

# **Pleckgate High School**



## **Disadvantaged strategy statement**

**2019/20 Spend Review,  
Response to National lockdown- updated  
January 2021  
2020/2021 Spend Plan**

# Disadvantaged Strategy Review 2019/2020

## School overview

Metric	Data
School name	Pleckgate High School
Pupils in school	1224
Proportion of disadvantaged pupils	31.62%
Pupil premium allocation this academic year	£385,537
Publish date	Sept 20
Review date	Sept 21
Pupil premium lead	Miss G Morris
Governor lead	Mr J Georgy

## Disadvantaged pupil performance overview for last academic year

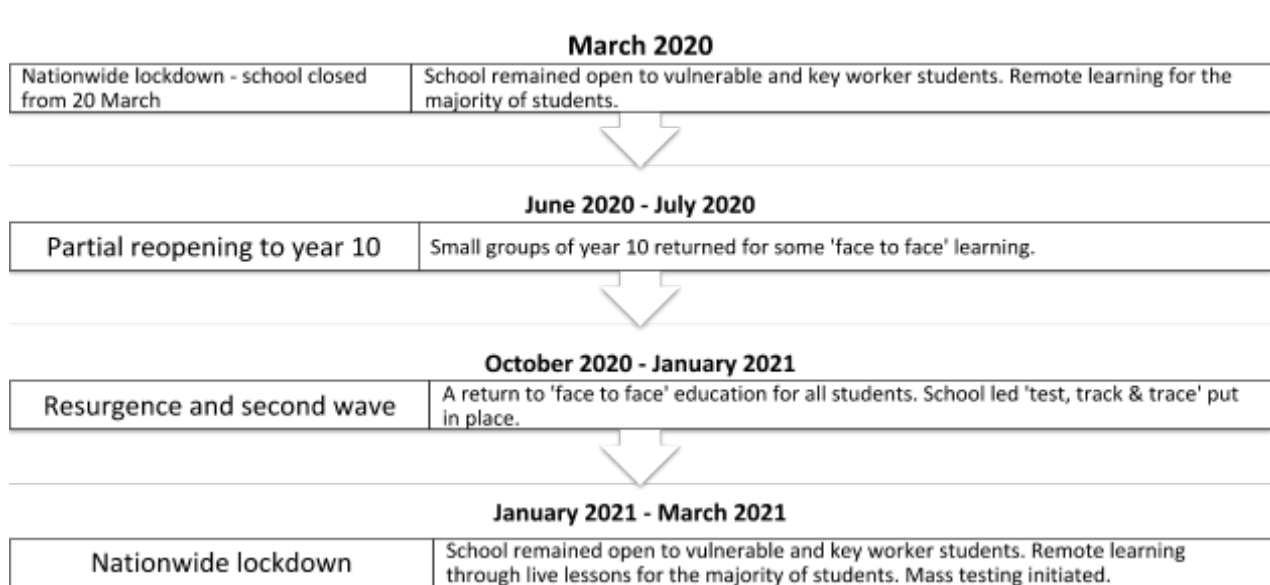
Ebacc entry	42.6%, <b>improvement</b> on 2019's 33%
Attainment 8	46.15, <b>improvement</b> on 2019's 40.84
Percentage of Grade 5+ in English and Maths	45.6%, compared to 2019's 46%
Percentage of Grade 4+ in English and Maths	76.5% <b>improvement</b> on 2019's 60%

## 2019/20 Spend review: last year's aims and outcomes

Aim	Outcome
Improve the Progress 8 score of disadvantaged students in the open slot	<i>No Progress 8 data due to Centre Assessed Grades</i>  Average Open Attainment 8 2020 13.43 with the average grade being 4.48. <b>An improvement on last years</b> Average Open Attainment 8 2019 11.88 with the average grade being 3.96
Improved progress across for high prior attaining pupils who are disadvantaged	<i>No Progress 8 data due to Centre Assessed Grades</i>  2020- Average Attainment 8 for HPA disadvantaged students 60.78 with the average grade being 6.08. <b>An improvement on last years</b> Average Attainment 8 for HPA disadvantaged students 56.71 with the average grade being 5.67
Improve NEET levels for disadvantaged students to maximise future educational/life chances	Data for 2016 leavers. 92% in education or employment. Data for 2017 leavers 94% in education or employment. <b>An improvement of 2%.</b>
Increased attendance rates for disadvantaged students	Data up to HT4 due to COVID 19 Attendance at HT4 92.7% (FSM), <b>above FSM national comparator</b> at 90.8% Persistent absentees at HT4 23.4% (FSM), <b>lower than FSM national comparator</b> of 28.9%

# Response to National lockdown- updated January 2021

## Covid-19 timeline



The 2020/21 Strategy aims for disadvantaged students will continue throughout the National Lockdown imposed in January 2021. In response to the lockdown we have enhanced the provision for our Disadvantaged students to remove barriers they may face when accessing remote learning. These measures are in ADDITION to the planned strategies.

Aim	Measure	Completion Date	Term 2 update - National Lockdown
<p>Improve disadvantaged student's acquisition of expert knowledge over time and reduce the gaps in learning compared to non-disadvantaged students.</p>	<p>Ensure active engagement and progress with online learning from our disadvantaged pupils, through weekly tracking and early intervention.</p> <p>Ensure the safeguarding and welfare of our disadvantaged pupils, through weekly contact and early intervention.</p> <p>Progress measures at KS4 will use Attainment 8 in the absence of Progress 8.</p>	<p>Sept 21</p>	<ul style="list-style-type: none"> <li>• CPD information shared to support planning for Disadvantaged students when providing remote and Live learning</li> <li>• Removing barriers to Live learning by providing internet access to disadvantaged students.</li> <li>• Removing barriers to Live learning by providing new iPads to Y7-Y11 Disadvantaged students.</li> <li>• Removing barriers to learning by providing access to exercise books and equipment- for collection from reception.</li> <li>• Continuing the access to free sanitary products for all students</li> <li>• All vulnerable students have been offered a place in school for on site learning.</li> </ul>
<p>Improve the provision to support subject specific language and reading for our disadvantaged students</p>	<p>Access to and engagement with Myon online library to remove the barrier of limited access to reading materials for our disadvantaged students.</p> <p>Tracking and testing of the reading abilities and materials from Myon to support the subject specific language and reading for our disadvantaged students.</p>	<p>Sept 21</p>	
<p>Eliminate NEETs for disadvantaged students to maximise future educational/life chances</p>	<p>Improve NEET figure for disadvantaged students to 0</p>	<p>March 21 Sept 21</p>	<ul style="list-style-type: none"> <li>• New Directions additional support during lockdown</li> <li>• Pastoral contact with the most vulnerable is made twice a week.</li> </ul>
<p>Support increased attendance compared to national comparators for disadvantaged students in response to Covid-19</p>	<p>Ensure active engagement and progress with online learning from our disadvantaged pupils, through weekly tracking and early intervention.</p>	<p>July 21</p>	<ul style="list-style-type: none"> <li>• Pastoral contact with students is made weekly- with the priority being Disadvantaged, particularly when chasing up missed calls or lack of engagement.</li> </ul>

# Disadvantaged Strategy 2020/2021

Teaching priorities for current academic year and planned spending.

Measure	Activity	Mitigating action
<p>Develop teaching to ensure the work given to disadvantaged students (particularly those who didn't engage with learning during lockdown) supports accelerated progress. Learning is coherently planned and sequenced to support disadvantaged students to remember the long-term content they require to be successful in their next steps. (SIP priority 2).</p>	<p>Develop the school's Remote/blended learning offer to support the following:</p> <ul style="list-style-type: none"> <li>• School closure during partial/full lockdown</li> <li>• Catching disadvantaged students up with missed curriculum content</li> <li>• Accelerating disadvantaged students forward with their coverage and understanding of the curriculum</li> </ul> <p>iPads supplemented for our disadvantaged students in ks3 to ensure they have no economic barriers to them accessing their education. £90,000</p> <p>Regular review of the impact of the recovery curriculum. MLL ensure the delivery of the curriculum is meeting its intended outcomes.</p> <p>MLL develop and deliver a subject specific CPD programme that focuses on improving subject and pedagogical knowledge. £5,000</p> <p>MLL ensure assessment for learning is a common feature of all lessons. Assessment data is then utilised to shape the planning and delivery of the curriculum. Disadvantaged is linked to DIP and PM targets. Teaching standard 5-</p> <p>Research evidence  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>  <a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=STAFF">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=STAFF</a></p>	<p><b>LEAD: DHT</b> £17,137.95  <b>Implementation will be ensured through:</b></p> <ul style="list-style-type: none"> <li>• SLT line management of HOD's &amp; LP's</li> <li>• Work scrutiny</li> <li>• Observations/ drop ins/ learning walks.</li> <li>• Data entry</li> <li>• QA process</li> <li>• Curriculum reviews</li> </ul>
<p>Develop and improve the approach to language for reading (talk, read &amp; write like a specialist) across the curriculum for disadvantaged students (SIP priority 3).</p>	<p>MLL with support of Lead practitioners embed the language for reading strategy as part of the curriculum for disadvantaged students.</p> <p>TA and HLTA -Additional support for disadvantaged students who are below the expected standard and for those who have significantly fallen behind due to COVID absence from school.</p>	<p><b>LEAD: DHT and LP</b>  <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• SLT line management of HOD's &amp; LP's</li> <li>• Curriculum reviews.</li> <li>• QA process</li> <li>• Work scrutiny</li> <li>• Observations/ drop ins/ learning walks.</li> <li>• QA process</li> </ul>

	<p>Strategic interventions lead by HOD's. £54,731.00</p> <p>Bespoke EAL provision provides language lessons allowing EAL students to progress quickly with their acquisition of English and are able to integrate into the classroom along with their peers. £16,400.96</p> <p><b>Research evidence</b>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a></p>	
Continue to ensure all disadvantaged students receive high quality feedback that allows the students to revisit and correct misconceptions. (SIP priority 4)	<p>Develop different approaches to feedback that allow teachers to maintain meaningful dialogue with disadvantaged students both in person and remotely.</p> <p>QA is used to ensure that feedback is regular and addressing misconceptions.</p> <p>CPD budget allocation £5000</p> <p><b>Research evidence</b>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p>	<p><b>LEAD: AMC</b>  <b>Implementation will be ensured through:</b></p> <ul style="list-style-type: none"> <li>• SLT line management of HOD's &amp; LP's</li> <li>• Work scrutiny</li> <li>• Observations/ drop ins/ learning walks.</li> <li>• Curriculum reviews</li> <li>• QA process</li> </ul>
Barriers to learning these priorities address	<p>A: literacy skills  B: low prior attainment  C: pastoral issues  E: low aspirations  F: study skills</p>	
Projected spending	£188,269.91	

### Targeted academic support for current academic year

Measure	Activity	Mitigating action
To reduce the percentage of exclusions, for disadvantaged students - particularly KS4 disadvantaged students.(SIP Priority 2).S	<p>Weekly monitoring of behaviour and appropriate early intervention to support improvement. The HOY to monitor and assess the types of behaviours evident in school and implementing appropriate strategies to improve.</p> <p>The DHT works to develop appropriate and effective Alternative Provision for</p>	<p><b>LEAD: DHT &amp; AHT £28,191.45</b>  <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management of pastoral and safeguarding team.</li> <li>• Attendance and exclusion data.</li> <li>• Information and data share from internal and external exclusion units.</li> </ul>

	<p>disadvantaged students at risk of exclusion.</p> <p>Employment of Pastoral leads for targeted/bespoke intervention to all disadvantaged students who are receiving higher volume of behaviour incidents around school. Strategy lead by HOY. £19,882.24</p> <p>To further develop the work and impact of the school 'Inclusion Panel'. Strategy led by DHT. £10,000.00</p> <p>Employment of Exclusion Lead .Investment in the referral unit to reduce the time students are not in school and allow bespoke intervention. £25,327.00</p> <p><b>Research evidence</b>  <a href="https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/">https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/</a></p>	
<p>To ensure school attendance is closely monitored post-lockdown, with a particular focus on Disadvantaged students &amp; WBRI students. (SIP Priority 1).</p>	<p>Conduct an immediate audit of attendance in September 2020 to identify potential attendance issues in light of COVID-19</p> <p>Additional pastoral support staff to work with families of disadvantaged students with identified attendance &amp; behaviour concerns to re-engage them with school and plan to address anxieties around a return to school.</p> <p>To continue to improve attendance of disadvantaged students to further improve in line with LPNA.</p> <p>Employment of student services to monitor disadvantaged students and follow up quickly on truanancies. First day response provision- prioritising disadvantaged students. £36,732.28</p> <p><b>Research evidence</b>  <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p>	<p><b>LEAD: AHT</b>  <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>● Line management of attendance officer</li> <li>● Line management of pastoral and safeguarding team.</li> <li>● Safeguarding strategies</li> <li>● Progress and attendance data analysis</li> <li>● Parent voice</li> </ul>
<p>Librarian- supporting whole school literacy and CEIAG with a priority on our disadvantaged students.</p>	<p>LP and CEIAG coordinator who will direct Librarian in the support needed in the following areas:</p> <ul style="list-style-type: none"> <li>● catch up programmes (Significant changes to this with HOD in Maths and English leading on this to increase the subject specialists delivering to the most vulnerable students)</li> <li>● accelerated reader</li> <li>● Library provision</li> <li>● Literacy ratings of pupils including tracking, monitoring and intervention</li> </ul>	<p><b>LEAD: AHT &amp; LP</b>  <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>● Line management of LP &amp; Librarian</li> <li>● Progress tracking of the catch up programme.</li> <li>● Progress review of assessment data</li> <li>● CEIAG strategy plan</li> <li>● Pupil voice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Further development of the reading school</li> <li>• CEAIG support and targeted groups</li> </ul> <p>Priority on Disadvantaged pupils. £11,897.52</p> <p><b>Research evidence</b> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/project/accelerated-reader/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/project/accelerated-reader/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></p>	
Barriers to learning these priorities address	<p>A: literacy skills B: low prior attainment C: pastoral issues D: attendance rates E: low aspirations F: study skills</p>	
Projected spending	£132,030.49	

### Wider strategies for current academic year

Measure	Activity	Mitigating action
Ensure that the school provides a board and enriched curriculum that allows disadvantaged students the opportunity to learn without barriers.	<p>Additional funding for departments to use in order to improve the progress of disadvantaged students within their department areas £20,000</p> <p>Review of the disadvantaged strategies in school through ChildrenNE.org Poverty Proofing programme which allows us to provide support mechanisms for students in need Student voice lead through Poverty Proofing research gives a greater awareness of the barriers to learning our students face, and strategies to remove them. CPD allows staff to embed the findings from the Poverty proofing review to continue to effectively support our vulnerable students.</p> <p>Additional funding for cultural capital and hardship bids. Departments and the pastoral team can seek financial support for students to ensure they are able to access the same cultural and extra curricular opportunities as their peers. The pastoral team can seek support for individuals who may need a personalised approach to financial support to allow them to fully access their education. £7,622.88</p>	<p><b>LEAD: AHT</b> £25,830.72 <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management by DHT.</li> <li>• Spend project reviews</li> </ul>
Ensure that the school provides an effective careers programme that offers all disadvantaged students careers advice, contact with employers and enables disadvantaged students to make informed choices about their next steps. (SIP priority 1)	<p>CEIAG lead to ensure the school is highly successful across all eight Gatsby benchmarks for CEIAG</p> <p>All disadvantaged students and parents have access to high quality information about future career choices and labour market opportunities.</p>	<p><b>LEAD: AHT</b> <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management of CEIAG lead</li> <li>• QA of CEIAG</li> <li>• Compass and tracker report analysis</li> <li>• CEIAG map tracking</li> <li>• CEIAG strategy plan reviews</li> <li>• Parent voice</li> <li>• Pupil voice</li> </ul>



	<p>Improve NEET levels for disadvantaged students to maximise future educational/life chances £7,783.00</p> <p>Research evidence <a href="https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=neet">https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=neet</a></p>	<ul style="list-style-type: none"> <li>• Staff voice</li> <li>• Destination data £27,000</li> </ul>
<p>To ensure consistently strong provision during tutor time, across the curriculum and beyond the curriculum that supports our disadvantaged student wellbeing and contributes effectively to SMSC, British values and character education across the school (SIP Priority 2).</p>	<p>Employment of additional Pastoral support staff to ensure a clear approach to identifying and supporting students who are vulnerable (including post COVID related issues). Strategy led by DHT and AHT.</p> <p>CPOMS referral system subscription £4,000</p> <p>Research evidence <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p>	<p><b>LEAD: DHT &amp; AHT</b> <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management of pastoral and safeguarding teams.</li> <li>• Safeguarding reviews</li> <li>• Progress and attendance analysis to inform intervention</li> <li>• Pupil voice</li> <li>• Parent voice</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>A: literacy skills B: low prior attainment C: pastoral issues D: attendance rates E: low aspirations F: study skills</p>	
<p>Projected spending</p>	<p>£65,236.60</p>	