

HIGH STORRS SCHOOL



Pupil Premium Strategy Statement 2019-22

Responsibility
Last review date
Next review date

Christine Gott
October 2019
October 2022

Contents

School Context	3
Disadvantaged student performance overview for last academic year	4
Strategy Aims for Disadvantaged Students	5
Teaching Priorities for Current Academic Year	6
Targeted Academic Support for Current Academic Year	8
Wider Strategies for Current Academic Year	10
Monitoring and Implementation	11
Review: last year's aims and outcomes	12
Year 7 Literacy and Numeracy Catch Up Premium.....	144

School Context

School Context				
School name		High Storrs School		
Number of students in school		1663		
Number and % of disadvantaged students		139	11%	
Pupil Premium allocation 2019-20		£129,048		
Catch Up Premium allocation 2019-20		Not confirmed by DfE		
Year	Number of Students	Number of Disadvantaged	% of Disadvantaged	Pupil Premium Funding 2019-20 ¹
7	248	33	13%	£129,048
8	241	22	9%	
9	242	24	10%	
10	241	31	13%	
11	238	29	12%	
School	1210	139	11%	

Context of disadvantaged students Y7-11:

Year	Number of students	EAL %	ENG not 1st Language %	SEND %	KS2 U %	KS2 M %	KS2 L %	KS2 U/M %
7	33	1	5	9	6	19	8	76
8	22	2	11	8	9	13	0	100
8	24	0	9	9	12	5	4	71
9	31	2	9	14	4	24	1	90
10	29	12	41	12	7	17	5	83
11	139	17	75	52	38	78	18	83

Academic years covered by statement	September 2019 – September 2022
Publish date	October 2019
Review dates	1. October 2020 2. October 2021 3. October 2022
Statement authorised by	Claire Tasker
Pupil Premium Lead	Christine Gott
Pupil Premium Link Governor	David Mowbray

Funding for 2019-20 is based on those eligible for the Pupil Premium in the January 2019 census and is not a reflection of the school's current PP cohort.

Disadvantaged student performance overview for last academic year

Context of Year 11 Disadvantaged student cohort:

- We had 23 Year 11 students classified as disadvantaged in 2018-19 (including CLA and Post CLA. We had no service children)
- 57% of our Year 11 disadvantaged students were in receipt of FSM
- 30% of our Year 11 disadvantaged students were KS2 U
- 53% of our Year 11 disadvantaged students were KS2 M
- 17% of our Year 11 disadvantaged students were KS2 L
- 39% of our Year 11 disadvantaged students were EAL
- 13% of our Year 11 disadvantaged students were on the SEND register

Progress 8	PP -0.03 Non PP +0.49 Whole school +0.45 National PP -0.45 National Non PP 0.13
Attainment 8	PP 43.8 Non PP 59.0 Whole school 57.6 National PP 36.54 National Non PP 50.15
% Grade 5+ in English and maths	PP 39.1% Non PP 69.7% Whole school 66.8% National PP 24% National Non-PP 50%
EBacc entry	PP 68.4% Non-PP 74.2% Whole school 73.8% National PP 27% National Non-PP 44%
Absence Y7-11 HT 1-6	PP 5.7% Non PP 4.3% Whole school 4.5% National PP 7.8% National Non PP 4.2%

Strategy Aims for Disadvantaged Students

Aim	Target	Target date
Progress 8	Raise and sustain P8 outcome so it is in line with the P8 score for non-disadvantaged students.	Sept 22
Attainment 8	Raise and sustain A8 outcome so it is in line with the P8 score for non-disadvantaged students.	Sept 22
% Grade 5+ in English and maths	Raise and sustain English and maths 5+ grades so they are in line with non-disadvantaged students.	Sept 22
% Grade 4+ in English and maths	Raise and sustain English and maths 4+ grades so they are in line with non-disadvantaged students.	Sept 22
EBacc entry	Sustain the % of EBacc Entry and outcomes for disadvantaged students.	Sept 22
Attendance	Improve attendance and reduce PA so they are in line with the percentage attendance figures for non-disadvantaged students.	Sept 22

Teaching Priorities for Current Academic Year

Measure	Activity
Priority 1	Teaching continues to improve in all classrooms for all students
Priority 2	Summative and formative assessment supports learning and allows students to prepare, recall and apply current and previous learning
Priority 3	Further develop formative assessment and high impact feedback linked to updated feedback principles across all subjects and year groups
Priority 4	Updated 'Feedback at HSS' policy leads to review and refresh of departmental policies and practice. This is supported by peer and leadership feedback scrutinies & TLG
Priority 5	Updated Literacy principles are written, shared and supported by all staff. Term 2 TLG re-enforces work to date at HSS on closing the vocabulary gap and further develops literacy in all classrooms
Priority 6	Reading is further encouraged and supported across the school (reading weeks linked to Academic Tutoring, Monday form time reading, post 16 reading spa, improved paired reading programmes, increased library visits in Y7-9, book boxes in DTs, further book clubs, further promote good reads, annual reading tests and planned intervention, wider reading recommendations in all subjects)
Priority 7	Work with Minerva to further develop 'Word of the Week' with a focus on Command words to improve literacy
Priority 8	Implement a new T&L and academic reading group A.R.T. with a T1 focus on boys achievement
Priority 9	Deliver our two-year language intervention programme and Literacy Intervention programmes for students in Y7 and Y8 who are identified on transition as NSR and Y9 Curriculum support for targeted students
Priority 10	Specialist ex primary EAL teachers teach all Y7 English one period a week for continuity in SPAG and literacy
Priority 11	Deliver a Bridging Programme of activities in collaboration with Y6 teachers to support the Y6-7 transition and prevent the dip in attainment from KS2 to KS3.
Priority 12	Curriculum design is honed to ensure success for all
Priority 13	Plan and implement a 11-18 Careers curriculum that informs and inspires our student
Priority 14	Alternative pathways are further developed (KS4 alternative routes including ASDAN, HOLA, external and internal AP, other off-site provision)
Priority 15	SLs further develop robust planning documentation (SOW) in all subject areas which enable all students to access the curriculum. These will be monitored and reviewed by SLT

Priority 16	Work with colleagues to ensure that the teaching of KS2 U students is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of KS2 U students
Priority 17	Keep staff informed of research, good practice and resources on the effective teaching of KS2 U disadvantaged students
Priority 18	The teaching and Learning of our students is quality assured through lesson observations and work scrutiny's
Priority 19	Identify and engage with opportunities within MAT schools in order to share and develop best practice to raise student attainment and progress
Priority 20	School to school support from across the trust for underperforming subjects
Priority 21	All staff use data in all its forms to plan for engagement and learning
Priority 22	Strong classroom relationships are established and maintained through effective class seating plans, deft use of B4L strategies including meet and greet and praise, A2L criteria, checks on learning (emphasised and monitored through updated behaviour principles and practices, TLG 1, CPD meeting 'know your learners, SL PowerPoints in Sept, lesson observation, departmental QA, learning walks, Line Management meetings, seating plan folders)
Barriers to learning these priorities address	CPD and Quality first teaching is to remain centre stage at High Storrs School as a key part of Performance Management to ensure that the needs of every student is met on a daily basis
	Further develop Middle leadership capacity through MAT Network meetings and SLT curriculum links so it impacts on learning and early identification of underachieving groups
	Progress and attainment limited by Literacy which impacts on students' ability to access the curriculum, new generation GCSEs and the world beyond school is addressed through high quality CPD
	Gaps in vocabulary and comprehension can lead to low confidence and engagement for learning
	Provide opportunities to raise educational aspiration
	Proactive approach to address the National attainment dip from KS2 to 3
Projected spending	£74,766

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	Further develop the VGT strategies to ensure increased impact on learning behaviours (A2L, B4L) and outcomes by working with students, parents/carers, departments and pastoral staff to ensure appropriate timely and focussed interventions are implemented, evaluated and refined after each tracker
Priority 2	SLT support middle leaders by modelling best practice to maximise effectiveness of subject RAP meetings (identifying and tackling underachievement) (e.g. <i>cross curricular RAP, LM meetings & TLS</i>)
Priority 3	Senior leaders review & improve the quality of whole school intervention & back on track strategies
Priority 4	Review and develop current approaches in terms of classroom, pastoral and departmental intervention strategies including improving student monitoring reports
Priority 5	Review and develop strategies for sharing PP / SEND information through Student Snapshots to help staff access relevant data to inform planning and maximise progress
Priority 6	Behaviour data analysed and used by SLT, Middle Leaders and Pastoral teams to identify and support disadvantaged students in terms of developing both their B4L and A2L
Priority 7	Embed a consistent academic tutoring model in KS3 and 4 to support improvements in positive learning behaviours across the school (A2L, B4L)
Priority 8	Attendance strategies are closely monitored to ensure improved attendance (particularly for underachieving students)
Priority 9	Set up and trial the 'Texting your way to improved attendance' system
Priority 10	Timely home visits are undertaken by our attendance officer when a child is absent. Attendance and punctuality workshops are run in school at various points in the school year. Competitions encourage improved punctuality and attendance
Priority 11	VGT teachers continue to deliver our extra GCSE English Language and Literature revision sessions.
Priority 12	VGT teachers will provide in class support, am roll call catch up/revision sessions and small group teaching to students in GCSE History, Geography, D&T, Science in Y8
Priority 13	MFL team run am roll call speaking and listening support in French, German and Spanish for targeted students.
Priority 14	Maths interventions are delivered by a maths specialist who supports individual and small groups of students in lessons or withdrawing them from the lesson to work on a particular aspect of their learning.
Priority 15	All students undertake a reading test in the first week of school in September and staff are notified of students' reading ages.

Priority 16	Subscription to First News and Twinkl to ensure our students have access to an engaging, appropriate and challenging resource which supports literacy development.
Priority 17	Monitor and track the engagement; completion rate and quality of homework undertaken and develop strategies to support students adopt good habits and independent learning skills using Show My Homework as a tool to support them. 1:1 meetings will take place where students are not using the resource to its full potential.
Priority 18	A bidding fund is set up to support students with their learning across the curriculum to ensure equality of opportunity.
Priority 19	Cover the costs for equipment, stationary and revision materials for disadvantaged students
Priority 20	The costs are covered for disadvantaged students to attend a week-long summer school as part of the Y6-7 transition programme
Priority 21	6 th form and Y9 Lead Learners support targeted students in Y7, 8 and 11
Priority 21	Mentoring programme for targeted students in KS4
Priority 22	Students Support Assistants provide 1:1 support to students who need to improve their attendance, behaviour for learning, wellbeing and are the key link workers with families and external agencies
Priority 23	Roles and responsibilities of Form Tutors, HOH, SSAs, SLT links are better defined and provide graduated intervention and support
Priority 24	Work with SLs and pastoral staff to put in place appropriate interventions for KS2 U students and evaluate the impact of these, to ensure that any gaps in performance between different key groups are addressed
Barriers to learning these priorities address	Effective identification and intervention strategies are employed to quickly re-engage targeted students with their learning
	Further develop Middle Leaders capacity to identify underachievement and implement strategies which get targeted students back on track with their learning
	Provide resources and stationary for students as required to ensure preparedness for learning
	Multiple needs that impact on attendance, learning, social and emotional wellbeing are quickly addressed
	Limited metacognition and self-regulation skills are improved
	Further improve A2L
Projected spending	£45,449

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	Create a spreadsheet of extracurricular activities (including trips and visits) and am roll call intervention strategies to highlight any issues with engagement of key groups
Priority 2	Identify and support students not accessing extracurricular activities, trips and visits and increase engagement
Priority 3	Organise a trip and cover the costs for Y8 students to attend the Leicester Space Centre
Priority 4	Students in Y7-10 who have shown an interest in learning a musical instrument will be offered Band skills tuition
Priority 5	To ensure that KS2 U students, including disadvantaged KS2 U students, achieve ambitious destination outcomes through the coordination of aspiration events
Priority 6	Access arrangement testing for all disadvantaged students
Priority 7	We will run a texting system through the exam season and text the parent/carer of every disadvantaged student the day before their exam to remind them when it is and what they need to bring. This is personalised from their subject teacher.
Priority 8	Our Grade 5 learning mentor provides support to our students and is our key link worker with external agencies and the Virtual School. 1:1 sessions are provided to many of our students.
Priority 9	Our SENCO and HLTA provide individualised support for students who are unable to attend school and coordinates our Safe and Well checks for students who are on offsite placements
Priority 10	Our Nurture room provides an enriched learning experience to targeted individuals to improve communication and teamwork
Priority 11	All disadvantaged students in receipt of FSM in Y7-11 will be invited to attend our free Breakfast club
Priority 12	Relaunch MyEd with parents to increase overall communication & engagement
Priority 13	Develop Talking Trackers and other approaches for Y7-11 (<i>Group Chat / online videos</i>) to help develop student and parental engagement and understanding of pupil trackers
Priority 14	Targeted learner reviews take place each week to identify and address the specific needs of individual students
Priority 15	Work with external agencies to ensure students access specialist provision as necessary
Barriers to learning these priorities address	Trial strategies to further engage parents
	Provide enrichment opportunities to improve cultural capital
	Personal Development and wellbeing
	Attendance of key students at breakfast club to provide food, nutrition and to ensure students are prepared for learning
	Further raise aspiration
	Early identification of slow processing skills
Projected spending	£8,833

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff Continued Professional Development	Effective deployment of INSET days, TLGs and CPD. A key action point in our School improvement plan is to further develop T&L through our TLGs supported by T&L pledges and a drive to strip away unnecessary tasks to main focus on T&L
	Ensuring effective Quality Assurance of Teaching and Learning	Robust observation cycle undertaken by SLT and Subject Leaders together with observation blogs keep the drive high profile and ensure CPD has impact.
	Subject level curriculum design is further developed to include opportunities for spaced learning, interleaving and retrieval practice to ensure lifelong learning	Subject level curriculum design is to be further honed to ensure success for all and further work to ensure summative and formative assessment support learning and progress.
	Provide a wide range of subjects and qualifications that enrich and develop all our students despite financial challenge and accountability measures	We will continue to offer qualifications that do not count in measures but are invaluable learning such as City and Guilds.
	Address the gender gap and raise boys progress and achievement	A.R.T group to be set up. Catch-up programme Early identification and strategies to address are implemented
	Highest proportion of disadvantaged students are KS2 M or U	Ensure staff effectively stretch and challenge, employ questioning techniques that provide thinking time, encourage participation and use PP snapshots consistently well to meet students needs
Targeted support	Improve attendance, reduce PA and further improve punctuality with an emphasis on focused starts to the day	Work with Minerva and LA to share best practice Review and update Attendance Policy Implement a new Punctuality system
	Ensuring effective Quality Assurance of provisions	Work with Minerva, LA and external agencies to identify additional support which can be accessed for our students
	Ensure updated behaviour principles and practices are fully embedded across the school	Provide time for AHTs for KS3, KS4 and Behaviour Safety and Wellbeing to meet each week to identify and address issues and further develop and embed behaviour principles and practice Increase isolation room from 2 full days to 5 part days

		Roles and responsibilities of TLR postholders, Middle leaders and SLT are clearly defined and provide a graduated response
	Provide support for students who are finding the EBAC subjects difficult	Run am, dinner time and after school revision sessions so all students are able to attend them
	Embed A2L to further raise aspiration and further improve engagement and outcomes	Deepen student engagement with A2L across the curriculum (A2L strategies emphasised in TLG1 and 3, centrality of A2L pledges in improved Academic Tutoring.
Wider strategies	Engaging with difficult to reach families	Working closely with the Attendance Officer, external agencies, LA and Minerva on strategies to further improve outreach programmes Embed online systems to communicate with parents e.g. MyEd, SMHW, online parent appointment system for Parents' Evenings
	Disengagement by small cohort of hard to reach students	PSM and external agencies are accessed for early intervention
	Under capacity in key year groups leading to complex mid-term admissions	Work with LA, CME and external agencies to ensure appropriate support is in place for students Review and refine In-Year Admissions Procedures
	Ensuring effective Quality Assurance of provisions	SLT to be held to account for monitoring and reviewing through line management and governance
	External commitments limit students access to extracurricular provision	Increase activities at lunchtime Remove accessibility barriers as they are identified
	Financial challenges facing parents leading to low attendance, disengagement or inability to access resources and provision	Bidding and Hardship funds set up to allocate on a needs basis to remove barriers to learning and provide opportunities to improve cultural capital

Review: last year's aims and outcomes

With regard to pupils identified as disadvantaged (those eligible for Pupil Premium funding) High Storrs School tracks and intervenes with a cohort of students who have been identified as PP for all of KS3 and were designated as PP at the start of Y11. The following information related to the HSS PP cohort of 23 students, rather than the DfE figures of 19 students. Several students who had been supported throughout their time at HSS as part of the PP group were not included in DfE figures due to the end of their FSM6 funding during Y11.

Disadvantaged Student Outcomes	School Disadvantaged Students			National Data 2019		Trends
	2019 (23)	2018 (41)	2017 (34)	Disadvantaged (Like-for-like)	Non-Disadvantaged	
Progress 8	-0.03	-0.09	-0.41	-0.45	0.13	Improving 3-year trend and above National for PP.
Attainment 8	43.8	42.8	39.8	36.54	50.15	Improving 3-year trend – all three years significantly above National for PP students.
% Grade 5 or above in English and maths	39%	27%	44%	24%	50%	12% improvement on 2018 and above National
EBacc entry	68%	61%	41%	27%	44%	Improving 3-year trend.
Absence Y7-11	5.7%	6.7%	7.2%	7.8%	4.2%	Improving 3-year trend and above National for PP

2018-19 Aims	Outcome
Improve P8 score for disadvantaged students to 0	We improved our P8 score and were very close to achieving our target of a P8 score of 0 for disadvantaged students.
Improve attainment 8 score for disadvantaged students	We improved our A8 score for disadvantaged students by 1.0 this year. Pupil Premium students performed strongly in terms of progress in Art, Business Studies, Dance, Film Studies, English Language, Biology and Chemistry.
Improve the % Grade 5 or more in English and maths for disadvantaged students	PP outcomes are excellent in English, with 61% of PP students achieving grade 5+ (66% in 2018) and 30% achieving Grade 7+. In Maths 48% (2018 34%) of disadvantaged students achieved grade 5+, with 9% achieving Grade 7+.
Sustain EBACC entries for disadvantaged students	EBACC entry for PP students above National for non PP students since 2018, due to the breadth, accessibility and inclusivity of our new curriculum model
Improve % attendance and reduce PA for disadvantaged students	Continue to improve 3-year absence trend for PP and reduce PA so it is in line with or better than the school percentage PA figure for disadvantaged students.

Year 7 Literacy and Numeracy Catch Up Premium

Our Catch Up Premium funding allocation for 2018-19 was £12,500

Outcomes 2018-19

Catch Up Maths	Y7 NSR Set 4					
		KS2 Average Score		Average Score Set 4 / 48		
	"NS" at KS2	94.5		34.2 (24)		
	End of Y7 Test result	101.2		37.2 (11)		
	Y7 NSR Set 3					
		KS2 Average Score		Average Score Set 3 / 48		
	"NS" at KS2	98.6		32.1 (8)		
	End of Y7 Test result	103		33 (60)		
Catch Up Literacy Intervention	2018/19 Reading progress					
	Year Group/Progress	1-6 Months	7-12 Months	12-18 Months	18+ Months	
	Y7	37.5%	31.25%	12.5%	6.25%	
	Y8	63.2%	5.3%	15.8%	5.3%	
	18/19 Reading progress					
	0-1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years	5+ Years
Y7	67%	50%	17%			
Y7 - Y8	10%	30%	10%		40%	10%
Catch Up language Intervention	18/19 Spelling progress					
	Year Group/Progress	< 6 Months	6+ Months	1+ Year	2+ Years	3+ Years
	Y7		100%	83%	67%	34%
	Y7 - Y8	18%	82%		45%	36%

2018-19: How we spent our allocated funding to improve attainment for Year 7 Catch Up students

IDL, Twinkl and First News Subscriptions

Employment of a TA maths specialist to support the work of the set 4 teachers to increase the staff:pupil ratio

Every Y7 English teaching group will be taught one hour by specialist literacy/EAL teacher who were previously primary school teachers.

Delivery of our two-year language intervention programme and Literacy Intervention programme for students in Y7 and Y8 who are identified on transition as NSR.

<p style="text-align: center;">2019-20:</p> <p style="text-align: center;">How we intend to improve attainment for Year 7 Catch Up students</p>	<p style="text-align: center;">Spending Allocation 2019-20</p>
<p>At High Storrs School we recognise the importance of early identification of gaps in students learning and the need to act quickly and decisively to address these. Our aim is to ensure that wherever possible, students meet age-related expectations and have full access to the range of subjects within the School's curriculum. The additional grant is used to support targeted intervention for the relevant groups.</p>	<p>The DfE has not released details of funding allocations for 2019-20.</p>