# 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

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| Detail | Data |
| School name | Longdendale High School |
| Number of pupils in school | 811 |
| Proportion (%) of pupil premium eligible pupils | 35%  census figure 261 disadvantaged students as of October 2020 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024  (reviewed annually) |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | Dec 2022 |
| Statement authorised by | Executive Headteacher: Melanie Wicks  Headteacher: Andrea Jones |
| Pupil premium lead | Assistant Headteacher: Gemma Lowe |
| Governor / Trustee lead | David Ainsworth |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £231588 |
| Recovery premium funding allocation this academic year | £35,453 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| School Led Tutoring | £29,767.50 |
| **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 | £267,041 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Ultimate Objectives**  Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and our inhouse tutoring programmes for students whose education has been worst affected, including non-disadvantaged students.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.  Therefore, the strategy has the following overarching objectives:   * The highest quality teaching and learning closes attainment gaps for disadvantaged students with a strong focus on maths and science. * High quality submission of homework. * Improved literacy skills. * Improved study and revision skills with implementation of the VESPA mindset model to embed metacognitive skills. * Ensuring disadvantaged students attend school are no more likely to be suspended than non-disadvantaged. * Parental engagement and attendance to parents’ evenings for disadvantaged students is increased to support academic study. * Improving disadvantaged students’ cultural capital and wealth of experiences. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | We have identified through quality assurance activities that disadvantaged students, particularly boys, struggle with performance on final GCSE exams due to the volume of knowledge to retain in the long-term memory. We must ensure that whilst the gap narrows, we ensure that a false positive gap is not created.  For 2021 the disadvantaged gap was -29% 4+ and -23% 5+ English and maths, which is also due to the impact of the COVID-19 pandemic. |
| 2 | We have identified through lesson observations and quality assurance activities that our disadvantaged students lack active participation in learning including homework and are less likely to act on feedback, especially at KS4.  Attitude to Learning Data 2020 Good or better   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Y7 | | Y8 | | Y9 | | Y10 | | Y11 | | | DA | Non-DA | DA | Non-DA | DA | Non-DA | DA | Non-DA | DA | Non-DA | | 92% | 100% | 92% | 99% | 89% | 94% | 89% | 94% | 83% | 92% | | This data shows that in each year group there is a gap of between 5% and 9% percent in attitude to learning grades for Disadvantaged students evidencing that active participation is an area for development. This is reviewed termly. | | | | | | | | | | |
| 3 | Our analysis and evaluation depict that many of our disadvantaged students have technological barriers compared to their peers due to not having a device or laptop to use or access to the internet. 103 of our disadvantaged students were provided with a device in the academic year 2020-21. |
| 4 | Our internal tracking depicts that only around 50% of our disadvantaged parents engage in school events such as parents evening and this decreases from year 9 to year 11.  This is the parents evening data for the last academic year 2020-21  Year 11 parents evening was virtual for the first time and we experienced technical issues.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Y7** | | **Y8** | | **Y9** | | **Y10** | | **Y9 IAG** | | | Non-DA | DA | Non-DA | DA | Non-DA | DA | Non-DA | DA | Non-DA | DA | | 70% | 48% | 66% | 42% | 89% | 48% | 72% | 43% | 54% | 26% | |
| 5 | Whilst attendance remains above national averages, our attendance data over the last two years indicates that attendance among disadvantaged students has been lower than non-disadvantaged students, including those who are classed as persistently absent from school. The challenge is to ensure that the gap does not widen.  Attendance data:   |  |  |  |  | | --- | --- | --- | --- | |  | **2018-19** | **2019-20** | **2020-21** | | **School** | 95.20% | 93.9% | 91.0% | | **National** | 94.50% |  |  | | **Disadvantaged** | | | | |  | **2018-19** | **2019-20** | **2020-21** | | **Disadvantaged** | 92.5% | 90.0% | 87.5% | | **National** | 91.8% |  |  | | **Non-Disadvantaged** | 96.5% | 95.6% | 92.6% | |
| 6 | Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts on their progress in all subjects.   |  |  |  |  | | --- | --- | --- | --- | | Year Group | Chronological age | Full Cohort | Disadvantaged  students | | Year 7 | Reading age below 11 | 32% | 62% | | Year 8 | Reading age below 12 | 30% | 50% | | Year 9 | Reading age below 13 | 29% | 66% | |
| 7 | Evaluative activities such as participation in educational visits and enrichment opportunities indicate that disadvantaged students are less likely to engage with these experiences. This was exacerbated by the impact of the pandemic when enrichment activities and educational visits were significantly limited. |
| 8 | Our disadvantaged students, particularly boys, are more likely to receive negative behaviour points for low-level disruption and defiance and they are more likely than their non-disadvantaged peers to be internally or externally suspended from school.  In 2021, disadvantaged students accounted for:  40% of all incidents of low-level disruption; 49% of all incidents of defiance; 50% of all incidents of disrespect; and 48% of all suspensions from school. This data shows that disadvantaged students present with disproportionate amount of poor behaviour choices, and as a result, are more likely to be suspended from school. |
| 9 | Disadvantaged students who are also SEND are more likely to underperform academically as shown in outcomes data, and their attendance is below that of their non-disadvantaged peers. These students are also more likely to be internally isolated and suspended from school. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-25)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| 1. Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science. | 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve in line with their non-disadvantaged peers and in line with national average for disadvantaged students in all key measures including basics.  No inadequate teaching and no teaching less than good.  Rosenshine’s Principles fully embedded. |
| 1. Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches. | 2024-25 outcomes for all students demonstrate that disadvantaged students achieve in line with their disadvantaged peers across all subjects.  Teacher reports, attitude to learning grades and class observations demonstrate that disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by increased active participation in learning including homework.  VESPA mindset model embedded.  Students have strategies to develop within the VESPA model.  Revision strategies and study skills embedded across Y7-Y11. |
| 1. All disadvantaged students to have their technological barrier removed. | All students have access to a suitable device and internet connection to complete their school studies from. |
| 1. All parents of disadvantaged students positively engage with school. | By 2024/25 disadvantaged parents engage in parents’ evenings and school events in line with their non-disadvantaged peers.  Wider engagement evidenced through school communication information (e.g. School Comms; positive parent voice; engagement with ClassCharts) |
| 1. Disadvantaged students attend school in line with their non-disadvantaged peers. | Reduction in disadvantaged persistently absent and increased attendance figures to be at least in line with national average for non-disadvantaged peers. |
| 1. Improve literacy and comprehension for all students by the end of Key Stage 3. | By 2024-25, at least 80% of Y9 to have a reading age equal to or above their chronological reading age.  Reduction in the number of disadvantaged students requiring literacy interventions and improved curriculum sequencing from KS2-KS3. |
| 1. Disadvantaged student’s participation rate increases to enrichment opportunities. | More disadvantaged students engage in academic revision, cultural experiences, reward trips and educational visits and student leadership opportunities so that they have a knowledge of the world around them to develop their character and curiosity.  Financial barriers to participation will be removed. |
| 1. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged. | Fewer incidents of poor behaviour choices  Reduction in the number of internal exclusions and suspensions from school.  Increased rewards and achievement points. |
| 1. Disadvantaged students whom are also SEND to receive the correct level of pastoral support to enable their needs to be met. | Effective use of teaching assistants.  Regular communication with home.  Bespoke interventions. |

**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: £ *[131,588]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. **Improved attainment among disadvantaged students, particularly boys, across the curriculum at the end of KS4, with a particular focus on maths and science.**   Embedding Rosenshine’s Principles across school – cost of the books purchase. £2000  Maths mastery approach embedded across KS3. £2000  Appointing a science academic mentor tutor to support small group intervention.  Class Charts purchased to promote an ethos of independent learning and study in relation to homework.  £12,000 per year  Effective use of SISRA for data analysis. £1495  Online learning platform subscriptions purchased to support maths and science students with independent study skills.  Educake £800  Massolit purchased at a cost of £699 to support the more able provision.  Embed instructional coaching across the school to aid pedogical development of all teachers. | EEF: High quality teaching is the best approach at improving outcomes for disadvantaged students.  <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>  EEF Improving Secondary Science  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4>  Rosenshine’s Principles of Learning  [**https://teacherofsci.com/principles-of-instruction/**](https://teacherofsci.com/principles-of-instruction/)  Walkthru Instructional Coaching Model  [**https://www.walkthrus.co.uk/blog-1/ethic-of-excellence**](https://www.walkthrus.co.uk/blog-1/ethic-of-excellence)  EEF: Feedback  [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  EEF: Coherently planned curriculum ensures confidence and effective implementation.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  **Oxford School Improvement:**  Make regular use of data to identify  all children who are at risk of  underachievement and specifically  focus on the progress of students  entitled to the Pupil Premium.  <https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf>  Help with technology for remote learning  <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education> | 1, 2, 9 |
| 1. **Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches.**   VESPA mindset training CPD for senior leaders and inclusion team. £600  Implementation of VESPA across the tutor curriculum and intervention groups.  Revision cycle revisited with all teachers and students.  Independent study skills sessions in all year groups in tutor time. | Mindset Research  [**https://www.vespa.academy/research.html**](https://www.vespa.academy/research.html)  VESPA  <https://www.vespa.academy/>  Disadvantaged and remote learning  <https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning>  Metacognition  [**https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/**](https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/)  **EEF PP**  [**https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium**](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)  **EEF Metacognation**  [**https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition)  **EEF Feedback**  [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 1, 2 |
| 1. **All disadvantaged students to have their technological barrier removed.**   Sourcing of laptops and dongles for students to use.  Quality assurance activities to establish students in need of using a device. | Digital divide  <https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on>  Class Charts Homework Tool  [**https://pages.classcharts.com/homework/**](https://pages.classcharts.com/homework/) | 3 |
| 1. **Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3.**   CPD for literacy leader and whole school  DEAR Time/Tutor Curriculum  Book Buzz for Y7 and Y8  Literacy online subscriptions purchased  Sora for students to read online books. £1275  Spell Zone to improve students’ spellings skills. £300  The Day Newspaper to support wider reading and cultural capital. £600  Bedrock to be used as vocabulary intervention.  £600  Target English cohorts established. | UCL: Good literacy skills are crucial to closing the attainment gap.  <https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use>  Literacy Trust: Improving boys reading through technology  <https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/>  Improving boy’s literacy  <https://files.eric.ed.gov/fulltext/ED611337.pdf>  Closing the gap  <https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf>  EEF: Literacy in Secondary Schools  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4> | 6 |
| 1. **The attainment amongst disadvantaged SEND students improves across the curriculum.**   Effective use and deployment of teaching assistants.  Outstanding Teaching Assistant Programme  (Cost: £6,000). | EEF: Effective use of teaching assistants  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 9 |

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

*Budgeted cost: [ £100,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. **Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science**.   Using SISRA to target the correct students.  Core and EBACC interventions in tutor time being led by subject leaders in small groups bespoke to areas of focus.  More able tutoring programme.  Raising achievement meetings to share the strategies between maths, science and English.  Deliver a programme of core data driven tutor time interventions largely focused on maths and science.  YIPIYAP academic mentor to lead bespoke maths and science interventions. £23,810  National Tutoring Programme for Maths and science.  £6156  VESPA mindset curriculum to be introduced in the spring term to actively engage students in their learning.  Bedrock vocabulary intervention software purchased.  £600 | EEF: Approach to Intervention. Small groups or 1-2-1 support works best to improve outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  Catch-up education must not be one off intervention  <https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention>  More able tutoring  <https://thebrilliantclub.org/brilliant-tutoring/>  Targeted interventions for pupil premium  <https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/>  YIPIYAP – Tutoring to close the gap  <https://yipiyap.co.uk/who-we-are>  VESPA - Mindset  <https://www.vespa.academy/research.html>  Bedrock vocabulary – Closing the word gap  <https://bedrocklearning.org/what-is-bedrock-learning/closing-the-word-gap/>  Closing the reading gap  <https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading>  Closing the vocabulary gap  <https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/>  Effective use of Teaching Assistants  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1, 2, 6 |

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

Budgeted cost: £ *[40,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. **All parents of disadvantaged students positively engage with school.**   After each parent evening head of year analyses year group, collates round robin and contacts all parents who did not attend.  SLT link communicates with disadvantage lead for support.  Regular phone calls to disadvantaged parents of positive behaviours to build relationships  Regular follow up for attendance from parents to school events e.g. transition, IAG, year 11 revision events.  Improve parents’ evening attendance through early communication and follow up with parents. Text, email and phone calls. All disadvantaged students to receive a phone calls if they have not signed up already.  Use of School Cloud, to encourage attendance.  Class Charts link of the website and newsletters are on the website.  Improved Parental Communication - Purchase of School Comms £12,000 per year | Parental involvement is key to child’s success  <https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success>  Leading Parent Partnership Award (LPPA)  <https://www.awardplace.co.uk/award/lppa>  (We currently hold this, in process for reaccreditation in 2022)  EEF: Parental Engagement <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4 |
| **5. Disadvantaged students attend school in line with their non-disadvantaged peers.**  Trust education welfare officer in place and proactive in the role to support families in getting students into school.  Students with low attendance will be provided with structured support in accordance with the attendance policy. Working closely with parents, attendance team.  Quality assurance framework | NFER Being Present: The power of attendance and and stability for disadvantaged pupils.  <https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/>  Principles of effective pupil premium teaching  <https://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/> | 4, 5 |
| 1. **Disadvantaged student’s participation rate increases to enrichment opportunities.**   Targeted revision sessions for disadvantaged students.  University visits and GM higher events with a disadvantaged focus.  Increased participation rates on reward trips and educational visits.  Financial barriers removed to access enrichment trips to enable DA to develop richer cultural capital.  Theatre visits arranged for disadvantaged students.  Trust aspiration programme. | Sutton Trust: Subject to background  <http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf>  EEF: Enrichment  Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment>  Using digital technology to improve learning  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital>  Who has missed out on extra-curricular during lockdown  <https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down>  Raising Aspiration  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 7 and 2 |
| 1. **Disadvantaged students are less likely to be suspended from school.**   Two pastoral support workers employed to support students in year groups and reflect base.  Class charts purchased to enable leaders to track interventions using provision mapping £12,000.  Young carers have a package of support to support their needs.  TLR holder appointed for leading on behaviour mentoring and also disadvantaged students mentoring.  Engaging boys mentoring project implemented by TLR holder.  Manchester City in the Community Project with targeted students to support vulnerable students in pastoral areas and academic study. | **EEF:** Wider Strategies of support for disadvantaged students.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>  Improving behaviour: Class Charts  <https://www.teachertoolkit.co.uk/2017/05/09/classcharts-3/>  Young Carers Programmes:  <https://carers.org/how-your-school-can-support-young-carers/young-carers-in-schools>  EEF: Wider Strategies of support for disadvantaged students. <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>  EEF: Behaviour Interventions. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Manchester City in the Community  <https://www.mancity.com/community> | 8 and 2 |

**Total budgeted cost: £** *[267,041]*

# Part B: Review of outcomes in the previous academic year 2020/21

## 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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| |  |  | | --- | --- | | Aim | Outcome | | **Improve low reading ages and poor literacy skills in the disadvantaged cohort for Y7 and Y8** | A programme of early intervention in target English has been in place for identified cohorts.  In Year 7 14 students accessed literacy interventions.  86% students improved their reading ages.  64% students improved their spellings skills.  In Year 8 22 students accessed literacy intervention  77% students improved their reading ages.  77% students improved their spelling score. | | **Address pastoral issues for identified students (including SEMH)** | Disadvantaged students identified as having social emotional and mental health needs have been given bespoke intervention work as either counselling, seeing the nurse, or cognitive behaviour therapy.  School Nurse service; 14/21 referrals were disadvantaged students  Healthy Young Minds/CAMHS; 20/32 referrals were disadvantaged students  Off the Record Counselling/MIND referrals; 10/18 were disadvantaged students  In house school support - Wellbeing support/Counselling approach intervention/CBT low to moderate intervention/Bereavement support; 25/39 were disadvantaged students.  The impact has been that students and families have engaged well with both in and out of school interventions and support.  The range of support arranged and delivered has included a continuum of levels; from Risk support and low to moderate levels of need for our families, in a bespoke approach.  School have ensured that all families have had information shared about how to access help and support in various ways - using face to face support, zoom or skype support and signposting to evidence - based Apps/Websites and resources.  School have regularly accessed up to date training from specialist services and have kept up to date, with local and national information regarding support for our families.  Young people and their parents and carers are aware of how to access the Mental health Lead in school to access direct support or signposting to appropriate agencies for help and support. The Mental health lead is in regular contact with young people and their families by various means - E Mail, Twitter, Website, text and telephone calls, and face to face meetings.  6 students were referred to the educational psychologist for support. Adjustments to IEPS have had a positive impact on progress for their teaching and learning.  Additionally, each disadvantaged student was assigned a mentor to support their improvements in attendance, punctuality, behaviour and attitude to learning.  Quotes from parents about support received.  *"Thanks to the support in school my daughter has been able to start to work on reducing the anxiety she was struggling with, and able to finish school in Year 11"*  *"Thanks to you all, my daughter has been able to have support from Healthy Young Minds and the school has linked in with them to make it joined up"*  *" My son was referred to the " Off the Record Counselling service" thanks to the school for all the support in doing this - it made a real difference"*  81% of disadvantaged students improved their behaviour logs from the previous academic year.  62% of students improved their attendance on the previous year during the same period.  52% of students improved their punctuality to school compared to the previous year during the same period.  COVID-19 unfortunately has restricted the impact of some of these interventions due to school closure. All students received welfare calls fortnightly as part of the provision which were highly successful at supporting families. Disadvantaged students were contacted first as priority. | | **Improve student outcomes in basic measures for disadvantaged students.** | Improvements were seen in the subjects of history and geography due to the recruitment of directors of learning.  Headline figures detailed improvements due to improved curriculum provision and interventions.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **2018-19**  **GCSE Results** | | **2019-20**  **CAGS** | | **2020-21**  **TAGS** | | | Maths   |  |  |  | | --- | --- | --- | |  | Results | DA | | Grade 7+ | 15% | 0% | | Grade 5+ | 42% | 15% | | Grade 4+ | 58% | 28% | | English   |  |  | | --- | --- | | Results | DA | | 12% | 8% | | 54% | 26% | | 74% | 46% | | Maths   |  |  | | --- | --- | | Results | DA | | 14% | 10% | | 55% | 30% | | 70% | 55% | | English   |  |  | | --- | --- | | Results | DA | | 28% | 25% | | 64% | 50% | | 81% | 73% | | Maths   |  |  | | --- | --- | | Results | DA | | 18% | 12% | | 50% | 29% | | 67% | 44% | | English   |  |  | | --- | --- | | Results | DA | | 31% | 24% | | 67% | 61% | | 83% | 70% | |   Years 9, 10 and 11 had a targeted cohort of students who accessed additional maths. The impact of this is shown the table below.   |  |  |  | | --- | --- | --- | | **Year group** | **Number of DA students accessed additional maths** | **Number of students who improved** | | 9 | 5/5 | 80% | | 10 | 9/11 | 82% | | 11 | 6/13 | 62% |   An additional group completed the Princes Trust qualification this year to support their interests and aspirations 57% of students gained the diploma.  The National Tutoring Programme was also offered to all of our Key Stage 4 disadvantaged students in maths. Due to COVID-19 there was an impact on attendance.   |  |  | | --- | --- | | **Students who accessed at least 50% of sessions** | **Made one grade of progress** | | 15/60 | 16/60 | | | **Increase breadth and depth of knowledge of curriculum content** | Staff CPD has centred around teaching like a champion, memory models, transactional analysis, theory of learning, climate for learning, cognitive science encompassing responsive teaching and retrieval practice.  Staff chose to attend a programme of workshops led by teacher educators. All the sessions had to be delivered virtually due to COVID-19.  A programme of core interventions was set up in tutor time to support the progress of the disadvantaged and more able students. The impact is detailed below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year**  **group** | **Number of students accessed interventions in maths** | **Number who improved by at least 1 grade** | **Number of students who accessed science interventions** | **Number who improved by at least 1 grade** | | 10 | 13 | 62% | 25 | 80% |   All disadvantaged students were provided with revision guides in maths and science to support their revision. | | **Increase study skills and preparation for exams for KS4 disadvantaged students.** | Students received a study session from GM Higher and Elevate to further increase their study skills in December 2020 focused on best practice revision strategies.  In January 2021 an audit was carried out and all students who did not have access to laptop for remote learning were given a laptop to support their studies. They all agreed how beneficial this has been in the completing of homework. Engagement trackers enabled follow calls for students not completing work. The key focus was on disadvantaged students. | | **Improve the attendance for our disadvantaged cohort.** | Attendance and PA data is not comparable to previous years due to the impact of COVID-19 and school closures from January – March 21  To support students and their family’s they were provided with structured support in accordance with the attendance policy. This included Education Welfare support and home visits for persistently absent students.  The number of disadvantaged students attending on site during periods of lockdown included.  In the Jan 21 data  24/64 students attending were disadvantaged.  In the March 21 data  34/92 students attending were disadvantaged.  The end of year data was  91% whole school attendance. (94% national but from 2018-19)  87.5% disadvantaged students. (91.8 national but from 2018-19) | | **Improvements in behaviour for disadvantaged students.** | A new behaviour policy was launched in April 2021 therefore it is difficult to analyse the behaviours fully as a year on year comparison. School closure due to COVID-19 has also impacted on the data.  There has been a significant reduction in low level incidents for disadvantaged students in light of the new policy.   |  |  |  |  | | --- | --- | --- | --- | | **Year group** | **2019-20** | **2020-21** | **% decrease** | | **Year 7** | **476** | **343** | **28%** | | **Year 8** | **956** | **300** | **69%** | | **Year 9** | **504** | **328** | **35%** | | **Year 10** | **601** | **132** | **78%** | | **Year 11** | **187** | **100** | **47%** | | | **Broadening cultural capital during summer term 2021** | Funds were used to support students who qualified for reward trips.  Additional music lessons were purchased for two students with musical talent to support their studies.  Music equipment is loaned to students to use at GCSE to improve their practice.  Due to COVID-19 enrichment couldn’t happen in the same format. Some activities were delivered virtually. Students had a booklet of online activities to access and the pledges were adapted for students to complete these virtually.  The pledge system has been a key priority for engagement and progress with our disadvantaged students. Year 7 have completed an enrichment pledge which was adapted due to COVID. This included engagement in enrichment activities.  **Year 7:**  **Taken part 27 27 29 26 22 26**  **Non-DA Gold 3 7 2 1 5 0**  **Non-DA Silver 0 0 0 0 7 2**  **Non-DA Bronze 5 3 12 9 2 11**  **Non-DA Platinum 0 4 0 0 0 0**    **DA Gold 1 0 1 0 3 0**  **DA Silver 0 0 1 0 2 1**  **DA Bronze 1 2 1 5 3 7**  **DA Platinum 1 0 0 0 0 0**  All year 8 students selected a key charity to support this year and has had real impact through the tutor curriculum to work towards their pledge. All students took part and have completed this against a criteria of number of hours charity work completed.  Empathy week enabled all students to write to an OAP in a care home which was highly successful and praised the students’ community spirit.  **Year 8:**  **Non-DA**  Bronze - 82 students - 69%  Silver - 22 students - 18%  Gold - 15 students - 13%  **DA**  Bronze - 43 students - 83%  Silver - 7 students - 13%  Gold - 2 students - 4%  Year 9 complete a variety of activities to meetings their careers pledge and increasing participation to further, higher education and the world of work. This was judged on the number of career related tasks completed.  **Year 9:**  **Non-DA**  Bronze – 69 students – 58%  Silver – 44 students – 37%  Gold – 5 students – 4%  **DA = 51 students**  Bronze – 40 students – 78%  Silver – 10 students – 20%  Gold – 1 student – 2% | |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| National Tutoring Programme | My Tutor |
| Academic Mentoring | Yipiyap |

*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?   * Resource packs sent home to support student engagement with remote learning * Well-being support during periods of school closures – Pastoral Support Workers and Mental Health Lead * In-school tutoring and revision classes | Due to COVID-19 the mentoring programme was delivered virtually with well-being calls to parents and students by pastoral workers and tutors to offer guidance and support. |
| What was the impact of that spending on service pupil premium eligible pupils? | We had 4 service premium students in 2020-21 (this is 2 students for 2021-22)  **1 student was in Y11 and achieved**:  100% pass in GCSEs  90% of the grades 5+  40% of the grades at 7+  **3 students were in Y7 last year:**  1 Y7 working below in 1 subject Good ATL at the end of the academic year  1 student in Y7 on track in all subjects, exceeding in 1 subject. Good A2L at end of academic year  1 student in Y7 on track in all subjects. Good A2L at end of academic year |