County Upper School

Pupil Premium Strategy

2021 – 2024

Publish date:	December 2021
Review date:	December 2022

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	County Upper School
Number of pupils in school	634 (Excluding Sixth Form)
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sally Kennedy Headteacher
Pupil premium lead	Henry Stevenson Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,683
Recovery premium funding allocation this academic year	£14,863
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	£112,546

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those with high prior attainment. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which the disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to the wider school plans for education recovery, notably in it's support for the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point the need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Attendance of all pupils has been adversely affected by the impact of Covid-19. In part this is due to a significant number of pupils having to self-isolate following positive PCR tests, but an increase in the number of school refusers and pupils with mental health issues, such as anxiety, has played a major role. As can be seen in the table below (attendance for term 1a) the impact of this has disproportionately affected attendance of pupils from disadvantaged backgrounds: <table><tr><td>**2021-22**</td><td>**Y11**</td><td>**Y10**</td><td>**Y9**</td></tr><tr><td>**All**</td><td>86%</td><td>86%</td><td>86%</td></tr><tr><td>**Non PP**</td><td>89%</td><td>88%</td><td>89%</td></tr><tr><td>**PP**</td><td>72%</td><td>82%</td><td>77%</td></tr><tr><td>**Gap**</td><td>17%</td><td>6%</td><td>12%</td></tr></table> .
2	The effect of the school closures has meant that many of our pupils have not had access to a structured learning environment for prolonged periods of time. Some have struggled to adapt to the routines and expectations of school with standards of behaviour for learning being an obstacle to some pupils making the good progress. Data records on Go4Schools indicate the pupils who are eligible for Pupil Premium funding attract 3-5 times the number of negative behaviour points compared to their peers, and significantly fewer positive achievement points. <table><tr><td>**Average behaviour points per pupil**</td><td>**Y11**</td><td>**Y10**</td><td>**Y9**</td></tr><tr><td>Positive Non-PP</td><td>42</td><td>57</td><td>69</td></tr><tr><td>Positive PP</td><td>38</td><td>51</td><td>55</td></tr><tr><td>Negative Non PP</td><td>-5</td><td>-6</td><td>-8</td></tr><tr><td>Negative PP</td><td>-19</td><td>-15</td><td>-29</td></tr></table> .

3	Assessments, observation and discussion with pupils in, and teachers of, Year 9 indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts on their progress in all subjects. On entry to Year 7 39% of our disadvantaged pupils have below age-related expectations compared to 34 % of their peers.
4	There is a gap between both progress and attainment of disadvantaged pupils and their peers in all subjects. The progress gap has increased in 2021(Teacher Assessed Grades) and affects pupils from all starting points. This is most evident in pupils with mid-prior attainment, and this gap has been increasing since 2018.

	2021	2020	2019	2018
MPA Non FSM6	0.3	0.4	0.1	0.5
MPA FSM6	-2.3	-1.1	-0.7	0.3
Gap	*-2.6*	*-1.5*	*-0.8*	*-0.2*

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 improve the progress and attainment of disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2023-24 KS4 outcomes demonstrate that: • On average disadvantaged pupils achieve Progress 8 of no less than 0.0. • The attainment gap between disadvantaged pupils and their non-disadvantaged peers who have similar starting points is no more than 0.3 and decreases to 0 over three years.
To achieve and sustain improved attendance for all our pupils, particularly those from disadvantaged backgrounds	Sustained high attendance from 2023-24 demonstrated by: • The overall attendance rate for all pupils is no less than 95% • The gap between disadvantaged pupils and their non-disadvantaged peers is no more than 5% and reduces to zero over three years.
Improved reading and comprehension among disadvantaged pupils in Year 9	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of their non-disadvantaged peers. Teachers will

	recognise this improvement through pupils' engagement in all lessons.
Improved wellbeing and behaviour for learning of all pupils, particularly those from disadvantaged backgrounds.	Sustained improvements in wellbeing and behaviour will be evidenced by pupil wellbeing surveys, a reduction in the number of negative behaviour points given to disadvantaged pupils, and a reduction in FTEs and referrals to On Call.

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit Associate AHT to lead CPD across the school	EEF Guide 'Putting Evidence to Work' encourages distributed leadership and advises that "A culture of shared leadership can be nurtured by explicitly creating opportunities for staff to take on implementation leadership responsibilities." EEF Implementation Guidance	4
Train all staff in the use Tom Sherrington's WalkThru focusing in the first instance on and Explaining and Modelling and then moving onto Behaviour and Relationships.	"The WalkThrus meet a real need because they bridge the gaps between, on the one hand, what we currently have strong evidence for in terms of developing pupils' learning and, on the other hand, precise guidance on how this might be brought to life in daily practice." Mary Myatt https://www.walkthrus.co.uk/	4
Set up JPD (Joint Practice Development) staff triads to work collaboratively on embedding the evidence informed strategies for developing high quality teaching.	Work from the NCSL (National College for School Leadership show that embedding effective structures and experiences for learning will help long term improvement and sustainability, jpd-what-does-the-evidence-suggest-are-effective-approaches-long-term	4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Literacy Programme	Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving literacy, the EEF identified Lexia as a promising program to investigate. https://www.lexiauk.co.uk/proven-results/research/	3
KS3 Reading Fluency Project (Herts for learning)	The Institute of Effective Education research found that the HFL KS2 Reading Fluency Project had a positive impact on developing pupils' reading accuracy and comprehension, as measured by the YARC. https://the-iee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/	3

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

Budgeted cost: £ *94,546*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit DHT with responsibility for pastoral wellbeing, behaviour and attendance	Distinct role with a high profile recognises the needs of the students ensuring that safeguarding is not an add on but integral to supporting all students.	1,2
Recruit two Pastoral Support Officers to work with vulnerable and disadvantaged students	The average impact of behaviour interventions is four 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. EEF Behaviour Intervention Toolkit	1,2
Fund training and support from YMCA Trinity Group for supervision and training of our staff	Trauma intervention for mental health to ensure positive behaviours.	
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been disrupted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those with high prior attainment.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one: EEF One-to-one tuition And in small groups: EEF Small group tuition	1,2

Total budgeted cost: £ 112,546

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.

Areas of focus:

Provide small group support to allow students underachieving to catch-up and where appropriate develop study skills
Provide additional opportunities for students to cement their progress through twilight and holiday sessions.
Ensure staff are able to identify and support pupil premium students through quality first teaching.
Ensure appropriate recording and monitoring of interventions.
Place a particular focus on interventions in English.
Ensure under-performing students work in class is of a high standard and in line with teacher and school expectations.

- Targeted interventions for 22 students from September 2021
- Additional part time English teacher to work with small groups and individual targeted students.
- Additional IT resources – (eg GCSEPod, MyMaths, Collins Connect)

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
• High quality small group tuition across core subjects	SP Tutors

Attainment & progress

Pupils		FSM6	Not FSM6	Attainment 8 (Overall) ∨			Progress 8 (Overall) ∨		
				Attainment			**Progress**		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	26	218	3.5	5.5	-2	-0.54	0.24 ⊕	-0.78
Gender	Male	14	101	3.5	5.5	-2	-0.18	0.41	-0.59
	Female	12	117	3.5	5.5	-2	-1.01	0.09	-1.1
FFT Prior Attainment	Higher attainers	3	63	6.1	7.1	-1	-0.39	0.22	-0.61
	Middle attainers	3	65	2.9	5.5	-2.6	-2.25	0.32	-2.57
	Lower attainers	17	71	3	3.9	-0.9	-0.27	0.19	-0.46
SEN Group	SEN Support	5	8	2.6	4.4	-1.8	-0.61	0.65	-1.26
	EHC Plan	1	2	1.3	2.9	-1.6	-1.17	-1.29	0.12
	No SEN	20	208	3.9	5.5	-1.6	-0.49	0.25	-0.74
Ethnic Group	White	24	207	3.3	5.4	-2.1	-0.63	0.22	-0.85
	Not White	2	11	6.8	6.4	0.4	0.41	0.83	-0.42

- Although the Middle Prior attainment group has a significant gap between PP and non-pp this is a group of 3 students who had distinct individual circumstances resulting from the impact of the Covid Pandemic.
- The larger group of students is the low prior attainment group which reflected a more positive impact of interventions resulting in a smaller gap in attainment and progress compared to their non-pp peers. However, the gap is still a significant concern and many of the interventions were stalled or delayed and so did not have the impact planned for.