

Pupil premium strategy statement

Stalham High School

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 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	Stalham High School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	30% (135 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23
Date this statement was published	Jan 2022
Date on which it will be reviewed	Jan 2023
Statement authorised by	Dr Andrew Richardson
Pupil premium lead	Mr Lee McMahon
Governor / Trustee lead	Mrs Gill Pegg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,887
Recovery premium funding allocation this academic year	£14,863
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,350
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,100

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers locally and nationally. As far as its powers allow, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will aim to ensure that the funding benefits the students who need it most so that it makes a significant impact on their education and lives.

We will seek to overcome:-

- Any educational inequality
 - The limit of opportunity or wellbeing due to financial hardship
 - The impact of low self-esteem on education and learning
 - Any barriers which result in poor engagement with school
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- The Executive and Assistant Headteacher, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled students.
 - School wide plans for Pupil Premium funding expenditure will consider research into best practice and evidence of successful intervention strategies.
 - The school will assess what additional provision should be made for the individuals.
 - The school will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium and the Headteacher (or their nominee) will report to the Governing Body and parents on how effective the intervention has been in achieving its aims.
 - We will ensure that parents, Governors and others are fully aware of the attainment of students covered by the Premium.
 - We will encourage all staff, both teaching and support staff, to suggest innovative and creative strategies to support the progress of these students.
 - We will monitor, evaluate and review the impact of the Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Struggle to maintain regular school attendance (>90%)
2	Failing to complete the acceptable amount of school work undertaken at home
3	Weak numeracy and literacy
4	Poor personal organisation

5	Lack of opportunity to take part in trips/visits/extra-curricular clubs
6	Low self-esteem, lack of self-confidence, promoting apathy and in some cases, disruption in lessons

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
Achieve and maintain regular school attendance in line with non PP students	PP groups achieve an average attendance of greater than 90%
Disadvantaged students complete homework and coursework tasks sufficiently to support outcomes at KS3 and GCSE	Students are supported to achieve homework tasks and are not over represented in records/data which show failure to complete homework. Target outcomes at GCSE achieved for all students.
Narrow the gap in attainment in English and Maths between PP and non	Positive P8 scores for both groups of students. Gap no bigger than 0.5
Support self-management and personal development	All students meet deadlines. Have an awareness of the curriculum and school events. Students know what their contribution to school life is. Students are supported in career development and understand their own areas of strength and improvement.
Increase opportunity for social and educational inclusion	PP students go on school trips, attend clubs and can take peripatetic lessons. PP Students feel included and valued by their peers. PP Students have an increased sense of confidence about their interests and pursuits.
Increase students' self-esteem, self-awareness and learning confidence	PP students receive awards for their achievements as part of a whole school rewards strategy. All students take pride in their own achievement and reward as well as those of peers. Students can refer to skills and techniques used, ahead of solely the end product or a focus on completion.

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: £ 10,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of subjects invited to undertake (or send college) external CPD. Specifically those in relation to raising attainment and narrowing gap in their subjects (Courses/Cover)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. This guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
CPD sessions built into Twilight sessions to include student progress focus, cross curricular strategy on inclusion and targeted support	PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3

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

Budgeted cost: £62,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Literacy tuition KS3	Adopting evidence-based interventions which support TAs in their small group and one-to-one instruction enhances the quality of this work https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,6

Accelerated Reader and ERIC programme	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2,3,6
Peripatetic Music lessons	Students experience improved outcomes at GCSE level if they can play an instrument and read sheet music. Lack of opportunity and resources has an impact on the ability to learn at home and the cost of external tuition is high. Students are more motivated to practice at home when they have the instrument from one lesson to the next	2,5,6
Support for Food Tech/cookery skills evening classes	Kitchen confidence sessions and invite-only clubs offer students supported environments in which they can explore the kitchen and develop independence in relation to their dietary requirements. Students are more likely to try things at home if they have the confidence in foundation skills at school. Some students find the fear of getting this wrong in school in front of peers too much.	4,6
Homework club	Explicitly teach students how to manage and organise their own learning independently https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2,4
Subject specific resources/materials	Use tasks and resources to challenge and support pupils' mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,4,6
KS4 Online National Tutoring Programme - English and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,6
ACE Alternate Education providers	Our experience has found that students with genuine ambition to enter into a trade show greater levels of engagement when they are back in school, knowing that what they are doing at AP contributes to post-16 options/routes. External providers reinforce the curriculum and teach new skills to support student aspirations.	1,3,4,6

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

Budgeted cost: £52,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated full time Attendance Officer	We can keep a better watch on student attendance with a dedicated member of staff. We can communicate and work with parents more effectively and key processes can be followed more rigorously when one person has oversight of it.	1,4
School Counsellor 2 days per week	School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, new research has found. https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/ The study, led by the University of Roehampton is the first large-scale research into the effectiveness of school counselling in the UK.	1,4,6
Dedicated LAC Student Manager	Observations about the need to create a holistic and ongoing approach to understanding individual learner needs on a social and emotional level. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4,5,6
Rewards strategy, Growth Mindset including attendance focus	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Effective use of reward and classroom management strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,6
PP fund allocated for purchase of hot meals for students who would otherwise go hungry	Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,4,6
Support of low income families with uniform costs	From our own experience we can see that families are ever grateful for this assistance and more likely to support us in other areas like attendance/behaviour when we showing willing to help their cause from the outset.	6
Heavily subsidised trips and visits for PP	Students who associate trips or visits with a subject will engage with the subject and attached learning to a greater degree than that which is solely theoretically	5,6

	based. Evidence suggested in school history with Geography field trip and history battlefields trip	
Improved provision for students at break and lunch (clubs/activities/seating)	Students are less likely to engage in disruptive or chaotic behaviour if they have an activity or club they can attend of structure. Unlike lessons, students have a choice over what they attend. Students have more opportunity to experience success and form lasting relationships	1,4,6
YMCA 1:1 Therapy and small group session	Testimonials from YMCA service users. YMCA website and recommendation from Social work colleagues.	6

Total budgeted cost: £ 125,100

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.

- Increased whole academy awareness of literacy and numeracy;
- Increased confidence in reading and storytelling;
- Across Years 7 & 8, 68% of students who engaged in literacy interventions made over a year's worth of progress
- All average reading ages for three Year 7 classes increased through Accelerated Reader. 7L 9 months, 7R 3 months, 7C 1 month. Pupil Premium students showed accelerated progress; 7L 11 months, 7R 1 year 2 months and 7C 3 months.
- In Year 8 95.2% of students were expected to hit level 4 or above in English and Maths.
- Increased engagement in reading across the whole academy; see continued footfall increase in library this year and ERIC programme in form time.
- Increase in reading level progress across KS3 as shown by Accelerated Reader assessments.
- The gap in progress in English and Maths is closing for these students and their learning behaviour tracking continue to show positive impact.
- Fewer students referred for scribe assessment for exam access arrangements
- Maths resources continue to be used effectively to support teaching.
- Average PPI attendance percentage of 89.12 compared to 92.6 of non PP. (Overall Average 91.64)
- Increase in demand for school counsellor due to level of engagement (1 day to 2 for 21-22)
- Increased level of uptake in proposed Ski trip for PP students (11%)

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
BTEC Level 1 Construction	Action Community Enterprises
Back to Basics – Mechanical Engineers	Action Community Enterprises
National Tutoring Programme	NTP
YMCA – 1:1 and small group therapeutic services	YMCA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No qualifying students
What was the impact of that spending on service pupil premium eligible pupils?	N/A