

Taverham High School: Pupil Premium Strategy Statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	1079 (Main school)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025
Date this statement was published	Oct 2022
Date on which it will be reviewed	June 2023
Statement authorised by	R. Harris
Pupil premium lead	J. Day
Trustee lead	M. Papageorgiou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,705
Recovery premium funding allocation this academic year	£42,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£47,337
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	£240,546

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 primary focus 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 a strong student support network and enrichment opportunities such as the Scholars Programme.

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 academic year there were gaps in progress in both English (-0.74 for disadvantaged students compared to -0.12 for non-disadvantaged students) and maths (-0.19 for disadvantaged students compared to 0.36 for non-disadvantaged students).
2	Last academic year, attendance for disadvantaged students was 88.2% compared to 91.2% for non-disadvantaged students.
3	In the last academic year disadvantaged students received a disproportionately higher number of negative sanctions when compared to non-disadvantaged students.
4	Disadvantaged students have disproportionately higher frequency and severity of emotional and well-being issues when compared to non-disadvantaged students as well as a disproportionate number of safeguarding related issues.

	Mental health was the most cited reason for student absence for last academic year.
5	Disadvantaged families historically have poorer attendance to school events such as parents' evenings and have less access to cultural capital experiences.

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 on disadvantaged students.	Attendance for disadvantaged students to be inline with 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 and sanctions to non-disadvantaged 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. Less reports of SEMH issues from disadvantaged cohort.
Improve attendance of disadvantaged families at parents' evenings and other in school events. Disadvantaged families have opportunity for cultural capital experiences.	Attendance at parents' evenings for disadvantaged families is in-line with the rest of the cohort. Disadvantaged students having equal opportunity to cultural capital experiences such as school trips.

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in maths and English	<p>Funding to recruit a progress tutor (additional staffing) in English and maths to work with disadvantaged students in KS3 to close the gap.</p> <p>Overstaffing in core subjects also allows for smaller class sizes and regular intervention in KS3 to close the gap in English and maths.</p> <p>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 allows for a teacher in English and maths to be free in form time for intervention with small groups. According to the EEF, small group work could lead to an additional 4 months progress over the academic year.</p>	1
School pupil premium (VIPP) policy	<p>This strategy comes at a low-cost to support and challenge disadvantaged students in the classroom. 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.</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.</p> <p><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

Budgeted cost: £66,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium book club/literacy programme	<p>This is continuation of the funding to repeat and develop the PP book club from last academic year. The plans are to offer to more students, encourage them to read a more challenging book and build in a cultural capital rewards trip linked to the text.</p> <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
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 for a Progress Lead for KS3 and KS4 to provide reports on key students, organise mentoring and small group interventions.</p> <p>Mentoring is said to have a 2+ months additional effect on progress but needs careful planning (EEF). Programmes which have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes. Therefore, the small group interventions in English and maths need to be carefully co-ordinated. The average impact of small group tuition is 4+ months progress on average, according to the EEF.</p>	1
CIAG support in school	<p>This is funding for an in-school careers lead to support all students but with a particular focus on supporting students indicated in the RONI (Risk of NEET Indicator) data, which is used to identify learners perceived as having an increased possibility of becoming NEET (Not in Education, Employment and Training), at school leaving age. This is disproportionately the pupil premium and SEND students.</p> <p>Other research suggests disproportionately fewer numbers of disadvantaged students attend university when compared to non-disadvantaged students. (26% vs 45% in state schools).</p>	1, 2

	<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 	
Pupil Premium Co-ordinator	<p>Funding for a Pupil Premium 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 • Support with clubs (e.g. breakfast club) • Overseeing a pupil premium provision map 	2, 3, 5

Wider strategies

Budgeted cost: £60,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead	<p>Attendance of disadvantaged students remains a priority for the academy. This is funding for a fulltime, non-teaching attendance officer.</p> <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 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 	3

	English and mathematics than pupils that missed 15-20% of KS4 lessons.	
Student Support Team / SEMH Support	<p>Last academic year many disadvantaged students (32%) required some form of support from the student support team.</p> <p>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).</p>	4
Resource budget	<p>There is little evidence to suggest that the supply of resources will impact directly on the attainment of disadvantaged students. However, it is important to factor in students' socio-economic status when it comes to school equipment, revision materials and other resources so all students can fully access the curriculum.</p> <p>This funding is also for additional transport costs so disadvantaged students can attend extra-curricular clubs and academic interventions or to supply short term travel arrangements for disadvantaged students when no other means are not available to them.</p>	1 – 5
School uniform	<p>This is funding so that all students can have the correct uniform. The amount of allocated funding has been increased this academic year to support with the introduction of the new uniform. Following a policy change with footwear, the academy is supporting families with buying the correct footwear to help with the cost of living.</p>	1 – 4
School trips	<p>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>Cultural opportunities are important 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> <p><i>'A New Direction' (anewdirection.org.uk)</i></p>	2, 4
Music lessons	<p>Funding to allow disadvantaged students access to free music lessons which they would otherwise not be able to.</p>	2, 4
External pupil premium review	<p>Ofsted recommend external reviews at certain times. The DFE recommends that schools should consider whether they could benefit from the fresh perspective of an</p>	1 - 5

	<p>experienced school leader to help them try new approaches or improve current provision to help raise the attainment of their disadvantaged pupils. https://www.gov.uk/guidance/pupil-premium-reviews</p>	
Potential carryover / in-year contingency funds	Potential carryover of funds for future strategies or for contingency over the course of the year.	1 - 5

Total budgeted cost: £240,546

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.

Teaching

Budgeted cost: £35,698

Intended Outcome	Chosen approach	Review of impact
To improve outcomes in English and maths for disadvantaged students	Additional staffing in maths and English	<p>Maths</p> <p>Extra Sets</p> <p>This allowed for smaller class sizes in KS4 and meant a 5th set was able to be created in both bands in Y10 and Y11. This benefited less able students (many of which were PP and or SEND) as they were able to be taught in small classes and given more support. It also reduced the middle ability sets in each year by 9 students on average, resulting in more personalised teaching in those sets. Consequently, approx. 20 students were able to move from higher to foundation tier without the need for both tiers to be delivered in the same class, which has historically been very difficult to do effectively. Teachers reported there was a big improvement in student attitude, focus and the learning environment staff were able to create.</p> <p>Cover</p> <p>The overstaffing also helped to keep subject specialists who knew the school routines and were able to deliver high quality lessons in front of classes during a year that saw long periods of absence including Covid isolations.</p> <p>Intervention</p> <p>The overstaffing allowed intervention to take place across the school without impacting heavily on staff workload. Intervention that took place included:</p> <ul style="list-style-type: none"> • Small group intervention across KS3 to offer focused support or practice on specific topics. • Form time intervention: Year 11 focus was on borderline PP students and Y10 focus was on PP students who missed out on the 'MyTutor' intervention. • KS3 booster sessions for students who fell below expected in assessments • In class support for those with greatest need (mainly KS3) • EAL student support in class <p>Maths P8 score PP = -0.19 Non-PP = 0.36</p>

		<p>English</p> <p>Extra Sets</p> <p>Reduced class sizes had a big impact on behaviour, attitude and quantity of work covered. Not only did this provided small, focused delivery of the curriculum to the extra group (excellent practice, behaviour and progress evident through QA), it reduced class sizes of the other sets to 17 and 21 respectively.</p> <p>In the additional Y10 set there were 8 students, 6 of whom were PP and one with SEN-K. At the end of the academic year, all but one student was on track for their language FFT target and 4/6 PP students in the other sets (10C/10G) were on track for their FFT target. All classes had positive residuals in the summer tracking. It provided more flexibility to place new starters in the most appropriate set and gave more space to move students into the small group environment from time to time when needed.</p> <p>Cover</p> <p>As a result of overstaffing, the English dept. were able to provide subject-specialist cover for some Covid-related absences, and more importantly, to have established, qualified colleagues ready to take on full timetables in the event of staff leaving (as was the case for one member of staff moving to a full-time post). Although this meant there was less intervention than maths across the last 2 years, it meant the dept. has been in a strong position to recruit which has prevented having to use non-specialist supply teachers.</p> <p>Intervention</p> <p>3 x rotations of intervention took place. Firstly, across Year 9 (Autumn and Spring) and then Year 11 in the first part of the summer term. Year 9 sessions focused on language analysis and connotations, while the Y11 sessions were support sessions of the literature texts which focused on PP students who were unlikely to have the support to read it for themselves at home in the run up to the exam.</p> <p>English P8 score 21/22</p> <p>PP = - 0.74 Non-PP = - 0.12</p>
<p>To improve academic and pastoral outcomes for students.</p>	<p>School pupil premium (VIPP) policy</p>	<p>This is a relatively low-cost solution to provide equity to disadvantaged students in the classroom. Funding was for leadership and management time to prepare resources and quality assure impact within the classroom.</p> <p>Learning walks and pupil panels over the course of the year indicated that there was some success with this but also highlights areas that need further development.</p> <p>From the most recent pupil panel:</p> <ul style="list-style-type: none"> • 92% regularly got involved in class discussions • 82% said they felt well supported in lessons • 69% felt challenged • 60% sat in optimal place for learning

		The main areas to develop are centred around homework inconsistencies with regards to the frequency of homework set. Questioning methods and techniques also need to be refined for the next academic year.
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Targeted academic support

Budgeted cost: £73,384

Intended Outcome	Chosen approach	Review of impact
To improve reading age and develop a love of reading among disadvantaged students	Pupil premium book club	<p>The aim of this strategy was to increase cultural and reading capital for select pupil premium students who were highlighted as having a low reading age and articulated they did not enjoy reading. The intention was to increase their reading for pleasure, confidence, and reading skill.</p> <p>Approximately ten pupil premium students per year in KS3 took part. Once a week they took part in a book club where students had the option to read aloud if they wanted to (around 3 students per week read aloud). Students were read to by the librarian, members of SLT, heads of year, as well as some subject teachers. Students were gifted the book and a cultural capital trip took place related to the content of the book.</p> <p>Students Bedrock scores have been checked throughout the book club:</p> <ul style="list-style-type: none"> • Year 7: all students minus one made improvement on Bedrock • Year 8: all students minus one made improvement on Bedrock • Year 9: all students made improvement on Bedrock <p>Students' attitudes to reading were also recorded:</p> <ul style="list-style-type: none"> • Year 7: More positive responses towards reading on second questionnaire • Year 8: 3 changes from non-reader to reader on second questionnaire • Year 9: All students have asked to continue the book club into Y10 including one boy who did not want to take part at the start. <p>In addition to this, several author literacy related visits have been arranged with the most recent being from an illustrator Sonia Leong to which 18% of the attendees were pupil premium. As a result, a manga club has now been set up on request from the students.</p>

To improve aspirations for pupil premium students	Premier League Inspire Group from NCFC	Feedback from the group was overall positive. 13/15 said they found it valuable and would recommend it. However, it is difficult to get hard data as to whether this approach had an impact, and this strategy will be dropped in favour of a different approach next academic year.
To improve aspirations for pupil premium students	Scholars Programme via The Brilliant Club	Although this was part of the planned spend, it did not take place this academic year due to other (similar) strategies taking place instead. This will be carried over to next year.
To improve academic outcomes for disadvantaged students	Academy progress lead with explicit focus on disadvantaged students	<p>The progress lead was responsible for organising various interventions including:</p> <ul style="list-style-type: none"> • ‘Accelerate Programme’ targeting small groups of year 9 and 10 students. • Heads of faculty reports identifying priority students. • Coordinated Alumni tutoring. Used in particular with science (6 students) and media (3 students) with PP priority students. • Helping to co-ordinate PiXL strategies for staff. • Y11 workshop on metacognitive strategies aimed at supporting students with revision. • Support for SEND students and their parents/carers with regards to revision.
To improve outcomes in English and maths for disadvantaged students	MyTutor Programme	The school has received £18,630 for school-led tutoring. From March to May 2022, the school engaged a personal tuition programme provided by a third party called ‘MyTutor’ working with approximately 35 Y11 students mainly on 1-1 online tutoring for English, Maths and Science. In total, these students completed 164 hours of 1-1 tutoring.
To raise the aspirations of disadvantaged students	CIAG support in school	<p>This year the academy has not been able to run as many careers events/trips as in previous years due to further and higher education providers not allowing visitors on to their campus (due to Covid). A local provider visit did take place in July, 40% of students attending were PP, and all Year 10 students were able to visit the Norfolk Skills Fair.</p> <p>The school has a fully trained Level 6 careers adviser and all Y11 PP students (and some Y10) have had a one-to-one guidance interview with follow up conversations/support where necessary.</p> <p>For next academic year, the school will endeavour to give the PP student as many careers experiences as possible to raise aspirations. E.g. a university trip for high achieving PP students.</p>
To improve academic and pastoral outcomes for students.	Pupil Premium Co-ordinator	The pupil premium co-ordinator was employed in June 2022. Due to the late appointment, the in-year impact was limited. however one-to-one meetings were held with priority students and their parents as highlighted by heads of year.

Wider strategies

Budgeted cost: £65,378

Intended Outcome	Chosen approach	Review of impact
To improve attendance of disadvantaged cohort.	Appoint attendance officer	<p>Attendance of disadvantaged students remained a focus of the academy. A new attendance officer was appointed in May 2022, but impact on overall attendance was minimal due to the timing of the appointment. However, there was a big impact on punctuality with a huge drop in the number of students signing in late. (From approximately 140 students down to 20 in the first half-term of employment).</p> <p>Attendance figures for 2021-2022 (Including PP students who are persistent absentee)</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students was 88.2% • Attendance of non- disadvantaged students was 91.2 • PA for disadvantaged students is 42.1% • PA for non-disadvantaged was 22.8%
To improve and sustain mental and well-being for all students including those that are disadvantaged.	ACE / SEMH Support	<p>A large number of disadvantaged students were supported through ACE and the support team for various SEMH related issues. 32% of pupil premium students accessed some form of support from the ACE team during the academic year.</p> <p>The support team also ran a fortnightly project with Whitwell & Reepham Station for six high needs students (72% of which were PP). Although Covid restrictions meant the sessions were more sporadic than in previous years, all the students reported a positive experience, students articulated they learned new skills and engaged in activities when they were able to attend.</p> <p>In addition, at the end the last academic year, 78% of safeguarding concerns requiring external support (EHAP, FSP, Section 17 etc) were for pupil premium students.</p>
To improve outcomes for disadvantaged students.	Resource budget	<p>Equipment</p> <p>Funding was provided to disadvantaged students for equipment so they could access the curriculum. This included ingredients for catering, resources for art, PE kit and uniform.</p> <p>Next year there needs to be a more strategic overview of students accessing this support.</p> <p>Transport</p> <p>Funding for transport allowed students to stay for academic tutoring/revision sessions and after-school clubs. In addition, extra taxis were paid for to allow students to attend afterschool revision sessions and information evenings. There were also a few cases</p>

		<p>whereby disadvantaged students had to be educated off-site for a period and so taxis were needed.</p> <p>Enrichment</p> <p>Funding to allow disadvantaged students the same opportunities as their non-disadvantaged peers. Examples of supported trips include the Duke of Edinburgh, theatre trips for English, Bletchley Park and the Sainsbury's Centre.</p> <p>Seven pupil premium students had music lessons once a week for a year, learning to play either the piano, drums or saxophone.</p>
To improve leadership and management of pupil premium	External pupil premium review	This took place at the end of the academic year to audit provision and plan for academic year 2022 – 2023. (See External review report for details).
To improve outcomes for disadvantaged students.	In-year contingency funds / Potential carryover for 3 – year plan	The possibility of a Motivational workshop for Y11 was investigated but this took place in-house. These funds will carryover to next academic year.

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
The Scholars Programme	The Brilliant Club
Community Ambassadors Programme	The Garage
PiXL Edge	PiXL