# 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 | 939 |
| Proportion (%) of pupil premium eligible pupils | 27.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023  2023/2024 |
| Date this statement was published | November 2022 |
| Date this statement was reviewed | September 2023 |
| Date on which it will be next reviewed | September 2024 |
| Statement authorised by | K Gardner - Headteacher |
| Pupil premium lead | J Burgoyne – 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 | £259,785 |
| Recovery premium funding allocation this academic year | N/A |
| 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* | £259,785 |

# 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 design for all. 2. Explore aspects of pedagogy that have a large impact on pupil progress students such as responsive teaching, metacognition and reading. 3. Create a whole school culture of literacy and independent learning. Focusing on the development of reading fluency at KS3 through introduction of Guided reading, small group interventions and regular Sparx reading diagnostic work. 4. Support higher attainment and progress in Maths and Science. 5. Improve outcomes and narrow gaps between disadvantaged students by providing early interventions. 6. Ensure disadvantaged students are represented across all aspects of student voice, including School Council, Prefects and other leadership roles. 7. Introduce and develop an innovative vertical careers hub system to improve pupils’ aspirations and promote both a technical and academic pathway to a variety of career destinations. This is inclusive of an effective careers strategy to raise expectations. 8. Ensure our key worker attendance team build strong relationships with parents and careers of our disadvantaged students to raise attendance and punctuality to school. 9. To raise attendance of our disadvantaged students and build relationships 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 attendance continues to be compromised by a range of factors, SEMH and a continuance of COVID-19 factors, for example. SA accounts for significant deficits in progress and attainment across this cohort. |
| 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 independent study, revision and motivation to achieve. Our data supports that these students engage less positively with learning than their non-disadvantaged peers. |
| 3 | Discussions with pupils and survey data indicates that this cohort can struggle to identify the relevancy of school to post-16 aspirations and careers and that their understanding of these pathways is less developed than their non-disadvantaged peers. |
| 4 | Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower reading ages than non-disadvantaged peers. This impacts their progress in all subjects and can lead to disengagement across their five years. Furthermore, outcomes for disadvantaged students remain poorer than their non-disadvantaged peers. |
| 5 | Our analysis suggests that students from disadvantaged backgrounds do not engage in extra-curricular opportunities and are consequently less engaged with the school community. |

## 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 through use of Fresh Start intervention, guided reading programmes, Sparx reader and whole school focus on reading. | Systematic assessment and diagnostic work around reading ages.  A consistent and fully staffed tiered system of intervention.  KS3 reading interventions delivered through English but evident in whole school pedagogy.  RA data to show session on session reductions in gaps between PP and non-disadvantaged students. |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.  Effective in class interventions for disadvantaged students supported though effective and measured CPD on formative assessment and responsive teaching.  Continued success for post-16 applications with below national NEET figures across disadvantaged and non-disadvantaged students. | KS4 outcomes in 2023/24 to show that attainment of disadvantaged learners improves from previous year’s progress.  KS3 outcomes to reflect more pupils achieving on or above target.  Departmental policies to clearly specify contextual strategies to support the learning and progress of disadvantaged pupils with implementation clearly evident through internal QA.  Increased use of Class Charts to support attainment and progress with students and to encourage greater engagement with parents.  Increased completion of independent study tasks to be reflected in Class Charts submission data.  Students are able to articulate post-16 pathways and applications for a wider variety of options are evident. Pupils are clear on careers and pathways for access. |
| Students will feel valued and have specific leadership roles in school | Through qualitative data from student voice, student and parent surveys and teacher observations.    A significant increase in participation in enrichment activities and leadership roles particularly among disadvantaged pupils.  Effective tracking of engagement through Compass+ to support the above success criteria. |
| Attendance for disadvantaged students will improve | Clear systems for tracking and intervening with SA and PA disadvantaged students, applied by all stakeholders.  Improvement from 22/23 data for disadvantaged student attendance data. |

## 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: £ *168,860*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Planning for higher order thinking delivery- reflection and progress.  Responsive teaching and live marking alongside T&L Foci priorities. CPD and QA to ensure QFT is in place. | 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  Students to engage at a deeper level with their learning and have more timely sight of their progress through in-class prioritisation. This in turn will create a more positive view of attainment and education.  Professional development on evidence-based approaches for example feedback, metacognition, reading comprehension, phonics or mastery learning, EEF Evidence brief.  Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments – EEF. | 1,2,3 |
| Reading and disciplinary literacy in particular tackling lower than chronological reading ages. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Students will use Sparx in English and Maths to develop literacy and numeracy. All staff have or will receive CPD in disciplinary literacy and teaching reading within their curricular areas.  Curriculum redesign has taken place with core knowledge and skills identified with formative assessment strategies to determine gaps and appropriate support required.  Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments – EEF. | 1,4 |
| Sharing best practice for our disadvantaged learners. | Assistant Headteacher to work with learning area co-ordinators of target subject areas to develop effective approaches for this cohort.  Tracking and internal QA measures to support review of systems and their efficacy.  Research based approach to CPD to inform bi-weekly sessions for staff.  Data based feedback on successes and areas for growth.  A common form of support for teacher professional development is mentoring and/or coaching – EEF. | 1,2,4 |
| Careers and development of the HUB system. | 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>  HUB and extra-curricular activities to raise engagement and aspiration, identifying post-16 academic and technical pathways. | 1,3,5 |

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

Budgeted cost: £ 38,968

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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. | 2,4 |
| 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) | 2,4 |
| 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 | 2,4 |
| Revision materials | Academic support | 1,2,4 |

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

Budgeted cost: £ *51,957*

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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. This will be supported through the development of the HUB system and extracurricular opportunities. Project based learning will also positively impact the deficit in cultural capital. | 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 |
| To offer mentoring and individual support through the effective deployment and utilisation of the Youth Workers. | We have seen a marked increase in students struggling with their mental health since 2020. The Youth Workers will engage with these learners – increased attendance, improved self-esteem, improved view of school and a greater understanding of the value of their education.  Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully – EEF. | 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 - Youth Workers are now involved directly in attendance issues, prioritising PP students for attention. This includes home visits and parental engagement in person.  Pastoral team have new methodologies for tracking attendance and supporting improvements in this area alongside key stakeholders.  There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance – EEF. | 1 |
| 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. | 1,2,3,4 |
| 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.  PD curriculum is inclusive of specific CEIAG activity.  Realistic Choices provides 1-1 interviews with all students and fast tracks those at risk of NEET. PP students are prioritised. | 3 |

**Total budgeted cost: £** *259,785*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged students during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score for our disadvantaged students was -0.99 from -1.12 the previous year. For Attainment 8 it was 31.96 in 2023 in comparison to 31.35 in 2022. This is in contrast to non-disadvantaged Attainment 8 of 43.50 and Progress 8 score of -0.44. The outcomes and progress measures indicate that prior strategies have had some positive impact.

While progress has been made, this is not in-line with the school’s expectations. The gap between PP and non-disadvantaged has reduced from 2022, but it has grown from 2019. This is partially explicable by an improvement in attainment and progress in non-disadvantaged students from 2019. The gap currently stands at 0.62 in comparison to 0.74 in 21/22.

Our assessments demonstrated that pupil engagement improved last year, but challenges around wellbeing and mental health remain significantly higher than before 2020. 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 | TBC |
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