Pupil Premium Strategy Statement 2020-2022

School overview

Metric	Data
School name	Tottington High School
Pupils in school	937
Proportion of disadvantaged pupils	210 pupils (28% of cohort)
Pupil premium allocation this academic year	£264,820
Academic year or years covered by statement	2020-2022
Publish date	October 2020
Review date	October 2021
Statement authorised by	E Brett
Pupil premium lead	J Burgoyne
Governor lead	R Sloss

Disadvantaged pupil performance overview for last academic year

2020 Performance (Disadvantaged Pupils)

External examinations did not take place nationally in 2020. Outcomes were based on Centre Assessed grades which are shown below:

Progress 8	-0.84 (improvement from -1.03 2019) ⬆
Ebacc entry	60% (52% 2019) ⬆
Attainment 8	40.2 (improvement from 30.3 in 2019) ⬆
Percentage of Grade 4+ in English and maths	45% (improvement from 28% in 2019) ⬆
Percentage of Grade 5+ in English and maths	24% (improvement from 18% in 2019) ⬆

Strategy aims for disadvantaged pupils

Tottington High School serves a polarised area; some of the areas that we serve are affluent and some of our families by contrast, face very significant challenge. The level of challenge is increasing year-on-year and more of our families are facing disadvantage. This has been exacerbated by the Covid pandemic. Our aims, through this strategy, are to ensure that we target barriers effectively and help our most disadvantaged learners to achieve well and secure excellent opportunities for their futures.

Barriers

Over time, we have identified the following aspects in relation to local barriers for some of our disadvantaged learners:

A. Family history of a lack of engagement with school life resulting in lower rates of attendance, disengagement of pupils with learning and the importance of school; this affects progress across the curriculum and in particular, levels of literacy and numeracy.

B. Limited family history of access to post-16 and higher education which results in a lack of aspiration.

C. A lack of available funding to purchase school equipment and to participate in trips and visits.

D. Journey times and costs of travel to school present a barrier for some families who need to take more than one bus to get us.

E. Currently, due to the pandemic, mental health issues have become more prevalent and in particular, are evident among disadvantaged learners.

Aim	Target	Target date
1. To improve levels of literacy, reading and mathematical skills and thus support the improvement in Progress 8 scores.	Achieve progress 8 score in line with progress of non-disadvantaged pupils nationally	August 2022 with measurable improvement in 2021
2. To improve Attainment 8 scores	Achieve attainment in line with non-disadvantaged pupils nationally	August 2022 with measurable improvement in 2021
3. Percentage of Grade 4+ and 5+ in English and maths	Achieve average English and maths 4+ and 5+ scores for similar schools	August 2022 with measurable improvement in 2021
4. Improve attendance, punctuality and attitudes to learning	To narrow the gap between disadvantaged and non-disadvantaged pupils in terms of attendance; to improve attendance to be in line with the national average.	August 2022 with measurable improvement in 2021

Teaching priorities for current academic year (2020-21)

As a school, we recognise that the factor which has the most positive influence on achievement and attainment is the day-to-day quality of teaching. As a consequence, we have focussed our first priorities on ensuring that all teaching responds to the needs of pupils and is developed and modified accordingly. This is in line with the findings of the research from the Education Endowment Foundation.

Measure	Activity
Priority 1 To ensure that teaching is of the highest quality in order to meet the needs of all pupils and in particular, disadvantaged pupils.	- Embed the use of class charts to enable teachers to see clearly who the disadvantaged pupils are in their groups. - Ensure that the non-negotiables for teaching and learning and approaches for disadvantaged are used by all teachers. - Appropriately targeted training for all staff to ensure excellence. This will include frequent opportunities to share the strongest practice.
Priority 2 Improve literacy, reading and mathematical skills in order to support improved outcomes at GCSE.	- Share strategies with all staff to support improvements of literacy and numeracy- CPD led by Assistant Headteachers. - Effective deployment of TA resources to support literacy and numeracy throughout the school. - Appoint additional teaching posts to support the teaching of literacy and numeracy. - Implement IDL programme and Accelerated Reader for English and mathematics.
Barriers to learning these priorities address	Barriers A and B as above: progress and attainment of disadvantaged pupils.
Projected spending	£160,225.88

Targeted academic support for current academic year

We recognise that some of our disadvantaged learners require additional individual or small group support to enable them to make effective progress. As a consequence we are using some of the available funding to enable this support to take place as below.

Measure	Activity
Priority 1: to provide appropriate intervention and resources for pupils who need to make more rapid progress.	- Implement small group work for identified pupils in Years 7 and 8 for literacy and numeracy. - Form group intervention by TAs in Year 10 and 11. - Effective TA deployment in school.

	- CPD for all staff on strategies for metacognition. - Training for staff to ensure that assessment information is understood and used effectively to monitor progress and target intervention when necessary. - Purchase of appropriate resources and revision guides for students.
Priority 2: targeted academic support for identified pupils	- Identify pupils in Year 11 who would benefit from individual mentoring by staff. - Nominate and train appropriate mentors. - Ensure that mentoring takes place and feedback is gathered from staff and pupils.
Barriers to learning these priorities address	Barriers A, B and E as above.
Projected spending	£339,729.00

Wider strategies for current academic year

We have selected our approaches based on research and our own professional experience in accordance with those strategies which have been proven to have the greatest impact.

Measure	Activity
Priority 1 Attendance for disadvantaged pupils.	• Early intervention for pupils whose attendance is below 94% • Attendance target cards for pupils whose attendance between 85-90% • Parental meetings with pupils to identify and eliminate barriers • Rewards for positive or improved rates of attendance. • Support the purchase of bus tickets to enable pupils to get to school.
Priority 2 Reduced fixed term exclusions for disadvantaged pupils	• Identify core disadvantaged pupils who have regular fixed term exclusions and what the issues are for each of these; implement mentoring as above to address the issues. • Peer support -deploy disadvantaged pupils who have reformed their behaviour to work with those who are struggling. • Put in place behaviour support plans with identified strategies to help individual pupils.
Priority 3 Supporting mental health needs	• Provide counselling (individual and group) for identified pupils, especially following periods of lockdown or isolation.
Barriers to learning these priorities address	Barriers A, C, D, E as detailed above.
Projected spending	£45694.28

Measuring the impact of Pupils premium

To measure the impact of the pupil premium we will use ongoing monitoring and evaluation activities involving looking at pupils' work, staff and pupil voice, proactive use of assessment information – formative and summative, lesson observations and learning walks. We will also regularly review attendance and fixed term exclusion data and implement intervention when necessary.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency of approach – delivery and assessment.	Reinforcement of expectations; Regular CPD for staff; calendared **monitoring and evaluation of all areas of school through fixed line management agenda; moderation and standardisation** of assessment information in departments.
	Ensuring that any vacancies are filled with high quality practitioners.	Marketing of the school and the Trust opportunities for professional development. Investment in quality CPD.
	Ensuring that all staff see the development of literacy and numeracy as a key priority across all subjects.	Provide subject specific guidance on strategies for example the use of key terminology and examination command words.
	Ensuring that all staff understand and use key data to enable lessons to be planned to meet need. This includes for example, reading age data.	Sharing of key data with all staff; training for all staff and on interpreting and using data.
Targeted support	Ensuring that additional intervention does not impact negatively on other curriculum areas.	Careful monitoring of when sessions take place and ongoing review of the impact of sessions via evaluation of data.
Wider strategies	Engaging families facing the most significant challenge and in particular, adults who may have had a negative experience of school in the past for themselves.	Regular contact and meeting with parents and carers in their 'safe' environment; ensuring that positive messages and rewards are communicated very frequently. Engagement with agencies and services.
	Volume of need for mental health support, particularly during the current pandemic.	In-school counsellor; evaluation of emerging needs, patterns, case-load volume; expansion of pastoral team to meet growing need. Full integration of extended personal development and linked tutor programme to enable early identification and discussion.

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
To improve to improve literacy, reading and mathematical skills and support the improvement in Progress 8 scores	Positive progress in all measures as detailed below. Progress 8 for disadvantaged pupils rose from -1.04 to -0.84 Percentage 4+ in English and maths 45%, compared to 28% in 2019 Percentage 5+ in English and maths 24%, compared to 18% in 2019
To improve Attainment 8 scores	Attainment 8 improved from 30.3 to 40.2 for disadvantaged pupils
To raise the Percentage of Grade 5+ in English and maths	Percentage 4+ in English and maths 45%, compared to 28% in 2019 Percentage 5+ in English and maths 24%, compared to 18% in 2019