

Pupil premium strategy statement

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 pupils.

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	The County High School, Leftwich
Number of pupils in school	1031
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr R Warburton
Pupil premium lead	Mrs M Yates
Governor / Trustee lead	Mrs J Whitby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,630
Recovery premium funding allocation this academic year	£45,816
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£232,446

Part A: Pupil premium strategy plan

Statement of intent

At The County High School, Leftwich, our approach to supporting our disadvantaged and vulnerable students (*students supported by the Pupil Premium*) is to understand the specific elements of education that students find challenging alongside non-academic barriers which may negatively affect their access to education. Our intention is to support all students to aspire to achieve their academic potential by development of their knowledge and skills, character and creativity and imagination, regardless of socio-economic background.

Continuing to follow a three-tier strategy intended to overcome challenges faced by our disadvantaged and vulnerable students, our focus areas are:

- 1) delivery of quality teaching and learning experiences throughout the school, demonstrating consistent classroom practice delivered in a calm, purposeful environment for students to learn and thrive.
- 2) targeted academic support to improve progress across the spectrum of achievement with a specific focus on recovery from the adverse effects to learning from the Covid-19 pandemic.
- 3) methods of support to address the most significant, non-academic challenges to success in school, for example, attendance, behaviour, wellbeing and social and emotional support and access to technology, educational materials and opportunities.

This Pupil Premium strategy directly contributes to focusing on supporting students less advantaged than their peers and thus demonstrating the significant impact on their outcomes to help them succeed.

Challenges

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

Challenge number	Detail of challenge
1	'Covid has potentially reversed a decade of progress in closing the attainment gap.' (Professor Becky Francis, CE of the EEF) Students from lower socio-economic backgrounds face the biggest challenges in educational recovery.
2	Many lower attaining disadvantaged students avoid engagement with any metacognitive (learning to learn) / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.

3	<p>Attendance data analysis throughout the last year indicates that attendance among disadvantaged pupils has been between 6-7% lower than for non-disadvantaged students (ending the year on 84.5% PP students vs 91.5% all students).</p> <p>Absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p>Social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students and negatively impact their attainment.</p> <p>Since the pandemic, teacher referrals for support markedly increased with significant numbers of students requiring additional support with social and emotional needs, with 63 (33 of whom are disadvantaged) currently receiving small group interventions.</p>
5	<p>A sustained, resilient and organised approach to assessment preparation (particularly at KS4) results in some disadvantaged students not being 'exam-ready' and without access to appropriate resources and support.</p>
6	<p>Potential low aspirations of disadvantaged students and reluctance to embrace opportunities to broaden their knowledge and skills, creativity and character development.</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
Improved attainment and progress of disadvantaged students at KS3 and KS4	<ul style="list-style-type: none"> Disadvantaged students to achieve in line, or above, national averages for all students. Disadvantaged students will demonstrate learning behaviours conducive to being 'ready to learn, respectful and safe, and embracing opportunities.' All disadvantaged students will be "exam ready" with the resources (particularly KS4) and preparation support they need for formal assessment periods
Resilience to engage with challenging aspects of learning to develop self-belief and drive self-motivation	<ul style="list-style-type: none"> Continued delivery of quality-first, specialist teaching to engage and develop the approach to learning of disadvantaged students. Disadvantaged students will be identified and encouraged to engage in a continued programme of learning 'recovery' through small-group teacher-led additional tutoring.
Improved attendance of disadvantaged students	<ul style="list-style-type: none"> Ensure attendance is in line or above national averages for all students.

	<ul style="list-style-type: none"> • Implement rigorous channels of communication between home and school to celebrate success and challenge absence.
Continued and focused support for mental health and wellbeing across the school community	<ul style="list-style-type: none"> • Reduction in students unable to participate fully in learning, developmental opportunities to build character and positive mental health and wellbeing
Impact of raising aspirations via increased engagement with enrichment opportunities across the school	<ul style="list-style-type: none"> • Engagement with the school's Achieving Excellence programme demonstrating achievement of tangible, fully-inclusive personal goals

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD focus on delivery of Quality First Teaching (through TLC and SLTC programmes)	High Quality Teaching – EEF Diagnostic Assessment - EEF	1,2,5,4
Continued focus on KS3 and KS4 Progress Support	DfE Guidance for School Leaders Teaching and Learning Tool Kit – EEF	1,2,3,4,5
Continued focus, monitoring and accountability for less advantaged students, across all teaching staff	DfE Guidance for School Leaders Teaching and Learning Tool Kit - EEF	1,2,3,4,5
Further development of whole-school literacy programme	Improving Reading Secondary Schools – EEF	1,2,4,6

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, subject-specific in-class interventions including engagement with cognitive science approaches in the classroom	Teaching and Learning Tool Kit – EEF Cognitive Science Approaches in the Classroom - EEF	1,2,4,5
Continued professional development on evidence-based approaches to positively	Teaching and Learning Tool Kit – EEF Considering a Balanced Design - EEF	1,2,5

impact building knowledge, motivating teachers, developing teacher techniques and embedding practice.		
Targeted, small-group tutoring to continue to address educational recovery following the pandemic. Coverage: Yr 11 EBacc subjects of English, Maths, Science, MfL, Geography, History Yr 7-10 English and Maths	DfE Recovery Premium The Sutton Trust: Fairness First: Social mobility, Covid and Educational Recovery Teaching and Learning Tool Kit - EEF	1,2,4,5

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced systems and processes to improve attendance, punctuality and persistent absenteeism	Teaching and Learning Tool Kit – EEF Working With Parents to Support Children’s Learning -EEF	1,2,3,4
Whole-school engagement in a Relational Practice CPD Programme	Teaching and Learning Tool Kit – EEF The Difference Inclusive Leadership	1,3,4,6
Delivery of support and wellbeing programmes for students with complex needs	Teaching and Learning Tool Kit – EEF Teaching and Learning Tool Kit – The Sutton Trust Social and Emotional Learning and Behaviour Interventions - EEF	2,3,4,5,6
Improving aspirations	Teaching and Learning Tool Kit – EEF	2,3, 4,5,6

Total budgeted costs: £232,000

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 pupils in the 2021 to 2022 academic year.

Progress data following the first external KS4 assessments since 2019 resulted in a Progress 8 score of +0.56 (all students) vs -0.25 (Pupil Premium students). Whilst the attainment of disadvantaged students remains under that of non-disadvantaged students, without the varied support strategies deployed throughout last year, their progress would potentially have been even more adversely affected.

Across the following subjects, disadvantaged students did make progress commensurate with their peers: Science, Spanish, Art, Computer Science and Design and Technology (Food Nutrition and Preparation).

Appropriate and carefully considered adaptations to the curriculum delivery following evaluation of any gaps in knowledge, skills and understanding as a result of the pandemic continued across each subject area.

The summative collation of progress data at two tracking windows continued to identify individuals of concern and informed the implementation of a range of recovery programme interventions delivered across small groups, by specialist teaching staff. Subjects covered at KS3 were English and Maths, extended to Science, MfL and Humanities at KS4. Over 66 disadvantaged students across all year groups participated in the additional tuition, which totalled in excess of 456 hours.

Regular analysis of attendance data and subsequent actions to support improvements in attendance (including persistent absenteeism) has evolved in tandem with increased multi-agency and Local Authority support to focus on improving attendance of disadvantaged students.

Exploration and procurement of a variety of alternative provisions, on and off-site, and motivational work placements supported the small number of disadvantaged students to maintain their academic engagement and focus in an environment which met their needs.

A total of 58 students and families continuing to be adversely impacted by social, emotional and mental health difficulties received enhanced and bespoke support throughout the year to maximise their potential to thrive, learn and be safe.