

## Pupil Premium Strategy Statement (3 Year)

This statement is regularly reviewed, assessing the impact of what we want our actions to achieve.

### School overview

Metric	Data
School name	Priestnall School
Pupils in school	1268
Proportion of disadvantaged pupils	15% (189 Pupils)
Pupil premium allocation this academic year	£186,804
Academic year or years covered by statement	2020/21 – 2023/24
Publish date	October 2020
Next Review date	April 2021
Statement authorised by	Craig Burns (Headteacher)
Pupil premium lead	Dylan Carter (Assistant Headteacher)
Governor lead	Mark Farrar

### Disadvantaged pupil performance overview for last academic year (2018/19)

2018/19 was the last year figures were published. The data for the 2019/20 cohort using Centre Assessed Grades (CAGs) is held internally on the school's records (SISRA)

No of Y11 pupils eligible for PP: 34	<i>Pupils eligible for PP (Priestnall)</i>	<i>Pupils not eligible for PP (Local Authority)</i>	<i>Pupils not eligible for PP (national average)</i>
P8 score	-0.55	0.19	0.13
A8 score	38.5	51.9	50.3
English & maths at grade 5+	24%	55%	50%
English & maths at grade 4+	41%	75%	72%
EBacc at grade 5+	15%	24%	21%
EBacc at grade 4+	21%	33%	29%
Entering EBacc	35%	49%	45%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date *
Progress 8	Achieve national average for progress for all non-PP pupils	September 2022
Attainment 8	Achieve national average for attainment for all non-PP pupils	September 2022

% Grade 4+ in English and maths	Achieve average English and maths 4+ scores for similar schools	September 2022
Attendance	Attendance to be above national average	September 2022
Ebacc entrance	Achieve national average EBacc Entry for non-PP pupils	September 2023

\* Strategy aims will be assessed against CAGs in September 2021.

## Teaching priorities for current academic year

Measure	Activity
Priority 1	<b>Raising staff expectations of disadvantaged pupils:</b> There is a whole school focus on having high expectations and ambition for <u>all</u> pupils – especially those from financially disadvantaged backgrounds.
Priority 2	<b>Curriculum offering:</b> The focus is to make sure <u>all</u> pupils receive a high quality and ambitious curriculum that enables disadvantaged pupils to achieve well.
Barriers to learning these priorities address	<p>P1. Several pupil premium pupils have historically had behaviour issues or have been low attainers. The label 'pupil premium' or 'disadvantaged' should not carry an implicit bias which can lower expectations.</p> <p>P2. The school's curriculum can powerfully address social disadvantage. The curriculum offering is under review, including how teaching groups are formed.</p>
Projected spending	£30,000

Actions to support teaching priorities	Rationale	Implementation
Recruitment and retention of specialist teachers across the school.	The EEF states improving the quality of teaching has the greatest impact on disadvantaged pupils.	Having a specialist subject teacher in front of all disadvantaged pupils is a priority.  Owned by: CJB / PSS / RJM
Staff CPD on the quality of teaching for all pupils and the expectations for disadvantaged pupils.	The EEF states the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	Led by SLT lead on Teaching & Learning. Detailed in the T&L strategy statement.  Owned by: JLW / T&L Faculty
Improving the quality of feedback. Led by the T&L lead.	EEF states that feedback can have a positive impact of up to 8 months improvement.	Led by SLT lead on Teaching & Learning. Detailed in the T&L strategy statement.  Owned by: JLW
Focus on closing the attainment gap between the school's disadvantaged / non-disadvantaged pupils is a target for all staff.	The focus on improving the attainment for all disadvantaged pupils is embedded into the school improvement plan (SIP).	Facilitating the progress of disadvantaged pupils is included in all staff's appraisal targets and recorded on the school's appraisal system.

		Owned by: DDC
Improved communication around disadvantaged pupils, including those with SEND,	The sharing of information on all disadvantaged pupils, including those with SEND, will better equip teachers with individual knowledge about their pupils.	Investment in provision mapping software which will streamline processes and capture needs/provision that all staff can engage with on varying levels.  Owned by: EJM / KDG / DDC
Review of the curriculum offering.	All disadvantaged pupils will have access to a broad and balanced curriculum, including all extra-curricular opportunities.	SLT Curriculum lead exploring introducing new qualifications open to all pupils, with a focus on disadvantaged pupils.  Owned by: PSS
Supply of subject specific resources.	High quality classroom teaching remains the single most effective strategy to improve progress. Subject teams are best placed to determine what additional resources could support disadvantage pupil's progress.	Subject areas will be supported when additional resources are requested through an internal bid process.  Owned by: DDC / DoLs
Central supply of resources to disadvantaged pupils.	All PP pupils will be issued the necessary revision guides and additional materials centrally, through the PPLM, without being asked to purchase them through individual departments. This allows all PP pupils access to these materials, regardless of their financial situation.	Subject areas will be supported through issuing equipment / materials / revision guides to all PP pupils centrally by PPLM in collaboration with Directors of Learning.  Owned by: DDC / DoLs

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<b>Literacy skills at KS3:</b> Literacy needs to be part of everyday school life and involve all staff. It should feature in all the school's improvement plans and be visible around the school.
Priority 2	<b>Maths &amp; English exam results Y11:</b> The importance of both Maths and English GCSEs to our year 11 disadvantaged pupils is paramount in their final year. Knowledge gaps will need to be addressed both in class and through targeted 1-to-1 intervention.
Barriers to learning these priorities address	<p>P1. There are literacy concerns between our disadvantaged pupils and our non-disadvantaged pupils on entry to Priestnall. The EEF states that literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>P2. There is a significant attainment gap in both Maths and English results for our disadvantaged pupils when compared with results for non-eligible pupils both nationally and within the LA.</p>

Projected spending	£50,000
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Actions to support targeted priorities	Rationale	Implementation
Access the National Tutoring Program for KS3	EEF evidence suggests small group tuition can have a positive impact. There is also evidence that disadvantaged pupils benefit more than others when the program extends the school day	Program set up for an on-line 15-week literacy tuition package for 24 x Year 8 and 24 x Year 9 pupils including majority Pupil Premium / SEND. Postponed until March 1 <sup>st</sup> .  Owned by: RGM / DDC
Online reading diagnostic tests. (NGRTs)	The current data from KS2 is limited in depth and detail in order to be used effectively to gauge pupil skill level. The data provided by the NGRTs has layers of diagnostic detail and creates reliable reading ages.	Termly NGRTs to provide data on reading skills for disadvantaged pupils. Will be tracked each term.  Owned by: RGM
Online Cognitive tests. CAT4	Due to the lack of Y6 SATs, there is a little reliable data for the incoming Y7 class. CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement	CAT4 tests started in October 2020 to provide detailed cognitive data on all Y7 pupils including disadvantaged.  Owned by: RGM
On-line tuition program for all Y11 PP pupils in Maths / English	EEF evidence suggests 1-to-1 tuition can have a positive impact. There is also evidence that disadvantaged pupils benefit more than others when the program extends the school day.	All Year 11 pupils eligible for Pupil Premium have been enrolled on a 24-week (2 x 12-week blocks) programme of Maths / English tuition through an on-line tuition provider. This is completed in school at the end of the school day. Tracking of engagement is ongoing.  Owned by: DDC
Intervention sessions for all subjects	EEF states small group tuition can have a positive effect. This will be delivered by Priestnall's subject teachers.	A coordinated, targeted intervention programme for Year 11 during school holidays.  Owned by: PSS / DDC / TJC
Aspirational and motivational package delivered by external provider.	The school worked with Cameron over the lockdown period delivering a successful webinar program. Cameron has a proven track record of motivating pupils and has a high-profile social media presence.	Introduction of Cameron Parker's Power Program to promote engagement and increase aspirations for the PP pupils in their final year.  Owned by: DDC
Pixl 'Build-Up' Programme	Programme proven to enhance progress of disadvantaged pupils, including those who will struggle to attain academic qualifications	20 pupils in Year 11 identified and enrolled on the program.  Owned by: TJC

Increased use of Pupil Voice.	Pupil voice is an important part of assessing the impact of the support they receive	After each data collection, identified pp pupils will be interviewed to gain additional information as to their support.  Owned by: DDC
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## Wider strategies for current academic year

Measure	Activity
Priority 1	<b>Emotional wellbeing:</b> There is a focus on helping pupils to overcome the most significant non-academic barriers to learning. Support with behaviour, attendance and social / emotional support are of great benefit to disadvantaged pupils. Disadvantaged pupils will have access to the new Wellbeing Centre
Priority 2	<b>Access to remote learning:</b> Many pupils who have not engaged with the work set by the school during closure have not had access to IT equipment at home. The rapid development of the remote learning strategy has also resulted in the need to address 'digital poverty' for PP pupils as a priority.
Barriers to learning these priorities address	P1. It is important that Health and wellbeing issues for disadvantaged pupils are identified early are addressed by pastoral teams and support put in place.  P2. A wealth of evidence is available to show how the pandemic has intensified the disadvantages of pupils not having IT access at home. Having IT access also allows independent study and continued access the school's VLE.
Projected spending	£100,000

Actions to support wider priorities	Rationale	Implementation
Mental health and wellbeing support	A wealth of evidence is available about the importance of pupil physical and mental wellbeing.	Vulnerable pupils are targeted by the pastoral teams and a range of support is available through access to the wellbeing centre.  Owned by: Pastoral Teams / NJC
Counselling sessions.	The sessions are aimed at building resilience and coping with distress. Both of vital importance to engage with school life	Vulnerable pupils are targeted and counselling is arranged either internally from a trained member of staff, or externally through Beacon Counselling.  Owned by: Pastoral Teams / CL
Behaviour support from external provider.	Additional support, on top of the pastoral system, for pupils whose unmet needs	Vulnerable pupils are identified by pastoral teams and referred for behaviour support

	present as behaviour that creates a barrier to their learning.	through Behaviour Support Services (External Provider)  Owned by: Pastoral Teams
Improving links with feeder primary Schools	Starting secondary school can present a range of challenges as pupils have to adapt to a larger school setting with different academic structures and expectations both socially and academically.	The new roles responsible for Primary Transition will be developing provision for disadvantaged pupils, including consistent systems to ensure essential academic and pastoral information is gathered on each pupil prior to their start at Priestnall.  Owned by: PSS / SDT / HCD
Support with devices to access remote learning	Pupils who do not have access to IT devices at home cannot access the remote learning offer. Gifting the devices adds value beyond the end of the school day.	IT devices are purchased / secured from other outlets and gifted to families with full transfer of ownership for both monitoring use and care of the device.  Owned by: DDC
Identification of individual needs	As well as academic progress, some pupils may have a lack of support at home or a lack of opportunities to enrich their lives such as clubs, educational trips or other experiences. The meetings are in addition to ongoing dialogue between the PP SLT Lead and Pastoral teams.	The DoSs & CMs in each college regularly meet with the PP lead & SEND lead on SLT to discuss all PP pupils in their college. Both academic progress and pastoral issues are discussed.  Owned by: DDC
Increased parental engagement using technology.	There is evidence to show that parental engagement can have an effect on academic success (EEF). At Priestnall we have found that aiming to make the school welcoming for parents whose own experience of school was not positive is an important factor in developing an effective home-school relationship.	Roll out of SIMS Parent app, part of the SIMS 360 parental engagement solution. Full communication to parents planned. Internal team set up to manage the process.  Owned by: BPD / DDC
Employment of a Pupil Premium Learning Mentor (PPLM)	The PPLM provides support to our disadvantaged pupils and their families, and is a link to the pastoral teams when addressing pupils' barriers to learning	The role of the PPLM has been developed to facilitate some of the strategy actions and maintain links with families / pastoral teams.  Owned by: DDC
Full-Time Designated LAC teacher.	Statutory requirement.	Designated member of staff has full responsibility for promoting the educational achievement of all Looked After Children.  Owned by: RIJ
Introduction of the Brilliant Club programme to increase the aspirations of the most able PP pupils.	The Scholars Programme provides pupils with an experience of university-style learning through seven tutorials and two trips to highly-selective universities. They are supported by a PhD tutor, teaching a supra-curricular topic based on their current research.	Brilliant club initiative implemented by SLT lead on more able pupils.  Owned by: JVH

Providing enrichment opportunities on an individual basis.	Priestnall offers many enrichment opportunities that can increase confidence and pupil aspirations.	Tracking the attendance of PP pupils who access these opportunities will allow us to identify those who are reluctant to engage, and individual experiences can be arranged for them.  Owned by: DDC / JAK
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## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all pupils have access to high quality teaching across all curriculum areas and the progress of PP pupils is a priority for all teaching staff.	Use of INSET days and directed time to allow for planning & preparation. Timely and appropriate staff CPD which is relevant to current and emerging needs. Robust process of monitoring pupil engagement, with increased communication home.
Targeted support	Ensuring that the identification of pupils for academic intervention is robust, and that interventions are engaged with.	Whole school literacy is a focus, led by Literacy co-ordinator. Regular meetings and dialogue between SLT PP Lead / Subject Leads and Pastoral teams to assess impact of interventions. Investment in on-line intervention to mitigate the impact of school closure / pupil isolation.
Wider strategies	Ensuring that all pupils have the means to access remote learning and that they are healthy both mentally and physically	Working closely with the pastoral teams to regularly highlight and respond to individual needs of the pupils and their families.

## Covid-19 Adjustments – School Closure

Covid-19 has placed significant pressures on schools and families and school closures impact disproportionately on the most disadvantaged. These issues are in addition to challenges we are already working to overcome with the attainment of disadvantaged pupils. The overall strategy also contains actions in response to issues identified on return to school.

Focus	Actions
School Opening	The school is open to children of critical workers. These are children of parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can".
Remote Learning	During closure, Priestnall offers a comprehensive and ambitious remote learning package, including 75% live lesson timetable. Work is ongoing with the families who do not have access to the digital devices needed to access the offer in full.
Regular Contact	Several vulnerable pupils are in school and there is a pastoral list of vulnerable pupils who are contacted on a regular basis whilst school is closed.

Free School Meals	We have set up a voucher system operated through 'Wande' to issue vouchers to pupils who were not in school due to Covid-19 related issues. During school close the school has moved across to the government scheme operated by 'Edenred'
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## Review: last year's aims and outcomes

Aim	Outcome
The aims of the school in terms of the progress of disadvantaged pupils has been revised since the school was inspected in October 2019.	A new SLT member has been appointed to lead on pupil premium. An independent review on disadvantaged pupil provision has been completed. All resulting actions are outlined within this strategy statement.

## Spending Review (2019/20)

Chosen action/approach	Reason	Cost
Employment of designated LAC Lead Teacher	Full responsibility for school's Looked After Children.	38702
Holiday revision classes	Allocated to Easter school sessions which benefited PP pupils who attended.	5000
In-School Counselling	Qualified on-site counsellor. Works with PP pupils.	10500
TA Support	In lesson support for PP pupils.	4000
Speech & Language	On-site support for PP pupils with SEND.	3000
Small maths group support	KS3 Maths support.	2200
Off-site provision	Cost of pupils educated off site.	10000
Pupil Premium Learning Mentors	2 x PPLMs mentored Year 11 pupils in lessons. Maths & English.	42900
College Pastoral Staff	College pastoral staff work with PP pupils daily.	15000
Behaviour Support Service	Bought-in behaviour service.	14660
Careers Advice	Bought-in careers advice.	2280
Educational Psychologist	Bought in service.	2940
Beacon Counselling	Bought-in counselling service.	7020
Accelerated Reader	KS3 Literacy support.	2500
	<b>Total</b>	<b>£165,702</b>
	<b>Carried forward to 2020/21</b>	<b>£21,100</b>