

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data   |
|---|--|
| School name   | Paulet High School & 6 <sup>th</sup> Form College                  |
| Number of pupils in school  | 931  |
| Proportion (%) of pupil premium eligible pupils   | 29%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024  |
| Date this statement was published   | November 2022  |
| Date on which it will be reviewed   | First Review:<br>November 2023<br>Second Review:<br>September 2024 |
| Statement authorised by   | Ian McArthur   |
| Pupil premium lead  | Victoria Deer  |
| Governor  | Aaron Savva  |

### Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | <b>£190, 101</b> |
| Recovery premium funding allocation this academic year                                 | NA               |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£207, 590</b> |

|   |  |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|

## Part A: Pupil premium strategy plan

### Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand the needs and costs will differ depending on the barriers to learning being addressed and the level of support required. It is evident through benchmark assessment data in key stage 3 and progress of students in key stage 4 that, the pandemic has enhanced the level of need for our pupil premium cohort, in particular current FSM students. This follows the national trends and evidence showing the exacerbated impact of the pandemic on disadvantaged learners.

Our priorities over the next three years to maximise the effective use of the pupil premium grant are:

- Ensuring all students within the school receive quality first teaching
- Closing the attainment gap at KS3 and 4 between disadvantaged learners and others through development of metacognition learning strategies in our students
- Closing attainment gaps between disadvantaged students and their peers through a whole school approach to academic literacy and writing across the curriculum
- Providing targeted academic support for disadvantaged students who are not making expected progress
- Providing targeted literacy intervention to close gaps caused by low levels of literacy amongst some of our disadvantaged cohort
- Increasing attendance of our disadvantaged cohort to ensure attendance for disadvantaged students is at least 95%
- Reducing persistent absentee rates amongst our disadvantaged cohort
- Removing barriers to learning focused on increasing parental engagement, wellbeing and cultural capital opportunities

### Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |   |
|---|---|
| 1 | Literacy rates on entry to school as shown by reading ages show significant gap between disadvantaged students and their peers  |
| 2 | Significant proportion of current year 7 students have gaps in foundational knowledge in basic numeracy potentially caused by lost face to face learning                |
| 3 | Performance data at KS4 indicates a gap between the attainment and progress between disadvantaged learners and their peers  |
| 4 | Persistent absentee rates higher for disadvantaged students (particularly FSM) than their peers   |
| 5 | Attendance rates for disadvantaged students remains lower than their peers  |
| 6 | Engagement in technology such as 'go4schools' to support parental engagement and student progress remains lower amongst our disadvantaged cohort                        |
| 7 | A significant proportion of our disadvantaged cohort face barriers (non-academic) to their learning which involves the need for external services and wellbeing support |

## 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  |
|---|---|
| The gap between outcomes and progress between disadvantaged and peers reduces rapidly | PP students make expected progress based on their relative starting points  |
| Literacy levels improve across key stage 3  | Disadvantaged students have a functional reading age and make at least expected progress in English as shown by GL assessment data (unless a student has a specified learning need) |
| Numeracy skills improve at key stage 3  | Disadvantaged students are confident in basic numeracy and make at least expected progress as shown by GL assessment data   |
| Disadvantaged students attend school alongside their peers                            | Disadvantaged attendance is at least 95% and PA rates continue to reduce  |
| Parents engage in the learning process of their child including home learning         | Disadvantaged parents/carers are able to access go4schools and engage with school as and when required  |



## 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: £32815

Includes the specific TLR roles for PPG a % of the lead for teaching salary

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Continued Professional Development for teaching staff focused on teaching and learning priorities including metacognition; retrieval; academic disciplinary literacy and the review of feedback across the school</p> | <p><b>Education Endowment Foundation Feedback</b><br/>Very high impact for very low cost + 6 months</p> <p><b>Education Endowment Foundation metacognition and self-regulation</b><br/>Very high impact for very low cost = +7 months</p> <p><a href="#"><u>Improving Literacy in Secondary Schools EEF</u></a> in secondary schools through disciplinary literacy (July 2018)</p> <p>Disciplinary Literacy and explicit Vocab teaching – Katherine Mortimore (A John Catt Publication)</p> <p>Closing the Vocabulary Gap – Alex Quigley (A David Fulton Book)</p> | <p>1 and 3</p>                |

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

Budgeted cost: £48, 211

Includes a fixed term appointment of a success tutor

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Success Tutor appointment 2021-22 has been maintained. The role of the success tutor is to raise aspirations of PP cohort as well as targeted intervention for literacy and numeracy at KS3</p> | <p>The EEF reports, alongside our own internal data, partial school closures have particularly affected our disadvantaged cohorts. This is particularly evident when analysing data for reading levels and basic numeracy in our current Y7 and 8 cohort.</p> <p><a href="#">EEF Improving mathematics KS2 and 3 guidance report</a></p> <p><b>Education Endowment Foundation – small group tuition</b></p> <p>Moderate impact for low cost = +4 months</p>  | <p>1 and 2</p>                |
| <p><i>Peer tutoring raising aspirations in horizon reading challenge</i><br/><i>Alongside mentoring of reluctant readers by 6<sup>th</sup> form students</i></p>                                   | <p><b>Education Endowment Foundation peer Tutoring</b></p> <p>High impact for low cost = + 5 months</p>  | <p>1</p>                      |
| <p><i>Saturday Interventions</i><br/><i>Easter &amp; Summer Term</i></p>   | <p>Individualised instruction and removing barriers to home learning</p>   | <p>3</p>                      |
| <p>Project Brilliance for most able disadvantaged cohort including 2022-23 KS3</p>   | <p>Raising aspirations - evidence nationally unclear but specific need linked to school cohort of impact of raising aspirations. Our data in school including student voice of cohort indicates lower than expected aspirations and some underachievement of our most able pupil premium students. The idea behind the Brilliance Club is to expose this cohort to Russell Group PHD students and the process of higher education through the nationally recognised scholar club. <a href="#">The Brilliant Club</a></p> | <p>3</p>                      |

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

Budgeted cost: £107, 879

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Home school link worker and success tutor to remove barriers to parental engagement. Home School Link Worker to provide one to one family support to removed barriers to attendance. Continued role of additional attendance officer to support with raising attendance and tackling PA cohort</i></p>  | <p><b>Education Endowment Foundation Parental Engagement</b> – moderate impact for low cost = + 4 months</p>  | <p>4, 5 and 6</p>             |
| <p><i>Wider support for disadvantaged students to remove non-academic barriers to learning including:</i></p> <ul style="list-style-type: none"> <li>- School counsellor</li> <li>- Burton Youth for Christ before school breakfast club</li> <li>- Assisted uniform</li> <li>- £50 Voucher for each PP</li> <li>- Student for resources if required at KS4</li> <li>- School garden, chicken and nurture group</li> <li>- Summer school</li> <li>- Cultural capital e.g., chickens and trips / residentials</li> </ul> | <p><b>Education Endowment Foundation – social and emotional learning</b> = + 4 months</p> <p><b>Education Endowment Foundation – behaviour interventions</b> = + 4 months</p> | <p>1, 3, 4, 5 and 7</p>       |





## Part B: Review of outcomes in the previous academic year

Outcomes of disadvantaged pupils

### 2023 Data

|              |       |
|--------------|-------|
| Progress 8   | -0.53 |
| Attainment 8 | 35.36 |
| 9-5 EM %     | 17.9% |
| 9-4EM%       | 33%   |

### Review of 2021-22 – Three Year Strategy Year 1

| Intended outcome  | Success criteria  | Progress  |
|---|---|---|
| The gap between outcomes and progress between disadvantaged and peers reduces rapidly | PP students make expected progress based on their relative starting points  | <b>Some progress</b><br>Progress as shown in English and maths at KS3.  |
| Literacy levels improve across key stage 3  | Disadvantaged students have a functional reading age and make at least expected progress in English as shown by GL assessment data (unless a student has a specified learning need) | <b>Significant progress</b> as shown with catch up data and reading ages. GL reports show sustained progress.<br>Ongoing  |
| Numeracy skills improve at key stage 3  | Disadvantaged students are confident in basic numeracy and make at least expected progress as shown by GL assessment data   | <b>Some progress</b><br>Impact of success tutor not has evident in relation to numeracy. 2022-23 ongoing review of maths curriculum and work completed with students struggling to catch up. GL data shows progress of core students in Y8 and 9 not Y7 |
| Disadvantaged students attend school alongside their peers                            | Disadvantaged attendance is at least 95% and PA rates continue to reduce  | <b>Not met</b><br>Progress nationally and in school still not at pre covid rates. 2022-23 appointment of additional attendance officer as part of three year strategy   |

|   |  |                |
|---|--|----------------|
| Parents engage in the learning process of their child including home learning | Disadvantaged parents/carers are able to access go4schools and engage with school as and when required | <b>Ongoing</b> |
|---|--|----------------|

## Review of 2022-23 – Three Year Strategy Year 2

| <b>Intended outcome</b>   | <b>Success criteria</b>   | <b>Progress</b>  |
|---|---|--|
| The gap between outcomes and progress between disadvantaged and peers reduces rapidly | PP students make expected progress based on their relative starting points  | <p><b>Some progress</b></p> <p>Progress as shown in English and maths at KS3.</p> <p>Significant progress made in English outcomes at KS4 for PP students with a progress 8 score of -0.23 and over 65% of PP students achieving a grade 4 or above in English. The data also shows significant progress for PP students in terms of both the EBAC and open bucket</p> |
| Literacy levels improve across key stage 3  | Disadvantaged students have a functional reading age and make at least expected progress in English as shown by GL assessment data (unless a student has a specified learning need) | <p><b>Significant progress</b> as shown with catch up data and reading ages. GL reports show sustained progress. Success Tutor reports shared with the governing body outline the rapid improvement in terms of PP students and literacy skills</p> <p>Ongoing</p>   |
| Numeracy skills improve at key stage 3  | Disadvantaged students are confident in basic numeracy and make at least expected progress as shown by GL assessment data   | <p><b>Some progress</b></p> <p>Impact of success tutor not has evident in relation to numeracy 2022-23 therefore additional teaching hours have been timetabled for year 7 maths students alongside the appointment of a maths numeracy TA</p>   |
| Disadvantaged students attend school alongside their peers                            | Disadvantaged attendance is at least 95% and PA rates continue to reduce  | <p><b>Progress being made</b></p> <p>Progress nationally and in school still not at pre covid rates. 2022-23 appointment of additional attendance officer as part of three year strategy . Attendance for PP students still remains below peers within the</p>   |

|   |  |  |
|---|--|--|
|   |  | school however Paulet attendance for PP/FSM students improved from 2021/22 and remains above national in terms of overall attendance and 5.9% below national PP for FSM students |
| Parents engage in the learning process of their child including home learning | Disadvantaged parents/carers are able to access go4schools and engage with school as and when required | <p><b>Ongoing</b></p> <p>PP attendance at parents evening has improved due to the work of our success tutor and personal invites to parent's evening / school events</p>         |