

Pupil Premium Strategy Statement 2021-24

School overview

Detail	Data
Monkseaton High School	Secondary School
Pupils in school	415 (Year 9-11)
Proportion (%) of pupil premium eligible pupils	43% (179 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
Date on which it will be reviewed	October 2022
Statement authorised by	Anne Welsh (Chair of Governors)
Pupil premium lead	Jo Suddes
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Sept 21-Mar 22	£143,843
Recovery premium funding allocation this academic year	£ 21,612
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	£ 165,455

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 increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils nationally. We have placed a strong emphasis on the areas we believe that our disadvantaged pupils require most support in.

Our objectives are to:

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

It is important to note that the effect of school closure as a result of the COVID-19 pandemic will impact on a wide range of our students, not just those classed as disadvantaged. Closure will have impacted on students from different groups causing gaps in knowledge and skills across the curriculum and therefore the DfE Recovery Premium will support us to provide any identified support for our 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 accessing the curriculum fully.
2	Attendance rates for disadvantaged students are lower than for non-disadvantaged, impacting on learning and progress and potential of future success
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.
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 P8 value for disadvantaged students so that it is closer to national average (0.0) - Attainment 8 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. - 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
<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"> • Analysis of behaviour data shows improvement in targeted students. • Successful integration of late arriving students • High attendance and achievement

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
Staff action research groups research and implement strategies that promote high quality teaching focused on our Big Six Priorities (Reading, Oracy, Questioning, Challenge, Assessment, Retrieval)	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
Reading for pleasure and strategies to improve reading comprehension across curriculum staff CPD	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Curriculum focused CPD and resources to support recovery		

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

Budgeted cost: £17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Targeted support -Academic Mentor (maths specific) - National Tutoring Programme 	<ul style="list-style-type: none"> • One to one tuition EEF (educationendowmentfoundation.org.uk) • Small group tuition EEF (educationendowmentfoundation.org.uk) 	
Literacy / Reading interventions <ul style="list-style-type: none"> - Literacy assessments (Edukey) - Reading intervention programme – Boosting Reading@ Secondary 	Boosting Reading Potential (BRP) Case Studies (educationworks.org.uk)	

<ul style="list-style-type: none"> - Books and software to support reading for pleasure and targeted reading intervention - Literacy focused sessions designed for tutorial programme 	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
<p>Numeracy</p> <ul style="list-style-type: none"> - Numeracy focused sessions designed for tutorial programme 		

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

Budgeted cost: £ £145,925

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 • 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) • Collaborative Partnerships - Information for Schools and Colleges - Newcastle University (ncl.ac.uk) 	
<p>Improving Attendance:</p> <ul style="list-style-type: none"> • Attendance Officer • Breakfast Club • Family engagement activities 	<ul style="list-style-type: none"> • DfE research report Link between absence and attainment at KS2 and 4 (2015) (there is no current research relating to the new GCSEs) • Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) • Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS 	
<p>Developing culture of learning behaviours and improving support for SEMH</p> <ul style="list-style-type: none"> • Delivery and resourcing of Thrive Programme • Behaviour Support Team • Some One Cares Counselling • Learning Mentor (0.4) 	<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) 	

<ul style="list-style-type: none"> • Work based learning Provision • Homework / Homework Club 		
Subsidies for access to opportunities and resources (trips, enrichment, uniform, resources)	<ul style="list-style-type: none"> • Children North East Poverty Proofing 	

Total budgeted cost: £ 165,455

Part B: Review of outcomes in the previous academic year (2019-21)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on our pupils. 2020-21 was the final year of a 3-year strategy plan. Our evaluation of impact is in the table below.

Please note, due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

2019-21 Pupil Premium Strategy Evaluation		
<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Evaluation</i>
To improve achievement outcomes for disadvantaged students in all year groups through targeted support and high-quality teaching	<p>Improved outcomes for year 11 pupils.</p> <p>Improve the P8 value for disadvantaged students so that it is closer to national</p> <p>Proportion of disadvantaged students with positive progress 8 scores</p> <p>Disadvantaged students in year 9 and 10 make good progress across the year in relation to their target grades</p>	<p><i>Please note, CAGs have been used this year and as a result progress figures are not directly comparable to previous years.</i></p> <p>Most disadvantaged made progress against their targets.</p>
<p>To improve engagement and motivation and reduce the impact on the behaviour of some disadvantaged students</p> <p>To improve resilience and independent skills to cope with the demands of the new curriculum and improve engagement.</p>	<p>Reduction in number of sanctions recorded on behaviour logs</p> <p>Reduction in FTE and maintain low PX</p> <p>Successful integration of late arriving students</p> <p>Develop skills in organisation, resilience, initiative and communication which will allow them to develop both academically and socially.</p>	<p>Change to behaviour recording system so not comparable</p> <p>FTE and repeat FTE lower than previous 2 years and below national.</p> <p>PX remains low and below national average</p> <p>Each year, 5% of school cohort are late Arrivers. 15-20% of each year cohort (across 3 years) are late arrivers - Positive progress and destinations for these students in Year 11 and no NEET.</p>
To raise aspirations of disadvantaged students	Continue to deliver high quality careers education, advice and guidance to support students' destinations and to reduce NEET students to zero in year 11	<p>All disadvantaged students have an appropriate destination post 16.</p> <p>In 2019, 2020 and 2021 there were no NEET students.</p>

<p>To identify students arriving in year 9 with literacy deficits with interventions in place to support students. Departments build opportunities to develop literacy skills in subject areas.</p>	<p>Literacy levels improve with targeted students</p> <p>Improved outcomes for year 11 pupils.</p>	<p>Some improvements made with individual students across the year but this was not completed due to school closure.</p> <p>Year 9 interventions introduced in September 2020 using the Boosting Reading @ Secondary programme. We were only able to run the programme through fully with one cohort of Year 9 students due to COVID restrictions and lockdown. 89% of this cohort improved, with an average gain of 1.5 years.</p>
<p>To increase attendance rates of disadvantaged students</p>	<p>Attendance of PP students will be at least in line with national average</p> <p>Reduction in the number of disadvantaged students persistently absent</p>	<p>Due to school closure, we do not have full year data for attendance. However, attendance rates for disadvantaged pupils Term 1 2020 compared to 2019 show a 0.35% improvement.</p> <p>PA also improved by 2.5%. Following March return to school through to the remainder of the year, disadvantaged OA and PA has improved in comparison to Term 1. This is despite the associated issues through the COVID Pandemic.</p> <p>This remains a key priority.</p>