

Taverham High School: Pupil Premium Strategy Statement

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

School overview

Detail	Data
School name	Taverham High School
Number of pupils in school	1037 (Main school)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	Nov 2021
Date on which it will be reviewed	June 2021
Statement authorised by	R. Harris
Pupil premium lead	J. Day
Governor / Trustee lead	M. Papageorgiou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,775
Recovery premium funding allocation this academic year	£22,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£174,960

Part A: Pupil premium strategy plan

Statement of intent

The focus for our pupil premium strategy is to support disadvantaged students to achieve regardless of their background or socio-economic status. This includes making academic progress, supporting their wider education (such as developing their cultural capital) and promoting their personal development to give all pupils the best possible chance of success when they leave school.

The focus this academic year is to provide high-quality teaching and learning first and foremost which research suggest has the greatest impact on outcomes. This will not only impact on the outcomes of disadvantaged students but will also benefit non-disadvantaged students.

Our current strategy works towards achieving these objectives by using funding for recruitment in key areas, most notably English and Maths. However, to sit alongside this there are other strategies to support disadvantaged students' development. Examples of this are the National Tutoring Programme, using the recovery premium to support those learners that were worst affected during the school closures and by running extra-curricular '*Inspire*' groups run by external agencies.

The key principle in our strategy is to create a culture of collective responsibility so there is a united approach regardless of a person's role to support our most disadvantaged and vulnerable students.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students historically make less progress than non-disadvantaged students at GCSE. Last validated data (2019) indicated significant gaps in both English (-1.07 for disadvantaged students compared to 0.04 for non-disadvantaged students) and maths (-0.33 for disadvantaged students compared to 0.14 for non-disadvantaged students).
2	In academic year 2020/2021, attendance for disadvantaged students was 5% lower than non-disadvantaged students and PA was 13.8% higher than non-disadvantaged students.
3	In 2020/21 academic year disadvantaged students received a disproportionately higher number of negative sanctions and a disproportionately lower number of positive behaviour points.

4	<p>Disadvantaged students have disproportionately higher frequency and severity of emotional and well-being issues which have increased as a result of lockdowns.</p> <p>Last academic year, 51% of all disadvantaged students in years 7-11 accessed some form of support from student support.</p>
5	<p>From assessments on and observations with KS3 pupils, disadvantaged students have lower levels of reading comprehension compared to non-disadvantaged students and are less likely to read for pleasure.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on English and maths.	P8 score for disadvantaged students to be inline with whole cohort.
To improve student attendance throughout the school with a particular focus our disadvantaged students.	Attendance for disadvantaged students to be 96% (inline with whole cohort)
Pupil premium students to be rewarded as much as their non-disadvantaged peers.	Disadvantaged cohort receiving a proportionately equal number of positives to non-disadvantaged students.
Pupil premium students not having to experience a disproportionately high number of negative sanctions.	Disadvantaged cohort receiving a proportionately equal number of negatives to non-PP students.
To improve and sustain mental and well-being for all students including those that are disadvantaged.	Decrease in percentage from those persistently absent due to mental health issues compared to non-disadvantaged students.

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: £35, 698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in maths and English	Overstaffing in core subjects allows for smaller class sizes. Reducing class size has a small positive impact of +2 months, on average according to the Education Endowment Foundation's Tool Kit. The additional staffing also allows for a teacher in English and maths to be free in form time for intervention with small groups. According to the EE, small group work could lead to an additional 4 months progress over the academic year.	1
School pupil premium (VIPP) policy	<p>This is a relatively low-cost solution to provide equity to disadvantaged students in the classroom.</p> <p>According to Optimus Education, many children start to fall behind from as early as 22 months in age and may never catch up with their more advantaged peers. When they arrive at secondary school, there is already a gap, so equity is needed in giving each student what they need rather than all students receiving the same.</p> <p>Equity is crucial in classrooms to ensure that all students get to the same positive outcomes regardless of where they started or what unique challenges they might experience. (<i>National Society of High School Scholars</i>).</p> <p>Funding is for leadership and management time to prepare resources and quality assure impact within the classroom.</p>	1, 3

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

Budgeted cost: £73,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium book club/literacy programme	<p>According to the EEF, literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>According to the Literacy Trust, lacking vital literacy skills holds a person back at every stage of their life.</p> <p>A third of businesses are not satisfied with young people's literacy skills when they enter the workforce. (<i>What is literacy? National Literacy Trust</i>)</p>	5
PL Prepare/Inspire groups	<p>This is a behaviour and motivation intervention for primarily disadvantaged students. The EEF states, the average impact of behaviour interventions is 4 additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	1, 2, 3
Brilliant Club	<p>Funding for this programme to run in either English or maths to help with progress but also to encourage disadvantaged students to consider university.</p> <p>According to research, in state schools, 45% of non-disadvantaged go to higher education by the age of 19. However, those eligible for free school meals, have a lower entry rate of 26%.</p>	1, 2
Progress lead with explicit focus on disadvantaged students	<p>This is funding to appoint a Progress Lead for KS3 and KS4 to provide reports on key students, organise mentoring and small group interventions. Mentoring is said to have a 2+ months additional effect on progress but needs careful planning as the positive effects on attainment tend not to be sustained once the mentoring stops (EEF). Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p>The small group interventions are for the core subjects using the overstaffing but needs carefully co-ordinating. The average impact of the small group tuition is four additional 4 progress, on average according to the EEF.</p>	1
<i>MyTutor</i> Programme	<p>This is funding to support the catch-up premium with tutoring via an external agency. On average, one-to-one tuition is very effective at improving pupil outcomes (+5 months) if planned and executed well</p>	1

	for optimum impact. Evidence also suggests tuition has more success in literacy over mathematics.	
CIAG support in school	<p>Disproportionately fewer numbers of disadvantaged students attend university when compared to non-disadvantaged students. (26% vs 45% in state schools).</p> <p>Disadvantaged students are prioritised with one-to-one support. This in school-support also includes:</p> <ul style="list-style-type: none"> • Guidance on next steps and future pathways • Activities to support pupils to develop self-esteem or motivation for learning • Opportunities for pupils to encounter new experiences and settings. • Additional academic or pastoral support 	1, 2
Pupil Premium Champion/Co-ordinator	<p>Funding to recruit a pupil premium champion/co-ordinator. This includes previous mentioned strategies above and helping with:</p> <ul style="list-style-type: none"> • Attendance support for disadvantaged students • Parent liaison • Co-ordinating resources for disadvantaged students • Mentoring • Running extra support clubs (e.g. breakfast club) 	1 - 5

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

Budgeted cost: £65,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead	<p>The Key (School Leaders) state here's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely 	3

	<p>to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <ul style="list-style-type: none"> • 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 	
ACE / SEMH Support	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils. Lower social and emotional skills are linked with poorer mental health and lower academic attainment. Social and emotional learning approaches can have a positive impact of 4+ months additional progress in academic outcomes over the course of an academic year. In addition, being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to higher academic scores. (Teacher Toolkit, EEF).	4
Resource budget including transport, contribution to school clubs and trips	<p>There is little evidence to suggest that the supply of resources will impact directly on the attainment of disadvantaged students, but it is important to factor in students' socio-economic status when it comes to things such as uniform and access to areas outside of the curriculum. For example, providing uniform and resources so they are ready to learn and transport so disadvantaged students can attend school when other means are not available to them. One of the other aims of the school is to develop students' 'Cultural Capital' so it is important that students are not further disadvantaged when it comes to attending extra-curricular clubs or trips.</p> <p>Other elements of cultural capital can be encouraged through funding the Duke of Edinburgh awards or part-funding residential or overseas trips.</p> <p>'A New Direction' (anewdirection.org.uk) state that</p> <p>The importance of cultural opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.</p>	1 – 5
External pupil premium review	Ofsted recommend external reviews at certain times. www.gov.uk state that all schools should consider whether they could benefit from the fresh perspective of an experienced school leader to help them try new approaches or improve current provision to help raise the attainment of their disadvantaged pupils.	1 - 5
Potential carryover	Potential carryover of funds for future strategies.	1 - 5

Total budgeted cost: £174,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Additional staffing in core subjects

This helped create an additional teaching set in English and maths which allowed for smaller group sizes. The following data is using the end of Y10 as a benchmark and their actual result in Y11.

English:

- End of Y10 tracking: 45% of PP students on or above target
- Actual result: On or above target = 61% of PP students on or above target

Maths

- End of Y10 tracking: 42% of PP students on or above target
- Actual result: On or above target = 71% of PP students on or above target

ACE / Safeguarding

This includes support for safeguarding, behaviour, post-lockdown support, attendance, one-to-one mentoring or mental health/well-being. Percentage of disadvantaged students accessing ACE support.

- 38% of Year 7 disadvantaged students accessed this support
- 64% of Year 8 disadvantaged students accessed this support
- 49% of Year 9 disadvantaged students accessed this support
- 48% of Year 10 disadvantaged students accessed this support
- 50% of Year 11 disadvantaged students accessed this support
- 51% of all disadvantaged students in years 7-11 accessed some form of support

PL Inspire

- 91% of pupils said they found the programme useful (9% said they felt neutral about this)
- 82% of pupils said they would recommend the programme.
- 45% said they agree or strongly agree that the programme has made them feel more positive about school (55% said they felt neutral about this)
- 54% said that it had improved their self-confidence (45% said they felt neutral about this)

- 91% said that it had improved their ability to get on with others (9% said they felt neutral about this)
- 64% said that it had helped improve their behaviour in class (27% said they felt neutral about this and 9% disagreed)
- 73% said that it had improved their mental health and well-being (27% said they felt neutral about this)
- 91% said they would take part in a similar programme again (9% said they felt neutral about this)

Attendance Lead

- Contribution towards attendance lead with a particular focus on disadvantaged students
- Last academic was unique with regards to its challenges regarding Covid
- Attendance and PA figures for last academic year, compared to previous year can be seen below

	Attendance 2019 - 2020			Attendance 2020 - 2021			Increase/ Decrease
	PP	Non - PP	Gap	PP	Non - PP	Gap	
Year 7	94%	96%	2%	93.0%	95.4%	2.4%	-0.4%
Year 8	93%	96%	3%	92.0%	95.6%	3.6%	-0.6%
Year 9	92%	95%	3%	91.7%	94.7%	3.1%	-0.1%
Year 10	90%	94%	4%	85.9%	95.9%	10.1%	-6.1%
Year 11	89%	93%	4%	86.0%	93.1%	7.1%	-3.1%
Overall	92%	95%	3%	90%	95%	5%	-2%

	PA Figures 2019 - 2020			PA Figures 2020 - 2021			Increase/ Decrease
	PP	Non - PP	Gap	PP	Non - PP	Gap	
Year 7	16%	7%	9%	22.9%	10.2%	12.7%	-3.7%
Year 8	14%	8%	6%	15.6%	11.8%	3.8%	2.2%
Year 9	34%	8%	26%	18.2%	11.5%	6.6%	19.4%
Year 10	37%	17%	20%	32.0%	7.1%	25.0%	-5.0%
Year 11	33%	13%	20%	41.9%	21%	20.8%	-0.8%
Overall	27%	11%	16%	26.1%	12.3%	13.8%	2.2%

- * Year 11 figures are impacted as they went on leave in May, but attendance was still counted

External PP Review

- This was not commissioned due to Covid and the restrictions with external visitors. Rescheduled for next academic year.

Funding for additional transport, clubs, or trips / Equipment resource budget

- The funding required for trips was limited but redeployed to support in other areas. For example, taxis for vulnerable disadvantaged students or students who key workers.

Literacy Lead

- Funding for recruitment and retention for a school literacy lead with a particular focus on disadvantaged students. This was to lead a whole-school literacy strategy focussed partly on morphology. The evidence of impact is minimal due to the impact of Covid-19 which meant the school was not operating at full-capacity. The literacy lead also left in December 2020 which left the role vacant.
- The second strand to the literacy strategy was to implement and lead Bedrock learning. This was successfully implemented into the form time programme and student feedback has been good with promising results for disadvantaged students. Based on improvement from pre-test to post test; 16% of PP students improved and 17% non - PP improved last academic year. Although there is a small gap, last year many factors could have influenced this e.g., regular access to a laptop or internet issues during school closures.
- The first month for Bedrock for this academic year also shows an improvement with disadvantaged students with 28% of PP students improving compared to 19% for non-disadvantaged students.

Careers

- The careers programme did not run as normal, but disadvantaged students and those showing as 'red' on the RONIs were targeted first and foremost for one-to-one careers support. Students were offered a Virtual Work experience and several '*Speakers for School*' events. Despite not operating at full capacity the school reported less NEET figures when compared to the previous academic year.

Year	NEET percentage
2019	1.90%
2020	1.64%

Leadership and management of pupil premium

- Leadership and management time for pupil premium included overseeing all strategies.
- This will be developed in future by being more specific in terms of time allocation of quality assurance relating to pupil premium strategies.

Much of the work that was done last year was to support disadvantaged students (especially those that were in Y11) during disruptions due to covid. For example, supporting whilst the school was closed or helping students to catch up once the school reopened. This included:

- 65 laptops were assigned to disadvantaged students and vulnerable students.
 - Intervention groups were set up in form time for English, maths, and science.
- In English, 60% improved from the pre and post test (some improving by a considerable margin, going from 0 to almost full marks).
- In maths, 54% improved from pre and post test.
- In science, 100% of students improved from pre and post test.
- This strategy needs further development, so all pupils taking part improve from the interventions.

- Alumni tutoring was set up after school for key disadvantaged pupils.
- PL Prepare/Inspire groups were set up in Y9 and Y11 to support and motivate students.
- HPA Aspire programme ran but in virtual form which involved several disadvantaged students

Progress Lead

This role incorporated overseeing the strategies related to intervention programmes such as form time intervention and the *MyTutor* Programme as well as overseeing the PL Prepare groups. Feedback from MyTutor Programme:

- 80% felt the sessions supported them in improving their confidence in English/Maths.
- 80% said they would recommend the programme to future year 10 students with over a quarter saying they would 'strongly' recommend the programme.
- Some example responses of what students found useful,
- "I liked that someone talked me through every task"
- "Doing the exam style questions and them helping with questions I wasn't confident on"
- "A teacher being able to focus on your answer and give your in-depth help"
- "We looked at things we had covered in class but in more detail which then helped my skills in class"

PiXL Membership

- This was to provide CPD and networking opportunities to develop teaching & learning and Leadership & Management with a particular focus on disadvantaged students.
- Strategies that have been deployed as a result of this are:
 - Build-Up cohort (20 PP students) which were given a licence to GCSE Pod
 - Intervention packs for use in form time
 - KS3 and KS4 learning mats

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MyTutor	MyTutor/NTP
Bedrock Learning	Bedrock
Premier League Inspire/Prepare	Norwich City FC
PiXL	PiXL