

Taverham High School – Pupil Premium Strategy Statement 2020 - 2021



School overview

Metric	Data
School name	Taverham High School
Pupils in school	1202 (Including 6 th Form)
Pupils in Years 7 – 11	1060
Proportion of disadvantaged pupils	15% (164 in years 7 – 11)
Pupil premium allocation this academic year	£150,965
Academic year or years covered by statement	2020 - 2021
Publish date	Sept 2020
Review date	Feb 2021 – Covid Review Update*
Statement authorised by	Lauren Griffiths
Pupil premium lead	J. Day
Governor lead	Lauren Griffiths

Disadvantaged pupil performance overview for last academic year

	2019 (unvalidated)	2018 (validated)
Progress 8	-0.45	-0.89
Ebacc entry	13%	4%
Attainment 8	44.95	33.6
% Grade 5+ in English and maths	36%	16%

Barriers to learning

A	Progress in literacy of disadvantaged students is lower than non-disadvantaged students which prevents good progress across KS3 and KS4
B	Progress in numeracy of disadvantaged students is lower than non-disadvantaged students which prevents good progress across KS3 and KS4
C	Disadvantaged students (particularly FSM) are making less progress than 'other' students at KS4 across most subjects
D	SEMH and well-being concerns among disadvantaged pupils
E	Attendance rates for disadvantaged students (particularly FSM) are below national average and causes them to miss learning which impacts on progress
F	Disadvantaged students have limited cultural capital experiences compared to their non-disadvantaged peers

Teaching priorities for current academic year

Desired Outcome	Action	Rationale and Implementation	Key Staff	Cost	Impact Measure
To close gaps in attainment following Covid -19	Additional staffing in core subjects	<p>The Education Endowment Foundation (EEF) suggests that small group intervention can lead to up to 4 months progress for a moderate cost.</p> <p>Contribution to staff costs to overstaff in key areas to create intervention periods for students. E.g. P6 or form time.</p> <p>Regular fortnightly meetings as an intervention team to discuss progress.</p> <p>Effective line management via head of faculty.</p>	GYS/ RGR/ JDY	£20,000	<p>Each intervention needs its own starting point (tracking data/pre-test) to from which to measure impact from.</p> <p>The progress team will analyse these each tracking point.</p>
Improve standards of literacy across the school	Whole-school literacy lead	<p>The EEF suggests that reading comprehension activities, phonics and oral language interventions can lead to 4 – 6 months progress.</p> <p>Funding to retain whole-school literacy lead to develop literacy across the school. A lot of this was unfinished in the previous academic year due to Covid-19. Bedrock Learning has also been introduced in KS3.</p> <p>Staff CPD needed for all staff on word morphology early in the new academic term.</p>	AMA	£5,000	<p>Faculty key words identified and being broken down by staff. Evidenced through learning walks and observations.</p> <p>Bedrock has 3 distinct success criteria. (See Literacy Plan for details).</p>
To improve personalised learning and classroom engagement	Staff T&L folders	Funding to supply and create a teacher folder for all staff which has key contextual information, annotated seating plans and personalised learning plans.	JDA	£1000	<p>Staff routinely engaging and questioning pupils. Evidenced from data collected from learning walks and subject reviews.</p>

Targeted academic support for current academic year

Desired Outcome	Action	Implementation and Rationale	Key Staff	Cost	Impact Measure
To improve aspirations and careers advice for disadvantaged students	Careers advisor in school	<p>Aspiration and post-16 next steps have been highlighted as one of the barriers to disadvantaged students. The EEF suggest this has very little impact but raising aspirations is often believed to be an effective way to motivate students to work harder to achieve the steps necessary for later success.</p> <p>Careers advisor to work with disadvantaged students one-to-one</p> <p>Activities and CIAG support for students.</p> <p>All pupil premium students and those identified as 'at risk' from the RONIs to have one-to-one career interviews first.</p>	AWA	£8,500	<p>Post-16 destination data and enrolment in Level 2/3 qualifications.</p> <p>Lower than average NEETs as a result of effective careers advice.</p>
To improve attainment and progress with disadvantaged groups	Appointment of whole-school Progress Lead	Contribution to retain the progress leader role to implement and monitor intervention strategies at KS4. This includes recruiting Taverham Alumni to deliver small groups sessions with a focus on high-prior attaining students, co-ordinating the heads of the core faculties to deliver form and after-school intervention and assigning KS4 tutors personal mentors. The EEF suggest that these approaches could lead to a 3 – 5 months progress (Mastery learning = 5+ months, Peer tutoring 5+ months, Individualised instruction 3+ months)	GYA/ RGR	£7,000	<p>Each round of interventions should have their own baseline measure from which to measure impact from. For example; pre/post test.</p> <p>Y11 tracking points can also be used and compared to a control group.</p>
To improve attitude to learning, behaviour, SEMH and safeguarding	SEMH (ACE) staffing and support	Staff (recruitment and retainment) to work in ACE to provide a support network for students who require additional behaviour/emotional support. They also offer support with high-needs pupil premium and SEND	GKL / SPH SBL	£36,000	Successful impact would mean less FTE exclusions for individuals and key groups of students. A reduction in

among disadvantaged students		<p>students with regards to alternate provision at KS4 for those who struggle with the mainstream pathway.</p> <p>The EEF state that interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning. This can help progress by up to 4 months. It also suggests that behaviour intervention can lead to up to 3 months progress for a moderate cost and states that, <i>'Behaviour interventions can produce moderate improvements in academic performance'</i> (Education Endowment Foundation 2020).</p>			<p>school detentions and behaviour points would also indicate success.</p> <p>Alternate provision for high-needs students maintained for those that struggle with a generic P8 pathway meaning these students can stay in mainstream education whilst meeting their individual needs.</p>
To improve attitude to learning and aspirations for disadvantaged students.	KS3 and KS4 Premier League groups.	Funding for a KS3 (PL Inspire) and KS4 (PL Prepare) to work primarily with disadvantaged boys in Y9 and Y11. Y9 will be aimed at motivation towards studies and choosing the right options and the KS4 programme will focus on GCSE preparation for their exams.	CGL/RGR	£3000	<p>Improvement in ATL reports of individuals on the course.</p> <p>Reduction in behavioural issues with cohort.</p>

Wider strategies for current academic year

Desired Outcome	Action	Implementation and Rationale	Key Staff	Cost	Impact Measure
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Improve whole-school pupil premium strategy	External Pupil Premium review	Funding to commission an external review of pupil premium to across the school in order to evaluate more effectively.	JDY	£500	Summative report with regards to areas to develop for staff and governors and then actioning any feedback.
Improve participation of disadvantaged students in extra-curricular/PD activities	Funding for additional transport or clubs	<p>The impact of extra-curricular participation on academic learning can lead to about two additional months' progress. However, there is recent evidence from the UK that sports participation can have a larger effect and that 'participation' acted as an incentive to undertake additional instruction. Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment in other additional learning activities, such as study skills, ICT, literacy, or mathematics lessons. (EEF, 2020)</p> <p>There is also evidence to suggest that participating in sports and physical activity is likely to have wider health and social benefits and the benefits of leading a healthy, active lifestyle are well-documented.</p> <p>This funding is also to be used for disadvantaged students who must travel from out of catchment for mitigating circumstances. For example, to pay for public transport or taxis, who would otherwise not be able to attend extra-curricular activities.</p>	MGL	£2,000	Registers need to be kept of all clubs so that analysis can be done on number of disadvantaged students accessing the extra-curricula clubs. Increasing these numbers will show impact and investigating the number of students taking up additional roles within extra-curricular. For example, sports leaders, ELFs, prefects or subject ambassadors.
To improve attendance of disadvantaged students	Attendance Lead	Retain attendance lead to strategically work on attendance concerns. Evidence to the impact of attendance of achievement is well documented:	SDE	£11,000	School attendance target needs to be set at or above the government target.

		<ul style="list-style-type: none"> • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C <p>Attendance lead and SLT I to carefully monitor attendance figures attendance officer to take swift action.</p>			Impact measure will be improvement in whole-school attendance figures and a reduction in the number of students considered PA.
Improve capacity of middle leaders	Contribution to PiXL membership and middle leaders' conferences	Membership to PiXL to allow CPD for heads of subjects and other key staff. This will also allow for networking opportunities which is important for the school, so it does not become isolated in its approach. This would also allow teacher to access a wide range of resources and curriculum support.	JDA/ RGR	£5,000	Evidence or CPD seen in learning walks and through department development time. Resources (for example n English, maths and science) being used for effective intervention. For example, the 'Revisit' strategy, 'Think Hard' resources and 'DTT' packages.
To increase whole-school leadership and management capacity of pupil premium	Contribution to AHT Appointment IC Pupil Premium	<p>Increase leadership team capacity to develop and oversee management of pupil premium and subsequent strategies.</p> <p>Develop strategies using the tiered system and increase awareness of pupil premium among teachers and middle leaders.</p>	JDY/ RRK	£25,000	Evidence of agreed strategies being used in learning walks and observations.

		<p>Effective line management of AHT by deputy and regular meeting with governing body to check on progress.</p> <p>To work (primarily) with KS4 pupil premium students in preparation for their exams and offering academic and pastoral support.</p>			<p>Feedback from pupil premium students in panels.</p> <p>Improvement in tracking grades over the academic year.</p>
To develop cultural capital of disadvantaged students	Contribution to school trips for disadvantaged students	<p>One of the aims is to develop cultural capital experiences for disadvantaged students. There are still a significant number of disadvantaged students that have a limited experience of life outside of the local area.</p> <p>This funding may be used for cultural capital experiences such as educational trips, to bring guest speakers in to school or run workshops within school.</p>	JDY/MGL	£10,000	<p>A central log needs to be kept of students accessing this funding and the number of trips accessed per student annually. This can be used to highlight any gaps or areas of concern.</p> <p>Analysis of this to include nature of trip, for example educational visits, enrichment or cultural capital experiences.</p>
To make sure all students are equipped for school	Equipment / Uniform / resource budget	<p>This is funding to make sure all disadvantaged students are equipped for lesson with regards to everyday items. For example, uniform, stationary and additional resources such as those needed in food technology.</p> <p>Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending</p>	JDY/MGL	£10,000	<p>Amount recorded by finance team so it can be mapped across faculties and students. Successful implementation should mean a reduction in students getting negative points for uniform or lack of equipment and making sure they are fully</p>

		school and improving their behaviour when they are here.			equipped for their learning.
Support for KS4 students with their GCSE revision	KS4 Revision guides	<p>Making sure all student premium students have revision guides and resources for lessons. For example, provide GCSE students with all the study guides they need.</p> <p>Faculties that buy these in should (where possible) use loaned system so that resources can be collected in and re-used in future.</p> <p>Records kept within faculties and finance department.</p>	JDY/MGL	£6,000	<p>Difficulty to measure impact but making sure GCSE students are well equipped for exams regardless of socio-economic status is very important.</p> <p>Faculties to use these as part of the planned intervention so evidence can be seen of them being used.</p>
		Total		£150, 000	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>During the pandemic, one of the challenges the school is facing is keeping subject specialists in front of classes and limiting the amount of supply necessary.</p> <p>Staffing levels are inconsistent so there is added strain on teaching staff so there must be a consideration for staff workload and well-being whilst balancing out the needs and priorities of the school.</p>	<p>Use of staff development days as faculty time to develop and improve school priorities.</p> <p>Additional cover being provided where necessary to limit staff need to take on additional cover and adding to their workload.</p>
Targeted support	<p>Ensuring enough time for intervention leaders to plan and deliver support to small groups.</p> <p>Timing of the day needs to be considered to limit withdrawal and therefore impact on other subjects but whilst still creating enough time for effect intervention to take place. For example, include form time and period 6.</p> <p>It is possible that some intervention can take place during the day if option drops have been allowed for key individuals.</p>	<p>Heads of core responsible for leading intervention have been taken off a form to allow planning time and subsequently time to deliver sessions within the school day.</p> <p>Form time and after-school sessions have been prioritised to minimise impact on other subjects.</p> <p>All potential option drops are discussed among key stakeholders prior to any decision.</p>
Wider strategies	<p>Engaging the families facing most challenges.</p> <p>Covid-19 could hinder any external review.</p> <p>Student motivation towards school is extremely low following the school closure (highlighted as the biggest factor students have faced in the recent post-lockdown surveys). This will impact on ATL and attendance.</p>	<p>Working closely with the LA and families to help support key students.</p> <p>The school will aim to complete an external review in the new year when it is safer to do so.</p> <p>All staff to keep supporting and challenging students with regards to attendance and ATL. Those highlighted as the biggest concerns in Y11 have been assigned a staff mentor.</p>

Review of Academic Year 2019 - 2020

See Taverham High School Pupil Premium Review 2019 – 2020 (Appendix 1)

Interim Review – February 2021 *

Pupil Premium review following the school closure in January 2021 due to Covid-19. The leadership team met to review the plan and prioritise key areas.

Following the review, the three aspects that were chosen to prioritise following the school closure were:

- Review and relaunch pupil premium engagement strategy for classroom teachers
- Y9 and Y10 intervention plan
- Swift identification of priority students and strategies shared with staff

Desired Outcome	Action	Rationale	Implementation	Impact Measure
To re-engage and enthuse all students with a particular focus on disadvantaged students	Review and relaunch pupil premium engagement strategy	This was chosen as student's motivation towards learning as declined since the school closures. This has been highlighted in staff and student surveys. It is also well documented that the gap between disadvantaged students has widened as a result of the school closure. When students return it will be vital to re-establish a love for learning in the classroom.	<ul style="list-style-type: none"> • Discuss and the current classroom strategy with key staff ahead of students returning. • Relaunch (remotely) strategy to all staff and issue a Microsoft Form to confirm they have watched it. • Contact heads of faculty and ask to ideas and tips of what works well to share best practice. • Once per week share a strategy around engaging pupil premium via the school bulletin. • Use this model to focus on different subgroups within the pupil premium cohort. 	<ul style="list-style-type: none"> • Improvement in tracking data over time • Improvement in ATL to indicate better engagement in learning • Evidence from pupil premium learning walks

<p>To help students catch-up in Y9/10.</p>	<p>Y9 and Y10 intervention plan</p>	<p>Y10 students will have large gaps in the GCSE knowledge following the two school closures.</p> <p>There is a need to address this and prepare students for the exams ahead of 2022.</p> <p>Consideration also needs to be applied to Y9 who will have large gaps moving into their GCSEs.</p>	<ul style="list-style-type: none"> • Discussion with Deputy Head regarding catch-up plan for Y9 and choices regarding Y9 options. • Roadmap for Y10 from now to exams • Plan intervention slots. E.g. form time/ lunch/after-school • Intervention to be added to student timetables • Create a 'What's on Poster' and get buy-in from students e.g. refreshments in the morning/after-school sessions and student reward card. 	<ul style="list-style-type: none"> • Improvement in tracking data (logs of who is having intervention need to be kept so data can be compared against a control group) • Formal intervention should have a diagnostic approach. E.g. Pre and post tests to ascertain impact.
<p>To create personalised strategy plans for priority disadvantaged and SEND students</p>	<p>Post-tracking 'Spotlight On' students</p>	<p>With the gap between vulnerable students (such as PP and SEND widening) as a result of the school closures there is a need to diagnose who are making the last progress and address their needs,</p>	<ul style="list-style-type: none"> • 'Spotlight On' template drawn up. • Swift analysis of data after each tracking point (RGR) • Discussion regarding key students (GYS, JDY, RGR, RDX, HOYs) • Personalised plans made for key PP and SEND students • Plans made available to all staff via Teams and T&L bulletin • HOF/HOS present 'Spotlight On' during dedicated tracking meeting in subjects/Faculties • Plans review after 6 weeks and feedback given 	<ul style="list-style-type: none"> • Improvement in tracking data over time of the 'Spotlight On' students • Feedback collated from staff as to what strategies are working and which are not • Soft data from student surveys