LEEK HIGH SCHOOL
Pupil Premium Strategy Statement 2021/2022

What is the Pupil Premium?

'Pupil Premium Funding Report 2016 - 2017 National Guidelines The Pupil Premium Grant' is a Government initiative designed to provide additional funding to address the potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), are looked after by the Local Authority or are adopted, or are from families with parents serving (or having served) in Her Majesty's forces.

Schools are required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant.

What is our approach to the use of Pupil Premium funding?

The DfE advices using research from the Education Endowment Foundation (EEF) therefore we have adopted a three-tiered approach to the Pupil Premium spending:

Tier 1   Teaching
Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. We must ensure that a good teacher is in front of every class, and that every teacher is supported to keep improving.

Tier 2   Targeted Academic Support
Evidence consistently shows the positive impact that targeted academic support can have. Our approach to this is the use of classroom teachers and teaching assistants to deliver structured one-to-one or small group intervention to supplement classroom teaching.

Tier 3   Wider Strategies
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Summary Information

Academic Year	2020/21
Total disadvantaged budget	£72,000
Total number of students	357
Number of students eligible for PP funding	85 (29%)
Date of most recent disadvantaged Review	September 2021
Date for next internal review of this strategy	September 2022

Target outcomes for 2021/22

Measure	Target	Target date
Teacher CPDT	All teaching staff to participate with CPDT programme with demonstrable impact on students engagement and progress.	September 2022
Reading Ages	Increase the percentage of PP students at or above average reading age in KS3 and KS4 by at least 10%	September 2022
Attainment 8 (Year 11)	Achieve above national average for PP students compared with non-PP students	September 2022
Percentage of Grade 4+ in English and maths (Year 11)	Achieve above national average for PP students compared with non-PP students	September 2022
Percentage of Grade 5+ in English and maths (Year 11)	Achieve above national average for PP students compared with non-PP students	September 2022
Attendance	Improve attendance to the national average for all students	September 2022
NEET (Year 11)	Achieve 100% NEET	September 2022

Tier 1: Teaching (Quality First Teaching)
Priorities for 2021/22

Measure	Activity
TP 1	Delivering school-based CPDT focussed on raising aspirations and pedagogy that suits the needs of disadvantaged students.
TP 2	Recruitment, retention and deployment of good specialist teachers.
TP 3	Whole-school reading strategy for low attaining disadvantaged students with the use of 1-2-1 tutors and TA support.
TP 4	Adapting the curriculum to suit the context given the impact of COVID-19.
TP 5	All teaching staff to participate in the CPDT programmes to develop learner resilience and confidence through metacognition and growth mindset. Completion of annual CPDT programme. Positive demonstrable impact of CPDT on staff development and education of students.
Barriers to learning that these priorities address	• Teaching expertise that needs to suits the personalities and learning styles of disadvantaged learners. • Low reading abilities that impact on academic and personal development progress • Reduced progress of students due to COVID-19 Uncertainty over required content.
Projected spending	£3,500

Tier 2: Targeted academic support (intervention)
Priorities for 2021/22

Measure	Activity
TAS 1	Academic intervention focused on disadvantaged students, including small group post-pandemic catch-up tutoring.
TAS 2	Provision for disengaged disadvantaged students to support re-engagement in lessons through the SEND and Inclusion Hub providing sensory room time, personal development support and safeguarding interventions.
TAS 3	Behaviour support including counselling, pre-exclusion (reflection) room (linked with Inclusion Assistant intervention) and alternative provision mentoring.
TAS 4	Adapting teaching and learning to suit prior attainment and the educational needs of students.
TAS 5	CEIAG to identify clear career pathways that links to Key Stage 4 programme of study, including appropriate alternative provision and short-term or extended work experience where appropriate.
Barriers to learning these priorities address	- Academic progression of disadvantaged students is often limited by the overall culture and environment. - Academic progression of disadvantaged students is often limited by lack of engagement or poor behaviour. - A need for students to have the enhanced monitoring and intervention necessary. - Academic progression of disadvantaged students is often limited by lack of suitable bespoke curriculum and career pathway.
Projected spending	£54,700

Tier 3: Wider Strategies
Priorities for 2021/22

Measure	Activity
WS 1	Positive behaviour reinforcement programme involving praise and rewards.
WS 2	Mentoring and counselling to support personal development and safeguarding particularly focused on social and emotional awareness and needs.
WS 3	Funding of uniform, equipment and resources to ensure that disadvantaged students are equipped and able to access whole-school life.
WS 4	Funding of equipment, resources and staffing for enrichment activities, including curriculum related trips and events.
WS 5	Re-establishing regular parent drop-ins in the SEND and Inclusion Hub to support parental engagement for the most vulnerable disadvantaged students.
Barriers to learning these priorities address	• Disadvantaged students often do not have a sense of belonging nor a desire to achieve. • Disadvantaged students' sense of belonging and desire to achieve is often affected by their learning environment.
Projected spending	£13,800