

# The High School Leckhampton: Pupil premium strategy statement 2021-22

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.

## School overview

| Detail  | Data                        |
|---|-----------------------------|
| School name   | The High School Leckhampton |
| Number of pupils in school  | 120                         |
| Proportion (%) of pupil premium eligible pupils   | 12%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021-22 – 2023-24           |
| Date this statement was published   | November 2021               |
| Date on which it will be reviewed   | November 2022               |
| Statement authorised by   | Helen Wood (Headteacher)    |
| Pupil premium lead  | Helen Wood                  |
| Governor / Trustee lead   | Anna O'Connor               |

## Funding overview

| Detail  | Amount               |
|---|----------------------|
| Pupil premium funding allocation this academic year   | Estimated £14,115.00 |
| Recovery premium funding allocation this academic year  | £0                   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £14,115.00           |

# Part A: Pupil premium strategy plan

## Statement of intent

Not all the pupils at The High School Leckhampton have the same advantages. In fact, approximately 12% of our cohort are identified as disadvantaged. We take our responsibility to these pupils very seriously, indeed we are totally committed to minimising the impact of any disadvantage and ‘closing the gap’ between these pupils and their peers. We are mindful that these pupils may have been disproportionately impacted by periods of remote learning from March 2020.

### **Our strategy is underpinned by the following guiding principles:**

#### **1. Adopting a whole school approach – we are all responsible for tackling disadvantage**

Our staff are alert to disadvantage and take their obligations seriously. We understand that we will be most effective in tackling disadvantage if the whole school community shares the responsibility. Our commitment to disadvantaged pupils permeates the ethos of the school; it is tangible in our policies and procedures as well as our daily conversations and actions.

#### **2. Academic ambition for all pupils and a commitment to parity across the curriculum**

At the High School Leckhampton we are ambitious for all our pupils and are committed to ensuring that our disadvantaged pupils achieve the very best outcomes, regardless of their starting point. In our curriculum policy we make clear our conviction that the education of all students is of equal worth and our commitment to curriculum parity. This means that we will consciously ensure that any barriers to learning are tackled so disadvantaged pupils have access to the full curriculum.

#### **3. One size doesn’t fit all - all pupils are known as individuals**

As a new school, with a small cohort, we are uniquely positioned to know and support every pupil. This extends beyond simply taking a deep interest in their academic progress, to understanding their personal circumstances and interests. We seek their views, we know their families, we are able to take a granular look at their experiences at school and at home. This meticulous approach allows us to identify barriers to learning that vary in scope and size. As such, we know that one strategy doesn’t meet all needs. Consequently, we will use a variety of methods that complement each other to tackle disadvantage.

#### **4. Accepting that disadvantage doesn't just impact upon academic progress – developing the whole child**

We know that an excellent education requires us to take an holistic approach to our pupils' development, providing a challenging and relevant curriculum that also includes a strong emphasis on their personal and social development. We believe it is our responsibility to provide enriching opportunities and a strong extracurricular programme, so that those who are disadvantaged develop the crucial skills such as resilience, teamwork, and oracy that are essential for adult life. We want all our pupils to become happy, successful adults who make a positive contribution to society and acknowledge the need to remove barriers in order to do this.

##### **Our specific objectives:**

To ensure disadvantaged pupils:

- achieve at least as well as their peers academically and better than disadvantaged pupils nationally
- participate in all aspects of school life, including extra-curricular provision
- are represented in pupil voice

##### **Our approach:**

#### **1. Identifying the specific challenges faced by disadvantaged and vulnerable pupils**

In order to tackle disadvantage, we will adopt a systematic approach to understanding any academic and non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health, and safeguarding concerns
- access to technology and educational materials
- high mobility
- underlying SEND

#### **2. Providing high-quality Teaching and Learning**

As the needs of our disadvantaged pupils are wide-ranging, we will deploy a variety of methods to enable them to reach their potential by accelerating their progress. Our methods include the use of specific strategies as outlined in Part A, but are underpinned by a whole school approach to raising achievement.

In our Teaching and Learning policy we make clear our commitment to nurturing the following attributes in all our pupils:

- positive attitudes to learning, self-discipline and a strong sense of responsibility
- strong relationships with their teachers and peers
- the ability to work independently and collaborate well with others
- the confidence and vigour to work creatively and solve problems as they arise
- the ability to identify, select and use a range of resources to support their learning
- good organisational skills, taking increasing responsibility for their own learning
- a respect for others
- a holistic awareness of the challenges of a changing world and be a resilient team player
- a capacity to celebrate their own success and the achievements of their peers

### **3. The use of high-quality academic support and interventions**

We will deploy strategies that are proven to be impactful, so will specifically use The Education Endowment Foundation (EEF) Toolkit and other current research, including work by Jean Gross. We will use The National Tutoring Programme to provide high quality intervention in Maths and English.

### **4. The use of wider strategies**

In order to address pupils' non-academic needs, we will deploy a range of pastoral strategies to support their social and emotional wellbeing. Particular attention will be given to strategies that improve attendance, support behaviour for learning, and ensure access to technology, educational materials, and extra-curricular activities such as school trips.

### **5. Timely and rigorous evaluation of the activities we implement**

We will monitor the progress, engagement, and attainment of this group of pupils at every opportunity throughout the year. For example, the progress and attendance of disadvantaged pupils will be a standing item on our weekly leadership meetings. The Teaching and Learning Framework, Parent Evenings, Reports, Pupil Voice, will provide calendared opportunities to evaluate the quality of provision for disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Financial</b> – lack of access to funds (10 pupils entitled to FSM 2021-22)</p> <p><i>Transition information, discussions with pupils and parents’ meetings suggest that a small number of our families face significant financial challenges and will require support from the premium to purchase uniform and other essential resources such as the maths kit.</i></p>  |
| 2                | <p><b>Impact of partial school closure and lack of access to IT at home impacting on education and wellbeing</b></p> <p><i>Transition information, our assessments and discussion with parents suggest that a small number of our disadvantaged cohort were not able to engage as well in remote learning, during periods of lockdown, as their peers. This has impacted on their knowledge, skills, and well-being.</i></p> <p><i>For some, this was due to a lack of IT/Internet or facilities at home. A small number do not have the facilities and quiet environment at home to complete homework.</i></p> |
| 3                | <p><b>SEND</b> – 5/14 (36% of disadvantaged cohort) on SEN Support</p> <p><i>Specific barriers to learning include:</i></p> <ul style="list-style-type: none"> <li>• SEMH - impacting ability to engage with learning.</li> <li>• Young Carer responsibilities</li> <li>• Poor Attendance at Primary school</li> <li>• EAL</li> <li>• Low self-esteem</li> <li>• Dyslexia</li> <li>• Specific medical conditions</li> </ul>   |
| 4                | <p><b>Low levels of Literacy</b> – gaps in knowledge, possibly made worse by periods of remote learning in Primary School. This impacts their progress in all subjects.</p> <p><i>In the Reading and Spelling baseline assessments, 50% of the cohort achieved below the mean (100) in their standardised scores for one or more of reading, decoding, or spelling. 4 pupils were below the mean in all 3 areas.</i></p>  |
| 5                | <p><b>Poor Oracy</b> – limited speaking and listening skills</p> <p><i>Initial teacher observations and assessment suggest a small number have limited oracy skills. This impacts on their learning in all areas and their confidence to participate in other activities (such as House Council Elections)</i></p>  |

|   |   |
|---|---|
| 6 | <p><b>Poor Numeracy</b> – gaps in knowledge, possibly made worse by periods of remote learning Primary School</p> <p>A small number of pupils arrived below age related expectations in Maths. However, baseline assessments show that a larger number (57%) need additional support with Maths in order to match their peers. Most of the disadvantaged cohort were placed in set 3 or 4 for Maths (although 29 % were placed in set 1).</p> |
| 7 | <p><b>Attendance</b></p> <p>Our initial monitoring suggests that attendance of disadvantaged pupils is marginally lower than their peers.</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   |
|---|--|
| <p>To ensure all disadvantaged pupils do not face financial barriers when accessing the curriculum (including access to IT at home) and extra-curricular opportunities.</p> | <p>To use the premium to eradicate financial barriers, such as the cost of uniform and equipment. To ensure all disadvantaged pupils are able to attend extra-curricular clubs and participate in trips. This will be evidenced in feedback from parents and high attendance of disadvantaged pupils at extra-curricular clubs/trips</p> |
| <p>All pupils can access and complete homework using IT</p>   | <p>Teacher reports and class observations will suggest disadvantaged pupils are more able to work independently at home. This finding will be supported by pupil voice and high homework completion rates across all classes and subjects.</p>   |
| <p>Improved Literacy (reading, decoding, and spelling) amongst disadvantaged pupils across KS3.</p>   | <p>Literacy tests (reading, decoding, and spelling) will indicate that disadvantaged pupils are achieving at least as well as their non-disadvantaged peers across KS3</p>   |
| <p>Improved Oracy amongst disadvantaged pupils across KS3</p>   | <p>Teachers will see improved speaking and listening skills amongst disadvantaged pupils; this will also be evidenced in learning walks, lesson observations and pupil voice</p>   |
| <p>Improved Numeracy amongst disadvantaged pupils across KS3</p>  | <p>Numeracy tests will indicate that disadvantaged pupils are achieving at least as well as their non-disadvantaged peers across KS3</p>   |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>   | <p>Attendance data will show that disadvantaged pupils' attendance is in line with that of their non-disadvantaged peers.</p>  |

## 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: Approx. £ 4000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Develop a whole school approach to literacy drawing on recommendations in the <a href="#">EEF Improving Literacy in Secondary Schools</a> guidance.</i></p>   | <p><i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</i></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p><i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</i></p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> | 4                             |
| <p><i>Develop a <b>Mastery Approach</b> in Maths and Enhance our teaching and curriculum planning in line with DfE KS3 and EEF guidance.</i></p> <p><i>Fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</i></p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>  | 6                             |
| <p><i>Training for Attendance Officer – to use school information systems to monitor attendance effectively and develop strategies to improve attendance of disadvantaged pupils, such as reward</i></p>  | <p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</i></p>   | 7                             |

|  |  |     |
|--|--|-----|
| <p><i>breakfasts for good attendance</i></p> <p><i>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</i></p>      |  |     |
| <p>Purchase of standardised diagnostic assessments. (CAT4, GL assessments)</p> <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | 4,6 |

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

Budgeted cost: Approx. £ 5000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Use Reading Buddies to provide a reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> | <p><i>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:</i></p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 4                             |
| <p><i>Spelling intervention – Spell zone – pupils take baseline assessment and work through a personal pathway based on phonic progression</i></p>               | <p><i>EEF Teaching and Learning Toolkit suggests that the teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> | 4                             |
| <p><i>One-to-one Maths Booster interventions (TA)</i></p>  | <p><i>EEF Teaching and Learning Toolkit suggests that one to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (such as Maths).</i></p>   | 6                             |

|   |   |       |
|---|---|-------|
|   | <p><i>Targeted interventions delivered by trained TAs are shown by the EEF to have more impact other kinds of TA support.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   |       |
| Lunchtime homework club   | <p><i>EEF Teaching and Learning Toolkit indicates effective homework can lead to 5 months additional progress at secondary level.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>   | 2     |
| Provide LAMDA tuition to small number of disadvantaged pupils to improve Oracy skills | <p><i>The EEF toolkit identifies engagement with drama and the arts to have a positive impact on attitudes to learning and creative writing in English. It also finds that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 5     |
| Use National Tutoring Programme to support SEND pupils with Literacy and Numeracy     | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 3,4,6 |
| Introduce specific Young Carers group   | <p>The EEF toolkit finds that <i>additional small group support can be effectively targeted at and impactful for pupils from disadvantaged backgrounds</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | 3     |

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

Budgeted cost: Approx. £5000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of resources for acute needs (to subsidise school visits, music lessons, cooking ingredients, uniform, equipment, etc) | <p><i>There is extensive evidence that pupils from low-income backgrounds are less likely to make good progress at secondary school compared to better off peers .including this publication by The Social Mobility Commission:</i></p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611113/Progress-at-Secondary-School-report-final.pdf">Progress at Secondary School report final.pdf (publishing.service.gov.uk)</a></p> | 1,2                           |

|  |   |                |
|--|---|----------------|
| <p><i>and IT facilities for homeworking to ensure pupils have access to noncurricular activities in order to build cultural capital.</i></p> |   |                |
| <p><i>Use of Provision Map Software to track interventions and engagement in extra curricular activities</i></p>                             | <p><i>The EEF Teaching and Learning Toolkit suggests the Arts and Sports participation can lead to 2 months additional progress and can also lead to more positive attitudes to learning.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1,2</p>     |
| <p><i>Improve transition links with primary schools, so barriers to learning are identified earlier</i></p>                                  | <p>The EEF Guidance Report on Improving Mathematics Teaching between KS2 and KS3 identifies the importance of transition between primary and secondary</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1,4,5,6</p> |
| <p><i>Mentoring sessions with pastoral lead to address wellbeing of disadvantaged pupils, including SEMH issues</i></p>                      | <p><i>The EEF teaching and Learning Toolkit suggests that mentoring of disadvantaged pupils may be more beneficial than for their non disadvantaged peers, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>   |                |

**Total budgeted cost: £ 14,000**

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

Not Applicable – The High School Leckhampton opened as a new school to pupils in Sept 2021

*Approved by the FGB – Dec 2021*