

# The High School Leckhampton: Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	394
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	November 2021 (reviewed December 23)
Date on which it will be reviewed	November 2024
Statement authorised by	Helen Wood (Headteacher)
Pupil premium lead	Lauren Jones (Helen Wood for 2023-24)
Governor / Trustee lead	Anna O'Connor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,735 (lagged funding – based on October 2022 census)
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,735

## 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 14% 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 our 'Rights Respecting' 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 and growing 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 track the whole cohort to ensure there are receiving fast and equal access to interventions and 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
- attend school regularly and on occasions when they miss school, are supported to 'catch-up'
- 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, 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 (40/394 pupils entitled to FSM 2023-24)</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> – 33% 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>➤ Moderate learning difficulties</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><b>Year 7 (2023)</b> – 25% of the PP cohort arrived below the expected standard in reading and/or grammar. 7 students were below in both English &amp; Maths. Following the NRG by GL Assessments 20% of the cohort have a reading age below 11.</p> <p><b>Year 8 (2023)</b> – 20% of the PP cohort arrived in Year 7 below the expected standard in reading and/or grammar. 2 students were below in both areas. Following the NRG by GL Assessments 20% of the cohort had a reading age below 11.</p>

	<b>Year 9 (2023)</b> – In the Reading and Spelling baseline assessments, 50% of the PP cohort were 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.
5	<b>Poor Oracy</b> – limited speaking and listening skills  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)
6	<b>Poor Numeracy</b> – gaps in knowledge, possibly made worse by periods of remote learning Primary School  <b>Year 7 (2023)</b> – 33% of PP cohort have arrived below the expected standard in Maths at KS2  <b>Year 8 (2023)</b> – 16% of PP cohort arrived in Year 7 below the expected standard at KS2. 75% of these children have been placed in set 2 with additional support. The baseline assessment highlighted that 12% of PP cohort needed additional support with maths in order to match their peers.  <b>Year 9 (2023)</b> - A small number of PP pupils arrived in Year 7 below age-related expectations in Maths. However, baseline assessments show that a larger number needed additional support with Maths in order to match their peers.
7	<b>Attendance</b>  Attendance of our Pupil Premium cohort at the end of the academic year 2022, was 94.6%. This was 1.8% lower than the school's overall attendance of 96.4%.

## 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 ensure all disadvantaged pupils do not face financial barriers when accessing the curriculum (including access to IT at home) and extra-curricular opportunities.	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

<i>All pupils can access and complete homework using IT</i>	<i>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.</i>
<i>Improved Literacy (reading, decoding, and spelling) amongst disadvantaged pupils across KS3.</i>	<i>Literacy tests (reading, decoding, and spelling) will indicate that disadvantaged pupils are achieving at least as well as their non-disadvantaged peers across KS3</i>
<i>Improved Oracy amongst disadvantaged pupils across KS3</i>	<i>Teachers will see improved speaking and listening skills amongst disadvantaged pupils; this will also be evidenced in learning walks, lesson observations and pupil voice</i>
<i>Improved Numeracy amongst disadvantaged pupils across KS3</i>	<i>Numeracy tests will indicate that disadvantaged pupils are achieving at least as well as their non-disadvantaged peers across KS3</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</i>	<i>Attendance data will show that disadvantaged pupils' attendance is in line with that of their non-disadvantaged peers.</i>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2023-24) to address the challenges listed above.

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

Budgeted cost: Approx. £ 7,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Embed our whole school approach to literacy drawing on recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</i></p> <p><i>Fund training for staff delivering reading and phonics interventions.</i></p>	<p><i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</i></p> <p><i><a href="#">Improving Literacy in Secondary Schools</a></i></p> <p><i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</i></p> <p><i><a href="#">word-gap.pdf (oup.com.cn)</a></i></p>	4

<p><i>Embed our <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="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>	6
<p><i>Support (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 Breakfasts for good attendance.</i></p> <p><i>Embed the principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice</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>Purchase of standardised diagnostic assessments. (CATS, NGRT/ST 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. £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Group Reading to provide reading interventions for 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, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Small group Maths and English Booster interventions (Teacher)	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).	6
Small group Maths and English Booster interventions (TA)	Targeted interventions delivered by trained TAs are shown by the EEF to have more impact than other kinds of TA support. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	6
Lunchtime homework club and 'study' after school	EEF Teaching and Learning Toolkit indicates effective homework can lead to 5 months additional progress at secondary level. <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a>	2
Provide LAMDA tuition to small number of disadvantaged pupils to improve oracy skills	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. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Use National Tutoring Programme to support SEND pupils with Literacy and Numeracy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4,6

<i>Specific Young Carers group</i>	<p>The EEF toolkit finds that additional small group support can be effectively targeted at and impactful for pupils from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approx. £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of resources for acute needs (to subsidise school visits, music lessons, cooking ingredients, uniform, equipment, etc) and IT facilities for homeworking to ensure pupils have access to noncurricular activities in order to build cultural capital.</i>	<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="#">Progress at Secondary School report final.pdf (publishing.service.gov.uk)</a></p>	1,2
<i>Use of Provision Map Software and EPraise to track interventions and engagement in extra curricular activities</i>	<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. <a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></i></p>	1,2
<i>Improve transition links with primary schools, so barriers to learning are identified earlier</i>	<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="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5,6

<p><i>Mentoring sessions with pastoral team (and Peer mentors) 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>	
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**Total budgeted cost: £ 21,000**

## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

Our disadvantaged cohort achieved very good academic outcomes overall between 2022-23. Their academic progress and effort was monitored at 3 formal points over the school year. End of Year reports suggest the following:

#### Y7 PP Cohort:

92.7 % Awarded Excellent or Very Good (1/1\*) effort grades  
61.5 % on or above target (whole cohort 63%)

#### Y8 PP Cohort:

89.8 % Awarded Excellent or Very Good (1/1\*) effort grades  
65.3% on or above target (whole cohort 68.7%)

Disadvantaged pupils had access to specific interventions when necessary, including reading and spelling interventions, group reading, maths interventions and The National Tutoring Programme. Several disadvantaged pupils accessed the daily homework club and after school 'Study.' A Tutor Time reading programme was introduced and all PP pupils participated in the Tutor time literacy activities.

Our disadvantaged pupils participated in a range of extra-curricular programmes over the course of the year, and this was closely monitored by our Assistant Headteacher (Pastoral). A notable success was the engagement of 5 PP pupils in LAMDA lessons. The majority of this cohort were involved in the school production, and all attended at least one extra-curricular club each week. For some pupils, equipment (such as laptops, food ingredients, maths and art kits, and science revision guides), school uniform, and the cost of trips, were paid for using the premium. Mentoring sessions were provided to a small number of Pupil Premium pupils, relating to bereavement and mental well-being. A small number of pupil premium learners were also offered regular sessions with the school counsellor and school nurse.

Disadvantaged pupils were represented on all Pupil Voice panels, including The House Council. The Learning Council, The Rights Respecting School Steering Group and the Eco-Committee.

Attendance of this cohort was monitored closely, with some necessary interventions to ensure improvements were made overall. Attendance data of this cohort was shared with all tutors on a weekly basis to ensure robust monitoring and support. At the end of the Year PP attendance was 94.9%, this was significantly higher than the national average.

Parental engagement has been strong, with 100% of PP parents engaged in Year 7 parents' evening, and the school has taken a pro-active approach, ensuring that parents who did not attend parents' evening in Y8 were contacted directly and involved in the education of their children.

Our Young carers continued to meet with the Assistant Headteacher.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

We continue to draw on multiple sources of data including assessments, engagement in class, book scrutiny, 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 will adjust our plan over time to secure even better outcomes for pupils.

December 2023