# Pupil premium strategy statement – Tottington High School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 924 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023  2023/2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | K Gardner - Headteacher |
| Pupil premium lead | J Postle – Assistant Headteacher |
| Governor / Trustee lead | J Turner – Academy Council link |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £224,663 |
| Recovery premium funding allocation this academic year | £64,902 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £289,565 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Tottington High School serves a polarised area; some of the areas that we serve are affluent and some of our families by contrast, face very significant challenge. The level of challenge is increasing year-on-year and more of our families are facing disadvantage.  At Tottington High our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We encourage all students to be ambitious, independent learners providing them with the tools they need to fulfil their potential. We have a broad and balanced curriculum that challenges students and promotes a love of learning and we strive to promote positive wellbeing for all.  Our key priorities for disadvantaged pupils are:  1. Continue to raise attainment and academic progress through a challenging curriculum for all.  2. Develop a whole school culture of literacy and independent learning.  3. Support higher attainment and progress in Maths and Science.  4. Improve outcomes and narrow gaps between disadvantaged students by providing early interventions.  5. Ensure disadvantaged students are represented across all aspects of student voice, including School Council, Prefects and other leadership roles.  6. Develop an effective careers strategy to raise expectations.  7. To raise attendance of our disadvantaged students and build relationship with parents and carers  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and data analysis. |

## 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 | Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. |
| 2 | Our analysis indicates that students from disadvantaged backgrounds are less likely to have effective educational support from parents and are more likely to struggle with homework, revision and independent study. |
| 3 | Our attendance data over the last 5 years indicates that attendance among disadvantaged students has been slightly lower than for non-disadvantaged students. In addition, the negative impact of COVID-19 has been greater for disadvantaged students than their non-disadvantaged peers. |
| 4 | Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. |

## 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 |
| Improved reading comprehension among disadvantaged pupils across KS3 | Guided reading  NGRT regular testing  KS3 reading interventions |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.  Effective in class interventions for disadvantaged students | KS4 outcomes in 2023/24 to show that attainment of disadvantaged learners in target subjects is in-line with other subject areas. These subject areas to embed effective strategies to improve outcomes for disadvantaged learners. |
| Students will feel valued and have specific leadership roles in school | Qualitative data from student voice, student and parent surveys and teacher observations.  A significant increase in participation in enrichment activities and leaderships roles particularly among disadvantaged pupils. |
| Attendance for disadvantaged students will begin to improve | The attendance gap between disadvantaged and non-disadvantaged attendance to be 1% or less. |

## 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: £ *172,463*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Planning for higher order thinking delivery- reflection and progress. | Our focus will be including cognitive strategies in lessons, such as problem solving and memorisation techniques, as well as teaching meta-cognitive strategies to students, such that they are better able to become independent learners. ‘Maximising Learning’, EEF | 1,2 |
| Reading and disciplinary literacy | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. | 4 |
| Sharing best practice for our disadvantaged learners. | Assistant Headteacher (PP) to work with learning area co-ordinators of target subject areas to develop effective approaches for this cohort. | 1,2 |
| Careers | Gatsby Benchmarks EEF Toolkit – Aspiration interventions Aspirations and vision can have a significant impact on student motivation and achievement. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspiration | 1,3 |

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

Budgeted cost: £ 52,200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional revision workshops | The EEF Toolkit suggests that one to one targeted support ‘is very effective at improving pupil outcomes’, especially when those leading it are ‘well-trained and supported – for example, delivering a structured intervention.’ Interventions such as this can provide on average 5 months’ progress.  Weekly after-school sessions with subject specialists to support the independent study and revision practices of this cohort of learners. | 2 |
| School-led tuition and National tutoring programme | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one:  One to one tuition | EEF (educationendowmentfoundation.org.uk) | 2 |
| KS3 Reading interventions | Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF | 4 |
| Revision materials | Academic support | 1,2 |

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

Budgeted cost: £ *64,902*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Educational visits and in-house workshops | Research suggests that disadvantaged students will have a more limited experience of the world than their non disadvantaged peers. We want to increase the cultural capital of our disadvantaged learners. | 1,2,3,4 |
| Music lessons and music exams – we wish to offer weekly music tuition to a greater number of disadvantaged learners | According to the EEF Toolkit and the work of the Sutton Trust, Arts Participation can increase progress by 2 months. We want to encourage a greater number of disadvantaged learners to participate in musical tuition (currently 24 disadvantaged students receive 1:1 music lessons). | 1 |
| Counselling - To offer weekly 1:1 counselling sessions for disadvantaged learners in/near crisis. | We have seen a marked increase in students struggling with their mental health since the start of the Covid19 situation. The counsellor has seen some excellent progress with these learners – increased attendance, improved self esteem, improved view of school and a greater understanding of the value of their education. | 4 |
| Uniform/equipment support | We have established that a lack of uniform, PE kit and equipment has been a barrier to regular attendance | 1,2,3,4 |
| Attendance incentives | Pastoral support | 3 |
| Trust shared resources | Based on our experience, we have identified a need to set a small amount of funding aside for dispersal to respond quickly to needs that have not yet been identified. | 3 |
| CEIAG – careers interviews | Through student voice, it has been identified that low aspiration means that some disadvantaged students settle for ‘good enough’; a number of students do not fully engage with school as they don’t see the value of their qualifications. | 2 |

**Total budgeted cost: £** *289,565*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score for our disadvantaged pupils was -1.12. For Attainment 8 it was 31.35.

DfE has strongly discouraged comparison of a school’s 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations.

Attendance to school among disadvantaged pupils was higher than their peers. We recognise this gap is too large which is why raising the attendance profile of our disadvantaged pupils is a focus of our current attendance strategies.

Our assessments demonstrated that pupil engagement improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| National tutoring programme | My Tutor |
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