

Pupil Premium Strategy Statement 2021-22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students. 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	Parmiter's School
Number of students in school	Years 7-11: 1042 Years 12 & 13: 387
Proportion (%) of pupil premium eligible students	9%
Academic year/years that our current pupil premium strategy plan covers	2021-22 (rolling strategy: ongoing review with full update published annually)
Date this statement was published	October 2021
Date on which it will be reviewed	Reviewed termly in conjunction with SDP. Full review and publish in September 2022.
Statement authorised by	Mr M Jones, Headmaster
Pupil premium lead	Ms G Absalom, Assistant Headteacher
Governor/Trustee lead	Mr J Hubbard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,450 (estimated)
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,615

Part A: Pupil premium strategy plan: Statement of intent

All members of staff and the governing body accept responsibility for our vulnerable students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and taking them to the next stage of their life.

Pupil Premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Parmiter’s School:

- Never confuse eligibility for Pupil Premium with low academic ability, and focus on supporting our disadvantaged students to achieve the highest levels.
- Thoroughly analyse which students are underachieving, particularly in English and Mathematics, and deliver relevant, timely interventions.
- Draw on research evidence (such as the EEF Toolkit) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate specialist teachers to teach intervention groups to improve core subjects.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping students achieve.
- Systematically focus on giving students clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team and Governing Body has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for students.
- Ensure that class and subject teachers know which students are eligible for Pupil Premium, so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a student’s learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students. These are in no particular order.

Challenge	Detail of challenge
1	Pupil Premium status coupled with other needs. For example: SPLD, SEMH, CP, CLA.
2	Lack of cultural capital. For example, not attending clubs/activities out of school; not taken to theatre, museums, etc; lack of books at home and not engaged or low engagement in enrichment activities.
3	Economic hardship or family issues. For example: lack of facilities or space to make learning at home easier; lack of technology required to access home learning; lack of additional tutoring.
4	Low aspiration amongst students and/or parents/carers. For example: little or no engagement with careers provision.
5	Staff awareness. For example, ensuring that enough time is given for staff to develop and implement strategies at department level.

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
A narrowing of the attainment and engagement gap between our vulnerable students and their non-vulnerable peers.	<ul style="list-style-type: none"> Measurable through increased academic outcomes and Attitude to Learning grades. Increased provision of small group and 1:1 this academic year for eligible students.
High levels of motivation and aspirations for all PP students.	<ul style="list-style-type: none"> Greater participation in extra-curricular activities and development of HOPP/LEAP/CLIMB/SHINE/REACH programme, led by heads of key stage. Post-16 progression.
All PP students have all resources necessary for learning, including chromebook.	<ul style="list-style-type: none"> No/minimal consequences for lack of equipment recorded through SIMS. Homework completed on time and to a high standard. Improved Attitude to Learning grades.
All staff have a clear understanding of who eligible students are and how they can be supported.	<ul style="list-style-type: none"> Increased number of requests for funding from staff. 100% of staff using software designed to identify and monitor student data. Department meeting time given to planning for vulnerable students.

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. We are taking a tiered approach as recommended by the EEF guidance.

Teaching: Quality First Teaching is a real strength of the school and an area in which the school has invested heavily, and will continue to do so; as a consequence there is a strong and stable teaching staff. Low staff turnover gives further continuity for all students, which is particularly helpful for disadvantaged students who are able to build trusting relationships with their teachers. Subjects are taught by highly qualified subject specialists.

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising staff awareness via technology, e.g. seating plan software tied to SIMS.	EEF T&L toolkit: Within-class attainment grouping (as one potential strategy) gives moderate impacts for very low costs, based on limited evidence.	all
New staff induction and on-going training.	EEF's Pupil Premium Guidance (June 2019) stresses the need for support for early careers teachers to ensure they are effective when teaching all students.	all
Access to National College courses.	EEF's Pupil Premium Guidance (June 2019) advises that professional development and training is a top priority to ensure high quality teaching.	all

Targeted academic support

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition with qualified teacher - focus on core subjects.	‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’ (EEF Attainment Gap Report, 2018). EEF T&L toolkit: Moderate impact for moderate-high cost, based on extensive evidence.	1, 3, 4
Reading Fluency Programme for Year 7.	Scales and rubrics can offer a framework to help measure pupils’ level of achievement in areas such as reading fluency. By monitoring fluency levels, teachers can gauge pupil progress as well as the effectiveness of their teaching of reading fluency. (EEF, Diagnostic Assessments) EEF T&L toolkit: Oral Language Interventions: Very high impact for very low cost based on extensive research.	1, 2
CAT and Literacy screening for Year 7 (all).	‘The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.’ (EEF Attainment Gap Report, 2018)	1, 5
Alternative Curriculum in school (led by specialist teachers to students on a reduced curriculum).	‘Low attaining pupils particularly benefit from small group tuition’ (EEF T&L toolkit).	1
Additional revision classes outside of school day, e.g. Saturday sessions.	‘Low attaining pupils particularly benefit from small group tuition’ (EEF T&L toolkit). ‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’ (EEF Attainment Gap Report, 2018) ‘an advantage to have teachers who are known to pupils’ (EEF T&L toolkit)	1, 3

Wider strategies

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions/activities that focus on attitude, study skills and behaviour for learning.	‘Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way.’ (EEF, Attainment Gap Report, 2018) Summer Schools EEF T&L toolkit: moderate impact for moderate cost based on limited evidence.	4
Activities to enrich students’ cultural capital.	Mastery learning in Art & Arts participation. EET T&L toolkit: high impact for very low cost based on limited evidence.	2,3,4
Chromebooks	EEF T&L toolkit: moderate impact for moderate cost, based on extensive evidence.	3
Resources	Provision of all materials and resources required to access full curriculum.	3
External providers	EEF T&L toolkit: moderate impact for very low cost based on very limited evidence.	1, 4

Total budgeted cost: £125, 000

Part B: Review of outcomes in the previous academic year: this details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year. This includes the Catch Up premium.

We welcomed back all students to school in September 2020 mindful of the on-going disruption to their education and the wider impacts of the pandemic on their lives. Implementing a 'recovery curriculum' and further school closure meant we could not provide as much extra-curricular provision or take students off-timetable for the same number of activities as previous years. A detailed breakdown of our spending for 2020-21 can be found as an appendix on our school website.

Overview of Key Outcomes

- All disadvantaged students were provided with laptops or Chromebooks during periods of school closure.
- The school was kept open for the most vulnerable students, as identified through PP, SEND or other pastoral concerns.
- Our Looked After cohort in Year 11 received GCSE results that enabled them to progress to the next stage of their education. All passed the core subjects of English Language, Mathematics and Double Award Science.
- The wider Disadvantaged cohort also achieved pleasing results, with all but three students (including one school refuser) passing English and Mathematics. We are very aware of the widening attainment gap and it is at the forefront of this year's strategic planning.
- An increased number of PP students were able to begin instrumental lessons.
- Implementation and analysis of new Attitude to Learning grades allowed key stage leads to implement appropriate interventions to ensure students were kept on track.
- Students were able to access online support for their mental well-being through our subscription to Zumos throughout the year but, importantly, during periods of school closure.
- Parents who historically had not attended on-site Parents' Evenings used the online provision to meet with their child's teachers. School Cloud's reporting system enabled us to centrally monitor and review appointments and attendance.
- Our new Year 7 intake arrived with no KS2 SATS data, however, we collected Age-Related Expectation information from our feeder schools (which amount to over 90) for English, Mathematics and Science. We also CAT and literacy tested all new students to inform appropriate interventions. This included the launch of the Reading Fluency Programme. Due to school closure, we could only run this at limited capacity.
- Chromebooks provided for Teaching Assistants to use to support students online during periods of school closure. This enabled all students to access their lessons.

Externally provided programmes

Programme	Provider(s)
Weekly mentoring for students identified with low self-esteem and low resilience	Kick Mentoring Art Therapy
'Ace Your Exams'	Elevate Education
Access to online platform for all students and staff	Zumos
Morrisby Profile	Morrisby

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To contribute towards purchase of Chromebooks
What was the impact of that spending on service pupil premium eligible pupils?	On-going. Access to lessons and resources via Google Classroom.

Further information

Below are just some of the processes and strategies employed by staff at Parmiter's School to maximise progress and attainment for students eligible for pupil premium.

Data tracking - used rigorously across the whole school and identifies underachieving students. Subsequent interventions are then put in place.

Profile of vulnerable students – the profile of disadvantaged students ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged students and the responses that are possible. We continue to work to build this profile.

Effective teaching and learning – all staff recognise and accept that the vast majority of students' progress comes out of Quality First Teaching and Learning on a day-to-day basis. Departmental curriculums are reviewed to ensure their intent, implementation and impact meets the needs of our most vulnerable students.

Literacy support – the development of strong literacy skills is a focus in Year 7. Levels of progress and attainment are carefully tracked and monitored across the school. Students with low literacy levels are provided with additional support so that basic skills can be developed effectively.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Staff take responsibility for determining the additional resources that students need in order to achieve well. Appropriate requests for resources are met quickly so that students can make the quickest possible progress.

The full range of educational experiences – support is given to ensure that all students have full access to broad educational experiences, such as residential courses and competing in sporting events.

Attendance – staff, teachers, parents, carers and students understand the causal link between attendance and achievement. Attendance levels for all disadvantaged students are checked and acted upon. Systems are in place to make early identification of issue and need. This is reported to governors on a termly basis.

All staff at Parmiter's School acknowledge that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year.

Glossary

CATs: Cognitive Ability Tests

CLA: Child Looked After

CP: Child Protection

EEF: Educational Endowment Foundation

FSM: Free School Meals

HOPP/LEAP/SHINE/CLIMB/REACH: our in-house focus groups (Y7-11 respectively)

PP: Pupil Premium

SDP: School Development Plan

SATs: Standardised Assessment Tests

SpLD: Specific Learning Difference

SEMH: Social, Emotional, Mental Health

SEND: Special Educational Needs and Disability