# 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

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| Detail | Data |
| School name | Upton Hall School FCJ |
| Number of pupils in school  | 997 |
| Proportion (%) of pupil premium eligible pupils | 5.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Sept 2021 -2024 |
| Date this statement was published | 15.11.21 |
| Date on which it will be reviewed | 30.09.22  |
| Statement authorised by |  |
| Pupil premium lead | Ms A Murphy |
| Governor / Trustee lead | Mr B Larkin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 55, 302 |
| Recovery premium funding allocation this academic year | £ 6,188 |
| 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 | £  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our objectives are to * Ensure disadvantaged pupils make good progress based on their starting points and the cohort achieves a positive progress 8 score
* Ensure disadvantaged pupils make at least as much progress as the cohort as a whole
* Ensure that disadvantaged pupils benefit from the wider extra-curricular offer of the school at least as much as the main cohort

Our current pupil premium strategy works towards these objectives by * Focusing on staffing in key subject areas
* Using interventions to close attainment and progress gaps
* Supporting pupil premium pupils in all areas of school life especially progress, attainment, attendance and participation in school life

Our principles are* The most important thing is supporting great teachers to teach effectively.
* We provide effective CPD so that colleagues can improve as practitioners: “Every ***teacher*** needs to ***improve***, not because they are not good enough, but because they can be even ***better***.”
* Interventions needs to be timely and focused
* Actions should be informed by evidence but we realise that every school and every pupil is unique. In Dylan William’s words, ‘*Moreover, in education, “What works?” is rarely the right question, because everything works somewhere, and nothing works everywhere, which is why in education, the right question is, “Under what conditions does this work?’*
* Pupils make most progress when they feel supported and valued as individuals.
* Pupils should be encouraged to be ambitious and work towards those ambitions.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Attendance: our school attendance target is 98%. Historically, pupils in receipt of PPG have a lower attendance than the school average |
| 2 | Emotional wellbeing: many pupils need help at times to deal with challenges of growing up, especially after the pandemic, including support to secure good behaviour for learning |
| 3 | Access to essentials for education, including uniform and equipment and funds for curriculum trips. |
| 4 | Aspirations: students need access to excellent careers advice which gives them the knowledge and confidence to achieve high levels of ambition |
| 5 | All schools face challenges of recruiting, retaining and developing excellent teachers, especially in key subject areas.  |
| 6 | The pandemic has posed many challenges such as remote learning and students may have gaps in knowledge as a result |

## 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.

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| Intended outcome | Success criteria |
| The PPG cohort makes excellent educational outcomes and progress | A positive Progress 8 score in line with that achieved by the cohort as a whole, especially in English and Math |
| Excellent attendance | The PPG cohort’s attendance meets the school’s attendance expectation of 98% |
| PPG students partake in extra-curricular activities to build confidence and social capital | Extra-curricular records show that PPG students participate in extra-curricular activities in the same way as the cohort as a whole. Pupil Voice shows that PPG students benefit from enhanced self-belief and raised aspirations. |
| PPG students have the grades, academic and social skills and confidence to achieve their goals. | Pupil Voice activities demonstrate that PPG students are gaining confidence and positive attitudes to study and future goals.Attainment data and destinations data show that pupils can take the next steps in their education |

## 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: £ *£25,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional capacity in Maths, English and Science to allow for strong curriculum planning and effective intervention | There is a body of evidence which shows the importance of the curriculum in making good progress. We will use PPG money to create capacity in these core subjects in order to ensure that students can receive more personalised support because they are taught in smaller classes. The additional capacity also allows for effective interventions and strong curriculum planning. | 3, 5, 6 |
| Whole School CPD on assessment for learning focusing on effective feedbackWhole School CPD on disciplinary literacy | The Educational Endowment Fund has identified assessment for learning and work on disciplinary literacy as core areas for teachers where improved teacher practice will lead to significant gains in pupil learning. In particular, we know that reading and vocabulary gaps widened over the pandemic.  | 5, 6 |
| Access to activities and resources which support curriculum learning, both for individual study and whole class teaching | Dunlosky’s research into effective study highlights the importance of active revision rather than passively creating notes. We will purchase resources in order to help students to focus on effective study rather than note making. We will also invest in resources which enable students to practise key skills and gain secure knowledge. | 3, 5, 6 |

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

Budgeted cost: £ *20,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Cross- Age peer tutoring* | The EEF Toolkit identifies this as an effective way of helping students to make progress. We run programmes where Sixth formers support younger pupils in areas such as reading and specific subjects | 3,6 |
| *Academic interventions including academic mentoring, and small group tuition especially in science, MFL and Maths* | The EEF Toolkit identifies academic mentoring and small group tuition as effective ways to help close the gap, especially following school closures.  | 3, 6 |

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

Budgeted cost: £ *16,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Pastoral support to promote better attendance* | We know from internal data that low attendance is one of the biggest barriers to pupil progress. There is no one single solution to the problem, however, Durrington Research school have researched the power of ‘nudge theory’ to tackle attendance, in particular the need to nudge students towards seeing attendance as valuable and ‘in school every day’ as the norm for their peers. We will take this approach when monitoring attendance, speaking to parents and providing incentives for attendance.  | 1 |
| *Pastoral support to promote emotional wellbeing and good behaviour for learning* | There is widespread research on the impact of Adverse Childhood Experiences on students’ ability to learn and the importance of early intervention to help students. Around 10% of pupils will experience mental health issues. The government’s ‘Future in Mind’ report highlights the effectiveness of school wellbeing services such as counselling and education on wellbeing. | 1, 2 |
| *Increased parental engagement* | The EEF identifies this as a high impact intervention and therefore we will allocate more staffing time to building relationships and empowering parents as co-educators as well as greater use of  | 1, 2 |
| *Access to activities which broaden horizons and develop skills* | Research suggests that activities which broaden horizons have many positive impacts on self-esteem, self-discipline, aspirations and wellbeing. For example, the Pears Foundation has found several benefits to the Duke of Edinburgh award including* 81% of young people and 92% of Leaders identified increased motivation
* 80% of young people and 93% of Leaders said the Duke of Edinburgh award gave participants the ability to reflect on learning and an understanding of their strengths and weaknesses-
* 71% of young people feel that their Duke of Edinburgh award has developed their self-belief.
* 84% of young people feel that the Duke of Edinburgh award has made them a more responsible person, 95% of Leaders also felt this
* 81% feel that doing their Duke of Edinburgh award has made them more adventurous
* 74% of young people said they developed self-esteem

Other extra-curricular activities, such as sport and instrumental lessons, have also been shown to promote wellbeing and concentrationTrips to universities and personalised careers advice are also shown to raise aspirations and increase motivation. | 2, 4 |

**Total budgeted cost: £** *61, 500*

# 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.

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| The impact of our pupil premium activity last year is that* Pupils in receipt of the Pupil Premium in Year 11 made excellent progress from their starting points compared to the national average. Internal unvalidated data indicated that they made a grade’s more progress than could be expected from their starting points.
* 92% achieved 5 standard passes including English and Maths; 83.3% achieved 5 strong passes including English and Maths.
* 67% achieved grades 9-7 in English and 33% achieved grades 9-7 in Maths
* 92% achieved the Ebacc with at least standard passes.
* Pupils in KS4 have received help with materials for study which has helped them to make good progress
* The vast majority of students in Year 7 -9 are graded as either secure or excellent in every subject and are therefore making good progress.
* PPG attendance has improved, despite the pandemic.
* The work of the PPG Champion meant that pupils were contacted during the lockdown to support them
* Students have benefitted from a range of activities to support their wellbeing and to promote good attitudes to self and study. These include access to additional pastoral support due to increased staffing as well as access to counselling and work with the Wellbeing co-ordinator
* Several pupils in Year 9 & 10 took part in small group revision sessions for Science and made greater progress
* Pupils were supported to take part in extra-curricular activities. Over 90% are enrolled in the Duke of Edinburgh scheme. 100% of pupils in Year 7 took part in at least one extra-curricular activity
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## Externally provided programmes

*NA*

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| Programme | Provider |
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