Pupil premium strategy statement – Pakefield High 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	683
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 **2022-23** 2023-24
Date this statement was published	September 2022 (year 2 of 3)
Date on which it will be reviewed	September 2023
Statement authorised by	Daniel Bagshaw
Pupil premium lead	Daniel Bagshaw
Governor / Trustee lead	Cindy Peek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,852
Recovery premium funding allocation this academic year	£74,796
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£nil
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*	£343,648

Part A: Pupil premium strategy plan

Statement of intent

Our intention, as an inclusive school, is to provide an inspirational and inclusive teaching and learning environment with quality first teaching and learning, to support pupils, irrespective of their background or any challenges they may face, in securing the best outcomes for their future.

Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence.

Our Pupil premium strategy plan aims to address the main barriers our children face at Pakefield High School and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

We have utilised the EEF 'menu of approaches' to adopt a strategy which aims to close the gap in a range of factors which currently effect our Pupil premium pupils, including but not exclusively; academic, attendance, mental wellbeing, financial pressures, and behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Some Pupil Premium students have lower attendance rates than their peers, and are more likely to be persistently absent.
2	Progress: Pupil Premium students display a gap in their knowledge and skills on transition from primary school. Our own observations also suggest these gaps exist across subjects in school.
3	Wellbeing and Mental Health: High levels of Social, Emotional and Mental Health problems.
4	Quality of Teaching and Learning: Pupil premium students have reading skills lower on transition than their peers *(current year 7 PP KS2 reading score: 101.8, Non PP: 103.71, National 105)*. The attitude to learning of these students is also typically poorer than non-pupil premium students.

5	Parental engagement: limited engagement in school and learning resulting in lack of homework completed, readiness for school and reduced ambition.
6	Aspirations: Pupil Premium students and their families have little experience of further and higher education. Families also tend to have lower aspirations for future destinations.

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
Attendance: Improve attendance levels of Pupil premium students across all cohorts so that it is in line with the school target of 96%.	- The attendance of PP learners meets the school target of 96%. - Attendance tracked consistently by attendance officer and a clear plan is in place for pupils with low attendance. - Increased parental engagement demonstrated through communication log (home visits/ meeting/ phone calls). - LABS meetings show an improved trend in attendance for PP learners.
Progress: Improve pupil progress and outcomes for all Pupil premium learners by addressing gaps in knowledge and skills. .	- Pupil premium students respond and act on teacher feedback to address gaps in knowledge and skills. - Pupil premium students have access to resources to support learning at home. - Pupil premium students to achieve, or exceed, 4+ basics, in line with national average for all students. - Pupil premium students to achieve, or exceed, P8 averages, in line with national averages for all students. - Pupil voice shows increased confidence and enjoyment in subjects.
Wellbeing and Mental Health: Provide services to support student health so that they can focus on their schoolwork.	External agencies to work with students with identified high needs.

	• Pastoral team monitoring, mentoring and planning interventions to support students in school.

Quality of Teaching and Learning: Improve student behaviour for learning and engagement in lessons to impact positively on progress.	• Students demonstrate improved meta-cognition and self-regulation in their leanring.
	• Students reading ages improve, so that the gap between them and their peers reduced. Currently, pupil premium students in KS3 have a reading age that is on average 10 months below their non-pupil premium peers.
	    ○ Year 7: 11 months
	    ○ Year 8: 16 months
	    ○ Year 9: 4 months
	• Increased engagement, access to the curriculum and progress is evident in classroom observations.
	• CPD sessions for best practice implemented in the classroom.
	• Raised awareness of Pupil premium students and strategies to support implemented in the classroom.

Parental Engagement: Parents/carers of Pupil premium students are engaged in school and are aware of their child's progress and understand how to support their child at home.	• The attendance of Pupil premium parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Improved parental engagement evidence by meeting logs and attendance of parents at parental events in school.
Aspirations: Equality of provision ensuring Pupil premium students have the same level of opportunity. Cultivate opportunities for enhancing 'cultural capital' through extra-curricular opportunities and experiences. To improve aspirations to secure post 16 destinations.	• 100% of Pupil premium students attend a meeting with the careers officer in year 11. • NEET figures for Pupil premium students are in line with, or lower than, national average. • Prioritised places are available on trips for Pupil premium students to ensure fair access. • Monitoring of extra-curricular/trip activity attendance to show that at least 40% of attendees are Pupil premium. • Teaching staff are aware of the need to promote Pupil premium

| | attendance and promote/invite/prioritise Pupil premium learners. |
| | • Additional support for pupil premium families during KS4 options. |

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: £85,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pedagogical T&L focus on strands of WalkThru's (a particular focus on modelling and questioning); to develop the toolkit of our teachers to work more effectively with their students increasing inclusion and progress through quality first teaching. Exam specification focused CPD to develop staff knowledge of specifications and criteria for success in their subject areas.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Supporting the Attainment of Disadvantaged Pupils suggests high quality teaching as a key aspect of successful schools. (DFE, 2015) Teaching and learning WalkThru's, Tom Sherrington	2, 4
Teachers and Heads of Department closely monitor and intervene where the progress of Pupil premium learners is below that of non-Pupil premium learners or below that	Teachers and Heads of Departments promote positive engagement and teaching strategies with Pupil premium students; tracking Pupil premium students' progress and liaise with Pupil premium lead for targeted intervention. Evidence consistently shows the positive impact that	2, 4

of their expected attainment pathway.	targeted academic support can have. [Guide to the Pupil Premium (EEF)](#)	
Disciplinary Literacy	Literacy is key to academic success across the curriculum and is more important than ever as curriculum reforms place new demands on students and teachers. Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. [Improving Literacy in Secondary Schools (EEF)](#)	2, 4

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

Budgeted cost: £103,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Science Academic Tutors: Tutoring to intervene and support pupils securing their Minimum Target grade. Small group interventions for students that are underachieving at KS4.	The average impact of the small group tuition is four additional months progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. [Small group tuition teaching strategy from the EEF teacher toolkit](#)	2, 4
Targeted Pupil premium lectures	The average impact of the small group tuition is four additional months progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. [Small group tuition teaching strategy from the EEF teacher toolkit](#)	2, 4
Intervention morning and after school programme: to monitor, track and intervene with pupils.	Rigorous monitoring and tracking of pupil progress by Heads of Department and SLT. Heads of Departments promote positive engagement and teaching strategies with Pupil premium	2, 4

	students; tracking Pupil premium students' progress and liaise with Pupil premium lead for targeted intervention. Evidence consistently shows the positive impact that targeted academic support can have. Guide to the Pupil Premium (EEF)	
Accelerated Reader programme at KS3: For all children to enjoy reading and have the opportunity to develop literacy skills chronologically.	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. Reading age has been identified as a key indicator in academic success at GCSE, future earning and ability to access cultural and social factors. The Reading Agency 2015 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading Comprehension Strategies +6 months progress (EEF)	2,3,4, 6
Peer Tutor Programme.	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. Peer Tutoring teaching strategy from the EEF teacher toolkit +5 months progress	2,3, 4
Revision materials and equipment (including revision	To facilitate independent study and engage parental support.	2,4,5, 6

guides and workbooks for year 11).	EEF suggest +7 months progress for metacognition and self-regulation	
Home Learning Club: emphasis on students who may not have internet access at home, those who do not have an appropriate environment to complete home learning and those who need extra support to complete the work.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework strategy from the EEF teacher toolkit	2, 6
Pupil progress meetings between targeted Year 11 students and SLT mentors.	There is a collected responsibility for Pupil premium children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	All
Careers Mentoring: Pupil premium learners prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Teacher Toolkit Mentoring	6

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

Budgeted cost: £154,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club: Improve family home	A brief compiled by the Food Re-search and Action Center (FRAC)	1,3, 5

school liaison and relationships by supporting potential attendance barriers and hardships such as food.	outlines the correlation between breakfast and school performance among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness. Providing breakfast at school can also ensure that children are getting enough to eat. Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory, and learning. Beyond academics, children who participate in school breakfast programs show decreased anxiety, depression, and hyperactivity.	
Extra-Curricular	Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g., achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. (Social Mobility Commission research) Essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement (Ofsted School Inspection Handbook 2022)	1,2,3,4, 6
Welfare and counselling: Offer bespoke SEMH interventions to pupils using a qualified counsellor and work	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. (EEF teacher toolkit Social and Emotional Learning +4 months progress)	1,3, 5

with external agencies to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. (Ofsted School Inspection Handbook 2022)	
Uniform: Improve family home school liaison and relationships by supporting potential attendance barriers.	Removing potential barriers to participation increases attendance.	1,3, 5
Alternative provision: supports academic progress as well as SEMH support.	Effective Alternative Provision: • Based on trusting, caring relationships • Based on effective assessment of need • Person-centred • Purposeful (outcomes-focused) • Personalised and appropriate • Flexible and accessible • Delivered by highly skilled and trained staff • Monitored and assessed • Supported by the wider family and community. A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success. Investigative research into alternative provision Oct 2018	All
Pastoral Team in School: • Pastoral behaviour support workers to positively reinforce attitude to learning. • Attendance officer: ensure all identified	Behaviour interventions will also benefit all pupils in the classroom due to purposeful learning environment. Interventions may well be one part of an effective Pupil premium Strategy, they are likely to be most effective when deployed alongside efforts by Heads of Year and Tutors monitoring to support the attendance, engagement and readiness to learn of Pupil premium pupils - wider barriers to learning,	All

Pupil premium students with poor attendance. Barriers to attending school are identified and a personal attendance plan is completed. • Curriculum support via the standards team.	such as attendance and behaviour. (Behaviour interventions strategy from the EEF teacher toolkit +4 months progress). Ensure parents of Pupil premium students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance officer and year leads arrange appointments at all parent events. (EEF Toolkit Parental Engagement suggests +4 months progress)	
Behaviour and Rewards system: • Offer consistency through a whole school behaviour policy and rewards system. • Sustain a system of rewards and incentives for improved attendance to school. • Personalised rewards and recognition to ensure whole school profile raised.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. (Behaviour interventions strategy from the EEF teacher toolkit +4 months progress). The Department for Education published research in 2016 which found that: • The higher the overall absence rate across KS4, the lower the likely level of attainment at the end of KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs including English and mathematics than pupils that missed 15-20% of KS4 lessons.	All

Total budgeted cost: £343,648

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.96. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 34.7. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The overall Progress 8 score was -0.7, and the overall Attainment 8 score was 40.1. Our disadvantages pupils achieved below both figures. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry was 4% for 2021-22 and out of this, 50% of entries from disadvantaged pupils.

Attendance data will be published in May 2023 and will be included in the review of 2022-23.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we have carefully considered our planning, implementation, and evaluation processes and updated our strategy within this plan.

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