

# **Pleckgate High School**



## **Pupil Premium statement**

**2020/21 Spend Review,  
2021/2022 Spend Plan**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 students in school  | 1301                  |
| Proportion (%) of pupil premium eligible students                       | 26.1%                 |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22               |
| Date this statement was published                                       | November 21           |
| Date on which it will be reviewed                                       | Sept 22               |
| Statement authorised by   | Mr M Cocker (HT)      |
| Pupil premium lead  | Miss G Morris         |
| Governor / Trustee lead   | TBC                   |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £412,396 |
| Recovery premium funding allocation this academic year  | £55,000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £467,396 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal by addressing the immediate concerns across subjects as a result of covid-19 missed learning through the implementation of effective strategies for improvement that support disadvantaged student progress through the revised curriculum to recover.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. Middle Leaders will utilise subject research and engage with their subject community to develop subject specific, high quality pedagogy delivered to all students (in particular disadvantaged and SEND). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will target our Recovery Premium towards literacy and reading strategies to remove the barriers disadvantaged students with lower reading ages than their chronological ages face when trying to access their curriculum, this strategy will also include non disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged students make sustained and improved progress
- ensure disadvantaged students enter KS4 reading at their chronological age, allowing them to fully access their curriculum.

- ensure a whole school approach in which all staff are able to identify gaps between disadvantaged and non disadvantaged students and implement intervention.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Disadvantaged students that are below their chronological reading ages compared to their peers suggests that many students struggle with accessing the curriculum due to their literacy ability. This impacts their progress in all subjects.</p> <p>Assessments on entry to year 7 show that 39% of our disadvantaged students arrive below age-related expectations for reading compared to 36% of their peers.</p>   |
| 2                | <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>  |
| 3                | <p>Attendance during the pandemic has been in line with or better than national comparators that are available through DFE &amp; FFT Aspire tracking. However, the attendance of disadvantaged students is below that of non-disadvantaged students and therefore a barrier to learning.</p> <p>Our assessments and observations indicate that where DP students have higher absenteeism it is negatively impacting disadvantaged students' progress. Current year 9 is a high priority.</p> |
| 4                | <p>NEET data over a 3 year period stands at 3%. 97% of our students stay in Education, employment or training for a sustained period of time after leaving KS4.</p> <p>Our external evaluation of our Gatsby benchmark compliance for July 2021 evidenced that we are 100% compliant in all benchmarks, except Bench mark 5.</p> <p>We dropped to 75% compliance due to the COVID 19 restrictions on school visits and trips impacting negatively on our students Personal</p>               |

development and Careers information and guidance. This is an area to improve post pandemic lockdown measures.

## 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   |
|--|--|
| Improved chronological reading ages of all disadvantaged students by the end of KS3                      | <p>100% of disadvantaged students enter KS4 at their chronological reading age, with our current year 9 being a high priority.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p>   |
| Improved attainment among disadvantaged students across the curriculum at the end of KS4                 | 2021/21 KS4 outcomes for disadvantaged students show strong achievement characterised by achievement that is better than National comparators.   |
| To achieve and sustain improved attendance for all students, particularly our WBRI disadvantaged pupils. | <p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all disadvantaged students being above national average, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 0.</li> <li>● the percentage of disadvantaged students who are persistently absent being below the national average and the gap between disadvantaged pupils and their peers being diminished.</li> </ul> |
| To reduce NEET levels to 0% to maximise future educational/life chances                                  | 2020, 21 & 22 leavers data shows that 100% of our students stay in Education,  |

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|  | employment or training for a sustained period of time after leaving KS4.                               |
| 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. |

## 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: £ 40,374.86

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed                            |
|--|---|--|
| <p>Continue with the school's existing remote/blended learning offer to support the following:</p> <ul style="list-style-type: none"> <li>• Catching disadvantaged students up with missed curriculum content.</li> <li>• Supporting learning at home in the case of isolation. All teachers post lessons on GC with resources to allow all students to access the curriculum even if absent</li> <li>• Ensuring disadvantaged students have access to well planned lessons both in the lesson and for independent study. LPSO making regular contact to ensure engagement.</li> </ul> | <p>This EEF funded publication shows that students can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_Learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_Learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf</a></p> | <p>2<br/>( SIP T&amp;L Priority 1)</p>                   |
| <p>MLL develops and delivers a subject specific CPD programme that focuses on improving subject and pedagogical knowledge.</p>   | <p>The EEF funded publications below outline effective CPD strategies and the outcomes from a School participating in these strategies.</p>   | <p>2<br/>( SIP T&amp;L Priority 2 and LM priority 1)</p> |

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|  | <p>We have used the best practice from these along with the subject specific training from the National College of Teachers</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale?utm_source=/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cpd">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale?utm_source=/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cpd</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></p> |  |
| <p>MLL with support of Lead practitioners embed current research on reading and literacy levels, with a particular focus on disadvantaged and SEND</p>         | <p>Literacy is a high priority in the planning and delivery of lessons; opportunities are created by teachers to improve reading for all disadvantaged students. The importance of a clear strategy that is implemented across all subjects is evidenced in the EFF Improving literacy in Secondary schools report.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy</a></p>  | <p>1 and 2 (SIP T&amp;L priority 2).</p> |
| <p>HOD's will update the department's feedback policy in line with the Pleckgate principles of feedback. Allowing teachers to maintain meaningful dialogue</p> | <p>All disadvantaged students receiving high quality feedback on how to improve has been proven to be impactful through the EFF research into high quality feedback.</p>  | <p>2 (SIP T&amp;L Priority 3)</p>        |

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| <p>with disadvantaged students, where disadvantaged students respond to bespoke feedback and are clear on their next steps for improvement.</p> <p>MLL will use the QA process to ensure that feedback is regular and addresses misconceptions</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>   |                                  |
| <p>Investment in the CPD training of our Librarian to allow an in school specialist who is qualified to give advice and guidance to our students for their future pathways with a priority placed on disadvantaged students.</p>                   | <p>“High-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes.”</p> <p><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> | <p>4<br/>(SIP PD priority 3)</p> |

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

Budgeted cost: £ 145,779.69

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed          |
|---|--|--|
| <p>The school’s ‘waved approach’ reading strategy for those significantly below reading age expectation. This includes a phonics reading, literacy catch up and Accelerated Reader programmes alongside our ‘Reading for Pleasure’ offer.</p> <p>Catch up programme Disadvantaged students, with a scale score of less than 100 receive priority interventions for Maths and Literacy. At least 1 x 20 minute one to one catch up</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> | <p>2<br/>( SIP T&amp;L Priority 1)</p> |



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| <p>lesson each week for all students identified.</p> <p>Reading strategy for those significantly below reading age expectations, wave 1, 2 and 3 programme including phonic and reading vocabulary and comprehension , 3 x 20 minute sessions for each student</p>   | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:<br/> <a href="http://oup.com.cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p>  |  |
| <p>TA support is allocated on a full time basis to 7Q5, 8Q5 and 9Q5 to support LPA and support disadvantaged students in particular with developing independent study and homework.</p>  | <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>   | <p>2<br/>(SIP T&amp;L priority 1 &amp; 2).</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.</p> <p>LP will direct Librarian in the support needed in the following areas:</p> <ul style="list-style-type: none"> <li>● Accelerated reader</li> <li>● Library provision</li> <li>● AR and Star assessments of pupils including tracking, monitoring and intervention</li> <li>● Further development of the reading school.</li> <li>● CEIAG support and targeted groups</li> </ul> <p>Priority on Disadvantaged pupils.</p> | <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p><i>Diagnostic assessment can be used to assess the best way to target support</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | <p>1 &amp; 2<br/>(SIP T&amp;L priority 2).</p> |

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

Budgeted cost: £ 281.241.45

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Weekly monitoring of behaviour and appropriate early intervention to support improvement. HOY to monitor and assess the types of behaviours evident in school and implement appropriate strategies to improve.   | <p>The EEF research outline behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> | 3<br>(SIP B&A Priority2 & 3)  |
| The DHT works to develop appropriate and effective Alternative Provision for disadvantaged students at risk of exclusion.  |  |                               |
| Employment of Learning Pastoral & Support Officers (LPSO) for targeted/bespoke intervention to all disadvantaged students who are receiving higher volume of behaviour incidents around school.Strategy led by HOY.  |  |                               |
| To further develop the work and impact of the school 'Inclusion Panel'. Strategy led by DHT.   |  |                               |
| Investment in the referral unit to reduce the time students are not in school and allow bespoke intervention. We have a tailored programme in place to reduce students at risk of exclusion: Structured programmes including working with other schools, managed moves, placements in PRU for short periods of time. |  |                               |
| Employment of our AASRM for the monitoring of attendance, first day response and implementing appropriate early intervention to support improvement. HOY to monitor and assess the types of  | Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.  | 3<br>(SIP B&A Priority 1& 3)  |

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| absence evident in school and implement appropriate strategies to improve.   | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  |     |
| Additional LPSO and HOY to work with families of disadvantaged students with identified attendance & behaviour concerns to re-engage them with school and plan to address anxieties around a return to school. This included home visits and support meetings in school  | Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  |     |
| To continue to improve attendance of disadvantaged students to further improve in line with LPNA.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> |     |
| Employment of Home School Liaison Support Officer (HLSO) to monitor disadvantaged students and follow up quickly on truanciesFirst day response provision- prioritising disadvantaged students.  |   |     |
| Breakfast club is available to all disadvantaged students each morning to ensure they have a healthy start to each day.  | Ensure that the school provides a broad and enriched curriculum that allows disadvantaged students the opportunity to learn without barriers.   | All |
| Additional curriculum enhancement funding for departments to use in order to improve the progress of disadvantaged students within their department areas.   |   |     |
| 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. Removing this barrier allows students to focus on their progress and personal development. The pastoral team can seek support for individuals who may need a personalised approach to financial support to |   |     |

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| allow them to fully access their education.  |   |                            |
| CEIAG lead to ensure the school is highly successful across all eight Gatsby benchmarks for CEIAG.   | This study, commissioned by the Education Endowment Foundation (EEF), shares current evidence on the most effective ways in which employers can support schools to improve pupil educational<br><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Employer_Engagement_in_Education.pdf">.https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Employer_Engagement_in_Education.pdf</a>  | 4<br>(SIP PD priority 3)   |
| PSHCE, RSE leads and HOY's to ensure school is highly successful in providing a varied Personal development plan for disadvantaged students. | A well-structured and accessible tutor time programme with a focus on student's personal & cultural development is needed to encourage them to be responsible and respectful citizens; demonstrating effective SMSC and the successful promotion of British values.<br><br><a href="https://pshe-association.org.uk/content/statutory-changes-september-2020">https://pshe-association.org.uk/content/statutory-changes-september-2020</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a> | All<br>(SIP PD priority 1) |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  | All                        |

**Total budgeted cost: £467,396**

## 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 2020 to 2021 academic year.

Due to the covid-19 closures the grades awarded nationally were a hybrid of teacher assessed grades and higher 'algorithm' grades (2020) and Teacher Assessed Grades (2021). Consequently, these outcomes were not comparable to previous years and/or other schools so all outcome/impact statements that cite performance data must be treated with caution. Despite this, indicative Progress measures from SISRA collaboration data suggest students made strong progress across the curriculum and in particular in mathematics and English.

#### 2020/21 Spend review: last year's aims and outcomes

| Aim   | Measure  | Outcome  |
|---|--|--|
| Improve disadvantaged student's acquisition of expert knowledge over time and reduce the gaps in learning compared to non-disadvantaged students. | <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 and Basics in the absence of Progress 8.</p> | <p>Average Attainment 8 2019 (last examined year) was 46.22</p> <p>Average Attainment 8 2021 43.69</p> |
| Improve the provision to support subject specific language and reading  | Access to and engagement with Myon online library and Accelerated Reader to  | 100% of all KS3 disadvantaged students had access to Myon Online library throughout the                |

|   |  |   |
|---|--|---|
| <p>for our disadvantaged students</p>   | <p>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 Accelerated reader to support the subject specific language and reading for our disadvantaged students.</p> | <p>COVID 19 restrictions and continue to do so after their return to school.</p> <p><b>01/01/21 - 31/08/21</b></p> <p><b>Year 7</b><br/>Books downloaded 6540<br/>Books completed 3267<br/>Minutes read 83863</p> <p><b>Year 8</b><br/>Books downloaded 5198<br/>Books completed 2751<br/>Minutes read 64579</p> <p><b>Y7</b><br/>42 students identified as needing reading intervention. 72.1% of these students made significant gains.</p> <p><b>Y8</b><br/>43 students identified as needing reading intervention. 90.7% of these students made RA gains.</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>2020 data gathered by New directions:</p> <p>In education- 97.46%</p> <p>In employment-1.52%</p> <p>Sustained education- 98.98%</p>  |
| <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>This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 20,553 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19)</p> <p>IDSr</p> <p>There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no</p>   |

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|  |  | conclusions can be drawn from this data. |
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## 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       |
|--|----------------|
| RSE- Sexual health and Healthy relationships.      | Brook          |
| CEIAG- 1 to 1 careers advice for all Y10 students. | New Directions |

## Further information (optional)

### Planning, implementation, and evaluation

We engaged with the Charity - Poverty Proofing to Poverty Proof the School Day for our disadvantaged students.

The Charity supports schools to identify and overcome the barriers to learning that children and young people from families with less financial resources face.

Together we developed an action plan individually tailored to our school. This involved carrying out audits on school policy and practice, and delivering training to our staff teams to get an external perspective.

In conjunction with this we used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.