

Pupil Premium Strategy Outcomes: Leek High School 2020/2021



1. Summary information

Academic Year	2020/21	Total disadvantaged budget	£80,000	Date of most recent disadvantaged Review	September 2021
Total number of pupils	357	Number of pupils eligible for PP funding	85 (29%)	Date for next internal review of this strategy	September 2022

2. (a) Attainment Gaps (PP 33 Students / Non=PP 67 Students)

<i>Class of 2021</i>	Pupil Premium	Non-Pupil Premium	GAP (2020)	GAP (2021)
% 4+ English and Maths	30.3	58.2	-17%	-48%
% 5+ English and Maths	15.1	23.9	-39%	-37%
% 4+ English	46.7	67.2	-26%	-31%
% 5+ English	16.7	35.8	-34%	-53%
% 4+ Maths	45.5	62.7	-15%	-27%
% 5+ Maths	21.2	34.3	-26%	-38%
Attainment 8	31.4	41.4	-16%	-24%
Attainment 8 English	6.7	8.4	-11%	-20%
Attainment 8 Maths	6.8	8.4	-18%	-19%

2. (b) Progress Gaps (PP 33 Students / Non=PP 67 Students)

<i>Class of 2021</i>	Pupil Premium	Non-Pupil Premium	GAP (2020)	GAP (2021)
Progress 8	0.12	0.63	0.10	-0.51
Progress English	-0.17	0.09	-0.01	-0.26
Progress Maths	0.75	0.99	-0.45	-0.24

The most informative measures for progress and attainment gaps are best made using a comparison of our disadvantaged cohort against national non-disadvantaged (last published national data used below was 2019).

- In 2020/21 our Progress 8 gap was -0.51 against -0.58 national.
- In 2020/21 our Attainment 8 gap was 10.0 against 13.6 national.
- In 2020/21 our % 5+ GCSE English and maths was 13.1 percentage points against 25.2 national.

REVIEW OF AREAS OF EXPENDITURE

Desired outcome	Chosen action / approach	Comment
<p>A. Narrow the gap in progress of disadvantaged students compared with non-disadvantaged students, particularly in English and maths.</p>	<p>Teachers to provide high-quality formative feedback for disadvantaged students with consistent frequency and quality in all subjects.</p> <p>Staff at all levels are held accountable for the progress and attainment of disadvantaged students.</p> <p>Comprehensively review progress and attainment for disadvantaged students after each whole school data collection setting clear SMART group and individual intervention actions.</p> <p>Support disadvantaged students with the purchase of learning resources.</p>	<p>The impact of these interventions is difficult to reliably evaluate due to the impact of COVID-19 measures and restrictions.</p> <p>Gaps in key measures (Progress 8 / Attainment 8 / 5+ GCSE English and maths) were all below national (2019) figures.</p>
<p>B. Provide additional pastoral and academic support for disadvantaged students.</p>	<p>Provide targeted pastoral support through the Inclusion Hub to include external agency referrals for students and their families.</p> <p>Provide study support at lunchtimes and after school in the Inclusion Hub.</p> <p>Provide individual and small group support during RISE.</p> <p>Provide in-class TA support.</p> <p>Provide additional academic support through homework clubs in the Inclusion Hub and subject extra-curricular groups/activities.</p>	<p>Individual study support for SEND PP students was provided at lunchtimes during the autumn term and the summer term in the Inclusion Hub with some non-SEND PP students also included.</p> <p>Individual and small group support for targeted SEND PP students was provided during RISE by TAs in the Inclusion Hub during the autumn term and the summer term.</p> <p>In-class TA support was provided for PP students during the autumn term and the summer term.</p> <p>Homework clubs and extra-curricular activities could not operate due to COVID-19 measures and restrictions.</p>

<p>C. Raise the overall literacy levels of disadvantaged students.</p>	<p>Ensure that marking for literacy is carried out routinely and consistently across all subjects.</p> <p>Ensure that key vocabulary is routinely shared and explained by teachers in lessons.</p> <p>Ensure that all students have a reading book and participate in regular reading during RISE and DEAR.</p> <p>Provide Sixth Form mentor and TA reading support during RISE.</p> <p>Provide in-class literacy support for identified students through TAs.</p> <p>Provide targeted individual specialist TA dyslexia support for identified students.</p> <p>Provide targeted reading recovery phonics support for identified students.</p>	<p>Routine marking for literacy is still not consistent across the school. The whole school literacy lead needs to have more non-contact time allocated to monitor this and support teachers to improve their practice.</p> <p>A literacy development group was established in 2020-21 and is now able to start having regular meetings/development sessions. Out whole school literacy coordinator has been given more development time for 2021-22 and timetabled literacy lessons are in place for current Year 9.</p> <p>Individual reading support was provided by TAs during RISE in the Inclusion Hub for targeted students during the autumn term and the summer term.</p> <p>Specialist dyslexia TA support was provided for identified students in the Dyslexia Support room during the autumn term and the summer term.</p>
<p>D. Raise the overall numeracy levels of disadvantaged students.</p>	<p>Provide TA numeracy support during RISE using the Sandwell maths programme.</p> <p>Provide specialist TA in-class numeracy support for identified students.</p> <p>Provide additional GCSE maths intervention during RISE for identified students.</p>	<p>TA numeracy support was delivered in the Inclusion Hub during RISE based on the Sandwell maths programme for targeted PP students during the autumn term and the summer term.</p> <p>In-class TA numeracy support for was provided for identified PP students.</p> <p>Outcomes in GCSE maths for PP students in 2021 indicate that this support had a positive impact.</p>
<p>E. Provide disadvantaged students with additional pastoral care, support and guidance needed to improve their behaviour for learning.</p>	<p>Form Tutors to prioritise discussions about behaviour concerns raised by staff with disadvantaged students in their tutor groups.</p> <p>Heads of Year will routinely review the number of concerns raised by staff for disadvantaged students in their year groups.</p> <p>Provide additional SEMH support for identified students through the mental health trailblazer project.</p> <p>Additional behaviour support will be provided through</p>	<p>Behaviour referral, including the use of outside agencies, coordinated by the Inclusion Hub is now an embedded part of pastoral provision with a broad range of agencies involved. This is also being further supplemented by the Mental Health Trailblazer initiative and the Social Worker in School (SWIS) programme.</p> <p>The counselling service was suspended due to COVID-19 measures and restrictions for much of 2020-21.</p>

	referral by Heads of Year to the Inclusion Hub with outside agencies to be used where appropriate.	
F. Improve the attendance of disadvantaged students through challenge and support.	<p>Ensure that a rigorous approach is taken to the monitoring of attendance and punctuality.</p> <p>Ensure that more emphasis is placed on the importance of good attendance across the school through assemblies, tutors during RISE and the rewards system.</p> <p>Increase positive parental engagement through regular and improved communication with parents/carers of those students causing concern.</p> <p>Continue to extend the use of signposting through the Inclusion Hub for parents/carers to external agencies for additional support.</p>	<p>VIP AP continued to support with attendance focussing on home visits and attendance clinics for PP students causing concern during the autumn term and the summer term.</p> <p>Regular check-in calls were made throughout the periods of school closure to vulnerable students, including PP.</p> <p>Recovering good attendance is a whole-school priority for 2021-22.</p> <p>Coffee morning will be reintroduced for parents/carers in 2021-22 as restrictions are eased.</p>
G. Raise the education and career aspirations of disadvantaged students.	<p>Provide aspiration building opportunities for disadvantaged students through trips/visits.</p> <p>Ensure that all disadvantaged students can participate fully in visits/trips.</p> <p>Increase the engagement of disadvantaged students with FE/HE through Higher Horizons programme.</p> <p>Increase the engagement of disadvantaged students with employers through the CEIAG programme.</p>	<p>Targeted Year 9 and Year 10 students once again participated in the Stoke City RISE project during the autumn term with a positive impact on all noted.</p> <p>PP students continued to receive a 20% discount for all trips/visits and additional support wherever this is needed. In cases of hardship costs were met in full.</p> <p>Higher Horizons activities were severely restricted due to the pandemic.</p> <p>All PP students received study guides free of charge in Key Stage 4</p> <p>Support with uniform was provided by request on an individual basis.</p>
H. Provide focussed high-quality careers information, advice and guidance for disadvantaged students.	<p>Provide regular IAG for disadvantaged students.</p> <p>Ensure that all disadvantaged students participate in work experience during Year 10.</p> <p>Provide work experience opportunities for selected disadvantaged students through extended placements where appropriate.</p> <p>Provide careers information for disadvantaged students</p>	<p>Careers information was provided for all Year 11 PP students through individual interviews with an independent careers advisor, some of which were delivered remotely.</p> <p>Work experience placements did not take place again this year due to lockdown.</p>

	through additional workplace visits.	
	Total Budgeted Cost	£80,000