

Pupil premium strategy statement – Prudhoe Community 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	562 in lower school (757 inc Y12 and Y13)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Annmarie Moore (Headteacher)
Pupil premium lead	Faye Warkman (Deputy Headteacher)
Governor / Trustee lead	Lizzie Mainwaring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,995
Recovery premium funding allocation this academic year	£16,686.00
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£121,681

Part A: Pupil premium strategy plan

Statement of intent

At PCHS excellence is at the heart of everything that we do here at Prudhoe Community High School.

We want all our young people irrespective of their background or the challenges they face to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

We believe that by developing this in our young people they will make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>The overall attainment and progress of disadvantaged students across the curriculum is generally lower than that of their peers at the end of KS4. 2022 saw some reduction in the gap between disadvantaged and non-disadvantaged students but it is still not at the levels that we want for our students.</p> <p>We have seen in 2022 results a growing gap between DA and Non-DA students in Maths and EBacc pot.</p>
2	<p>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.</p> <p>On entry to Year 9 in the last 3 years, between 17-19% of our disadvantaged pupils arrive below age-related expectations and enter the Comms group compared to 0.5-0.8% of their peers. In the current cohort of Comms 56% students are disadvantaged.</p>
3	<p>Assessments, observations and discussions with pupils indicate that some lower/middle attaining disadvantaged students lack metacognition/self evaluation skills when faced with longer, more challenging tasks. Students have been seen to struggle with evaluating their ideas.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 20.8% lower than for non-disadvantaged pupils. Currently our attendance of PP students is 5.1% below overall and Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our quality assurance process, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. We have over 20 of our PP students accessing emotional support through various means.</p>
6	<p>Due to the impact of COVID the levels of enrichment activities for all students has been impacted. We are monitoring involvement to ensure all students are actively involved in the wider life of the school.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths	<p>By the end of our current plan in 2024/25, 45% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 2 years this figure was 25%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ● an average Attainment 8 score of at least 43.50 ● an EBacc average point score of at least 4.95 ● at least 50% passing GCSE maths at grade 5 or above
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests to demonstrate a 80% improvement in comprehension skills among disadvantaged pupils in Comms groups and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>School self evaluation activities which include student voice, class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being in line with National Data (FFT Nat data 2021-22 89.7%), and the attendance of FSM Ever 6 being in line with National (FFT Nat Data 21-22 84.9% gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. ● the percentage of all pupils who are persistently absent being below National Average (Nat FFT 2021-22 35%) and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£60,842**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	1, 2, 3
<p>Purchase of Walkthru CPD package for all staff. This will enable staff to continue to develop high quality first teaching to raise the standards of attainment across the curriculum.</p>	<p>Rosenshine principles are widely evidenced within the EEF Teaching and Learning toolkit as positively developing students progress. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</u></p>	1, 2, 3
<p>Development and embedding of a reading curriculum within school to provide staff with strategies to develop students vocabulary (Disciplinary literacy). This involves staff CPD on reading strategies on a whole school and department level.</p>	<p>Influenced by the work of Alex Quigley “Closing the Vocabulary gap” for development of tier 2 words and EEF “Improving literacy in Secondary Schools” document for the development of disciplinary literacy. <u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</u></p>	3,2,1

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

Budgeted cost: £40,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create, review and evaluate a bespoke reading programme (KS3) which is influenced by reciprocal reading approaches and NCC phonics support. This is to support some disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text across the curriculum. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2,3
Engage with the National Tutoring Programme and inhouse CORE tuition to provide some targeted support for students with a high proportion being mainly PP students	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £20,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a school counsellor who can develop CBT (cognitive behavioural therapy) intervention for specific students who require support.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional	4

	<p>skills and can reduce symptoms of anxiety and depression:</p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u></p>	
<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Widening of pastoral department to support students mental health and those students at risk of becoming PA through 1:1 or small group intervention/mentoring</p>	<p>Dfe Improving attendance documentation</p> <p><u>EEF teaching and learning toolkit - impact of mentoring</u></p>	4 and 5
<p>Engagement with outside agencies such as Future Me to provide enrichment activities for all but with PP students being proportionally represented</p>	<p><u>EEF teaching and learning toolkit - Work around raising aspirations</u></p>	4,5,6
<p>Introduction of Bromcom as MIS to allow detailed analysis of attendance and a new rewards and sanctions points system to track behaviour</p>	<p><u>Dfe Behaviour in schools document</u> - good practice</p> <p><u>Dfe Improving school attendance</u></p> <p>EEF teaching and learning toolkit - <u>Behaviour interventions</u></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost:

Part B: Review of the previous academic year (2021/22)

Outcomes for disadvantaged pupils

IDSR: For disadvantaged pupils, the mathematics element of Attainment 8 (5.9) was significantly **below** national and in the **lowest** 20% in 2022. The percentage achieving grade 4+ in humanities (33%) was significantly **below** national and in the **lowest** 20% in 2022.

Externally provided programmes

Programme	Provider
Online tuition	Pearson Education

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising support from our local HINT team, Mental Health Services including local authority and charity bases support. We will also engage in Early Help assessments for those families who need additional support.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in school quality assurance procedures, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.