



**Pleckgate**  
HIGH SCHOOL

# Pupil premium strategy

# Pupil premium strategy statement – Pleckgate High School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1333
Proportion (%) of pupil premium eligible pupils	23
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Sept 2023
Statement authorised by	A.McGinty (HT)
Pupil premium lead	K.Ferguson (AHT)
Governor / Trustee lead	I.Hussain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,539
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£96,600
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£460,139

# Part A: Pupil premium strategy plan

## Statement of intent

- This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.
- It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Exam results (Summer 2023) – unlike the national picture, the gap between disadvantaged and non-disadvantaged pupils at Pleckgate has narrowed. . Disadvantaged pupils are making better than expected progress and we are committed to ensuring this continues.
2	<b>Attendance</b> Overall attendance for all pupils at Pleckgate (including disadvantaged pupils) continues to be above FFT Aspire average on all headline measures and we are committed to ensuring this is maintained.
3	<b>Reading</b> All pupils are assessed using the GL Reading Test and Standard Age Reading Pupils have made progress in all year groups in reading as a result of the whole school reading strategy and focussed intervention. We are committed in ensuring that all pupils (inc disadvantaged pupils) maintain at least 100 SAS (national average)
4	<b>Culture capital / enrichment</b> Pleckgate continues to provide a broad range of opportunities for their personal development both within and outside of the classroom from all curriculum areas. Pleckgate is committed to ensuring that disadvantaged pupils are able to and do access the same opportunities. Financial support is offered to disadvantaged pupils to ensure they have the same opportunities as non-disadvantaged pupils and can attend visits and experiences such as visits to the theatre, sporting events, residential experiences.
5	<b>NEET</b> Maintain 0% NEET data for all pupils in 2023-24, including disadvantaged pupils and SEND

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Continue to improve the attainment and achievement of disadvantaged pupils to further reduce the current gap	2023-24 KS4 outcomes for disadvantaged pupils show improved achievement and a further reduction in the gap between the attainment of disadvantaged and non-disadvantaged pupils (as was seen in 2023 exam results)
To further improve the attendance of disadvantaged pupils	2023-24 attendance of disadvantaged pupils will continue to be above national average in all year groups
To improve the reading ages of disadvantaged pupils	2023-24 reading comprehension assessments demonstrate improved reading and comprehension skills for disadvantaged pupils
To maintain 0% NEET data for 2023-24 pupils, including disadvantaged pupils.	2023-24 data shows 0% NEET

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £167,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leaders design and lead formative and summative assessment practices in line with Pleckgate Principles of Assessment to ensure that component knowledge is retained and understood.	<ul style="list-style-type: none"> <li>We are following the guidance of the EEF evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment particularly for socio-economically disadvantaged pupils.</li> <li>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. The EEF has trialled <a href="#">‘Embedding Formative Assessment’</a> in English schools and found a positive impact, on average. <a href="#">See Link</a></li> </ul>	1
Curriculum Leaders design and lead teachers in providing bespoke feedback to pupils which results in improvements in knowledge and understanding.	<ul style="list-style-type: none"> <li>EEF evidence is that when done well feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</li> <li>The EEF guidance report below, focused on the principles of feedback rather than the specific methods of delivery, is based on international evidence and a review of current practice, refined through consultation with teachers and other experts: <a href="#">See Link</a></li> </ul>	1

Subject specific pedagogy is developed to ensure that all lesson activities support pupils to encounter and rehearse the component knowledge required to meet ambitious curriculum expectations	Ofsted subject reviews based on curriculum research relevant to the subjects, in addition to looking at research on teaching, assessment, school systems and policies. In addition to academic papers the research review(s) also contain information from: <ul style="list-style-type: none"> <li>• The Education Endowment Foundation (EEF)</li> <li>• The Department for Education</li> <li>• PISA (international studies such as the Programme for International Student Assessment)</li> <li>• Ofsted's own research and guidance</li> <li>• Secondary evidence (such as Teacher-authored blogs citing specific research)</li> </ul>	1
Texts are linked to subject curricular and teachers successfully incorporate reading into their lessons so pupils have regular opportunities to practise fluency, confidence and enjoyment of reading.	<ul style="list-style-type: none"> <li>• EEF: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a></li> </ul>	1, 3 & 4

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

**Budgeted cost: £15,244**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Pleckgate Reading Strategy	<ul style="list-style-type: none"> <li>• EEF toolkit 'Reading Comprehension Strategies' explains that the reading comprehension strategies focus the learners' understanding of written text.</li> <li>• Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. <a href="#">See link</a></li> </ul>	1 & 4
National Tutoring Programme for identified pupils in Year 11	The Department for Education's evaluation of the National Tutoring Programme states that the advantages of small group tuition may be particularly relevant for disadvantaged pupils. <a href="#">See Link</a>	1 & 4
SENCO – Leadership and management of TA staff deployment and training.	<ul style="list-style-type: none"> <li>• TA's are deployed in school to support pupils to maximise their impact as per the EEF guidance <a href="#">See Link</a></li> </ul>	1 & 4
EAL graduated approach to support	EEF – small group tuition has an average impact of four months additional progress over the course of the year (and is most likely to be effective if it is targeted at pupils' specific needs. <a href="#">See Link</a>	1 & 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £142,596**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leading and management of Pleckgate's attendance staged response	Strategies employed at Pleckgate are based on EEF research and Department for Education guidance. <a href="#">See Link</a>	1 & 2
Standards of excellent behaviour for learning including high expectations with a focus on a well-designed curriculum to engage and motivate pupils.	EEF 'Behaviour in schools' makes 5 key recommendations that we use within our behaviour policies and practices: <ul style="list-style-type: none"> <li>• Know and understand pupils and their influences</li> <li>• Teach learning behaviours alongside managing behaviour</li> <li>• Use classroom management strategies to support good classroom behaviour</li> <li>• Use simple approaches as part of regular routines</li> <li>• Tailor targeted approaches to meet the needs of the individuals in the school, <a href="#">See Link</a></li> </ul>	1 & 3
Broad and varied extracurricular and enrichment programme opportunities are provided to engage all pupils.	Research indicates that participation in extracurricular activities positively correlates with pupils' development both academically and personally.  Pupils who participate in extracurricular activities have greater academic success, greater character development, especially in the areas of time-management and leadership skills, more positive social development, and greater interest in community involvement. <ul style="list-style-type: none"> <li>• Following consultation with pupils and parents extra-curricular offer is improved and systems for monitoring participation. \</li> <li>• All pupils are encouraged to attend and we offer financial support for disadvantaged pupils to ensure the activities are accessible to all.</li> </ul> <a href="#">See Link</a>	4
Breakfast Club	The Food Foundation's Broken Plate report 2023, describes the negative impacts on children's health as a result of the challenges of eating healthily and sustainably. <a href="#">See Link</a>  Lack of nutritious food during childhood and adolescence can affect physical, mental and social wellbeing. It can also have a negative impact on educational attainment with lasting lifetime consequences. <ul style="list-style-type: none"> <li>• In Blackburn with Darwen, 34% of children live in <u>relative low-income families</u> (2020/21), this is the second highest rate in the Northwest and is nearly double the average rate across England (18.5%).</li> <li>• Pleckgate has successfully submitted a bid for a grant to support vulnerable pupils for the Breakfast Club and providing free ingredients for food technology.</li> </ul>	1, 2 & 4

	<ul style="list-style-type: none"> <li>PSHE is a regular lesson taught by subject specialist and allows all pupils to learn about healthy eating and essential nutrition.</li> </ul>	
Breaktime food provision	<p>Department for Education states "It is important for pupils to start the day with a nutritious breakfast.</p> <p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour"</p>	1, 2 & 4
CEIAG strategy to achieve 100% compliance across all 8 Gatsby benchmarks.	<p>Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system, <a href="#">see Gatsby Benchmarks</a> and EEF guidance, <a href="#">see link</a></p>	5

**Total budgeted cost: £325,069**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

AIM	MEASURE	OUTCOME															
<i>To further improve the attainment and achievement of disadvantaged pupils to reduce the current gap</i>	<i>2022/23 KS4 outcomes for disadvantaged pupils show strong achievement and the gap between disadvantaged and non-disadvantaged has reduced</i>	<p>The pupils of 2023 performed exceptionally well with an above average overall P8 score of +0.27. This puts Pleckgate 3<sup>rd</sup> in the performance tables for schools in Blackburn with Darwen.</p> <p>Disadvantaged pupils are making better than expected progress (0.16)</p>															
<i>To improve the attendance of disadvantaged pupils</i>	<i>2022/23 attendance of disadvantaged pupils is improved (compared to 2021/22) and is above National Average in all year groups</i>	<p><i>The attendance of our disadvantaged pupils continues to be above FFT average.</i></p> <table><tr><th>Attendance (Disadvantaged pupils)</th><th colspan="2">2021/22</th><th colspan="2">2022/23</th></tr><tr><td></td><td><u>Pleckgate</u></td><td>FFT</td><td><u>Pleckgate</u></td><td>FFT</td></tr><tr><td></td><td>89</td><td>84.9</td><td>88.7</td><td>85.3</td></tr></table>	Attendance (Disadvantaged pupils)	2021/22		2022/23			<u>Pleckgate</u>	FFT	<u>Pleckgate</u>	FFT		89	84.9	88.7	85.3
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	<u>Pleckgate</u>	FFT	<u>Pleckgate</u>	FFT													
	89	84.9	88.7	85.3													
<i>To improve the reading ages of disadvantaged pupils</i>	<i>For disadvantaged pupils SAS to be above national SAS (100)</i>	<p>Disadvantaged reading data shows positive progress for each year group and all are now above national average (100)</p>															
<i>To reduce the number of disadvantaged pupils classified as NEET</i>	<i>100% of our disadvantaged pupils stay in employment, education or training for a sustained period of time</i>	<p><i>100% of our disadvantaged pupils (leavers) have stayed in employment, education or training for a sustained period of time.</i></p> <p><i>0% NEET</i></p>															

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Mental health and wellbeing	Humanutopia
Fire Safety	Lancashire fire service
One punch kills	RJ Foundation
Consequences of knife crime	Lancashire police
Addiction awareness	UKAT
The JJ Effect	The Lotus Mental Health Charity
IMO Charity Blackburn	
One to One Careers Advice	New Directions