

Pupil premium strategy statement – High Storrs School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1210 Y7-11 (1668 including Y7-13)
Proportion (%) of pupil premium eligible pupils	9.3%*
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Claire Tasker
Pupil premium lead	Tom Highnett and Lorena Levy John Doran (Oct 2023 – April 2024)
Governor / Trustee lead	David Mowbray

* We define our PP cohort as all students who are classified as PP on the 1st day of the school year. These students stay on the PP register until the end of the school year, even if their PP eligibility expires during the academic year. We only remove those who leave the school.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,465
Recovery premium funding allocation this academic year	£30,084
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£132,549

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
--	--

Part A: Pupil premium strategy plan

Statement of intent

At High Storrs Schools, our intention is that all pupils, irrespective of their background or the challenges they face continue to make excellent progress and achieve high attainment across our ambitious curriculum, including all EBacc subjects.

The Pupil Premium strategy is an integral part of our school values 'We are here to learn, succeed and thrive.' This strategy covers the use of Pupil Premium funds, and it uses the tiered approach recommended by the Education Endowment Foundation.

We had enormous success with our outcomes for disadvantaged students in the 2022/23 academic year with a P8 score of 0.69 (against a whole score P8 of 0.79).

Our PP cohort varies from year to year, overall, 9.3% of students in Y7-11 are eligible for the pupil premium funding (below national average). Our largest PP cohort in Y7-11 is in Year 9 and 11, where 25 students are eligible for PP. Our smallest PP cohort is in Y7 and 8, where 20 students are eligible for PP funding.

Whilst the results in 2022/23 were strong for disadvantaged, we remain aware that work needs to be done to sustain these outcomes. Early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on reading for pleasure, oracy, and vocabulary.

Our ultimate objective for our disadvantaged pupils is that they should not only be given equal opportunities as their peers, but also achieve equal outcomes. The strategies should not only look at boosting academic progress, but also enrichment opportunities, careers, and pastoral support (including attendance).

Our Pupil Premium strategy works to achieve this, by proactively ensuring that disadvantaged pupils can access all opportunities within the school, and providing enhanced interventions, when necessary, to ensure an equality of outcome, measurable in exam results, attendance, and accessed opportunities.

For the 2023/24 academic year, the recovery premium funding has been used to buy-in specific EAL support from Sheffield City Council. This is in view of the increasing number of our students from background where English is not their first language.

Furthermore, we have a small number of students in KS3/4 with EHCPs (Education Health and Care Plan) which indicate significant additional needs. To support these students, timetable adjustments have been made to develop a curriculum programme to support these students. Students identified with additional needs will have 9 out of 25 lessons a week (English, PSHCEE, History, Geography and RE) taught as part of small group interventions, led by our Learning Support staff. To maintain support for these vulnerable students, recovery funding will be directed towards additional staffing to further develop this curriculum access.

Challenges

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

Challenge number	Detail of challenge
1	<p>Background knowledge, cultural capital, and access to enrichment</p> <p>Our information gathering and evidence shows that some of our students from disadvantaged backgrounds are often lacking the necessary background knowledge and 'cultural capital' to engage in deeper thinking about their subjects.</p> <p>This is provided through a high quality, well sequenced curriculum and through enrichment opportunities. At present, access to enrichment amongst disadvantaged students is not as strong as their non-disadvantaged peers and this can contribute to widening outcome gaps.</p>
2	<p>Developing effective learning habits and homework</p> <p>Some of our students from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family. These learning behaviours can become a key indicator of student outcomes at later stages and ensuring students are keeping up with their homework becomes an even greater priority.</p> <p>Ongoing analysis of KS4 trackers shows that between 16-26% of students have this listed as a primary barrier to learning. This compares to a range of between 8-15% of students from non-disadvantaged backgrounds.</p>
3	<p>Attendance in school and lessons</p> <p>From our experience, we have found that the most disadvantaged pupils are more likely to have lower attendance than their peers. We have found that disadvantaged pupils are also more likely to become persistently absent, which can in turn result in a negative impact on their outcomes.</p> <p>At time of writing, our current attendance levels of disadvantaged students are 91.92% (November 2023) compared to non-disadvantaged attendance at 94.73%.</p>
4	<p>Reading and literacy</p> <p>Information and evidence gathered by our literacy lead and internal testing has shown the average reading and literacy age of students coming in at KS3 is not as high as their non-disadvantaged peers and this can impact on access to the curriculum. Reading age data from Oct 2023 suggests that 84% of the Y7 cohort are reading at expected ages, whereas for our disadvantaged students it is 53%. In addition, the average reading age for our Y7 cohort (Oct 2023) is 11.95 whereas for or disadvantaged it is 10.85.</p> <p>Access to a broad and balanced curriculum is invariably linked to a child's reading and writing ability and we have a small number of students in each year group whose access to the curriculum is limited by weaknesses in these core skills.</p>
5	<p>Aspirations</p> <p>Our disadvantaged students are more likely to come from backgrounds where they have had much less engagement with higher education pathways. Pupils will typically need greater support in developing their understanding of these options. In the 2022/23 academic year, our evidence showed an improvement in the % of disadvantaged students accessing enrichment – rising from 22% in</p>

	2021/22 to 40% - but there remains a gap to non-disadvantaged peers with data from 2022/23 showing this % of non-disadvantaged students engaging in enrichment to be 54%.
6	<p>Engagement between home and school</p> <p>Our evidence has shown that there is lower attendance to parents' evenings and information evenings from our disadvantaged families.</p> <p>This was exemplified during our Y11 information session earlier this academic year (Sept 2023) where 38% of disadvantaged families attended the information evening compared with 69% of non-disadvantaged families. Similarly, although more promisingly, the Y7 Settling In evening (Oct 2023) saw 68% of disadvantaged families attend compared with 83% of non-disadvantaged families.</p>

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
The progress (as measured by national performance measures) of disadvantaged students is in line with non-disadvantaged peers	<p>The progress gap between disadvantaged and non-disadvantaged narrows down (gap in P8 scores).</p> <p>Progress of disadvantaged to be consistently above 0. 2022/23 academic year outcomes showed disadvantaged outcomes to be at +0.69.</p> <p>All disadvantaged students access a full and appropriate curriculum pathway.</p>
Attendance – disadvantaged pupils	<p>Disadvantaged students have above national average attendance.</p> <p>The average attendance of disadvantaged will match the attendance of non-disadvantaged – closing the gap.</p>
Improve chronological reading age of all disadvantaged students and engender a love of reading. This will improve access to the curriculum and drive improvement in outcomes.	<p>The gap between reading ages of disadvantaged and non-disadvantaged pupils closes.</p> <p>November 2023 update: Y8 disadvantaged cohort improved reading ages by more than a year on average. Sept 2022 11.51 whereas Sept 2023 12.88. Closing the gap on their peers from -0.73 in Sept Y7 to -0.32 in Sept of Y8.</p>
Improved attendance to parents' evenings Communication with home is regular and purposeful	<p>Gap in attendance to parents' evenings closes.</p> <p>Targeted contact with parents – lead by directors of key stage and pastoral leaders. Parent surveys to show higher satisfaction with communication – captured by D of KS surveys.</p>

	Improve in progress outcomes because of improved engagement with our community.
Improve access to, and uptake of, school-based enrichment opportunities	Same proportion of disadvantaged and non-disadvantaged students attend extracurricular activities. 50% of disadvantaged to regularly attend school-based enrichment activities. Ensure we offer a diverse range of extracurricular activities matched to student interests and feedback.
Improve independent study habits and behaviour for learning for all disadvantaged students	Falling numbers of students with tracker concerns logged about homework and/or independent study. Upward trend in A2L scores for disadvantaged students over the year – to be tracked by directors of key stage through tracker analysis.
All students can speak about their aspirations for the future	No students are NEET in year of leaving HSS. Every student has two potential pathways – e.g., Sixth Form vs college, apprenticeship vs further education All students to access robust careers advice from Y7-11 – involving meeting with careers advisor as well as exposure to a range of careers events in conjunction with Gatsby benchmarks.

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: £66,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to increase teaching hours using PP funds. Funded a full-time HLTA to support outcomes of disadvantaged students. HLTA activities include small group intervention, vocabulary work, reading, independent study support	The EEF guidance on small group tuition provides support for small group teaching and/or extraction groups where appropriate https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4

Funded TLR around enrichment and learning outside the classroom.		
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This will be supported by subject leaders, literacy coordinator, library staff and SLT.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2, 4
<p>Staff will receive regular training on best practice for disadvantaged students specific to our context. These will be evidence informed and support staff development.</p> <p>This will be led by PP leads and shared via staff briefings, weekly bulletin notices and CPD sessions.</p>	<p>By taking a 'small but often' approach to CPD for disadvantaged learners, we are ensuring staff have time to consider the support and embed this in their practice.</p> <p>As part 4 of the DfE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf guide on developing professional development states, training and support should be sustained over time.</p>	2, 3, 5, 6
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils through T&L Groups, CPD sessions and T&L Strategy Groups.</p> <p>TLG (Teaching and Learning Group) focus for 2023/24 academic year is on developing independent learning of students.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Supporting resources: Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	1, 2, 4
Subscription to Sheffield City Council EAL programme.	With an increasing number of disadvantaged students being EAL (increasing number of refugees), accessing	1, 2, 3, 6

	high-quality research informed practices around supporting EAL students is a priority investment.	
--	---	--

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

Budgeted cost: £33,137.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the 'Lead Learners' programme. An in-school programme, coordinated by a member of teaching staff, which connects Sixth Form students with lower school (Y7/8) students to develop key academic skills (literacy, science, and maths) and attitude to learning.	Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Supporting resources: The EEF Toolkit has a strand on peer tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 4
Continue to work with White Rose Maths as our partner through the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A considerable proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Supporting resources: The EEF Toolkit has a strand on one-to-one tuition and small group tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4, 6
A wide variety of SEND academic interventions (for example literacy and language interventions).	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies,	1, 2, 4

	<p>scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
--	--	--

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

Budgeted cost: £33,137.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Based on our work to better understand our disadvantaged students, ensuring there is a pot of ring-fenced funding to purchase appropriate materials for students is a useful way to overcome student barriers. For example, ensuring students have equipment to access school and subject specific resources.	1, 2, 3, 5
<p>Embedding principles of good practice set out in DfE's advice.</p> <p>As of November 2023, we have two attendance officers who will work with students with low/poor attendance and support them in engaging with school.</p>	<p>The guidance linked has been developed in conjunction with schools which have successfully reduced poor attendance.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	3
Mentoring and aspirations offered to all disadvantaged students – focusing on aspirations and addressing barriers to learning. Part of this will involve deepening and maintaining communication parents/carers.	<p>Our communication strategy has been review considering the recommendations of the EEF parental engagement guidance report</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	1, 4, 5, 6
Careers coordinator – As of November 2023, steps have been taken to review our careers provision and appoint a dedicated non-teaching member	<p>Informed by DfE guidance on careers provision</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	5, 6

of staff to oversee careers provision. The colleague in post will work with other members of the vulnerable groups team (for example, stretch and challenge coordinator) to provide timely and appropriate support for disadvantaged students.	hment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf Information gathering with our own students has shown this is an area of need for our students and families. Similarly, reviews of our own historic destination data shows that students do not typically have as diverse a range of destinations	
Bespoke work to support attendance of vulnerable and disadvantaged learners	Working in conjunction with several link schools, we are planning to utilise our recovery premium funding to develop a bespoke programme to support and reintegrate students with attendance issues. Additional funding for a member of staff to support all students in accessing the curriculum fully.	2, 3, 4

Total budgeted cost: £132,549

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of Examination Outcomes – Pupil Premium

Overall, there is evidence of strong headline outcomes for PP students as shown below. Whilst outcomes in 2023 were strong, we are not complacent about these outcomes and will continue to work closely to ensure our strong outcomes are maintained.

	4+ Eng	4+ Ma	4+ En & Ma	EBACC Average Points	P8
2023 (23)	95.7%	82.6%	82.6%	4.59	0.69
2022 (28)	86%	82%	82%	4.4	0.0
2021 (31)	71%	55%	52%	3.2	-0.08
2020 (31)	77%	68%	65%	4.1	+0.58
2019 (23)	83%	70%	70%	4.0	-0.03
2018 (41)	85%	71%	68%	3.9	-0.09
2017 (34)	68%	59%	53%	N/A	-0.41
2016 (38)	67%	61%	56%	N/A	-0.70

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	White Rose
Talk about: Communication//Future//Transition	Talk the Talk
Band Skills	Sheffield Music Hub
Discover US Programme	University of Sheffield