engagement in tuition and intervene to ensure attendance • Ensure disadvantage pupils are positively promoted to be given the opportunity and encourage to attend support sessions. • Pupils with significant literacy requirements are identified and appropriately supported with evidence of positive progress.
<p>Provide a contribution to trips which have a curriculum focus as well as contributions to specific year group trips may be made from the pupil premium budget. Trips with a mostly recreational focus may not be covered by this budget</p>	<ul style="list-style-type: none"> • Proportionally students are represented on all trips and opportunities • Opportunities focus on disadvantaged pupils also take place. For example, the Stoke City Project (COVID)
<p>To provide support for the emotional wellbeing of the pupils by the form tutor, progress manager or other agencies. Students are occasionally referred to the school councillor for emotional support and guidance.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils are high- lighted and represented in the support offered by Lindsey and Sarah (MIND)
<p>To increase interest in reading for pleasure with Y7 and Y8 pupils will be paired with a Y10 buddy to read with once a week. All pupils in Y7 and Y8 will receive a book of their choice to read and review at the end of the term.</p>	<ul style="list-style-type: none"> • Improvement in DC in English • Disadvantaged pupils represented by in the Year 10 Buddy readers program. • High engagement of disadvantaged readers in afternoon form time reading program
<p>Attendance at parents' evenings and Progress Day will be monitored and alternative meetings arranged if needed.</p>	<ul style="list-style-type: none"> • Increase parent's engagement in parents' evenings • Greater parental engagement from pupils who are disadvantaged
<p>To aid pupils with an interest in learning a musical instrument, music lessons will be subsidised. Eligible pupils will receive support with funding for curriculum trips that will benefit their education and/or their personal development.</p>	<ul style="list-style-type: none"> • Proportionally students are represented in all music opportunities • Opportunities focusing on disadvantaged pupils also take place.
<p>Higher attendance for all our disadvantaged students</p>	<p>To improve attendance of disadvantaged students to 94%</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning – effective teaching strategies in the classroom.</p> <ul style="list-style-type: none"> All staff training has a PP strand. (CPD) To implement a revive and thrive curriculum to ensure we close the gaps that will have occurred since March 2020 Leaders meetings 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teacher professional development at Endon High School is broad and offers a range of opportunities for teachers to:</p> <ul style="list-style-type: none"> Build knowledge Develop teacher techniques Research different teaching approaches Share best practice Teaching and learning forum (CPD) 	1,3,7
<p>Accelerate and increase progress of Pupil Premium students.</p> <ul style="list-style-type: none"> Explicit teaching students how to plan, monitor and evaluate their learning. Teachers to 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <ul style="list-style-type: none"> Teaching strategies that help to plan, monitor and evaluate aspects of learning can be effective in improving pupils self-regulation skills. Teachers can model methods of effective self-regulation methods and use them to model how to complete challenging tasks in curriculum content. Teachers can also use professional development to develop mental methods of self-regulation. To help pupils achieve a positive mind-set which will help to 	1,3,7

<p>use a range of metacognitive questioning</p> <ul style="list-style-type: none"> • Students being taught how to use resources to revise by themselves • Support for Y11 mocks – past papers, how to revise sessions and equipment 	<p>access learning more effectively.</p>	
<p>Literacy</p> <ul style="list-style-type: none"> • School focus on literacy and vocabulary to increase comprehension in subjects and exams. • Ensure all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons • Ensure students can access a wide range of texts across a range of subjects • Working with SEN and specific reading/vocabulary programme to target intervention. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <ul style="list-style-type: none"> • Teachers must identify the appropriate level of text difficulty to suit the pupil's requirements. This is vital to allow a pupil to engage with the text and provide enough challenge to improve reading comprehension • Accurate reading ages help to identify potential problems. Pupils may struggle to decode words, comprehension of vocabulary which may be subject specific. Therefore pupils must be supported to apply comprehension strategies to all reading tasks which will help improve attainment across all subjects. 	<p>3,4,7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key students will be offered 1:1 intervention and the SEN department will use electronic programmes to improve literacy and maths. PP specific intervention groups	Small group tuition EEF (educationendowmentfoundation.org.uk) <ul style="list-style-type: none"> Research shows that small group tuition is most effective at meeting individual pupils learning needs Provide training to staff that deliver small group support is likely to increase impact Additional small group support can be effective in improving well-being of pupils 	1,3,4,7
KS3 Literacy groups <ul style="list-style-type: none"> Reading buddies Targeted reading groups for PP pupils with low literacy Extra-curricular reading clubs 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 <ul style="list-style-type: none"> Research shows that small group tuition is most effective at meeting individual pupils learning needs A wide range of strategies can be used to help embed a love of reading in KS3 which will improve vocabulary and comprehension across all subjects 	3, 4 ,7
Targeted Year 11 intervention in the lead up to exams <ul style="list-style-type: none"> Master classes Mock exams Revision strategy sessions Parents evening 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition <ul style="list-style-type: none"> Spaced learning – use of recalls over set time intervals helps to develop retained knowledge Different retrieval methods Positive phone calls home to build parental communication and also build student self-esteem Provide parents with effective home learning strategies such as revision techniques, web based resources and subject specific support. 	1,6,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,750

Activity	Evidence that supports this approach	Challenge number(s)
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) addressed
<p>Thrive project</p> <ul style="list-style-type: none"> • iPads have been rolled out to all Year 7,8, 9 and 11 students. • This is to support students access learning from home and make learning more accessible in the classroom. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p> <ul style="list-style-type: none"> • By providing all students who are eligible for the PPG a paid for iPad, it hopes to close the pre-existing technological gap based on a pupils financial situation • Access to books and resources they wouldn't usually have access to. 	1,2,7
<p>Attendance</p> <ul style="list-style-type: none"> • PM assemblies • Small PP support group targeting pupils with poor attendance • Whole school attendance certificates and celebration 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <ul style="list-style-type: none"> • It is crucial to engage with parents to encourage parental support with pupil attendance • Provide parents with strategies to assist with home learning when attendance challenges are presented. 	5
<p>Wellbeing</p> <ul style="list-style-type: none"> • Safeguarding team • SEN team • Homework clubs 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <ul style="list-style-type: none"> • Students must be taught to recognise emotions in themselves and others • How to understand the causes and consequences of emotions • The use of the 'Hub' to provide support to SEND pupils. <p>How to express and regulate emotions appropriately.</p>	4

Total budgeted cost: £ 59,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Hegarty Maths	Colin Hegarty
Century Tech	Century

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All pupils of service families were included in all strategies detailed in the statement above.
What was the impact of that spending on service pupil premium eligible pupils?	A continued focus on regular reviews and formative feedback in class will be included in our CPD this year and responsive teaching is a key expectation in the teaching and learning guidance shared with staff.

Further information (optional)

Due to COVID a number of support strategies were unable to go ahead in the past year, we hope to establish the Stoke FC project again and build upon its previous success.

We looked at a number research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. The pandemic has given us deeper insights into the family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. This is essential to improve the effectiveness of home learning.

Through an extensive CPD programme at Endon High School. We will ensure that our strategies are evidence informed but it also ensures we have, and use the latest educational research to support our disadvantaged students to close the gap between our disadvantaged students and our non-disadvantaged students.