

Pupil Premium Strategy Statement 2021-24 (Yr 2)

School overview

Detail	Data
Monkseaton High School	Secondary School
Pupils in school	421 (Year 9-11)
Proportion (%) of pupil premium eligible pupils	39% (161 pupils)
Academic year/years that our pupil premium strategy plan covers <i>(3-year plans are recommended)</i>	2021 - 2024
Date this statement was published	October 2021 (amended October 2022)
Date on which it will be reviewed	Review of Yr 1 - October 2022, Review of Yr 2 - October 2023, Review of Yr 3 - October 2024
Statement authorised by	Jo Suddes (Headteacher) Anne Welsh (Chair of Governors)
Pupil premium lead	Jo Suddes
Governor Lead(s)	Anne Welsh / Vicky Gilbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Sept 22-Mar 23 confirmed, allocation Apr 23 – Aug 23 (estimated from census figures) = £64,223</i>	£148,068
Recovery premium funding allocation this academic year	£ 21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
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	£ 169,673

Part A: Pupil premium strategy plan 2021-24

Statement of intent

The aim of Pupil Premium strategy is to identify and implement strategies that help to improve and sustain higher achievement and outcomes for disadvantaged students and to therefore reduce the attainment gap between the most and least disadvantaged pupils. We have placed a strong emphasis on the areas we believe that our disadvantaged pupils require most support in. We will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectation of what they can achieve to overcome.

Our objectives are to:

- provide high quality teaching and education to all students
- provide targeted, personalised support to improve the outcomes and life chances of disadvantaged students;
- ensure that disadvantaged students make strong progress during their time at MHS;
- ensure the progress of disadvantaged students is in line with their non disadvantaged peers
- Improve attendance to support learning and progress
- focus on improving numeracy and literacy skills;
- increase parental engagement;
- ensure that the strategies that we implement positively impact the achievement of disadvantaged students;
- ensure that the interventions are value for money.

It is important to note that the effect of the COVID-19 pandemic will impact on a wide range of our students, not just those classed as disadvantaged. School closure will have impacted on students from different groups causing gaps in knowledge and skills across the curriculum therefore many of our strategies will also support a broad range of students.

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in literacy and numeracy skill development and cultural capital, create a barrier to accessing the full curriculum. A significant proportion of disadvantaged student join MHS with low literacy levels, especially reading comprehension. This prevents students from accessing the curriculum fully.
2	Attendance rates for disadvantaged students are lower than for non-disadvantaged students, impacting on learning and progress and potential of future success. Our data tells us that disadvantaged students are at greater risk of being persistently absent from school than their non - disadvantaged peers.
3	Social, emotional and mental health difficulties that impact on the behaviour and engagement of some disadvantaged students preventing them from making good progress in school. Data tells us that disadvantaged students are at a greater risk of exclusion than non-disadvantaged students.
4	Aspirations – some of our students have low future aspirations, as well as low resilience and independent skills to cope with the demands of the curriculum.
5	A significant proportion of our students and their families need a range of support to help them to attend school and to engage in learning.

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
<p>Improve achievement/outcomes for disadvantaged students (in all year groups) through high quality teaching and targeted support</p>	<ul style="list-style-type: none"> - Improve the progress of disadvantaged students so that it is closer to national average - Attainment 8 gap is narrowed in school and at national average for similar schools - Achievement in English and maths is similar to national average in similar schools - Proportion of pupils taking Ebacc similar to non-disadvantaged pupils in school and average point score gap closed. - Disadvantaged students in year 9 and 10 make good progress across the year in relation to their target grades
<p>Improve disadvantaged students' attendance</p>	<ul style="list-style-type: none"> - Overall absence in line with national average - Reduction in the proportion of disadvantaged students persistently absent towards national average.
<p>Develop culture of reading and improve support and intervention for vulnerable readers</p>	<ul style="list-style-type: none"> - Reading intervention is embedded, and evaluations show it is making a positive impact. - Reading activities are embedded in lessons, with staff reading aloud and using a range of strategies to develop students' reading skills. - All students, particularly disadvantaged students, have been exposed to a wide range of high-quality YA fiction - Data shows that all and disadvantaged students are regularly accessing the library - Students are comfortable talking about their reading habits - Students able to use vocabulary in a variety of contexts, both within and across subjects.
<p>Raise aspirations and improve quality of destinations of disadvantaged students.</p>	<ul style="list-style-type: none"> - Continue to deliver high quality careers education, advice and guidance to support students' destinations and to reduce NEET students to zero in year 11 - Increase in number of DAP attending HE
<p>To improve engagement through developing effective strategies and learning behaviours to be successful in school and beyond.</p>	<ul style="list-style-type: none"> - Culture of success embedded across school – quality assurance activities demonstrate this - High attendance and achievement - Analysis of behaviour data shows improvement in targeted students. - Successful integration of late arriving students - Reduction in suspension/PX

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school strategy - Raising the Attainment of Disadvantaged Youngsters (RADY) with Challenging Education and their Professional Learning Programme 'Thinking Differently'	<ul style="list-style-type: none"> • Challenging Education – Education consultancy, training and monitoring to maintained and academy schools across all phases • CBC - RADY Project Evaluation (challengingeducation.co.uk) • The-RADY-Project.pdf (edsential.com) 	1-5
Staff training to support implementation of strategies that promote high quality teaching focused on our Big Six Priorities (Reading, Oracy, Questioning, Challenge, Assessment, Retrieval)	<ul style="list-style-type: none"> • Oral language interventions EEF (educationendowmentfoundation.org.uk) • Feedback EEF (educationendowmentfoundation.org.uk) • Retrieval – The Learning Scientists • Questioning – Doug Lemov’s Teach Like A Champion • Questioning – Rosenshine's Principles • Challenge - Bjork’s Desirable Difficulties • Assessment - Dylan Wiliam Center 	1,
Ongoing CPD developing metacognitive and self-regulation skills in all pupils.	<ul style="list-style-type: none"> • Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF 	1
Reading for pleasure and strategies to improve reading comprehension across curriculum staff CPD	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3,4
Ensure all staff are teaching the Tier 2 and 3 vocabulary	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,4
Enhancement of maths teaching and curriculum planning through the Secondary Mastery Specialist Training programme with the National Centre for Excellence in Teaching Mathematics Teacher release time to embed key elements of the guidance in school, and to access the Great North Maths Hub training resources and CPD offers.	Home NCETM Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)	1

Curriculum focused CPD and resources to support recovery		1
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support 2021-22 only <ul style="list-style-type: none"> - Academic Mentor (maths specific) - National Tutoring Programme - School Led Tutoring programme 	<ul style="list-style-type: none"> • One to one tuition EEF (educationendowmentfoundation.org.uk) • Small group tuition EEF (educationendowmentfoundation.org.uk) 	All
Literacy / Reading interventions <ul style="list-style-type: none"> - Reading intervention programme – Boosting Reading@ Secondary - Books and software to support reading for pleasure and targeted reading intervention - Literacy focused sessions designed for tutorial programme 	<ul style="list-style-type: none"> • Boosting Reading Potential (BRP) Case Studies (educationworks.org.uk) • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 	1
Purchase of standardised diagnostic assessments. <ul style="list-style-type: none"> - GL Assessments - Reading and CAT 4 tests to support new year 9 students and the RADY programme. This will provide reliable data and information into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. 	<ul style="list-style-type: none"> • Case Studies - GL Assessment (gl-assessment.co.uk) 	1
Numeracy <ul style="list-style-type: none"> - Numeracy focused sessions designed for tutorial programme (Numeracy ninjas) 	<ul style="list-style-type: none"> • www.numeracyninjas.org 	3,4

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

Budgeted cost: £150,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing aspirations and careers support:</p> <ul style="list-style-type: none"> Girls' and Boys' Network Connexion's officer (partial SLA cost for disadvantaged focus) Careers L6 qualification for careers lead to support high quality Careers programme in school. In school programme focussed on High Prior Attaining disadvantaged pupils and linking to the North East Raising Aspiration Programme 	<ul style="list-style-type: none"> The Girls' Network (thegirlsnetwork.org.uk) https://www.m10.org.uk/mentoring Collaborative Partnerships - Information for Schools and Colleges - Newcastle University (ncl.ac.uk) 	All
<p>Improving Attendance:</p> <ul style="list-style-type: none"> Attendance admin Breakfast Club Rewards programme 	<ul style="list-style-type: none"> DfE research reports: Link between absence and attainment at KS2 and 4 (2015) and link between absence and attainment Ks2 and KS4 2018-19 Working together to improve school attendance (2022) Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS 	2
<p>Developing culture of learning behaviours and improving support for SEMH</p> <ul style="list-style-type: none"> Delivery and resourcing of Thrive Programme Pastoral support Team SomeOne Cares Counselling (4 days) Learning Mentor (0.4) Work based learning Provision Homework / Homework Club 	<ul style="list-style-type: none"> Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Mental health and behaviour in schools (publishing.service.gov.uk) Impact of Thrive - The Thrive Approach Social and emotional learning EEF (educationendowmentfoundation.org.uk) Homework EEF (educationendowmentfoundation.org.uk) 	All
<p>Poverty Proofing - Subsidies for access to opportunities and resources (trips, enrichment, uniform, resources)</p>	<ul style="list-style-type: none"> Children North East Poverty Proofing 	All

Total budgeted cost: £ 165,455