

# Poynton High School - Pupil premium strategy statement – REVIEWED SEPTEMBER 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Poynton High School
Number of pupils in school	1204 (Main school based on school data Sept.23)
Proportion (%) of pupil premium eligible pupils	PHS Data – 11%  126 eligible students (census update due Jan.24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 21 (reviewed September 23)
Date on which it will be reviewed	September 24
Statement authorised by	M Dean (Head Teacher)
Pupil premium lead	R Dempsey (Associate Assistant Head Teacher)  Acting Pupil Premium Lead – Emma Greenfield (Assistant Head teacher)
Governor / Trustee lead	Rachelle Donn

## Funding overview — Figures based on DfE funding calculations not Poynton High School PP data

Detail	Amount
Pupil premium funding allocation this academic year	<p>£101,430 (£1,035 per pupil x 98 pupils).</p> <p>Post LAC - £27,830 (£2,530 x 11 PLAC as per Oct 22 census – update due Jan 24)</p>
Recovery premium funding allocation this academic year	<p>DfE figures £276 for each eligible pupil in mainstream education' Based on our Oct 2022 census – update due April 24. (98 PP students x £276)</p> <p>£29,808 (£304 x 98 pupils)</p> <p>PHS calculations - (To be reviewed following Jan 24 Census)</p>
National Tutoring Programme – school-based route funding.	<p><i>Figures confirmed Sept 23.</i></p> <p>£7,425 DfE funding Equal to a contribution</p>
<b>Total budget for this academic year</b>	<p>£159,068 (+ £7425 NTP)</p>
<b>Funding carried over from last academic year</b>	£0

## Part A: Pupil premium strategy plan

### Statement of intent

True social justice occurs with the realisation of a world in which all members of a society, regardless of background, have basic human rights and equal access to the benefits of their society. There is substantial evidence that more socially just countries are successful across a broad range of measures, including educational outcomes, productivity, health, and crime rates. Social justice is not about artificially supporting the weakest in society; it is about designing a society which draws effectively on the talents of all its members, and reaps the benefits of doing so. With this focus, our Pupil Premium strategy is tailored to develop and enhance the progress of our 'disadvantaged' cohort of young people, tackling the barriers that restrict many of our young people and offering a platform for success which reflects the true ability of each and every student within our learning community, allowing their talents to thrive.

A growing body of evidence outlines the negative impact of the global pandemic on the widening achievement gap developing nationally between young people from 'disadvantaged' cohorts and their peers. It is vital that we act both nationally and on a school level to ensure that social justice is sought and a more meritocratic system is established. Measures must be taken to ensure that young people are not disadvantaged. Our Pupil Premium strategy will remain fluid as we strive for the best outcomes, both in wellbeing and academic achievement for our young people.

### Challenges

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

Challenge number	Detail of challenge
1	Students lacking skills of self-regulation and metacognitive strategies for learning. <i>Through our whole school student research evidence suggests students better equipped to regulate their own learning practices performed best particularly throughout the Covid 19 pandemic.</i>
2	Vulnerable learners being reluctant to engage with school staff supporting their learning. Need to establish meaningful and powerful relationships for teaching and learning to allow the cohort to thrive in confidence and skill. <i>Student voice continues to show clear staff understanding of learners and positive working relationships key in ensuring success of learners within our Pupil Premium cohort.</i>
3	Disparity in learning approach, focus and resilience throughout school closures during the COVID-19 pandemic. <i>Despite a highly successful drive to equip each of our learners with the resources needed to access online learning and thorough welfare support</i>

	<i>throughout, a disparity of attending online lessons between our non-pupil premium and pupil premium cohorts was evident.</i>
4	Lower rates of attendance for our Pupil Premium cohort, need for continued high expectations, positive home school communication and well-utilised links with external agencies.
5	Communication, social and emotional needs impacting on access to learning within KS3. <i>'These key issues become...core priorities for supporting vulnerable pupils and those who receive the PPG'</i> 'Narrowing the Attainment Gap' Daniel Sobel 2018
6	Literacy and Reading Gaps – widening gaps in ability for learners to fully access the curriculum, particularly in KS3 given the missed key reading building blocks within their time at primary school. <i>'Due to partial school closures, pupils in Years 7 and 8 missed important opportunities in Key Stage 2 to become 'secondary ready'. The proportion of pupils who require support with decoding and reading fluency is rapidly increasing, creating a sense of urgency to prioritise high quality literacy teaching across subjects.'</i> The Impact of COVID-19 on Learning: A review of the evidence. EEF May 22

## 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
Students have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. 'metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress' – <i>Education Endowment Foundation 'Metacognition and Self-Regulated Learning' September 2019</i>	Use of student survey measuring skills of 'metacognition and self-regulation' to measure improvements following July 2021 survey.  Survey taken from 'Addressing Educational Disadvantage in Schools and Colleges – The Essex Way' edited by Marc Rowland
Positive relationships and a wider understanding of the individual needs of our young people. 'Pupil Premium students are not one homogenous group' – <i>Education Endowment Foundation 'Pupil Premium Guide' 2019</i>	Measured through PHS Positive Behaviour for Learning system. Tracking of House and Caution points.
Narrowing of progress gaps in key areas for our Pupil Premium cohort through access to English, Maths, Science, MFL and Humanities tuition support for targeted learners within the Pupil Premium cohort. 'Targeted small group or 1:1 interventions have potential to make the largest immediate impact on attainment' <i>Education Endowment Foundation 'The Attainment Gap' 2017.</i>	Narrowing of cohort Progress 8 gaps in Autumn, Spring and Summer data reviews.

<p>Positive rates of attendance for our Pupil Premium cohort. Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must 'recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.' <i>DfE 'Improving School Attendance: Support for Schools and Local Authorities' March 21</i></p>	<p>96.2% or above attendance (PHS pre-pandemic attendance for 2018-19)</p>
<p>Confident KS3 learners within our Pupil Premium cohort, equipped with healthy learning habits and well engaged in school life.</p>	<p>Positive effort scoring throughout school data reporting.</p>
<p>Effective reading skills developed in all learners in order to access to our challenging and varied curriculum.</p>	<p>Improved reading scores in KS3 screening from initial CATs measurements in Year 7 through to whole year screening in Year 9.</p>

## 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: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of PHS Metacognition Strategy – Pupil Premium Champions Action Research Group.	‘To give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.’ ‘metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress’ – <i>Education Endowment Foundation ‘Metacognition and Self-Regulated Learning’ September 2019</i>	1
<b>Teaching and Learning focus within the classroom</b> on ‘knowing your learners’ through whole school audit of learners and weekly ‘spotlight of key cohorts’	Pupil Premium students are not one homogenous group’ – <i>Education Endowment Foundation ‘Pupil Premium Guide’ 2019</i>	2
<b>Whole school CPD on accessing reading texts in the classroom and on adaptive teaching.</b> Using strategies from A Quigley’s work on reading and literacy.	‘Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.’ EEF ‘Improving Literacy in Secondary Schools’ June 18	6

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

Budgeted cost: £38,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>National Tutoring Programme</b> access to English and Maths tuition support for targeted learners within the Pupil Premium cohort.	‘Targeted small group or 1:1 interventions have potential to make the largest immediate impact on attainment’ <i>Education Endowment Foundation ‘The Attainment Gap’ 2017.</i>	3
<b>Maths and English support and</b> intervention through Key Stage Leadership. To identify new learning challenges exacerbated by school site closures through quality first teaching – targeted questioning, interleaved retrieval activities, modelling of responses to activities, scaffolding for targeted students, skills development lessons rather than ‘catch up’ content.	‘A majority of 19 year olds who have been eligible for free school meals leave education without a good standard of recognised qualification in English and Maths.’ <i>Education Endowment Foundation ‘The Attainment Gap’ 2019.</i>	3
<b>Pupil Premium ELSA (emotional literacy) Programme</b> – Coaching for young people in our Year 8 and 9 cohort to focus on skills for self-regulation.	Communication, social and emotional needs impacting on access to learning within KS3. <i>‘These key issues become...core priorities for supporting vulnerable pupils and those who receive the PPG’ ‘Narrowing the Attainment Gap’ Daniel Sobel 2018</i>	1,4,5
<b>Reading intervention strategy</b>  ‘Enhance Programme’ with trained KS2 teaching staff and literacy expert LSAs. Focusing on Years 7-10  EEF Switch-On Reading programme working with targeted Year 7 students	‘All year groups have experienced learning loss in reading.’ ‘In secondary 1.5 months of loss in schools with low rates of free school meal eligibility’ <i>DfE ‘Understanding Progress in the 2020/21 Academic Year – Interim Findings’ January 2021</i>	6

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

Budgeted cost: £69,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance focus</b> targeted on students from Pupil Premium Cohort. Triage process across welfare team. Use of external agencies for wider support.</p> <p>LA Attendance pack working with PHS weekly to support attendance of the Pupil Premium cohort.</p>	<p>Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must 'recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.' <i>DfE 'Improving School Attendance: Support for Schools and Local Authorities' March 21</i></p>	4
<p><b>KS3 Cultural Capital tutor led programme.</b></p> <p>Young People from our PP cohort supported through tutor input and wider team support.</p> <p>Delivery of CC closely monitored and evaluated by KS3 DL and impact measured through student voice.</p>	<p>'Widening wealth gaps have created a privileged class focused on preserving privilege, armed with ever more resources to enrich their children educationally. At the same time 'disadvantaged' children have been stripped of the traditional places where they once developed cultural capital: the youth club, town hall, local library, or children's centre. Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical.' <i>Elliott Major (2015) writing for the Sutton Trust</i></p>	5, 6
<p><b>Options process (high aspirations)</b> and careers focus. Young people from Pupil Premium cohort prioritised for careers guidance with PHS advisor.</p>	<p>'Disadvantaged pupils often have high aspirations. However, they may not know how to achieve them and may struggle to maintain them. Disadvantaged parents and their social networks can lack the experience and knowledge to help their children.' <i>Joseph Rowntree Foundation 'Inspiring Social Change'</i></p>	3
<p><b>Addressing the material needs for learning</b> of the cohort from uniform and equipment to the subsidy of educational experiences.</p>	<p>Ensuring a parity of opportunity and resource is needed to move towards equity in education.</p>	3,4,5

**Total budgeted cost: £163 700**



## 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 students in the 2022 to 2023 academic year.

Intended outcome	Progress Towards Success Criteria
Students have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. 'metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress' – <i>Education Endowment Foundation 'Metacognition and Self-Regulated Learning' September 2019</i>	<p>Use of student survey measuring skills of 'metacognition and self-regulation' to measure improvements following May 2023 survey. 'Measuring Metacognitive Skill at PHS' document.</p> <p>Survey taken from 'Addressing Educational Disadvantage in Schools and Colleges – The Essex Way' edited by Marc Rowland</p>
Positive relationships and a wider understanding of the individual needs of our young people. 'Pupil Premium students are not one homogenous group' – <i>Education Endowment Foundation 'Pupil Premium Guide' 2019</i>	<p>Measured through PHS Positive Behaviour for Learning system. Tracking of House and Caution points.</p> <p>Both the suspension and exclusion rate of FSM students is higher nationally.</p> <p>9.68 for pupils eligible for FSM, compared to 2.82 for those not eligible. (This equates to 968 suspensions per 10,000 pupils)</p> <p>Behaviour (Internal &amp; external suspensions) from previous review statement has fallen favourably.</p> <p>Suspensions Total no. suspensions April to present – 45 (30 students in total) No. non PP students suspended – 24 (80%) No. PP students suspended – 6 (20%)</p> <p>Internal suspensions Total no. suspensions April to present – 27 (23 students in total) No. non PP students suspended – 14 (61%) No. PP students suspended – 9 (39%)</p> <p>PHS have employed AHT with a responsibility for leading on behaviour who will also work as temporary</p>

	lead managing Pupil progress to develop strategies working will our most vulnerable cohort and their ability to self-regulate. This is based on our whole school behaviour for learning strategy which is built on three key pillars: Positive relationships, Excellent teaching and learning and consistent systems.																				
Narrowing of progress gaps in key areas for our Pupil Premium cohort through access to English, Maths, Science, MFL and Humanities tuition support for targeted learners within the Pupil Premium cohort. ‘Targeted small group or 1:1 interventions have potential to make the largest immediate impact on attainment’ <i>Education Endowment Foundation ‘The Attainment Gap’ 2017.</i>	<p>Narrowing of cohort Progress 8 gaps in Autumn, Spring and Summer data reviews.</p> <p>The use of the NTP has had a positive impact in all year groups within key stage 3, having analysed the Autumn to Summer data:</p> <p><b>Year 7</b></p> <p>P8 - Autumn -4.32 Summer -2.63 APS – Autumn 0.2 Summer -2.63</p> <p><b>Year 8</b></p> <p>P8 - Autumn -2.1 Summer -1.76 APS – Autumn 1.32 Summer -1.36</p> <p><b>Year 9</b></p> <p>P8 - Autumn -1.37 Summer -0.87 APS – Autumn 1.42 Summer 1.49</p> <p>This trend is also reflected when analysing the data of year 10, which is testament to the impact and planning of the NTP.</p> <p><b>Year 10</b></p> <p>P8 - Autumn -0.71 Summer -0.18 APS – Autumn 2.73 Summer 3.33</p> <table><tr><td></td><td>APS</td><td>Autumn</td><td>Summer</td></tr><tr><td>English</td><td></td><td>4.32</td><td>4.35</td></tr><tr><td>Maths</td><td></td><td>2.47</td><td>3.45</td></tr><tr><td>Science</td><td></td><td>2.84</td><td>4.0</td></tr><tr><td>MFL</td><td></td><td>1.16</td><td>1.5</td></tr></table>		APS	Autumn	Summer	English		4.32	4.35	Maths		2.47	3.45	Science		2.84	4.0	MFL		1.16	1.5
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Science		2.84	4.0																		
MFL		1.16	1.5																		

(Focus of 2022/23)

Following the DfE decision to cut funding of the NTP it is unlikely PHS will be able to offer the same level of targeted intervention to small groups. The academic year 2023/4 will see a focus in a small area, likely to be literacy and numeracy.

## 2023 GCSE RESULTS

### ATTAINMENT TRENDS – KEY MEASURES:

Measure	2023
Overall A8 figure	35.26
5 or above in En & ma (%)	15.0
4 or above in En & ma (%)	40.0
5 or above in EBacc (%)	10.0
4 or above in EBacc (%)	15.0
5 or more subjects, inc En & ma, at 4+ (%)	35.0
7 – 9 (%)	9.8
% entering more than 1 language	0
% entering 3 single sciences	20.0
EBacc APS (introduced 2018)	3.02

Measure	Figure
A8	35.3
P8	-0.68
5 or above in English & Maths	15%

	5 or above in EBacc	10%	
<p>Positive rates of attendance for our Pupil Premium cohort. Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must 'recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.' <i>DfE 'Improving School Attendance: Support for Schools and Local Authorities' March 21</i></p>	<p>Whole school target of 96.2% or above attendance (PHS pre-pandemic attendance for 2018-19)</p> <p>PHS attendance for academic year 22/23 (Sept – May) 93.5%:</p> <p>Non-PP attendance – 94%</p> <p>PP attendance – 88%</p> <p>Cared for Children – 98.62%</p> <p>PHS have employed both a family support worker and learning support welfare leader as of Sept. 22 to support with attendance and pupil engagement with our most vulnerable young people and families.</p> <p>Welfare lead CPD on supporting positive attendance, particularly of our most vulnerable and persistent concerns.</p> <p>PHS purchased 35 hours of support from ACOOS to work with most vulnerable PP students that are struggling to maintain positive attendance. This year PHS are working closely alongside the Local Authority and have employed an attendance officer 1 day per week to support with most at risk students, persistent absentees and support with home visits to further improve attendance. It is worth noting that the overall PP attendance figure is positive but a small number of cases impact significantly due to the relatively small number of PP students.</p> <p>Designated attendance leads specifically monitoring PP attendance to support an encourage persistent attendance concerns.</p> <p>Daily PP attendance log shared with welfare teams to support parental engagement and positive attendance.</p>		

<p>Confident KS3 learners within our Pupil Premium cohort, equipped with healthy learning habits and well engaged in school life.</p>	<p>Key stage 3 Summer reporting data summary:</p> <p><b>Year 9</b></p> <p>30 PP</p> <p>Progress 8 -0.87 (non PP -0.84 <b>0.03 difference</b>)</p> <p>Attainment 8 29.66 (non PP 38.77 <b>9.11 difference</b>)</p> <p><b>Year 8</b></p> <p>22 PP</p> <p>Progress 8 -1.76 (non PP -1.71 <b>0.05 difference</b>)</p> <p>Attainment 8 24.29 (non PP 31.14 <b>6.85 difference</b>)</p> <p><b>Year 7</b></p> <p>29 PP</p> <p>P8 Score TBC</p> <p>Attainment 8 20.39 (non PP 23.76 <b>3.37 difference</b>)</p> <p>Whilst there continues to be a visible gap between disadvantaged pupils and non-disadvantaged pupil the effort trends are positive.</p> <p>Positive effort scoring throughout school data reporting data Spring 23 to Summer data 23.</p> <p>Spring reporting data is positive across the key stage and indicates strategies are impacting positively, with a view to increase support in year 7. NTP funding to support both literacy and numeracy focus in year 7.</p>
<p>Effective reading skills developed in all learners in order to access to our challenging and varied curriculum.</p>	<p>Improved reading scores in KS3 screening from initial CATs measurements in Year 7 through to whole year screening in Year 9.</p> <p>NGRT (new group reading tests) were taken in March by y8 and May by y9. Y11 took WRAT4 tests in April and y10 in June.</p> <p>Students with a SAS (standardised age score (SAS) below 85 have been highlighted as having a concern around their reading comprehension, class charts</p>

	indicate these students and all staff have been given strategies to support student learning through whole school training developing QFT strategies.
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## Further information

### Free School Meals and the Pupil Premium

- The national framework for supporting young people from families facing hardship to reach their full potential in education uses free school meals as a guide for further support. If your young person has been entitled to free school meals in the last 6 years they will then in turn be eligible through funding provided to school directly (called the Pupil Premium) for further support. A more detailed explanation as to how this support works please see our Pupil Premium statement below.

#### **Your child may be able to get free school meals if you get any of the following:**

- Income Support
- income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

#### **Applying for Free School Meals**

- Parents and carers must apply for free school meals through their local authority website. Applications from within Cheshire East can be made by following this link: <https://synergyweb.cheshireeast.gov.uk/Website/Enquiries/Citizen/FreeSchoolMeals.aspx> . We are unable to provide free school meal entitlements ourselves unless an application has been approved. If you are applying and need more help or guidance please contact Mrs Emma Greenfield (Acting Assistant Head Teacher) via phone – 01625 871 811 or email [EKeaveney@phs.cheshire.sch.uk](mailto:EKeaveney@phs.cheshire.sch.uk).