# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding for the 2021 to 2023 academic years to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in these academic years.

## School overview

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| Detail | Data |
| School name | Longbenton High School |
| Number of pupils in school | **894** (includes Sixth Form no.of 77) |
| Proportion (%) of pupil premium eligible pupils | **31.5%** |
| Academic year/years that our current pupil premium strategy plan covers | 2 years |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2023 (impact review showing work in progress Oct 2022) |
| Statement authorised by | Kelly Holbrook, Headteacher |
| Pupil premium lead | Ian Williams |
| Governor / Trustee lead | Sheila Palmerley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year including recovery premium funding | £227,323 |
| Pupil premium funding carried forward from previous years | £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 | £227,323 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Introduced in 2011, the pupil premium is a sum of money given to schools each year by the government to improve the attainment of disadvantaged children – those who are known to be on low incomes or eligible for free school meals currently or at any time in the last six years. It also includes any students who have been looked after in care at any time over the last six years (LAC). Almost all of the students at LHS who receive PP funding are considered disadvantaged because they meet the deprivation criteria – between 30 and 40% of each year group  The aim is to reduce the considerable gap evident in student outcomes between the achievement of those eligible and their non-eligible peers. The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system. It is estimated that just 14% variation in individuals’ performance is accounted for by school quality and most is explained by other factors, underlying the need to look at a range of children’s experiences, inside and outside school, when seeking to raise achievement. All schools spend this money in a variety of ways to support students with the aim of narrowing the national gap.  Our curriculum is ambitious and designed to give all learners the knowledge and cultural capital to succeed. Learners study the full curriculum. We are currently engaged across the entire senior and middle leadership in an 18 month programme (Transforming Teaching) with Ambition Institute to ensure our curriculum is outstanding and delivers improved outcomes for our students. We believe that high quality teaching is the main driver in making differences to young peoples lives and, in particular, benefitting those who are disadvantaged.  At Longbenton High School we aim to use the pupil premium allocation to provide opportunities, resources, training and staffing to narrow gaps between PP and non-PP students in terms of academic achievement and pastoral support, increasing cultural capital and wider life experiences that will broaden their career pathways post-16 and post-18. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Raise aspirations and improve Cultural Capital-** in order to raise aspirations we need to widen life/cultural experiences and tackle some lack of resilience, motivation and positive mindset that can be a barrier to students achieving their best and valuing education pre and post-16. |
| 2 | **Attendance and punctuality**-working with students and families to increase attendance and punctuality rates to maximise learning. To strive to achieve parity in attendance/punctuality data with PP and non-PP students. |
| 3 | **Family and Community engagement**-the school needs to continue to reach out to families. Notably with the advent of COVID and the varied consequences of the pandemic this partnership between home and school has been strengthened but this momentum must be maintained. Students experienced disruption and lack of continuity with their education and whilst the school made every effort to ensure access to remote learning through provision of chromebooks, on-line and printed materials and wi-fi, students need supporting this academic year in ‘keeping up’ with the curriculum, to ensure this does not impact later in overall attainment and external examinations. |
| 4 | **Mental Health**- a high proportion of PP students have social, emotional and mental health issues compounded by the recent pandemic .School issues/coping strategies/ attachment disorders all need to be addressed in school as a result of cuts to services and long waiting lists with external agencies. |
| 5 | **Literacy gap and SEND**- to identify and address on entry any literacy needs or barriers that students may exhibit after initial screening and to work on strategies to develop students oracy and literacy skills, taking into account additional SEND information. |

## 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.

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| Intended outcome | Success criteria |
| Raise aspirations and improve Cultural Capital | Impact will be seen through the delivery of the KIDMAP values(Kindness, Integrity, Determination, Manners, Ambition and Positivity) across the curriculum and providing a wide range of experiences/ aspiration events across all years. We will see an improvement in fewer behaviour incidents and referrals and an increase in praise points through the school’s success and reward system. |
| Improve attendance and punctuality | In terms of data, PP students will demonstrate parity with non-PP students. |
| Maintain family and community engagement | There will be regular contact between school and home keeping parents/ carers regularly updated about events, curriculum and extra-curricular information , support available etc. |
| Improving and coping with Mental health issues | The cohort of students will be swiftly identified and demonstrate an improvement in overall attainment and through student voice feel supported and listened to. |
| To address the literacy gap and support SEND students | All students in the school will be screened in terms of reading ability and literacy levels. There will be targeted Literacy lessons in Key Stage 3 which will support improvements in key assessment measures across the year. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding to address the challenges listed above.Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 46,576

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of a full-time non-teaching **Year 7** leader to support those in Y7, particularly PP, who find the transition to secondary difficult. | Year 6 into 7 students need a smooth transition from primary to secondary school through primary school visits by their new year leader, meetings with key staff, parental and student induction, assemblies and transition days. The role also supports continued academic progress across Year 7. | 1,2,3,4,5 |
| **Staff CPD training**   * PIXL * Voice 21-Oracy * WalkThrus * Ambition Institute-Transforming Teaching | *“On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers and these gaps grow throughout school widening to a five years’ difference by the age of 14. Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap”*  <https://voice21.org/>  <https://www.ambition.org.uk/research-and-insight/>  We will deliver a full programme of CPD workshops, training and literature to staff at all levels to develop teaching skills in the classroom with a particular focus on oracy, learning techniques and raising the aspirations of all students esp. disadvantaged. | 1,5 |
| One year TLR staff appointment (MR) to research and lead on the development of a culture of motivated students throughout school (Assertive Mentoring) | *“Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge… Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”* <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  Cohort identification in focus year groups has suggested that motivation in the classroom is an area for development with Key PP students . Teaching staff will be matched and assigned to work 1:1 with identified students as part of Year 10 Assertive mentoring  1st cohort wave-30 out of 35 (86%) are PP | 1,2,3,4 |

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

Budgeted cost: £57,734

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| “Action Tutoring”-external agency  Year 11 English and Maths  To work with 16 Year 11 students (8 English, 8 Maths)-1 hour/week | *“Only 25% of disadvantaged pupils achieve a grade 5 or above in GCSE maths and 9% English, compared with 50% of their non-disadvantaged peers “*  *“Research by the Education Endowment Foundation has found that a year-long programme of small-group tuition could add as much as four months’ progress. They found that "small-group tuition offers an opportunity for greater levels of interaction and feedback compared to whole-class teaching which can support pupils to overcome barriers to learning."*  <https://actiontutoring.org.uk/wp-content/uploads/2021/11/Secondary-School-Guide-new-brand-1.pdf>  *Disadvantaged students, research suggests, are less likely to achieve passes in English and Maths (1 in 4 Maths, 1 in 3 English) - avoid potential NEET’s.* | 1,3,5 |
| Focus on reading as part of the development of the literacy strategy in school and the implementation of clear intervention strategies. In the first instance students from Y7-8 will sit the GL Assessment NGRT test and the JMAI (Junior Metacognitive Awareness Inventory). | [*https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF\_KS3\_KS4\_LITERACY\_GUIDANCE.pdf?v=1635355220*](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1635355220) | 5 |
| Employment of two staff learning mentors | Students requiring academic support in Years 7-13 compounded by the impact of COVID | 1,2,3,4,5 |
| NUFC Foundation Inspires Programme  Y8/9 students  5 students/term | Mentor based in school one day per week to deliver 1:1 or group work to vulnerable students to improve learning, attitude and behaviour.  <https://www.nufoundation.org.uk/> | 1,2,3,4 |
| Villiers Park Future Leaders programme (STEM focus)  Students across each year group  (Y10-13)  12 in total | * *Only 26 per cent of young people from low-income families go to university by the age of 19, compared to 43 per cent of their better off peers.* * *•Only five per cent of young people from less advantaged backgrounds enter the most selective universities, compared to the national average of 12 per cent.* * *8.8 per cent of students from the least advantaged areas drop out of university, against an overall dropout rate of 6.3 per cent.* * *Graduates from the least advantaged areas earn about 19 per cent less than those from the most advantaged areas after five years.*   [*https://www.villierspark.org.uk/mint-project/uploads/112499630.pdf*](https://www.villierspark.org.uk/mint-project/uploads/112499630.pdf)  [*https://www.villierspark.org.uk/our-strategy*](https://www.villierspark.org.uk/our-strategy)  [*https://www.gov.uk/government/publications/social-mobility-in-great-britain-state-of-the-nation-2018-to-2019*](https://www.gov.uk/government/publications/social-mobility-in-great-britain-state-of-the-nation-2018-to-2019)  Targeted PP students from each year group (Y10-13) access the programme delivered by VP in Cambridge to raise aspirations and increase awareness of STEM-related career paths.  Students have the opportunity to experience a wide range of activities linked to STEM-these include workshops, university masterclasses, residential visits, work-based visits, 1:1 and group mentoring and opportunities for independent research. The aim is to increase and encourage the number of students entering HE or FE from families who historically have not done so. | 1,3 |
| Keep-up and extra-curricular/enrichment | In preparation for exams in summer 2022 and, to mitigate against any gaps in learning during lockdown, all Year 11 students will attend keep up sessions(similar programme for Year 13)  In addition departments will start to offer again enrichment opportunities and extra-curricular activities | 1,5 |
| Careers advice post-16 and 18 | Connexions adviser to offer IAG (Information, advice and Guidance) for all Y11, 12 and 13 PP students, alongside their non-PP peers. | 1 |

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

Budgeted cost: £113,189

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| “Someone Cares” counselling programme  (between 60-80 students across the year) | Huge increase in young people locally and nationally who are suffering from mental health issues. In 2021 there were over 4 million NHS referrals for anxiety and depression. Over 1 million were children and adolescents.  *“Children and adults living in households in the lowest 20% income bracket in GB are two to three times more likely to develop mental health problems than those in the highest.”*  We will continue to work with vulnerable and disadvantaged students to improve their mental health and coping strategies.  <https://someonecares.org.uk/>  <https://www.youngminds.org.uk/about-us/media-centre/mental-health-statistics/>  <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-poverty> | 3,4 |
| Girls’ and Boys’ Network programme Year 10(working with mentors in world of work) | *“One hour with one student, once a month for 10 months”*  Identify a cohort of **disadvantaged Year 10 boys** who are:  *“…less likely to be high achievers, less likely to be accepted into universities than girls and less likely to be accepted on to apprenticeship schemes too. The Boys’ Network provides carefully selected, local businessmen who help mentor students around key skills necessary for the world of work, providing the students on the programme with an employability advantage. ”*  <https://www.m10.org.uk/schools>  Identify a cohort of **disadvantaged Year 10 girls**:  *“to inspire and empower girls from the least advantaged communities by connecting them with a mentor and a network of professional role models who are women”*  In 2019   * *106,000 more young women than men who are NEET and economically inactive* * *At age 16 50% of girls from the poorest homes achieved no GCSE’s above a grade 3*   <https://www.thegirlsnetwork.org.uk/what-we-do> | 1,3 |
| Employment of a full-time non-teaching Family Support worker to act as a key liaison for those families and students most in need. In particular to support with care routines and behaviour strategies. | To identify key families and students who are in need of intervention to improve their overall attendance, achievement and attitude to school.  That may be as need arises- in terms of crisis management.  On-going 1:1 support with particular families hindered by personal and social issues | 2,3,4 |
| Employment of a full-time non-teaching behaviour support worker to act as a key link worker alongside YL’s to those who need most support; behaviour mentoring co-ordinator. Particular focus on PP and DA students who account for a disproportionate amount of low-level disruption | To improve behaviour and attitudes of identified students through appropriate intervention strategies. Complementing this will be a programme of mentoring through 1:1 work with selected staff and counselling, where appropriate, through external agency support. Student behaviour improves through reduced incidents and positive attitude to their learning. A record of praise and achievement points will be one good indicator of successful improvements around school. In addition data and grade collections will note progress in overall attainment. | 2,3,4 |
| Employment of a full-time non-teaching student mentor/ attendance officer to check and monitor lateness /absence in particular with attainment gap students | To close the percentage gap with PP and non-PP students in terms of attendance and punctuality through close monitoring, contact with home and reporting. YL’s will be aware of their overall year group through data, published daily and weekly. Rewards and sanctions will be appropriately used with students to recognise success and areas for improvement. | 2,3 |

**Total budgeted cost: £ 217,499**

# 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.

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| *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.*  *However, in Summer 2021 the Year 11 GCSE Teacher Assessments showed a* ***marked improvement*** *in the number of PP students achieving 4+ and 5+ in English and Maths , although still a gap between PP and non-PP.*   |  |  |  |  | | --- | --- | --- | --- | |  | 1. 2019 | 1. 2020 | 1. 2021 | | 1. PP P8 | 1. **-1.09** (non-PP -0.28) | 1. **-0.7** (non-PP -0.14) | 1. **- 0.5** (non-PP -0.3) | | 1. PP Basics 4+ | 1. **26%** (non-PP 75%) | 1. **31%** (non-PP 74%) | 1. **56%** (non-PP 72%) | | 1. PP Basics 5+ | 1. **14%** (non-PP 50%) | 1. **14%** ( non–PP 47%) | 1. **36%** (non-PP 46% ) |   Interventions for PP/disadvantaged students continued throughout the academic year 2020-21 including:   * Continuation of the ‘Action Tutoring’ programme to support Year 11 students in English and Maths (external mentors)   *In Summer GCSE 2021 of the 20 students who were tutored (10 English, 10 Mathematics) the results were as follows*  ***English****- 3 students achieved grade 4, 4 students grade 5 and 1 student grade 6 (80% achieved 4 or higher)*  ***Mathematics-*** *3 students grade 4 and 2 students grade 5. (50% achieved 4 or higher)*   * Remote delivery of the Villiers Park Future Leaders programme-STEM focus (external mentors)   *In Summer GCSE 2021 the five Year 11 students achieved :*  ***Mathematics*** *two 6’s, two 8’s and one 9*  ***Science -*** *one 5, two 7’s, one 8 and one 9. All students have stayed on into Sixth Form at LHS.*   * NUFC Foundation Inspires programme(external mentors) * Remote and face to face counselling through “Someone Cares” * Subscriptions for on-line learning e.g. EverLearn, Seneca, Linguascope * Girls Network offering 15 Year 10 students the chance to work with an on-line mentor remotely from the world of work. Feedback: * There was a 57% increase in mentees confidence trying new things * 75% said they think mentoring helps them focus more at school * After the mentoring programme when asked about confidence talking to older people, 92% of mentees rated themselves a 7 or higher and 8% rated themselves 10/10 * In regards to confidence making decisions, 83% rated themselves as a 7 on a 1-10 scale   All mentees were invited to 16 national virtual workshops including Careers in the NHS, Women in film, interview skills and financial empowerment.  Also took part in a two hour Zine making workshop focussing on women through history. This was delivered at school by a PHD student from Newcastle University in June. The year finished with a virtual celebration event in July and all mentees were invited to an in person celebration in January 2022   * Y10 Boys Network starting June 2021-10 boys paired with work professional who provided on-line support, mentoring and guidance. Evening meetings in school using chromebooks. * The school provided chromebooks, help with WiFi access and additional learning support during lockdown to those families who found difficulty accessing remote learning. Pastoral support staff continued to make regular contact with disadvantaged families needing support. |

## 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*

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| Programme | Provider |
| Year 11 tutoring support for English / Mathematics | Action Tutoring |
| Counselling | Someone Cares |
| Raising aspirations | NUFC Foundation Programme |
| Raising aspirations | Villiers Park, Cambridge (STEM) |
| Raising aspirations | Boys’ and Girls’ network |

# Further information

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| *Longbenton High School ran a successful 2 week summer school in August 2021 for students in Year 6 transitioning into the high school. The focus was Performing Arts led by BigFoot Arts Education and the students were involved in numerous workshops linked to acting, circus skills, music, mask work, art and group skills. Over the 2 week period 70 students attended 28 of which were Pupil Premium. As well as gaining lots of experience in arts activities all students were introduced to the facilities in school as well as key members of staff* |