

Pupil premium strategy statement 22-23 DRAFT

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Glossopdale School
Number of pupils in school	1252
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	22-23
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Debbie McGloin
Pupil premium lead	Kate Smith
Governor / Trustee lead	Ian McGarry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296, 485
Recovery premium funding allocation this academic year	£84, 732
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	£381, 217

Part A: Pupil premium strategy plan

Statement of intent

The priority for improving the progress of disadvantaged students is improving the quality of teaching in every classroom. There are a number of whole school strategies that are intended to improve teaching, specifically to support disadvantaged students.

1. Curriculum: each subject's content and structure will undergo ongoing review and improvement in order to be both ambitious for all students and to embed long-term learning. This includes the opportunity after each data entry for subject teachers to identify Wave 1 interventions to address gaps and misconceptions.
2. Pedagogy: every subject teacher will take part in Instructional Coaching in order to develop their classroom practice using evidence-based strategies.
3. Culture: embedding consistency in classroom routines and expectations will support the most vulnerable learners and improve classroom behaviour. Deliberate Practice will embed and improve staff understanding and eradicate variability.

There will also be specific interventions put in place for disadvantaged students to improve knowledge and skills and address gaps and misconceptions. Some of these gaps have arisen, or widened, as a result of Covid-19 and lack of engagement with remote learning. In 2022, the proportion of disadvantaged students arriving to Year 7 who have not made expected progress at KS2 is higher than in previous years, for Reading, Writing and Maths. The gap between disadvantaged students and non-disadvantaged students is especially wide in writing and even more so in Maths. Targeted support will include:

- Additional Maths intervention for Year 7 students, as well as students still not working at expected levels in Y8 and 9
- KS3 Literacy intervention to support students' progress in all subjects
- KS3 and 4 intervention in English, Maths and Science
- Additional English, Maths and Science tutoring for students following Alternative Provision

Attendance of disadvantaged students is significantly below that of non-PP students, and persistent absence is considerably higher. Additional PP funding will be used to support students and families with improving attendance and therefore disadvantaged students' learning.

Remaining funds will be used for a variety of objectives to improve disadvantaged students' learning, for example with uniform, ingredients for Food Technology, to improve participation in extra-curricular activities and learning resources.

Challenges

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

Challenge number	Detail of challenge
1	Improving reading ages and standards of written literacy
2	Improving attendance and reducing persistent absence
3	Supporting parents to develop effective parental engagement
4	Addressing gaps and misconceptions as a result of limited remote learning
5	Building self-esteem and confidence
6	Widening awareness of and aspiration to a broad variety of future pathways
7	Improving self-regulation and independence
8	Developing metacognitive skills
9	Increasing capacity to purchase resources or equipment
10	Widening knowledge of and engagement with cultural capital

Intended outcomes: 3 year strategy (21-24)

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
Improve P8 for disadvantaged students	<p>Gap between PP and non-PP narrows to below national average.</p> <p><i>2022 P8 for disadvantaged students was -0.98 compared to 0.15 for non-disadvantaged students nationally.</i></p>
Improve A8 for disadvantaged students	<p>A8 for disadvantaged students increases to at least 40</p> <p><i>2022 A8 for disadvantaged students was 30.07 compared to 52.6 for non-disadvantaged students nationally.</i></p>
Increase the number of rewards disadvantaged students earn	<p>Reduce the gap between the average rewards achieved by PP and non-PP students to 0</p> <p><i>In 21-22, the average no. of THRIVE points for disadvantaged students was 93 compared to 105 for non-disadvantaged students</i></p>

Improve disadvantaged students' attendance	<p>Increase PP attendance to at least 93%</p> <p><i>Attendance for disadvantaged students in 21-22 was 84.2% compared to 91.5% for non-disadvantaged students</i></p> <p><i>Persistent absence of disadvantaged students was 54% at the end of 21-22.</i></p>
Decrease FTSs for disadvantaged students	<p>% of disadvantaged students receiving FTSs reduces to below 10%.</p> <p><i>12% of disadvantaged students received a FTS in 21-22 compared to 5% of non-disadvantaged students.</i></p>
Improve participation in extra-curricular and rewards trips for disadvantaged students	% of students attending rewards trips and attending extra-curricular activities is at least 30% PP.
Develop curriculum plans to more precisely and effectively support disadvantaged students' needs	Student Progress Plans and Curriculum Reviews indicate that teachers identify, plans and deliver precise Wave 1 interventions to support the progress of disadvantaged students
Improve the Alternative Provision curriculum to support the academic needs of the most vulnerable disadvantaged learners	PP students in Alternative Provision follow a range of courses, including GCSE English, Maths and Science, to provide skills and qualifications to enable the students to pursue suitable education and employment.
Improve the social and emotional resilience of disadvantaged students, developing more robust and effective meta-cognition and self-regulation	Teachers and pastoral staff develop greater expertise in using evidence based strategies and systems so that all students are capable and keen to learn, act on feedback and work independently at home and at school.

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: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve and develop curriculum ambition and sequencing across all subjects in order to improve disadvantaged students' cognition and long term learning: training and ongoing curriculum development, including annual curriculum reviews	The EEF guidance report explains that high quality teaching will have the biggest effect on students' outcomes. The social mobility report of 2014 states that schools must have an "incessant focus on the quality of teaching and learning". David Didau states that if schools clearly specify their curriculum related expectations, "getting this right will disproportionately benefit the most disadvantaged students".	1, 4, 8, 10
Improve and develop adaptive teaching to respond to individual students' barriers and needs: increase time for subject-led sessions to improve pedagogical content knowledge; embed Student Progress Plans to identify and monitor in-class interventions for under-performing students; Instructional Coaching	"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF Guidance report.	1, 4, 8
Identify and address learning gaps as a result of Covid-19, poor attendance and other lost learning: baseline and ongoing testing	The DfE report of 2015 states that the most effective schools have an individualised approach to interventions and target students and specific skills.	1, 4, 8

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

Budgeted cost: **£197, 104**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing knowledge and skills gaps, some as a result of lockdown; small group intervention for Literacy at KS3, and in En, Ma, Sci at GCSE	The DfE report of 2015 cites the most effective strategy used in schools that have been the most successful in addressing disadvantaged is small group teaching.	1, 4, 8
Improve reading and writing skills for disadvantaged students: use reading age test data and provide training for all staff. Tutor times to include literacy/vocabulary sessions	The case study presented in the EEF guidance report, from Dixons Kings Academy, demonstrates that widening students' vocabulary is an effective strategy in improving students' outcomes in all subjects.	1, 10
Tailor the curriculum provision for students accessing alternative provision to meet specific barriers and needs: train staff and provide additional tutors for students in the THRIVE/HIVE centres.	Individualised approaches are most effective in supporting disadvantaged students. Disadvantaged students should have the school's best teachers and TAs teaching and supporting them, so investment in staffing and curriculum design for the most vulnerable students is essential (DfE Report 2015).	4, 5, 7
Improve parental engagement: additional support for parents' evenings, Parents' Information Evenings, transition between key stages	The social mobility report of 2014 states that schools must have tailored strategies to engage parents to build confidence and raise expectations of their support.	3
Develop a culture of reading for pleasure: embed tutor group reading programme.	The EEF guide cites case studies of a number of schools whose interventions develop reading strategies. Research shows that students' enjoyment of reading is more influential on their final outcomes than socio-economic status.	1, 7, 8, 10

Research

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

[file:///G:/My%20Drive/NPQH/Research/Task%201/Research to understand successful approaches to supporting the most academically able disadvantaged pupils.pdf](file:///G:/My%20Drive/NPQH/Research/Task%201/Research%20to%20understand%20successful%20approaches%20to%20supporting%20the%20most%20academically%20able%20disadvantaged%20pupils.pdf)

[file:///G:/My%20Drive/NPQH/Research/Task%201/Cracking the code Final.pdf](file:///G:/My%20Drive/NPQH/Research/Task%201/Cracking%20the%20code%20Final.pdf)

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

Budgeted cost: **£158, 582**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a culture of high expectation for all students: use Deliberate Practice to embed clear and consistent routines; staff training on TLAC strategies	The DfE report of 2015 maintains that creating an ethos of attainment for all is a strategy in the schools who are most effective in addressing the attainment gap.	4, 5, 6, 7
Improve attendance and reduce persistent absence of disadvantaged students: Year Manager, HOKS and attendance roles to monitor and apply interventions	The DfE report of 2015 states that “schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)”.	2, 3
Reduce fixed term exclusions for disadvantaged students: staff training on de-escalation and trauma-informed practice, new pastoral structure applying graduated behaviour approach and interventions	As above	5, 7
Raising aspiration and improving careers guidance: ASPIRE programme, additional guidance and opportunities for academic trips/visitors, Music lessons	The DfE report of 2018 cites that improving the quality of Personal Development is one of 4 key principles in the leadership and infrastructure of addressing social disadvantage.	6
Provide uniform, equipment and resources for disadvantaged students	The DfE report of 2018 cites that removal of financial barriers is one of 4 key principles in the leadership and infrastructure of addressing social disadvantage.	9, 10

Additional costs: £20, 000 - School contribution to school-led tutoring

Total budgeted cost: £ 380, 686

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 2021 to 2022 academic year.

Aim	Outcome	Comments/next steps
Improve P8 for disadvantaged students	<p>P8 for disadvantaged students reduced to -0.98 in 2022.</p> <p>P8 for disadvantaged students with 91%+ attendance was -0.75.</p> <p>P8 for disadvantaged girls was -0.62.</p>	<p>The impact of attendance and Covid disproportionately affected disadvantaged students (boys in particular) in Year 11.</p> <p>Progress of disadvantaged students fell in both English and Maths from 2019. Progress in the EBacc bucket was less affected than the Open bucket.</p> <p><i>Action:</i> continue to fund intervention and curriculum development in Maths and English.</p> <p>Attendance actions targeted at Y11 students (see below).</p>
Improve A8 for disadvantaged students	<p>A8 for PP students decreased to 30.07.</p> <p>Disadvantaged girls' A8 was 36.5.</p>	<p>9-4, 9-5 and 9-7 attainment in English, Maths and the majority of Ebacc subjects was lower for disadvantaged students. The attainment gap in the Open subjects and in Science were much narrower.</p> <p><i>Action:</i> Additional staffing to fund intervention in Maths and English at KS4. Additional Maths groups in Y11. Double-staffing in both English and Maths. Continued curriculum development and improvement of pedagogy in all subjects.</p>
Increase the number of rewards disadvantaged students earn	<p>Average number of THRIVE points increased from 71 to 93 for disadvantaged students and the gap between disadvantaged and non-disadvantaged students narrowed.</p>	<p>Whole school strategies and actions to sustain a consistent staff and student culture have improved staff expectations. De-escalation strategies and understanding of students' specific barriers are developing.</p> <p><i>Action:</i> continued investment in staff training on culture routines, trauma-informed practice and addressing barriers to learning.</p>

<p>Improve disadvantaged students' attendance</p>	<p>Attendance of disadvantaged students decreased by 2% compared to 2021.</p> <p>Persistent absence for disadvantaged students at the end of 21-22 was 54%.</p>	<p>Covid continued to have a significant impact on attendance; recruitment of one part-time engagement officer targeted improvement of 27 students.</p> <p><i>Action:</i> re-structure support staff and SLT roles; recruit a larger attendance team and embed a graduated attendance response.</p>
<p>Decrease FTSs for disadvantaged students</p>	<p>Number of disadvantaged students receiving FTSs remained the same in 20-21 and 21-22 (12%).</p> <p>% of disadvantaged students with C3s and C4s decreased from 2021 to 2022.</p>	<p>The transition to, and back to, secondary school was challenging for some disadvantaged students. Culture routines helped to stabilise FTSs and address low-level disruption but further interventions were needed for high tariff students. Provision in the HIVE and THRIVE centres helped to prevent further FTSs, providing behaviour support for vulnerable students.</p> <p><i>Action:</i> re-structure SLT roles and introduce a behaviour curriculum, including embedded induction and re-induction of students. Continued staff training on trauma-informed practice and allocated time for deliberate practice. GS to join the national Behaviour Hub. Refine the internal exclusion process in order to provide behaviour intervention for students receiving FTEs. Appoint additional staff for the THRIVE centre to provide behaviour support for high tariff students.</p>
<p>Improve participation in extra-curricular and rewards trips for disadvantaged students</p>	<p>74% of disadvantaged students participated in the Term 1 rewards event.</p>	<p>Increased funding and raised awareness of barriers has enabled more disadvantaged students to access extra-curricular opportunities, including trips, music lessons and clubs.</p> <p><i>Action:</i> Embed trips policy aiming for 50% participation of disadvantaged students in all trips and events. Continue to allocate funding to trips, music lessons etc.</p>
<p>Develop curriculum plans to more precisely and effectively support disadvantaged students' needs</p>	<p>Quality of Education reviews indicate that curriculum content is increasingly ambitious and that it is well-sequenced with effective processes to support long-term memory, such as retrieval, Do Now activities and cumulative assessments.</p>	<p><i>Action:</i> Continued training for Middle Leaders and subject teachers. Allocation of 3 planning days throughout the year for subject teams to use assessment data to adapt curriculum content and sequencing. External support for 3 subject leaders.</p>

	<p>Some subjects have stronger curriculum sequencing and delivery than others. Assessment information is used more precisely to target gaps and misconceptions.</p>	<p>Quality of Education process will be strengthened and refined with additional Mid-Year Reviews. Continue to use and quality assure Student Progress Plans to ensure identified interventions are applied and impact is evaluated.</p>
<p>Improve the Alternative Provision curriculum to support the academic needs of the most vulnerable disadvantaged learners</p>	<p>71% of students attending Alternative Provision achieved at least 1 GCSE qualification, with an average of grade 2 for all AP students. All completed the ASDAN PSHE short course.</p>	<p><i>Action:</i> continue to fund additional English, Maths and Science tutoring in THRIVE/HIVE. Improve curriculum content and sequencing in English, Maths and Science in THRIVE/HIVE.</p>
<p>Improve the social and emotional resilience of disadvantaged students, developing more robust and effective meta-cognition and self-regulation</p>	<p>Quality of Education reviews indicate that subject teachers are more skilled in using evidence-informed strategies and in-class interventions. Student Progress Plans are monitored and re-teaching strategies such as modelling and use of the visualiser are used more confidently. Whole school learning routines: Do Now, non-verbal signals and questioning have been developed and are used effectively in most subjects.</p>	<p><i>Action:</i> Continued staff training (Deliberate Practice) on learning routines. Robust New Staff Induction programme. All staff to take part in Instructional Coaching to develop evidence-informed pedagogy even further.</p>