

Pupil Premium Strategy Statement – year 2021/2022

1. Summary information					
School	The Elton High School				
Academic Year	2021– 2022	Total PP budget	c. £246,390 (excludes PPG+ funding)	Date of most recent PP Review	April 2015 (next review date tbc)
Total number of pupils	1020	Number of pupils eligible for PPG/PPG+	258 20	Date for next internal review of this strategy	Each governors' termly meeting

2. Current picture			
	Students eligible for PP (school)	All students(school)	National figure
Progress 8 (2020-21 unvalidated)	-0.49	-0.18	-0.03 (all - 2018-19)*, +0.13 (FSM - 2018-19)*
Attainment 8 (2020-21 unvalidated)	40.3	50.3	46.7 (2018-19)*
9-5 EnMa (2020-21)	35.0%	49.5%	43.0% all (2018-19)*, 50% (FSM) (2018-19)*,
Staying in education, employment or training	94.4% (2020 leavers)	97% (2020 leavers)	94% (2018 leavers)
Average attendance (2018-19) *	92.8%	95.2%	94.5% (all), 91.8% (FSM)
Persistent absenteeism (2018-19)*	19.1% (FSM)	10.3%	13,7% (all), 24.7% (FSM)
Fixed term exclusions (2018-19)*	19.1%	11.46%	10.75% (all), 26.7% (FSM)
<i>*most recent DFE figures</i>			

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Literacy and numeracy skills below age related expectations (possible attendant SEN difficulties).

B.	Attainment and progress of eligible students in some year groups does not match or exceed that of non-eligible students.
C.	Lower than national and/or school average attendance.

D.	Higher than national and/or school exclusions.
E.	Potential SEMH needs (CLACs especially).
F.	Potential poverty of aspiration.

External barriers (*issues which also require action outside school, such as low attendance rates*)

A	Some families of eligible students are harder to engage.
B	Some eligible students live in low income households, possibly therefore inhibiting engagement in enrichment/intervention activities.
C	High attaining students living in areas that have low rates of young people following degree (level) qualifications.

4. Desired outcomes (*desired outcomes and how they will be measured*)

Success criteria

A.	Improvement of literacy and numeracy skills of identified students specifically, and all students more widely.	<p>Eligible Key Stage 3 students' reading ages will increase by at least 12 months across the academic year (10 months) and will, at the very least, sustain this increase year on year.</p> <p>The progress and attainment of eligible students in English will be close to or will match that of other students nationally and be increasing.</p> <p>The progress and attainment of eligible students in maths will be close to or will match that of other students nationally and be increasing.</p> <p>Quality assurance processes will highlight that, across the school, the promotion of high quality literacy and numeracy continues to develop.</p>
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		<p>By summer term 2021-22, a robust plan to develop disciplinary literacy across the school is identified.</p>
<p>B.</p>	<p>The progress and attainment of students eligible for the pupil premium will across all year groups will match - or exceed - that of other students nationally.</p>	<p>The attainment and progress of eligible students in each cohort will continue to show improvement after each data capture throughout the year. The attainment 8 score of eligible students in Year 11 moves closer to matching non-eligible students in school and nationally, and that the in-school gap diminishes or closes.</p> <p>The progress and attainment of eligible year 11 students in the core subjects continues to improve throughout the year.</p> <p>Year 7 data to be analysed and end of year target set following the first data collection of the year.</p>
<p>C.</p>	<p>The attendance of students entitled to free school meals improves; persistent absenteeism reduces.</p>	<p>The attendance of FSM students continues to improve and is higher than the national average.</p> <p>Persistent absenteeism of FSM students is reduced from 2021-22 so that it is close to or lower than that of all students nationally.</p>

D.	For disadvantaged boys especially, there is a reduction in fixed term exclusions.	There is a reduction of at least 10% in FTEs issued to disadvantaged boys for the academic year 2021/2022.
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		<p>There is particularly a reduction in the numbers of students receiving more than one FTE.</p> <p>The introduction of the Assess Plan Do Review (APDR) cycle identifies and implements appropriate interventions to lower the proportion of disadvantaged boys students escalating to FTEs.</p> <p>Opportunities to create an increasingly inclusive culture are explored.</p> <p>More staff training on ACEs (adverse childhood experiences) and attachment difficulties and how these can affect students' behaviour and readiness to learn. Share strategies to help students manage these difficulties.</p> <p>Identified students have access to wrap around support services.</p>
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<p>E.</p>	<p>Students have the highest aspirations for now and for the future.</p>	<p>The number of eligible students (particularly boys) taking up places at VI Form colleges continues to increase.</p> <p>The percentage of eligible students remaining in education, employment or training for more than two terms is at least as high as the national average.</p> <p>Students have a range of opportunities to develop their cultural capital through enrichment activities.</p>
<p>F.</p>	<p>There is increased engagement from families, especially those who are harder to reach.</p>	<p>Families of eligible students are well represented at school events, such as awards evenings and guidance evenings.</p> <p>Participation in the transition summer school continues to increase.</p>

5. Planned expenditure 2021/22

1. Improve the literacy and numeracy skills of identified students.

actions	projected cost	led by	impact	reviewed
<p>All students baseline tested on entry to school to identify students in need of wave 1 or 2 intervention.</p> <p>High risk students highlighted to class teachers.</p> <p>Results sent to students' families, along with guidance on supporting students' reading at home.</p>	<p>£900 to purchase reading tests</p> <p>c.£200 administrative costs</p>	AKL, responsible to DW	Cohort in need of literacy support identified.	Students not identified for wave 1 or 2 reading interventions, but identified by class teachers as being a concern will be re tested.
<p>Eligible KS3 students with lowest reading ages (below 9 years, 6 months) receive 30 or 60 minutes' small group reading intervention with specialist teacher per week.</p>	<p>c.£20,686* to fund reading intervention teacher (inc. on costs).</p> <p><i>*£33,364 x 0.62% = (contact time with eligible students in RI)</i></p> <p>£1,500 Additional support from HLTA to deliver 3 periods of reading intervention per week.</p>	AKL, responsible to DW	Students' reading age, therefore ability to better access the curriculum, improves.	<p>Reviewed every 4 months, after testing.</p> <p><u>Outcomes September to July 2021:</u></p> <ul style="list-style-type: none"> ● Year 7: an average of 16 months' improvements. ● Year 8: an average of 13 months' improvement. ● Year 9: an average of 16 months' improvement.

<p>Eligible students whose reading ages are below chronological age identified for Peer Reading Programme. Y7: 16 students once weekly Y8: 16 students once weekly Y9: 16 students once weekly Y10: 16 students once weekly (form-time session)</p>	<p>£1,500 to fund HLTA to supervise and quality assure the peer reading intervention in form-time</p>	<p>AKL, responsible to DW</p>	<p>Students' reading age, therefore ability to better access the curriculum, improves.</p>	<p>Reviewed every 4 months, after testing.</p>
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<p>Students baseline tested to identify those in need of support with spelling via 'Word Shark' programme: Y7: 15 students once weekly Y8: 17 students once weekly Y9: 15 students once weekly Y10: 16 students once weekly (form-time session)</p>		<p>HLTA, responsible to DW and CR</p>	<p>Students' spelling age, therefore competence in written communication improves.</p>	<p>Begins autumn term (2) 2021 and monitored half termly.</p>
<p>Students baseline tested to identify those in need of support with spelling via 'Prodigy Maths programme': Y7: 15 students once weekly Y8: 16 students once weekly Y9: 16 students once weekly Y10: 15 students once weekly (form-time session)</p>	<p>£1385 to fund HLTAs/TAs to deliver Word Shark/Prodigy Maths intervention in form-time.</p>	<p>HLTA, responsible to DW and CR</p>	<p>Students' numeracy, therefore ability to better access key areas of the curriculum, improves.</p>	<p>Begins autumn term (2) 2021 and monitored half termly.</p>

<p>CPD continues to enable staff to support students' oracy through 'accountable talk' (Resnick et al) and collaborative learning approaches.</p> <p>All students in year 7 will engage in at least one public speaking activity.</p> <p>Drama will be part of year 8 students' curriculum entitlement.</p> <p>Some staff engage in oracy cog.</p>	<p>c.£250 for administrative costs.</p>	<p>HR and JC (oracy champions), responsible to DR</p>	<p>Approaches to developing oracy are shared with staff and these are implemented widely across the curriculum.</p> <p>Students speak more confidently and competently, using formal register, where appropriate.</p> <p>Eligible and lower attaining students in particular benefit from focus on structured talk.</p> <p>Research and good practice shared with all staff.</p>	<p>Implementation and impact measured through school's half termly QA processes.</p>
<p>CPD continues to enable staff to support students' writing through focus on the</p>	<p>c.£50 for 'in house' training.</p>	<p>DR</p>	<p>All staff feel confident to:</p>	<p>Implementation and impact measured through school's half termly QA processes.</p>
<p>teaching spelling and grammar.</p>			<ul style="list-style-type: none"> - ensure students use apostrophes accurately; - support the accurate spelling of common homophones; - reinforce the spelling of subject specific terminology; - challenge common grammatical misconceptions, e.g.: affect/effect. 	<p>Samples of students' examination papers to be reviewed during key assessment periods.</p>

<p>By summer term 2021-2022, a plan to develop disciplinary literacy across school has been identified.</p> <p>By autumn 2021-2022, CPD that supports staff to close students' vocabulary gap is in place.</p>	<p>Costs for training and implementation to be confirmed.</p>	<p>DR and SW.</p>	<p>Students' language repertoire - especially high frequency academic language and specialist subject language -increases.</p>	<p>Implementation and impact measured through school's half termly QA processes.</p>
<p>Total cost</p>	<p>£26, 471</p>			

2. The progress and attainment of students eligible for the pupil premium will across all year groups will match - or exceed - that of other students nationally.

actions	projected cost	led by	impact	reviewed
<p>Identification of senior leader to identify, lead and evaluate the effectiveness of the pupil premium strategy.</p>	<p>£13,744</p>			
<p>CPD priorities - to support the implementation/embedding of Quality First teaching and the Differentiation Toolkit across the school.</p>	<p>c.£1000 to provide staff cover.</p>	<p>SW/DR</p>	<p>Practice in respect of CPD priorities continues to improve, thus improving the quality of teaching and learning.</p>	<p>Implementation and impact measured through school's half termly QA processes, including student voice.</p>

<p>Eligible students to be identified on all teachers' seating plans.</p> <p>Best practice will ensure teachers having a 'live' seating plan with appropriate barriers to learning and appropriate interventions identified.</p>	<p>none</p>	<p>DW/DTh</p>	<p>Increased knowledge and understanding of eligible students and their needs.</p>	<p>Subject leaders to check seating plans are in place.</p> <p>DW to identify and share examples of best practice across the school.</p>
<p>Student data reviewed at least once per half term. 'High risk' students identified and shared with staff.</p> <p>The progress and attainment of eligible students to be a standing item on all departmental and pastoral reviews.</p>	<p>A fund, starting at £4,000 to be dispersed in line with requests made.</p>	<p>SLT, subject leaders and pastoral leaders.</p>	<p>Increased knowledge and understanding of eligible students and their needs.</p> <p>Requisite support put in place for identified students.</p>	<p>Reviewed at SLT meeting after each data drop.</p> <p>Staff making funding requests to evaluate the impact of the support given and communicate to DW.</p>

<p>Intervention/support identified by teachers and funding requests made.</p> <p>360 degree profiles created for year 11 students most at risk of underachieving - to be 'rolled out' to other year groups later in the academic year.</p> <p>Profiles linked to student areas on SIMs.</p>	<p>£210.60 to provide cover.</p>	<p>DW</p>	<p>Teachers' planning takes account of students' talents and needs.</p>	<p>Termly.</p>
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Mentors assigned to key year 11 students and mentor training provided. Consider TLR3 post/enhanced remuneration to ensure effective monitoring of mentoring programme.	Estimated cost of £1,310.10, based on 2 hours per week, for 33 weeks.	Possibly Cath Foulkes, led by DW.	High risk students assertively mentored and coached. Engagement of students' families in process strengthens home school partnership.	Effectiveness of mentoring and progress towards targets monitored every 2-3 weeks.
The 'Core Group' to meet regularly to identify and review interventions intended to support year 11 students with particular focus on the 'match' between maths and English.	none	Led by DW and supported by DR, SW, PS, WP and JM – possibly also ML.	A range of interventions to support high risk students identified and their effectiveness reviewed.	Weekly meetings.
Consider increased staffing in the core subjects by 2020/2021.	IRO £24,373 (excl. on costs), based on NQT's salary.		Capacity to reduce class sizes and to offer more targeted intervention is increased.	
Guidance evenings and workshops to be hosted at key points in the year,	c.£300 administrative costs.	Led by DR/SW/DW, supported by key staff.	Interventions to support high risk students implemented.	Through family voice.
focusing on giving families practical strategies to support their child's learning.			Increased family engagement.	
Total cost	£44,938			

3. The attendance of students entitled to free school meals improves; persistent absenteeism reduces.

actions	projected cost	led by	impact	reviewed
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Regular attendance meetings take place. Key students are discussed and requisite actions (e.g. mentoring, home visits etc.) identified.	£19,139 to part fund education welfare and inclusion lead, DA.	CJ and DA.	The attendance of eligible students and FSM students is carefully monitored and support to improve attendance given.	Monthly.
'Truancy Call' activated for all students on first day of absence.		JM	Students are safeguarded. Parents are well informed about their child's attendance, thus can intervene to improve it, if necessary.	Daily.
Excellent/improved attendance celebrated through rewards programme.	c.£1000	CJ/LCs	Students' efforts are recognised and celebrated. Family engagement increases through their participation in attendance awards events.	Half termly.
The importance of good attendance and its impact on learning continually promoted through assemblies and the curriculum.		CJ/LCs	Students make the link between good attendance and improved learning.	
Total cost	£20,139			

4. For disadvantaged boys especially, there is a reduction in fixed term exclusions.

actions	projected cost	led by	impact	reviewed
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CPD supports teachers' understanding of how to support students with SEMH difficulties.	c. £300 for associated costs to prepare and deliver training.	VH/CR and supported by LO, SB, ET and JSi	Staff feel more confident and able to support key students.	Profiles reviewed at least annually/in line with movement in cycles of support.
Pupil profiles are reviewed and offer teachers practical strategies to implement.				
Universal plus support available to students identified as in need.	£73, 194 to fund the support of Behaviour Mentors £22,800 to fund the school counsellor	VH/CR	Students supported to be more learning ready, thus at lower risk of exclusion.	Following intervention/restorative work.
Seek educational opportunities outside of mainstream provision.	£10 000	CJ/VH/CR	Students given opportunities to achieve and to engage positively with education.	At least monthly.
Student voice identifies students' responses to how FTE have impacted on behaviour and engagement.		CR/VH	Strengths and opportunities for improvement of behaviour for learning strategy are identified.	After student voice.
Total cost	£105 994			

5. Students have the highest aspirations for now and for the future.

actions	projected cost	led by	impact	reviewed
An enrichment map is created, to include opportunities provided by widening participation providers eg. GM Higher.	Up to £3,500 to subsidise travel costs, cover etc.	DR	Students' aspirations are raised as a result of their engagement with higher education and other providers.	After activities, through student voice. Through destinations information.

Identified eligible students have enhanced access to CEIAG personal adviser.	£ 5000	DW/CF	All students provided with appropriate level of guidance. Students vulnerable to not sustaining education or training are supported.	Half termly.
An evaluation of leadership roles undertaken by eligible students is carried out. (eg. peer mentors, librarians, prefects, senior prefects)		DW	Eligible students are at least proportionally represented in student leadership roles. Students develop key skills required for success in adulthood.	Annually.
Total cost	c.£8,500			

6. There is increased engagement from families, especially those who are harder to reach.

actions	projected cost	led by	impact	reviewed
There is enhanced contact with the families of key eligible students before guidance events.		LCs/the admin team.	Increased family engagement at school events.	After the events.
Home visits are carried out to offer guidance to some families.		DW, supported by DA where appropriate.	The relationship between school and students' families is strengthened and there is improved collaborative support of the student.	Through family voice. Through student outcomes.
Transition summer school is organised and families invited to participate.	£6,000	DW, supported by AKL	Increased family engagement at school events.	Through family voice following the summer school.
Total cost	£6,000			

