



## Pittville School Pupil Premium statement

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 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	Pittville School
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	FGB
Pupil premium lead	Karen Foster
Governor / Trustee lead	Dr Adam White

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,220
Recovery premium funding allocation this academic year	£65040
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	
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## Part A: Pupil premium strategy plan-Please refer to target cohorts plan on school website.

**Statement of intent:** Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. They realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium (and other related funding sources) in raising standards. Successful schools adopt a whole school approach to their use of the pupil premium (and other related funding sources) that delivers on the full potential of every pupil, including nurturing their more able pupils to excel.

### Challenges

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

Detail of challenges
<ol style="list-style-type: none"><li>1. Progress of identified cohort to improve. Closure of progress gaps. <i>N.B: all targets refer to FFT (Fischer Family Trust) 20 projections.</i></li><li>2. Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.</li><li>3. Improve / sustain attendance of identified cohort to at least 95%</li><li>4. Improve / sustain the ATL profile of the identified cohort to match that of their peers.</li><li>5. To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities</li></ol>

### 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
Student progress to improve in CORE subjects. Improve rates of progress across all year groups for students eligible for pupil premium.	Progress of identified cohort to improve. Closure of progress gaps. <i>N.B: all targets refer to FFT 20 projections.</i>  Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.

<p>Maintain principled curriculum design that supports student progress to apposite post 16 options.</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p> <p>To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities</p> <p>Measures:</p> <p>Annual review of students eligible for Pupil Premium on EBACC pathway for KS4 courses</p>
<p>To improve reading ages so that as many students as possible are reading at chronological reading ages.</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p> <p>Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.</p> <p>Measures:</p> <p>Accelerated Reader STAR test data.</p> <p>Number of library loans.</p> <p>Number of books read in the Accelerated Reader Programme</p>
<p>Students eligible for Pupil Premium become more organised in their own learning.</p> <p>Students become aware of how they can access support to manage their home learning.</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p> <p>Improve / sustain the ATL profile of the identified cohort to match that of their peers.</p>
<p>Disengagement with learning amongst boys</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p>

	<p>Improve / sustain the ATL profile of the identified cohort to match that of their peers.</p> <p>To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities</p>
<p>Ensure that QFT is emphasised across all curriculum areas /and key stages</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p> <p>Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.</p>
<p>Ensure teaching staff can teach and embed 21st Century teaching skills (metacognition, collaboration, critical thinking, problem-solving, communication, creativity, digital literacy) to close the capability and resilience gaps.</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p>
<p>Ensure all students feel safe and effectively supported to be at school.</p> <p>(Exacerbated by C19 Recovery)</p> <p>Focus to support mental health and resilience.</p>	
<p>Disadvantaged home environment means that pupils eligible for Pupil Premium do not have access to the same levels of support as other students during periods of remote learning.</p>	<p>Progress of identified cohort to improve. Closure of progress gaps. N.B: all targets refer to FFT 20 projections.</p> <p>To ensure Pupil Premium Students are eligible and aware of COVID Catch UP Programme</p>
<p>Students are progressing to apposite post 16 destinations in keeping with their academic attainment (high aspirations)</p>	<p>Measures:</p> <p>Student applications to post 16 destinations increasingly aligns with FFT 20 target data.</p> <p>100% of Year 11 students who are eligible for Pupil Premium will not fall into the NEET category.</p>

## 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: £155,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Excess staffing in English and Science.</b> Allows for small group intervention and one to one support for identified cohorts by subject specialists.		1 and 2
<b>GLOW Maths.</b> Allocation of time for curriculum leader Maths to work with feeder primaries. Embed 'mastery' approach to allow for more effective Y7 transition.		1 and 2
<b>Maintaining smaller classes (across the core at both KS3 and KS4)</b> to provide personalised teaching and to support metacognition and self-regulation. Smaller classes specifically for low attainers.		1 and 2

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

Budgeted cost: £ 7,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CATS 4 testing.</b> Introduction allows us to ensure apposite target setting / effective curriculum mapping and curriculum sequencing that matches student need</p>		1
<p>Appointment of whole School Literacy co-ordinator. To work with curriculum teams to lead on implementation of effective literacy-based strategies.</p> <p>£1,226</p> <p>Timetabled Library Reading lesson. Once per cycle for all KS£ English groups</p> <p>STAR Accelerated Reader testing programme. Test all students' reading ages on entry.</p>		2

<p>Use Accelerated Reader programme to embed a motivational culture of regular reading habits to improve comprehension and vocabulary.</p> <p>Total: £5, 990</p> <p>Target those just below their chronological reading ages with a time limited intervention.</p> <p>Tier 2 / 'hinterland' vocabulary. Whole school focus on effective delivery as part of QFT.</p> <p>Develop Teaching Assistant training programme. To deliver more effective small group intervention(s).</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 198,375

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Staffing of Inclusion provision (Room 48) by qualified English teacher.</b> Focused on ensuring effective continued access to</p>		<p>3 and 4</p>



<p><b>All staff to be trained in restorative practice</b> – this to be embedded in tutoring programme.</p> <p>Appointment of previous PSHCE lead to role of <b>Curriculum Leader - Personal Development</b></p> <p><b>Alternative Curriculum Provision</b> for disadvantaged students including a variety of vocational qualifications carried out off-site, on site, the inclusion facility and call in.</p> <p><b>Support for additional purchases:</b> including educational activities, uniform, music lessons and equipment.</p> <p><b>Appointment if TA staff to allow for creation of Pupil Premium Operational Lead</b> post to work with key identified students.</p> <ul style="list-style-type: none"> <li>• PP Lead supports students who are academically under-performing or have attendance and behaviour issues that are impacting on their progress.</li> </ul>		<p>3,4,5</p> <p>5</p> <p>1-5</p>
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£198,375		

**Total budgeted cost: £ 361,112**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

### **Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*