

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

Detail	Data
School name	Tottington High School
Number of pupils in school	927
Proportion (%) of pupil premium eligible pupils	251 (27% of cohort)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E Brett
Pupil premium lead	J Postle
Governor / Trustee lead	R Sloss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,288
Recovery premium funding allocation this academic year	£35,000
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	£260,288

Part A: Pupil premium strategy plan

Statement of intent

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.

This has been exacerbated by the Covid pandemic. Our aims, through this strategy, are to ensure that we target barriers effectively and help our most disadvantaged learners to achieve well and secure excellent opportunities for their futures

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

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.

Challenge number	Detail of challenge
1	Closing the gap between PP students and non PP students arriving at the school with below National expectations in literacy, including oral, reading and writing.
2	Improving the outcomes for students in Mathematics
3	Our observations show families have a lack of engagement with school life resulting in lower rates of attendance, disengagement of pupils with learning and the importance of school; this affects progress across the curriculum and in particular, levels of literacy and numeracy.

4	Currently, due to the pandemic, mental health issues have become more prevalent and in particular, are evident among disadvantaged learners. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Lower attendance rates for pupils eligible for PP funding

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
To improve levels of literacy, reading, writing and oral language skills and thus support the improvement in Progress 8 scores.	Achieve progress 8 score in line with progress of non-disadvantaged pupils nationally by August 2022.
To improve levels in mathematics to improve Progress 8	Achieve progress 8 score in line with progress of non-disadvantaged pupils nationally by August 2022.
Continue to raise attainment and academic progress through providing a challenging curriculum for all	Supporting the attainment and progress of all ability ranges ensuring that the school offer supports academic engagement across these ability ranges.
Percentage of Grade 4+ and 5+ in English and maths to improve	Achieve average English and maths 4+ and 5+ scores in line with similar schools by August 2022.
Improve attendance and punctuality	To narrow the gap between disadvantaged and non-disadvantaged pupils in terms of attendance; to improve attendance to be in line with the national average.
To improve students attitude to learning	To ensure quality first teaching leads to an improvement in students' attitude to learning. To develop engagement and enjoyment to ensure attitude to learning improves across the curriculum.
Closing the gap between PP students and non PP students arriving at the school with below National expectations in literacy and numeracy	Attendance to Summer School monitored - PP attendance is greater than non PP as a result of targeting. Closer ties to feeder schools meant that data is more easily shared and school was better able to meet need of more vulnerable learners

	Transition teachers were able to offer key subjects from the curriculum ensuring that students are now able to access the KS3 curriculum
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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: £ 51,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium INSET	Staff are aware of the whole school PP strategy Staff training on PP strategies in the classroom and interventions Allocations of funding to subject resources	1
Twilight sessions	Intervention strategies – Curriculum based Cognitive load theory training Exam literacy to improve pupil outcomes	1 & 2
Assertive mentoring programme	Pupil premium students receive one to one mentoring by trained teaching staff.	4 & 3
Teaching and Learning team	Develop a team of experienced teaching staff to research and deliver key concepts during CPD. To include metacognition strategies, teaching for literacy, cognitive load theory and challenge Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1&2
Deployment of Teaching assistants	Form time interventions to identify challenges to learning. Group sessions to raise attendance, engagement and emotional and social issues.	4&5

Trust support	Department HUBs to provide support across curriculum areas. Trust reviews to identify ways to adapt and improve the provision in place.	1,2,3,4,5
Non specialist teacher CPD	Training courses and CPD available to improve subject knowledge of non-specialist teachers.	

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

Budgeted cost: £ 158,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths, English and Science intervention programme	Form group intervention by Maths, English and Science staff in Year 10 and 11. Target intervention three times a week.	1&2
Curriculum intervention programme	After school intervention programme to support year 11 students	1&2
KS3 Intervention programme	KS3 in class intervention systems. Teachers to develop in class support using data to systems to inform.	1&2
In class support	Effective TA deployment in school.	1,2,4 & 5
Appropriate resources and technology	Purchase of appropriate resources and revision guides for students	1&2
Assertive mentoring programme	Identify pupils in Year 11 who would benefit from individual mentoring by staff. Nominate and train appropriate mentors. Ensure that mentoring takes place and feedback is gathered from staff and pupils.	1&2

Whole school reading strategy.	Purchase of books for each form to encourage group reading.	1
Accelerated reader programme	Programme in place to improve students literacy and reading ages Tracking system in place Library resourced with books linked to the accelerated reader programme	1
One to one tutoring	Specialist teaching offering one to one and small group tutoring outside of their teaching hours. Curriculum support based on current data analysis.	1&2

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

Budgeted cost: £ 54,694.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance for disadvantaged students	Early intervention for pupils whose attendance is below 94% Attendance target cards for pupils whose attendance is between 85-90% Parental meetings with pupils to identify and eliminate barriers Rewards for positive or improved rates of attendance. Support the purchase of bus tickets to enable pupils to get to school.	4
Reducing fixed term exclusions for disadvantaged pupils	Identify core disadvantaged pupils who have regular fixed term exclusions and what the issues are for each of these; implement mentoring as above to address the issues. Peer support -deploy disadvantaged pupils who have reformed their behaviour to work with those who are struggling. Put in place behaviour support plans with identified strategies to help individual pupils.	4
Supporting mental health needs	Provide counselling (individual and group) for identified pupils, especially following periods of lockdown or isolation.	3
Engaging with parents and carers	Behaviour and attendance reviews Celebration events throughout the year.	2

	<p>Transition activities to engage parents prior to year 7.</p> <p>Community links developing to improve the reputation of the school in the local area.</p>	
Resources	<p>Providing uniform, transport and equipment for disadvantaged students.</p> <p>Providing funding for trips/visits.</p>	4

Total budgeted cost: £ 264,586.28

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.

Progress 8	-0.57 (improvement from -0.84 2020)
Percentage of Grade 4+ in English and maths	56.8% (improvement from 45% in 2020)
Percentage of Grade 5+ in English and maths	32.4% (improvement from 24% in 2020)
Progress 8	-0.57 (improvement from -0.84 2020)
<p>Our internal assessments during 2020/21 suggested that the performance of all pupils was higher than in previous years in key areas of the curriculum.</p> <p>Covid-19 disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching via Teams.</p> <p>Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.</p>	

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
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National Tutoring Programme	Connex Education