

# Pupil premium strategy statement – Paulet High School and 6<sup>th</sup> Form College

This statement details our school’s use of pupil 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

Detail	Data
Number of pupils in school	7-11: 784 7-13: 910
Proportion (%) of pupil premium eligible pupils	Year 7 –11: 28.6% PP Year 7 –13: 24.6% PP
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Ian McArthur
Pupil premium lead	Victoria Deer
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,331
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£222,331

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every child within our school flourishes both academically and socially irrespective of their socio-economic background and any wider challenges that they face. We want all Paulet students to have access to a high-quality educational experience that enables them to pursue their chosen paths of interest as well as reach academic outcomes that will enable them to progress to the next stage of their life journey.

High-quality teaching is at the heart of our approach, making sure that an effective teacher delivering a well-planned curriculum is present for every class within the school. Continued professional development is deliberately planned to ensure that teaching is effective across the school, we hold central to this the belief that every teacher has the desire to improve their pedagogical approach. Our professional development is focused on the needs of teachers as learners focused on the evidence-based strategies that can support the disadvantaged. High-quality teaching has been 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. The intended outcome of this professional development is that our pupil premium attainment will rise, and outcomes will mirror the outcomes of our non-disadvantaged cohort.

A robust diagnosis of our pupil premium cohort indicates the range of challenges that students face to be able to take part and flourish in academic life at Paulet. In school data from the past two years outline that our pupil premium cohort are five times more likely to be open to social services than their disadvantaged peers; three times more likely to have support from mental health services and are twice more likely to be identified as SEN or have a special educational need. These challenges can also be evidence in attendance data which outlines that pupil premium students at Paulet have attendance rates lower than their non disadvantaged peers which leads to a widening of attainment. Therefore, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage at Paulet High School. The approaches we have adopted complement each other to help students to excel. To ensure they are effective we will as a school:

- Set targets for disadvantaged students in the same manner as their peers
- Ensure all students including disadvantaged students are challenged in the work that they're set
- Use data at a class, departmental and whole school level to act early to intervene at the point need is identified.
- ensure all students receive quality-first teaching.
- Ensure all staff take responsibility for all students

- Increase attendance of our disadvantaged cohort.
- Reduce persistent absent rates among the disadvantaged cohort.

## Challenges

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

Challenge number	Detail of challenge
1	<p>KS2 assessment data, observations of Year 7 students and feedback from primary schools indicates that pupil premium cohort have lower rates of reading and mathematical skills on entry compared to their peers.</p> <p>Assessments on entry to year 7 indicate that 39% of our PP cohort in year 7 have standardised scores below 100 in both reading and mathematics (the vast majority of those below 90) compared to 27% of their peers, a gap 12%. Subsequent internal data of GL assessments indicate that though this gap reduces at KS3 it remains a gap of around 8% which then widens further in outcomes at KS4 (2023-24)</p>
2	<p>Our attendance data over the academic year 2023/4 indicates that attendance among disadvantaged pupils has been on average 6% lower than for non-disadvantaged students. It is evident that the gap in attendance grows as students move from KS3 to KS4.</p> <p>Rates of persistent absenteeism are also significantly higher amongst our disadvantaged cohort than their peers. At the end of the academic year 2023-24 persistent absentee rate for disadvantaged students was 34.6% compared to 15.4% for non-disadvantaged cohort. It is evident that these rates of attendance are negatively impacting disadvantaged students' outcomes.</p> <p>We have 12 students Y7-11 2023-4 who class as severely absent from school, with a significant proportion of that cohort who have attendance below 10%. 83% of this group of students are disadvantaged cohort and in 2023-24 that led to two students not gaining any qualifications. These students are severely absent for a wide range of reasons outlined in challenge 3.</p>
3	<p>Our data which includes students accessing wellbeing hub; students accessing school counsellor; students accessing mental health support team and students open to external services including social services and early help identifies that, safeguarding, social and emotional issues for disadvantaged students remain significantly higher than their peers. This includes the proportion of students on child protection plans (currently 100% of these are pupil premium students).</p>

	The data above indicates that our pupil premium cohort are more likely to struggle with mental health issues including anxiety, (diagnosed by a medical professional) depression, low self-esteem and emotional regulation concerns. When talking with students this leads to concerns related to progress, completion of schoolwork and increasing rates of absence. These challenges particularly affect disadvantaged pupils, including their attainment.
4	On data indicates that disadvantaged students, particularly the persistently disadvantaged cohort, which makes up approximately 75% of our pupil premium cohort, struggle to financially and therefore struggle to meet the cost of equipment for school including accessing school visits. When completing the local government hardship fund applications 2023-4 – 95% of the 65 applications were for our disadvantaged cohort. In completing referrals for the local food banks, all the referrals have been for poor FSM families. Poverty is a current and ongoing issue for a proportion of our disadvantaged cohort, and this leads to gaps in educational experiences and on for some students’ non-attendance due to lacking of uniform or non-completion of home learning due to lack of facilities or space to work. This impacts educational outcomes both socially and academically.

## 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 reduce the gaps between disadvantaged and non-disadvantaged learners	<ul style="list-style-type: none"> <li>• Data including terminal examination; GL assessments, in class data and end of year examinations indicated that gaps in outcomes are closing</li> <li>• Attendance gaps between disadvantaged and non-disadvantaged learners reduce including persistent absentee rates</li> <li>• Intervention in numeracy and reading lead to progress for our identified disadvantaged cohort</li> <li>• Severely absent students attain some qualifications at the terminal exam point</li> <li>• Teaching and learning professional development, focused on formative assessment and SEND 2024 – 5, leads to learning gaps closing for students</li> <li>• The % completion rates for home learning indicate that disadvantaged students access and complete learning alongside their peers</li> </ul>
The levels of attendance between PP and non-PP learners show negligible differences	<ul style="list-style-type: none"> <li>• Attendance rates are monitored and comparable between PP and non-PP students</li> </ul>

	<ul style="list-style-type: none"> <li>• Success tutor works with PP students in mentoring capacity when attendance is a barrier to progress. All PP students with attendance as an identified concern will receive personalised plan which leads to attendance improving</li> <li>• All staff (form tutors) regularly communicate with home with regards to the importance of attendance and punctuality ensuring attendance is everyone's responsibility</li> <li>• Home school link work and success tutor work together to know the barriers that impact attendance and employ strategies to remove these.</li> <li>• Success tutor to work one to one with students identified as severely absence to ensure access to education remains evident and some form of academic success is achieved</li> </ul>
<p>To remove barriers to learning inside and outside the classroom</p>	<ul style="list-style-type: none"> <li>• Students are equipped for lessons</li> <li>• Student engagement in homework between PP and non-PP students is comparable.</li> <li>• Students have access to revision materials.</li> <li>• Students have access to technology (if required to be absent for prolonged periods)</li> <li>• Home learning barriers are removed through access to home learning support, before, during and afterschool</li> <li>• PP students engage in school life e.g. enrichment, parents evening, visits, school council etc at comparable rates to their peers</li> <li>• PP students are able to access support internally and externally including school counsellor, school nurse and wider provision</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £91,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing excellent practice across all teachers and in all pupils.</p>	<p>High quality teaching and learning across the school evidenced in learning walks and learning evaluations</p> <p>Continued professional development that is research informed and closing and identified area of practice as evidenced in previous learning walks, Ofsted inspection and other external sources.</p> <p>Focus of professional development 2024-5 if formative assessment  <a href="#">Embedding Formative Assessment   EEF</a></p> <p>Continued bespoke programmes for teaching and learning development for staff members including:</p> <ul style="list-style-type: none"> <li>- ECT programme of support</li> <li>- Coaching offer across the school</li> <li>- ECT +1 support</li> <li>- Individualized support plans</li> </ul>	<p>1 , 2, 3</p>
<p>Developing excellence in the core curriculum at Paulet High School</p>	<ul style="list-style-type: none"> <li>- Enrolment of lead teacher on the Maths mastery programme led by Warwick University <a href="#">Mastery learning   EEF</a></li> <li>- Enhancement of the leadership structure of the science department to enhance specialist teaching and retain core staff</li> <li>- Seconded lead teacher of English to complete NPQ literacy and lead whole staff professional development on literacy across the curriculum <a href="#">Improving Literacy in Secondary Schools   EEF</a></li> </ul>	<p>1</p>

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

Budgeted cost: £33,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of catch-up curriculum for identified students including the completion of functional skills when deemed necessary led by the Success Tutor. Me</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps</p> <p>Reading mentors and targeted intervention for pupils with a KS2 Reading Score of less than 100 including access to Bedrock programme</p>	<p>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:</p> <p><a href="#">Reciprocal Reading - trial   EEF</a></p>	<p>1, 2, 3</p>
<p>Delivery of targeted intervention for core subjects</p>	<p>Closing learning gaps identified at KS4 for named students</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 96,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance meetings and targeted attendance plans for disadvantaged students who are persistently absent or are at risk of persistent absentee</p>	<p>Students indicate that missing school leads to learning gaps, learning gaps leads to students missing further school. Succes Tutor and home school link worker to complete back to school meetings with PP students who are :</p> <ul style="list-style-type: none"> <li>- PA</li> <li>- Risk of PA</li> <li>- Have had over a week off school</li> </ul> <p>The meetings should analyse students worries and put effective plans into place to remove those worries</p> <p><a href="#">Mentoring   EEF</a></p>	<p>1, 2, 3</p>
<p>Wider support for disadvantaged students to remove non-academic barriers to learning including</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>- Eagles Nest Support</li> <li>- Summer school</li> <li>- Cultural capital e.g., chickens and trips / residential</li> </ul>	<p>Based on internal data as identified in the challenges above</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 222,331



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Target: Literacy and numeracy gaps to close

GL assessment data

Average points progress from start Y7

Year	7		8		9	
	Eng	Maths	Eng	Maths	Eng	Maths
PP	2.26	2.41	0.05	4.57	3.88	4.08
nPP	3.16	1.89	-0.3	6.05	1.79	5.08

% of students making positive progress

Year	7		8		9	
	Eng	Maths	Eng	Maths	Eng	Maths
PP	54%	56%	34%	68%	49%	60%
nPP	59%	53%	41%	65%	50%	57%

Reading ages (from Literacy Assessment online) Aut 2023 data

Year 7	% reading age 9 or below	% reading age 10 or 11	% reading age 12-13	% Reading age 14+	
Whole cohort		21%	24%	33%	14%
PP		27%	22%	27%	10%

Year 8	% reading age 10 or below	% reading age 11 or 12	% reading age 13-14	% Reading age 15+	
Whole cohort		13%	27%	43%	4%
PP		23%	34%	34%	2%

Year 9	% reading age 11 or below	% reading age 12 or 13	% reading age 14	% Reading age 15+	
Whole cohort		13%	29%	26%	29%
PP		14%	37%	14%	30%

Target: Pupil premium students to access and complete home learning alongside their peers

Internal Data Home Learning Completion

The data indicates that progress has been made since the start of the three year PP strategy with regards to completion of home learning particularly at KS3. However, the gap with peers remains at KS4 and this is also evidence in attainment gaps at the terminal exam point.

Target: Attendance for disadvantaged students to be comparable with non disadvantaged

As outlined in the challenges above this target has not been met – as shown by an attendance gap of 6% and a persistent absentee rate of 34.6% for PP students

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**