

# Pupil premium strategy statement 2020-21

## School overview

Metric	Data
School name	Paulet High School
Pupils in school (7-11)	749
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	Approx. £178,890
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Ian McArthur (Headteacher)
Pupil premium lead	Victoria Deer
Governor lead	Caroline Smith

Disadvantaged pupil performance overview for last academic year (the data included is referenced to the centre assessed grades submitted 2020 as progress 8 is not published this has not been included)

Ebacc entry	7.1%
Attainment 8	4.4
Percentage of Grade 5+ in English and maths	15%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To show an improving trend ensuring confidence limits cross 0	September 2021
Attainment 8	A8 to be close to target based on KS2 data to at least in line with FFT 20 of above 4.0	September 2021
Percentage of Grade 5+ in English and maths	Based on FFT 20 – above 25%	September 2021
Percentage of grade 4+ in English and maths	Based on FFT 20 – above 55%	September 2021

## Teaching priorities for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Embed the 4 strands of Rosenshine</p>	<p>Bespoke CPPD for all teaching staff in implementing Rosenshine as practice in all curriculum areas</p> <p>Purchase of Walkthrus resources for staff to provide enhanced research led CPPD</p> <p>Enhanced use of the National College CPPD package</p>
<p><b>Priority 2</b></p> <p>Build capacity to support disadvantaged students</p>	<p>TLR 3 offered for</p> <ul style="list-style-type: none"> <li>• A PP lead for English and maths</li> <li>• A PP lead for E-Bacc subjects</li> <li>• Intervention lead for science key stage 4</li> <li>• A mentor to focus on the achievement of more able PP students</li> </ul>
<p>Barriers to learning that these priorities address</p>	<p>COVID 19 has widened the learning and knowledge gaps with our PP cohort</p> <p>Historical underachievement in of PP students in maths, English and science</p>
<p>Projected spending</p>	<p>£50,000</p>

## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Raising outcomes at KS4 of boys and middle and high ability on entry PP cohort</p>	<ul style="list-style-type: none"> <li>• Additional teaching time for identified students in English, maths and E-Bacc subjects</li> <li>• Additional maths and English targeted tuition</li> <li>• Targeted impartial careers advice and guidance</li> </ul>
<p><b>Priority 2</b></p> <p>Closing learning gaps through support in home learning</p>	<ul style="list-style-type: none"> <li>• mentoring of PPG students Y9 – 11</li> <li>• Supervised study starting after February half term for Y11 and directed for PPG students</li> <li>• Easter supervised study directed for PPG students</li> <li>• Reward and motivation for study challenge</li> </ul>
<p><b>Priority 3</b></p>	<p>Year 7 and 8 PP students targeted intervention</p> <ul style="list-style-type: none"> <li>• Additional English - reading comprehension through use of additional teaching hours of a</li> </ul>

To close learning gaps of PP KS3 students in literacy and numeracy	<p>UPS English teacher.</p> <ul style="list-style-type: none"> <li>Additional maths intervention based on consolidation of number skills.</li> </ul>
<u>Barriers to learning that these priorities address</u>	<p>Lower career aspirations are evident within some pockets of our PP cohort - having clear and impartial goals increases motivation to study</p> <p>Lockdown and impact of COVID 19 has widened gaps of curriculum knowledge for some of the PP cohort this is exacerbated by limited resources to support home learning</p> <p>Historical underachievement of key groups within the PP cohort e.g. boys, FSM and middle ability on entry profiled students</p> <p>Key stage 3 PP students who have not met the standard in English and maths need additional intervention to close learning gaps</p>
Projected spending	£40,000

### Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Reducing the number of fixed term exclusions for PP students</p>	<ul style="list-style-type: none"> <li>Review of HOY structure and appointment of a non-teaching support for HOY to support climate for learning – this will be implemented for academic year 2021/22</li> <li>Review and implementation of a more defined link between the behaviour for learning system and Wellbeing Hub to ensure that strategies are in place to reduced fixed term exclusions of pupil premium students</li> <li>Employment of school counsellor (two days a week) and listening service to prioritise the needs of pupil premium students to support in ensuring their social emotional mental health is improved</li> </ul>
<u>Priority 2</u>	<ul style="list-style-type: none"> <li>Internal early help plans to be established for all PPG families at risk of becoming PA or at risk of</li> </ul>

Attendance	<p>not meeting attendance targets</p> <ul style="list-style-type: none"> <li>• Half termly attendance challenges for PPG students with rewards linked to families</li> <li>• Running of nurture and wellbeing activities / intervention for PPG vulnerable students with the aim of engaging in school activities</li> </ul>
<b>Priority 3</b> Parental Engagement	<ul style="list-style-type: none"> <li>• Prioritising engagement with parents of PP cohort to discuss attendance and attainment</li> <li>• TLR 3 with specific responsibilities for PP cohort parental engagement</li> <li>• Head of year to increase parental engagement and monitor attitude to learning for PPG KS3</li> </ul>
Barriers to learning that these priorities address	<p>Attendance of PP cohort especially FSM students remains lower than others and persistent absentee rates for pupil premium students is not in line with national PA rates</p> <p>Number of fixed term exclusions and internal isolations for PP students remains higher than others leading to loss of teaching and learning time</p> <p>Lack of school to home communication – barriers to communication evident</p> <p>Negative effect of prolonged absence from school due to lockdown causing disaffection and/or attendance issues.</p>
Projected spending	£80,000

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Awareness of potential catch up requirements and changes to examinations produced by OFQUAL</p> <p>Time to allow staff to utilise research and plan developmental work</p>	<p>Subject leaders to complete curriculum reviews for Y11 and 13 to indicate impact of lockdown on curriculum implementation</p> <p>Planned remote CPPD schedule to give staff members time to reflect and embed teaching and learning priorities</p>

<p>Targeted support</p>	<p>Availability of staffing to deliver targeted intervention for bucket 1 and 2 subjects.</p> <p>Use of data to ensure that the correct students are targeted</p> <p>Home school communication and student 'buy in' to sessions and delivery offered</p>	<p>Part time staff in English and maths give opportunity to run bespoke sessions (catch up premium)</p> <p>TLR leads to target key students and focus on 'buy in'</p> <p>Go4schools allows data to be transparent for all</p>
<p>Wider strategies</p>	<p>Due in part to the pressures on attendance effected by COVID</p> <p>Capacity to focus more directly on disadvantaged students via early intervention for attendance and behaviour</p> <p>Barriers with engagement with home</p>	<p>Line management of HOY focused on identification of key students and removing barriers to learning</p> <p>Go4schools roll out with lead to greater transparency and parental engagement</p>