

Pupil premium strategy 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	Presdales School
Number of pupils in school	1163 (897 in Y7-11)
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	6/10/21
Date on which it will be reviewed	December 2021 (for needs of new intake) and September 2022
Statement authorised by	Matt Warren
Pupil premium lead	Sylvia Jennings
Governor / Trustee lead	Geoff Hayter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 21-22	£74,490
Recovery premium funding allocation this academic year	£12,760
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	£87,250

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged students are the same as for all our students: to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential and to leave Presdales equipped with the skills and attributes to empower them to lead happy and successful lives.

We recognise that there are circumstances in life that present our disadvantaged students with additional challenges, so the purpose of our pupil premium strategy is to tackle those challenges and overcome them together.

We follow the EEF guidance on implementation to focus on “fewer, strategic choices and pursue these diligently”. Our current pupil premium strategy plan focuses on three strands:

1. Quality first teaching and access to the curriculum:

- building on the 2020-2021 work of the literacy working group to embed explicit literacy teaching in all curriculum areas
- auditing support to ensure students develop the cultural capital to access and enrich curriculum learning

2. Targeting academic support:

- working with our NTP partner to provide bespoke tutoring for all disadvantaged students.
- supporting diverse student needs

3. Supporting wider development and well-being

- promoting participation in the Super Curriculum for disadvantaged students to develop personal development and aspirations
- supporting anxieties and wider mental health needs, including but not restricted to, those relating to the Covid pandemic

Challenges

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

Challenge number	Detail of challenge
1	Difficulty accessing exam and assessment questions (literacy)
2	Reduced background knowledge in relation to peers (gaps in Cultural capital and wider reading) hindering access to the curriculum
3	Gaps in learning from disruption to education (e.g. during the Covid pandemic)
4	Lack of confidence and guidance in independent work and revision skills
5	Anxieties and mental health challenges

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 student confidence, diminished anxieties	Assessment performance results, student voice
Successful outcomes in performance, in relation to starting points	Public exam results and end of year assessments
Gaps in learning are diminished or eradicated	Assessments on target areas from NTP
Integration and participation in the wider Presdales experiences	Participation in clubs, trips, Super curriculum

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: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend work of Literacy working group across all disciplines and to inform quality first teaching across the school	The Improving Literacy (secondary) evidence report highlights the importance of a focus on prioritising 'disciplinary literacy' across the curriculum providing explicit vocabulary instruction to help students access and use academic language Reading comprehension strategies are high impact on average (+7 months in secondary)	1 - 4
Reduced teacher:student ratio Maths/ English/ Science groups (KS3/4)	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive, including verbal	1, 3, 4
Extra - curricular trips and off-site visits with curriculum content/ links	This evidence relates particularly to arts participation and references its intrinsic value, which should be considered beyond maths or English outcomes, and to improve academic attainment it is important to identify the link between the chosen enrichment activity/intervention and the outcomes you want to improve. The enrichment and curriculum linked trips and off-site visits are important in developing students' cultural and social capital.	1, 2

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

Budgeted cost: £ 22,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
One:one/two tuition (NTP and in-house)	On average, one to one tuition is very effective at improving pupil outcomes.	1, 3, 4
Easter Revision school - NTP/ Presdales staff		1, 3, 4
Additional specialist staff (Maths) on Y11 additional (study support) group for smaller group work	Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 3, 4
Small group teaching KS3 and Core intervention (Y11)		1, 3, 4
Homework club provision after school & homework support (Study support group)	Some pupils may not have a quiet space for home learning – home learning can be supported (e.g. through providing homework clubs for pupils).	4, 5
Support worker (English) for 1:1, small group work, oral language interventions and reading comprehension strategies	See above (One:one and small group), also with dialogic activities and reading comprehension strategies	1, 3, 4
Metacognition and revision skills with Glia learning	Explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective	1, 4
YC Herts additional careers support	The Gatsby Benchmarks highlight the importance of addressing the needs of individual students and facilitating encounters with further education and careers	2, 4, 5
Equipment for learning/ curriculum access: including devices for learning; revision guides and learning equipment; departmental resources to provide for students eligible for PPG support		1, 2, 4, 5

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

Budgeted cost: £ 17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Super Curriculum books (library) and digital access (“not all screen”) to support literacy development	Improving secondary literacy	2, 4
Counselling	Support for students in their self-management of emotions	5
Music - instrumental lessons	Evidence reports links between music and spatial awareness as well as wider benefits of well-being and a positive attitude to learning besides the moderate impact on academic acceleration.	2
Nurture group and social and emotional learning group	Evidence indicates there is particular promise for approaches that focus on improving social interaction between pupils	2, 5
Key adults and mentors including time with SLT Inclusion lead, Pastoral AHTs and HOYs	The importance of: the key adult, knowing the students and sharing key insights for individual students with school staff, as well as improving the intangibles, such as a student’s sense of belonging” are all highlighted in <i>Narrowing the Attainment Gap</i> , Daniel Sobel. Extra-curricular enrichment activities are important contributors in developing students’ cultural and social capital.	1- 5
Extra - curricular trips and off-site visits relating to pastoral and personal development and integration in the school community and experiences, prom / equivalent & leavers hoodies		2, 4
Uniform and other required equipment for learning equipment, including breakfasts	Where a uniform is in place it is important to consider how to support families who are not able to afford uniform	1, 5

Total budgeted cost: £ 87,250

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.

Attainment 8	46.44
% Grade 5+ in English and maths	44%
Ebacc entry	50% (8 students)

The focus of last year's strategy was on maintaining contact with students in lockdown, promoting well-being to learn for those at home, and in person for our key worker and vulnerable students in school, ensuring all were equipped with suitable devices for learning, reviewing the curriculum implementation in these special circumstances and accessing the NTP to minimise disruptions to learning.

Catch-up provision has included review by class teachers of student understanding of work in lockdown and subsequent review of classroom delivery of the curriculum. This has been supplemented by 1:1 tuition, in-house or from the National Tutoring Programme for students with areas of weakness. The survey of participating students and their parents showed 93% of respondents felt their NTP tutor was meeting their needs. Chief benefits cited were: "I can tell my tutor where I have gaps in my learning and then catch up on them", and "I can ask for more explanation than in class". 50% of students who had tuition with NTP improved outcomes.

Externally provided programmes

Programme	Provider
Study skills workshop	Glia learning