

# Pupil premium strategy statement – The County High School, Leftwich

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	1036
Proportion (%) of pupil premium eligible pupils	18%
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	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr R Warburton
Pupil premium lead	Mrs M Yates
Governor / Trustee lead	Mrs J Flower

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,865
Recovery premium funding allocation this academic year	£47,748
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,613

# 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.

The school's vision surrounds its legacy of social impact through the school's culture, leadership and quality. Our intention is to support all students to achieve their academic potential by development of their knowledge and skills embedded within the school's values of aspiration, kindness and pride, 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 all students to learn and thrive.
- 2) thorough and consistent tracking of progress and identification of gaps in learning addressed through additional targeted academic support
- 3) encouraging participation in raising the cultural aspirations of the most significant, non-academic challenges to success in school, for example, attendance, behaviour, resilience, social and emotional mental health and wellbeing, and financial support.

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	<b>Improved attainment and progress at KS3 and KS4</b> 'The Key stage 4 data (for 2022-23) shows the gap, which is based on average GCSE English and Maths attainment nationally, widened from 3.84 last year to 3.95 this year. It has grown every year since 2020 and is at its widest since 2011.' (SchoolsWeek 20/10/23)

	Students from lower socio-economic backgrounds continue to face the biggest challenges in educational recovery.
2	<p><b>Attendance, punctuality and improved parental engagement.</b></p> <p>Attendance data analysis throughout the last year indicates that attendance among disadvantaged pupils has been on average, 11% lower than for non-disadvantaged students. As a result, absenteeism is negatively impacting disadvantaged students' progress and continues to be a key focus area for the school.</p>
3	<p><b>Resilience</b></p> <p>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.</p> <p>Resilience to address this, alongside methods to support the ongoing impact felt from the adverse experiences as a result on the societal restrictions throughout the pandemic requires specific focus (see the Subject Teaching and Learning programme, STLC). Greater resilience will lead to improved attendance, greater personal and character development and thus support social and emotional mental health of students, challenges which particularly affect disadvantaged students and negatively impact their attainment.</p>
4	<p><b>Financial constraints</b></p> <p>Limited access to equipment, learning and revision resources and restricted participation in whole-school enrichment opportunities.</p>
5	<p><b>Low cultural aspirations</b></p> <p>Potential low aspirations of disadvantaged students and reluctance to embrace opportunities to broaden their knowledge, skills and aspirations. This is characterised by a reluctance to participate in events which foster engagement in the school culture and cultural capital. Barriers are removed in part through the school's financial provision for Pupil Premium students. However, the encouragement to participate is inherent in the school's culture; we recognise that participation, alongside other key drivers to close gaps, can lead to higher aspirations.</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
1) Improved attainment and progress of disadvantaged students throughout KS3 and at the end of KS4	<ul style="list-style-type: none"> <li>Disadvantaged students to achieve in line, or above, national averages for <b>all</b> students.</li> <li>Disadvantaged students will demonstrate learning behaviours conducive to being 'ready to learn, respectful and safe, and embracing opportunities.'</li> </ul>

	<ul style="list-style-type: none"> <li>• All disadvantaged students will be “exam ready” through the resources (particularly KS4) and preparation support they need for formal assessment periods.</li> </ul>
2) Improved attendance, punctuality and parental engagement of disadvantaged students	<ul style="list-style-type: none"> <li>• Evaluate, enhance and improve structures across the school day to support attendance and punctuality.</li> <li>• Continue to strengthen all available channels of communication between home and school to challenge absence, encourage resilience and support improved attendance.</li> <li>• Ensure attendance is in line or above national averages for all students.</li> </ul>
3) Resilience to engage with challenging aspects of learning to develop self-belief and drive self-motivation  Monitor and ensure resilience is established and praised through character and personal development across the Tutor Time programme and Education for Life curriculum, alongside support for mental health and wellbeing across the school community	<ul style="list-style-type: none"> <li>• Continued delivery of quality-first, specialist teaching to engage and develop the approach to learning of disadvantaged students, for example, metacognition and self-regulated learning strategies (from the STLC programme).</li> <li>• More disadvantaged students will be involved in additional tutoring, with increased ‘recovery’ through small-group teacher-led additional tutoring and peer mentoring programmes.</li> <li>• More will be engaged in learning, evidenced by improved school and lesson attendance, developmental opportunities to build character and positive mental health and wellbeing.</li> </ul>
4) Pupil Premium funding to lessen financial barriers to providing educational experiences commensurate with non-disadvantaged peers	<ul style="list-style-type: none"> <li>• Students become more confident and less reluctant to engage with all aspects of their education.</li> <li>• Student voice gathered to demonstrate tangible impact of broader range of educational experiences</li> <li>• Students demonstrate they are better equipped to fully engage with their learning across the curriculum and the impact of their engagement with CHSL’s ‘Study Skills, Active Revision and Reflection’ programme (STARR)</li> </ul>
5) Build cultural aspirations through increased engagement with enrichment opportunities across the school	<ul style="list-style-type: none"> <li>• Increased attendance and progress in school as a result of engagement with the Cultural Aspirations Programme (including improving reading / literacy through exploration of cultural capital).</li> <li>• Increased attendance and progress in school as a result of engagement with a range of opportunities to develop aspirations i.e Northwich Rowing Club, Teens and Toddlers Programme, Duke of Edinburgh Award.</li> </ul>

## 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support and funding of continued career professional development (CPD) with a focus on delivery of Quality First Teaching (through Teaching and Learning Communities (TLC) and SLTC programmes; and on-going relational practice and de-escalation CPD)</p> <p>Continued professional development on evidence-based approaches to positively impact building knowledge, motivating teachers, developing teacher techniques and embedding practice</p>	<p>High Quality Teaching – EEF Diagnostic Assessment – EEF Paul Dix – After the Adults Change Neurodiversity – Supporting Regulation</p> <p>Teaching and Learning Tool Kit – EEF</p> <p>Considering a Balanced Design - EEF</p>	1, 2,3
Continued focus on KS3 and KS4 progress through identification and delivery of targeted interventions, including those highly-able disadvantaged students	<p>DfE Using Pupil Premium Guidance for School Leaders 2023 Teaching and Learning Tool Kit – EEF Sutton Trust Report</p>	1,2,3,4,5
All teaching staff to have a continued focus on less advantaged students for monitoring and taking accountability for their progress	<p>DfE Using Pupil Premium Guidance for School Leaders 2023</p> <p>Teaching and Learning Tool Kit - EEF</p>	1,3,5
Supporting the recruitment and retention of teaching staff through	DfE Using Pupil Premium Guidance for School Leaders 2023	1,2,3

the Early Career Framework, National Professional Qualifications (NPQ), mentoring and coaching programmes.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching: subject-specific in-class teaching and additional interventions, including engagement with cognitive science approaches in the classroom and neurodiversity	Teaching and Learning Tool Kit – EEF Cognitive Science Approaches in the Classroom – EEF Metacognition and Self-Regulated Learning - EEF	1,2,3
Targeted, small-group tutoring to continue to address educational recovery following the pandemic. Coverage across all year groups.	DfE Using Pupil Premium Guidance for School Leaders 2023 Making a Difference with Effective Tutoring - EEF Teaching and Learning Tool Kit - EEF	1,2,3,4
Continued focus on delivery of whole-school literacy programme	Improving Literacy in Secondary Schools – EEF	1,2,3,5

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced systems and processes to improve attendance, punctuality and persistent absenteeism through improved methods of	Teaching and Learning Tool Kit – EEF Working With Parents to Support Children’s Learning -EEF	2,3,4,5

communication and engagement with families		
Relaunch of Tutor Time programme to refocus on Character and Personal Development within a culture of relational practice	Teaching and Learning Tool Kit – EEF Making a Difference with Effective Tutoring - EEF	2,3,5
Develop and implement revised approach to student behaviour systems, focusing on de-escalation techniques to reduce higher-level behaviour incidents and suspensions	Improving Behaviour in Schools – EEF Teaching and Learning Tool Kit – EEF	2,3
Strengthen student support and peer mentoring programmes to offer small group interventions for students with complex mental health and wellbeing needs	Teaching and Learning Tool Kit – EEF Social and Emotional Learning and Behaviour Interventions – EEF Place2Be Senior Mental Health Lead Programme	2,3,4,5
Improving aspirations - the things children and young people hope to achieve for themselves in the future. Raising aspirations to incentivise improved attainment through programmes such as Cultural Aspirations and Tutor Time (including enhanced Careers events)	Teaching and Learning Tool Kit – EEF	2,3,4,5

**Total budgeted costs: £260,000**

## 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 2022 to 2023 academic year.

#### Progress Data 2022-23

	Whole School	National Figure	PP Students	National PP Students
<b>Progress 8</b>	+0.33	+0.17	-0.72	-0.57
<b>EBacc Entry</b>	91%	39%	65%	N/A

Progress data for the 200 students at KS4 GCSE resulted in a Progress 8 score of +0.33 (all students) vs -0.72 (26 Pupil Premium students). It is prudent to note that the attainment of disadvantaged students was significantly impacted by a small number of students who, due to unforeseen circumstances, were unable to complete their education under the school's direction. Nevertheless, without continued focus on the challenges faced by last year's Pupil Premium cohort through delivery of the various support strategies documented in last year's strategy, their progress would potentially have been even more adversely affected.

Across the following subjects, disadvantaged students did make progress commensurate with their peers: English Literature, GCSE PE, Photography, RS, Computer Science and Design and Technology (Food Nutrition and Preparation). Ongoing practice of sharing teaching and learning methods to maximise impact and progress across the curriculum, continues through the TLC and STLC programmes.

The summative analysis and evaluation of progress data at two student 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 36 disadvantaged students across all year groups participated in the additional tuition, which totalled in excess of 588 hours.

#### Attendance Data 2022-23



	<b>Attendance</b>	<b>Unauthorised Absence</b>	<b>Persistent Absence &gt;90% (No. of students)</b>	<b>Late to school</b>
<b>Whole School</b>	92.6%	1.48%	152	3.7%
<b>PP</b>	83.23%	4%	69	6.5%
<b>Non-PP</b>	94.5%	0.94%	83	3.1%

Regular analysis of attendance data and subsequent actions to support improvements in attendance (including persistent absenteeism) have evolved in tandem with increased multi-agency and Local Authority support to focus on improving attendance of disadvantaged students. The gap continues to be an area of focus for this plan, moving forward.

Exploration and procurement of a variety of alternative provisions, on and off-site, and motivational work placements supported the small number of disengaged students to continue their education in an environment appropriate to their needs.

An increase was seen in the number of Pupil Premium students and families who required the most enhanced and bespoke additional support for their wellbeing, learning and safeguarding needs (72 students and families compared to 58 from the previous year).

Evaluation and review of the above have informed the identification of the challenges and activities to address these, contained within this document; the school continues its commitment to improving the outcomes for our less advantaged student cohort.