Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	705
Proportion (%) of pupil premium eligible pupils	12.9% (91 students)
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 2023
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	£51,929
Recovery premium funding allocation this academic year	£11,644
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	£63,573

Part A: Pupil premium strategy plan

Statement of intent

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

At Endon High School, quality teaching and learning is at the heart of our approach. We believe this has the biggest impact on the progress of our disadvantaged learners. We have the highest aspirations for all of our learners and provide an equal platform for all our pupils to thrive and achieve their personal best in a safe environment.

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. Our strategy works with the whole school plan to improve attendance, removing barriers for all pupils regarding attendance, especially disadvantaged students.

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. Staff will be relentless in their approach to identify issues early on and to act swiftly.

We will continue to follow the three-tier strategy intended to overcome challenges faced by our disadvantaged and vulnerable, our focus areas are:
1. Delivery of quality teaching and learning experiences across the school
2. Targeted academic support to improve progress across the spectrum of achievement with a specific focus on recovery from the adverse effects to learning from the Covid-19 pandemic.
3. Methods of support to address the most significant, non-academic challenges to success in school, for example, attendance, behaviour, wellbeing and social and emotional support and access to technology, educational materials and opportunities.

All students will be able to access an ambitious 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** Disadvantaged 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	Impact	Next Steps
Demonstration of positive engagement in lessons and around the school community. • 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	• Reduce number of behaviour points obtained • Increase number of house points received • High engagement in use of technology in lessons and home leaning. For example homework engagement will increase.	All students now have iPads, number of behaviour points for organisation and homework have decreased Attendance is being tracked across all Year groups. Students with poor attendance are monitored by progress managers and SLT. PP coordinator also monitors to ensure student is able to catch up on work and has a smooth	PP student data was reviewed following DC1 2022. • Intervention was provided for students if deemed appropriate • PP coordinator praised students for improved efforts not just in assessment outcome but also organisation and improvement in revision engagement

		transition when returning to school.	
Accelerate and increase progress of Pupil Premium students. • 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 the discretion of the school to targeted students and groups and is planned to help overcome specific barriers to learning • Offer English, Maths and science targeted intervention. • SEND support from phonics to weak reader programs for targeted pupils.	• All staff to be made aware of disadvantaged pupils and challenges they may face • Monitor engagement in tuition and intervene to ensure attendance • Ensure disadvantaged 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.	Data used from Century tech has been used to track PP student engagement with revision. It has been used effectively to encourage students to increase the amount of time spent revising and to reward students who have completed a high number of hours.	• PP coordinator met with PP students to monitor use of century tech • Gave rewards and praise to students who increase their time using it to revise Early reminders to encourage learners to engage with the app
Provide a contribution to trips which have a curriculum focus as well as contributions to specific year group	• Proportionally students are represented on all trips and opportunities	• Year 7 and 8 Camerata music trip	

trips may be made from the pupil premium budget. Trips with a mostly recreational focus may not be covered by this budget	• Opportunities focus on disadvantaged pupils also take place. For example, the Stoke City Project (COVID)		
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.	• Disadvantaged pupils are high- lighted and represented in the support offered by Lindsey and Sarah (MIND)	•	•
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.	• 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	• BM has arranged reading buddies – PP students have been included in this • Housepoints awarded to students reading in form time	•
Attendance at parents' evenings and Progress Day will be monitored and alternative meetings arranged if needed.	• Increase parent's engagement in parents' evenings • Greater parental engagement from pupils who are disadvantaged	• Parents who did not make appointments were contacted by either GB or TH • Some parents/guardians were unable to attend so GB followed up with	•

		student's teachers to provide an email update on students progress	
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.	• Proportionally students are represented in all music opportunities • Opportunities focusing on disadvantaged pupils also take place.	• PP student's music lessons are paid for by the school	
Higher attendance for all our disadvantaged students	To improve attendance of disadvantaged students to 94%	• Whole school initiative to improve attendance, year group attendance is displayed in form rooms • If attendance drops for a PP student, GB meets with student discuss reason for absence, if required contact parents to try and remove attendance barrier or refer to relevant person	

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
Teaching and Learning – effective teaching strategies in the classroom. • 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	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Teacher professional development at Endon High School is broad and offers a range of opportunities for teachers to: • Build knowledge • Develop teacher techniques • Research different teaching approaches • Share best practice • Teaching and learning forum (CPD)	1,3,7
Accelerate and increase progress of Pupil Premium students. • Explicit teaching students how to plan, monitor and evaluate their learning. • Teachers to use a range of metacognitive questioning • Students being taught how to use resources to revise by themselves	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium • Teaching strategies that help to plan, monitor and evaluate aspects of leaning 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 access learning more effectively.	1,3,7

• Support for Y11 mocks – past papers, how to revise sessions and equipment		
Literacy • 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.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 • 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.	3,4,7

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) • 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 • 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 • Research shows that small group tuition is most effective at meeting individual pupils learning needs • A wide range of strategies can 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 • Master classes • Mock exams • Revision strategy sessions • Parents evening	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition • 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	1,6,7

	• Provide parents with effective home learning strategies such as revision techniques, web based resources and subject specific support.	

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

Budgeted cost: £ 16,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive project • 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. .	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019 • 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
Attendance • PM assemblies • Small PP support group targeting pupils with poor attendance • Whole school attendance certificates and celebration	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents • 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
Wellbeing • Safeguarding team • SEN team	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4

• Homework clubs	• 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. How to express and regulate emotions appropriately.	

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 2022 to 2023 academic year.

Well being

High quality PHSE (Learning for Life) in place, strongly linked to safeguarding and school context – evidence through embedded policy, curriculum delivery. Disadvantaged and vulnerable students have access to school ELSA which has improved disadvantaged students well-being greatly and improved engagement in lesson. Evidence on ClassCharts (lesson scores)

Disadvantaged and vulnerable students were positively discriminated against when allocating leadership roles such as prefect roles. They are also encouraged to apply for reading buddies and transition buddies to build their confidence and self-worth.

Lack of technological resources

100% of disadvantaged students have a device to access the curriculum both in school and at home. All students have an equal learning platform.

Accessing the curriculum

Coherently planned and sequenced curriculum to provide ambitious knowledge, text and vocab rich- evidenced through SLT visits, subject deep dive. Use of COVID catch-up funding to utilise external-led tutoring and staff-led tutoring to raise attainment for Year 11. This remains a focus for 23-24. Early identification for 23-24 cohort in place with external tutors.

To improve disadvantaged students' progress in all subject's students were provided with revision guides and resources to remove barriers. Strategies in addition to this this horsforth quadrant is used to identify students who were at risk of underperforming The students were financially supported to engage in all aspect of the course. They were encouraged to engage in curriculum trips such as university master classes to push more able disadvantaged to achieve their full potential. We invested in Sparxs to provide diagnostics on students' progress in Maths to

help drive improvement in how they would perform under exam conditions. Students in need of English intervention, were identified early and intervention sessions were arranged to suit the students needs.

Weekly CPD time dedicated to improving teaching and learning. Rosenshine's principles were embedded in staff training to support practice and impact for all staff. Ongoing staff CPD to improve standards across the school, particularly disadvantaged and vulnerable students – evidence through robust CPD programme, lesson looks, learning walks, Teaching and learning newsletter.

Use of class charts and SISRA to share, track and analyse disadvantaged and vulnerable student's progress.

Literacy

Whole school literacy approach incudes regular reading tests to determine student's reading ages and offer rapid intervention through small reading groups. Staff CPD delivered often to update staff on recent evidence on how to improve literacy of all students. All students have access to the online reading platform.

Attendance

We have been relentless to improve attendance whole school and especially attendance of disadvantaged students. There is a small gap between PP attendance and whole school attendance but we have seen a positive trend since implementing a pastoral contact on the second day of absence. This is a continued focus to reduce persistent absence and to support individual needs.

Implementation of class charts – ongoing behaviour tracking and rewards to support system.

Inconsistent parental engagement

A drive to improve parental engagement of disadvantaged students in an ongoing focus. Engagement has improved through logging lesson scores/ housepoints/ unmet expectations on Firefly. Parents are invited in for a welcome talk for each year group to build positive relationships. Parents evenings are followed up to improve attendance. A number of parents evening where carried out virtually and this improved parental engagement.

> *Lower self-regulations skills*
>
> *Introduction of the 'red book' to build stamina writing, live marking for instant feedback. Disadvantaged students are positively discriminated against to provide more timely feedback. Students are provided with models to encourage and develop independent skills and build resilience.*
>
> *We carry out set exam procedures, including 2 data captures, exams are sat in the hall under exam conditions. Exam access has been carried out and implemented in Years 7-11. Students are given timetables prior to exams and are given any needed resources to remove any barriers.*

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 a 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.