

Pleckgate High School



Pupil Premium Statement

2021/22 Spend Review

2022/2023 Spend Plan

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Pleckgate High School
Number of pupils in school	1344
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A McGinty (HT)
Pupil premium lead	T Robinson
Governor / Trustee lead	Ibrar Hussain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 342, 288.00
Recovery premium funding allocation this academic year	£ 96,462.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 438,750.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils (disadvantaged and non-disadvantaged) make good progress and achieve well across the curriculum. The activities we have outlined in this document aim to support our most vulnerable pupils and ensure they have the same opportunities as non-disadvantaged pupils.

The focus of our strategy is to ensure that all our pupils have equal access to a broad and balanced curriculum, both academic and beyond, which provides rich experiences for pupils' broader development. It aims to support pupils to be confident, resilient and independent. High quality first wave teaching and learning is at the heart of our approach to ensure that all pupils benefit from the same high expectations in school.

Our curriculum is well planned and sequenced to provide rich experiences for pupils' broader development as well as supporting pupils to be confident, resilient and independent. We offer a wide range of enrichment opportunities, to nurture, develop and stretch pupils' talents and interests. We promote equality of opportunity and diversity for all our pupils, so that they can understand, appreciate and respect differences.

High quality professional development has an emphasis on subject knowledge, assessment and pedagogy; teachers at Pleckgate understand the needs of pupils very well and are able to skilfully assess learning to address misconceptions or gaps in knowledge. Teachers provide clear feedback, supporting pupils to improve their recall and application of key component and composite knowledge.

Reading is high profile and involves formal testing of all pupils and further assessment of pupils reading needs of those who are below their expected reading age. It is imperative that disadvantaged pupils with lower reading ages (compared to their chronological reading age) are supported with bespoke resources and interventions, to enable them to access all subjects across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p>Exam results 2022</p> <p>Average progress 8 for all pupils 0.01</p> <p>Average progress 8 for disadvantaged pupils -0.38 (GAP -0.39)</p> <p>Attainment 8 for all pupils 45.47</p> <p>Attainment 8 for disadvantaged pupils 40.78 (GAP 4.69)</p> <p>Reduce the gap in attainment and achievement between disadvantaged and non-disadvantaged pupils.</p> <p>Reduce the gap in attainment and achievement between disadvantaged pupils by gender: P8 male, -0.64: female -0.03: A8 male 37.03; female 45.77</p> <p>Note: 70 disadvantaged pupils from cohort of 225: 40 male/30 female 2022 exams</p> <p>Note: 53 disadvantaged pupils form cohort of 249: 27 male/26 female 2023 cohort</p>
2	<p>Cultural capital/enrichment</p> <p>Pleckgate provides a broad range of opportunities for pupils to develop and stretch their talents and interests outside the classroom including sport, music, Duke of Edinburgh, chess, games club, reading clubs, maths challenge, cyber club for example.</p> <p>Data from extra-curricular clubs and enrichment activities for 2021-2022 shows that a lower percentage of disadvantaged pupils attended extra-curricular activities when compared to non-disadvantaged pupils 49% for disadvantaged compared to 60% non-disadvantaged</p> <p>The school will use curriculum funding to support development of wider extra-curricular development across all subject areas. We will also publicise opportunities for extra-curricular involvement and enrichment to</p>

	<p>parents, pupils through half termly newsletter, school website and pastoral communication such as assemblies and briefings.</p> <p>Pleckgate will reward pupils for their involvement in extra-curricular participation and showcase this through parental letters, newsletters and social media.</p>
3	<p>Attendance</p> <p>Attendance for 2021-2022 has been consistently above national average (FFT Aspire). However, the attendance of disadvantaged pupils is below that of non-disadvantaged pupils and therefore a barrier to learning.</p> <p>The gap between disadvantaged and non-disadvantaged is -3.8%.</p> <p>Pupils in year 10 are a priority this year as the attendance of disadvantaged pupils in this year group was just in-line with national average for 2021-2022.</p>
4	<p>Reading Ages.</p> <p>Pupils with a low reading age (compared to their chronological age) will struggle to access subjects across the curriculum and it is a significant barrier to learning.</p> <p>The GL Reading Data shows that pupils in year 7 have a gap of 5.6 between disadvantaged and non-disadvantaged pupils. The gap for pupils in year 8 and year 9 is similar (5.3 and 6.0 respectively).</p>
5	<p>NEET data – The challenge is to maintain 0% NEET data for 2022/2023 with all of our pupils, including the most disadvantaged.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether or not they have been achieved.

Intended outcome	Success criteria
To improve the attainment and achievement of disadvantaged pupils to reduce the current gap.	2022/23 Key Stage 4 outcomes for disadvantaged pupils show strong achievement and the gap between disadvantaged and non-disadvantaged pupils has significantly reduced based on 2021/22 outcomes.
To improve the attendance of disadvantaged pupils, specifically pupils in year 10.	2022/23 attendance of disadvantaged pupils is improved (compared to 2021/22) and is above National Average in all year groups.
To improve the reading ages of disadvantaged pupils.	2022/23 reading comprehension tests demonstrate improved reading and comprehension skills for disadvantaged pupils (compared to 2021/22).
To reduce the number of disadvantaged pupils classified as NEET	100% of our disadvantaged pupils (2023 leavers) stay in employment, education or training for a sustained period of time.

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: £ 146,966.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement an ambitious curriculum for all pupils, which addresses gaps in learning for disadvantaged pupils and supports SEND pupils.	A well sequenced curriculum with clearly planned Curriculum Thinking Documentation will support ALL pupils to make good progress.	Challenge 1 SIP priority 1
Heads of Department will update their departmental assessment policy in line with the Pleckgate Principles of Assessment	<p>The EEF funded publication on Assessment states that providing high quality assessment and feedback to pupils is integral to effective teaching.</p> <p>It also explains that gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=assess</p>	Challenge 1 SIP priority 1

<p>Curriculum Leaders will design CPD to support teachers to have excellent subject knowledge and provide additional support for new teachers or those teaching outside their main areas of expertise.</p>	<p>Research from the EEF states that the following are the most important considerations when planning CPD;</p> <p>A focus on improving pupil outcomes.</p> <p>A focus on building and enhancing knowledge and expertise.</p> <p>A narrow yet significant focus on a set of whole-school priorities.</p> <p>An acknowledgement that knowledge and expertise is domain specific.</p> <p>A clear focus on ‘best bets’ to ensure development is evidence informed.</p> <p>An emphasis on collaboration with colleagues and peer support.</p> <p>An assurance that this is sustained overtime and prioritises embedding and reflection.</p> <p>Allows for teacher autonomy and choice within pathways.</p> <p>We have outlined the best practice to CL to allow them to plan effective CPD department time.</p> <p>https://docs.google.com/presentation/d/1L2xwy8-5QrUQKH8vVxAR0scOWZE7d4im/e dit#slide=id.g12b6b05eb2e_0_1743</p>	<p>Challenge 1</p> <p>SIP priority 1</p>
<p>Teachers prioritise the importance of improving reading. They use assessment information and SEND information to increase their understanding of how to develop</p>	<p>Teachers have been trained in Reciprocal Reading strategies and use these to decode academic texts. Pleckgate’s Literacy Priorities 2022-2023:</p>	<p>Challenge 4</p> <p>SIP priority 3</p>

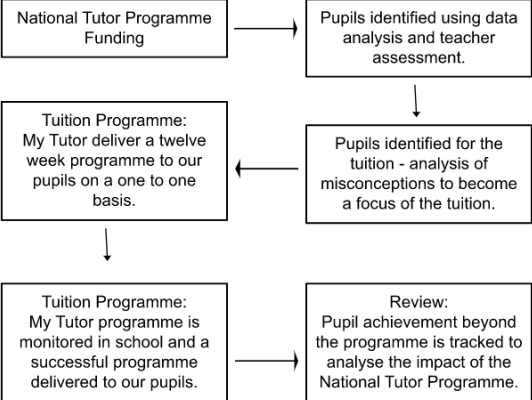
<p>readers and support pupils' reading and comprehension skills.</p>	<p>Priority 1: Improving pupils' word depth knowledge – explicit teaching of vocabulary.</p> <p>Priority 2: Encouraging academic reading and learning academic vocabulary.</p> <p>Through department CPD, staff are supported with disciplinary literacy instruction.</p> <p>Disciplinary literacy work is being undertaken by literacy ambassadors. Representation is from every subject to ensure vocabulary and reading is prioritised in all subject areas.</p> <p>Three members of staff are currently completing an NPQL to further strengthen the leadership of literacy.</p> <p>The Assistant Headteacher (Reading Lead) is working with literacy ambassadors to provide subject specific reading training.</p> <p>In year 7 all pupils are taking part in a trial tutor-led Form time reading programme, to boost comprehension and culture capital.</p> <p>Targeted support for reading includes;</p> <p>NGRT testing completed with all pupils.</p> <p>Further YARC Diagnostic testing has been completed with all pupils below SAS 80.</p> <p>8 TAs have been trained in phonics intervention for the lowest readers.</p> <p>Guided reading is being undertaken with lowest readers in year 10.</p>	
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	<p>1:1 reading support is provided in all library lessons.</p> <p>Literacy catch up targeting all those in receipt of Catch Up premium in year 7&8.</p> <p>The EEF toolkit 'Reading Comprehension Strategies' explains that reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 121,848.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
National tutoring programme.	<p>The National Tutoring Programme provides secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors.</p> <p>Pupils in year 10 have been identified using school data focusing on underachievement in Mathematics,</p>	<p>Challenge 1</p> <p>SIP priority 1</p>

	<p>English and Science. This ensures that the intervention is suitable and appropriate.</p> <p>Pupils are receiving tuition from My Tutor, which is one of the leading tuition partners of the National Tutoring Programme. Teachers in school have identified bespoke areas for intervention for each pupil which is a focal point in the tuition. Pupils receive one to one intervention over a period of twelve weeks, at which point impact can be reviewed.</p>  <pre> graph TD A[National Tutor Programme Funding] --> B[Pupils identified using data analysis and teacher assessment.] B --> C[Pupils identified for the tuition - analysis of misconceptions to become a focus of the tuition.] C --> D[Tuition Programme: My Tutor deliver a twelve week programme to our pupils on a one to one basis.] D --> E[Tuition Programme: My Tutor programme is monitored in school and a successful programme delivered to our pupils.] E --> F[Review: Pupil achievement beyond the programme is tracked to analyse the impact of the National Tutor Programme.] </pre>	
<p>TA support.</p>	<p>TAs are deployed in school to support individual and small groups of pupils as outlined in the research from the EEF.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants?utm_source=/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=tas</p>	<p>Challenge 1</p> <p>SIP priority 1</p>

EAL.	<p>EAL pupils who start school at age 5 generally catch up by age 16, those who arrive at school later on are more likely to need additional support. The key point for schools is to assess pupils' English language proficiency in order to address their learning needs.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-know-about-the-attainment-of-eal-pupils-and-what-do-we?utm_source=/news/eef-blog-what-do-we-know-about-the-attainment-of-eal-pupils-and-what-do-we&utm_medium=search&utm_campaign=site_search&search_term=eal</p>	<p>Challenge 1</p> <p>SIP priority 1</p>
Numeracy support	<p>Pupils who start at Pleckgate with a 'below average' standardised score attend numeracy catch-up support sessions with a TA. This is a 20-minute 1-1 personalised session where pupils focus on basic numeracy skills, as well as any mathematical content they are finding challenging in their maths lessons.</p> <p>Pupils in key stage 4 receive intervention sessions at lunch time, after school and on Saturday mornings which focus on specific gaps in knowledge identified in maths summative assessments.</p>	

	All pupils have access to Mathswatch which they can use to support their learning and help them prepare for assessments.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,707.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance attendance team.	<p>- The strategies employed are based on the EEF research and the DfE guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>The following interventions are currently in place.</p> <p>An attendance rewards system is in place where pupils are rewarded weekly, and every half term for outstanding or improved attendance.</p> <p>Attendance phone calls home on the first day of absence, all disadvantaged pupils are prioritised and called first.</p> <p>First wave and second wave 'letter of concern' is sent to parents as a supportive measure.</p>	<p>PDP SIP priority 3</p> <p>Challenge 3</p>

	<p>Attendance clinics for pupils and parents who are persistently absent from school. These are delivered by form tutors and LPSOs during tutor time.</p> <p>HOY / LPSO communicate regularly with parents.</p> <p>Home visits by the attendance team, SC, HOY and LPSO's to support attendance, disadvantaged pupil visits are prioritised.</p> <p>Referrals to the Inclusion Officer from the LA. The EWO works with pupils at Pleckgate and AP pupils.</p>	
Behaviour	<p>The EEF funded publication 'Improving Behaviour in Schools' makes 5 key recommendations;</p> <p>Know and understand your pupils and their influences.</p> <p>Teach learning behaviours alongside managing misbehaviour.</p> <p>Use classroom management strategies to support good classroom behaviour.</p> <p>Use simple approaches as part of your regular routine.</p> <p>Tailor targeted approaches to meet the needs of individuals in your school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search</p>	PDP SIP priority 3

	<p>ch&utm_campaign=site_search&search_term=behaviour</p> <p>The strategies employed are based on these recommendations and on these key focus areas;</p> <p>Pupils will behave in a calm manner.</p> <p>During lessons, teachers will teach and pupils will learn to the best of their ability.</p> <p>Pupils and teachers will treat each other with respect and courtesy.</p> <p>IEU has been restructured to support all pupils to improve their behaviour and to not reoffend. Pupils placed in IEU on more than one occasion follow an intervention programme with an LPSO. Further bespoke interventions are put in place for pupils that reoffend.</p> <p>Alternative provision, step-out placements, placements at the PRU and managed moves are put in place for disadvantaged pupils at risk of exclusion.</p>	
<p>Personal development - PSHE/RSE and Protected Characteristics</p>	<p>Tutor time is structured for all year groups with a focus on pupil's personal and cultural development. Pupils learn about the 9 protected characteristics.</p> <p>Age</p> <p>Disability</p> <p>Gender reassignment</p>	<p>PDP SIP priority 3</p>

	<p>Race</p> <p>Religion or belief</p> <p>Marriage or civil partnership</p> <p>Sex</p> <p>Sexual orientation</p> <p>Pregnancy and maternity</p> <p>Pupils learn to be responsible and respectful citizens and they understand how to appreciate and respect differences, whilst celebrating the things we share in common. The protected characteristics are addressed regularly through assemblies and PSHE lessons.</p>	
Pupil wellbeing	<p>Breakfast club</p> <p>It is important that all pupils at Pleckgate start the day with a filling and nutritious breakfast. A good breakfast will improve pupils' readiness to learn, increase their concentration and improve their behaviour and wellbeing.</p> <p>Pleckgate have signed up to be part of the National School Breakfast Programme for 2022/23. As part of this scheme Family Action will source and deliver breakfast foods to school which meet the healthy school food standards.</p> <p>Breakfast club is available to all disadvantaged pupils every morning before school. Pupils are invited to come into the school dining room from 8.00-8.20am which means that they have a warm, safe area to wait before tutor time, as well as a healthy start to</p>	<p>Challenge 5</p> <p>PDP SIP priority 3</p>

the day. Pupils can opt to attend breakfast club through their Head of Year and then they are registered on arrival in the morning.

Currently 92 pupils attend breakfast club every morning from 7.45am and 39% of these pupils are pupil premium.

Breaktime food provision

Pupils have the opportunity to purchase food and drink at breaktime from the dining room and the winter garden. Sandwiches, snack bars, fruit pots and drinks are provided for all pupil premium pupils from 10.50-11.10am in every year group. This is to ensure that any pupils that miss breakfast club can eat before lunch time.

CEIAG

CEIAG lead to ensure the school is highly successful across all eight Gatsby benchmarks for CEIAG.

Pupils in school receive a quality careers programme which is guided by the Gatsby Benchmarks. Pupils receive lots of information and guidance over their time at school, allowing them to make well informed decisions at various points and educating them on the career paths they can follow. All pupils receive a one to one impartial and bespoke careers guidance session with a qualified and experienced careers officer. All pupils receive an action plan as a result of the session, allowing them to plan a way forward. The careers guidance in school gives

	pupils opportunities to experience workplaces and various employers to broaden their thinking and highlight the career options they potentially have. Pupils are supported with personal statements and college applications. Any pupils who are identified as needing extra support are identified and intervention put in place.	
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Total budgeted cost: £ 281,522.52

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022. academic year.

Aim	Measure	Outcome
Improved chronological reading ages of all disadvantaged pupils by the end of KS3	100% of disadvantaged pupils make significant gains through Key Stage 3. On average this would be +4 SAS per year. with our current year 9 being a high priority. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.	Year 7 NGRT data (FSM): mean SAS - 97.5 Year 8 data NGRT data (FSM): Mean SAS - 100.8 Year 9 data NGRT data (FSM): Mean SAS - 101.5 Mean SAS FSM 101.5 (Above National - 100). Year 10 data NGRT data (FSM): Mean SAS - 99.1

		Year 11 data NGRT data (FSM): Mean SAS - 101.2
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	2021/21 KS4 outcomes for disadvantaged pupils show strong achievement characterised by achievement that is better than National comparators.	Average Attainment 8 2021 43.69 (disadvantaged) Average Attainment 8 2022 45.47 (all pupils) Average Attainment 8 (disadvantaged) 40.78
To achieve and sustain improved attendance for all pupils, particularly our WBRI disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all disadvantaged pupils being above national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0. • The percentage of disadvantaged pupils who are persistently absent being below the national average and the gap between disadvantaged pupils and their peers being diminished. 	Attendance 92% whole school 2021/22 Attendance 89% disadvantaged 2021/22

To reduce NEET levels to 0% to maximise future educational/life chances	2020, 21 & 22 leavers data shows that 100% of our pupils stay in education, employment or training for a sustained period of time after leaving KS4.	NEET remained at 0%.
To improve Gatsby Benchmark compliance to maximise future educational/life chances	100% compliance across all 8 of the Gatsby Benchmarks, externally verified using Compass plus tracker.	100% compliance maintained across all 8 of the Gatsby Benchmarks.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CEIAG – 1 to 1 careers advice	Brook
RSE – Sexual health and healthy relationships	New Directions
Mental Health and Wellbeing	Humanutopia
Skills for Lifelong Learning	Positively You
Sexual Health Education	Mayfit Education
Fire Safety	Lancashire Fire Service
One Punch Kills	RJ Foundation
Consequences of Knife Crime	Lancashire Police
Addiction Awareness	UKAT
Wasted Lives	Lancashire Road Safety Partnership