

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (895 in Y7-11)
Proportion (%) of pupil premium eligible pupils	10.4% (93)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	11/11/22
Date on which it will be reviewed	December 2022 (for needs of new intake) and September 2023
Statement authorised by	Matt Warren
Pupil premium lead	Sylvia Jennings
Governor / Trustee lead	Emma Flawn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22-23	£89,655
Recovery premium funding allocation this academic year	£11,310
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	£100,965

# 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:**

- Continue focus on Literacy and oracy including explicit vocabulary teaching, reading programme and digital literacy with the continued roll-out of BYOD
- Whole school teaching & learning focus implements Rosenshine’s principles of instruction.
- Extend experiences for disadvantaged students to develop the cultural capital to access and enrich curriculum learning, including through clubs and off-site visits.

### 2. **Targeting academic support:**

- Continue working with our NTP partner to provide bespoke tutoring for disadvantaged students where needed and ensure targeted support complements in-class work
- Support diverse student needs in-house

### 3. **Supporting wider development and well-being**

- Promote participation in the Super Curriculum for disadvantaged students to develop personal development and aspirations
- Support anxieties and wider mental health needs, including those related to the pandemic, support for CLA and previously looked after families and for children known to a social worker
- Promote attendance, social development and support, rewards and aspirations including careers.

## 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, attendance
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
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: £ 63,510

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	<p>The Improving Literacy (secondary) <a href="#">evidence report</a> 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</p> <p><a href="#">Reading comprehension</a> strategies are high impact on average (+7 months in secondary)</p>	1 - 4
Reduced teacher:student ratio Maths/ English/ Science groups (KS3/4)	The <a href="#">gains</a> 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 <a href="#">verbal</a>	1, 3, 4
Extra - curricular trips and off-site visits with curriculum content/ links	This evidence relates particularly to <a href="#">arts</a> 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: £ 21,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
One:one/two tuition (NTP and in-house)	<a href="#">On average, one to one tuition is very effective at improving pupil outcomes.</a>	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	<a href="#">Small group tuition has an average impact of four months' additional progress over the course of a year.</a>	1, 3, 4
Small group teaching KS3 and Core intervention ( Y11)		1, 3, 4
Homework club provision after school & homework support (Study support group)	<a href="#">Some pupils may not have a quiet space for home learning – home learning can be supported (e.g. through providing homework clubs for pupils).</a>	4, 5
Support worker (English) for 1:1, small group work and reading comprehension strategies	See above (One:one and small group), also with <a href="#">dialogic activities</a> and <a href="#">reading comprehension strategies</a>	1, 3, 4
Metacognition and revision skills with Glia learning	Explicitly teaching strategies to help <a href="#">plan, monitor and evaluate</a> 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: £ 15,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Super Curriculum books (library) and digital access (“not all screen”) to support literacy development	<a href="#">Improving secondary literacy</a>	2, 4
Counselling	Support for students in their <a href="#">self-management of emotions</a>	5
Music - instrumental lessons	<a href="#">Evidence</a> 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	<a href="#">Evidence</a> 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
<a href="#">Extra - curricular trips and off-site visits</a> 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 <a href="#">important</a> to consider how to support families who are not able to afford uniform	1, 5

**Total budgeted cost: £ 100,965**

## 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.

*The Progress 8 figure below is from the provisional DfE performance data.*

	2022
<b>Y11: Number of disadvantaged pupils</b>	<b>18</b>
<b>Y11: % of year group disadvantaged</b>	<b>10.1</b>
<b>Progress 8 score</b>	<b>+0.01</b>
<b>Attainment 8</b>	<b>42.78</b>
<b>Students achieving grade 4 or above in English and Maths (%)</b>	<b>56%</b>
<b>Students achieving grade 5 or above in English and Maths (%)</b>	<b>28%</b>
<b>Students entering the English Baccalaureate (%)</b>	<b>44%</b>
<b>Students achieving the EBacc at grade 4/C or above (%)</b>	<b>28%</b>
<b>Students achieving the EBacc at grade 5/C or above</b>	<b>22%</b>

For the second year we used Catch-up funding to take up the DfE's National Tutoring Program (NTP) and give targeted academic support to disadvantaged students. We again partnered with Learning Academies and in 2021-2022 offered tutoring to all disadvantaged students. In 2021-2022 there were 69 blocks of 1:1 or 1: 2 tuition in the agreed subject. In response to a student voice survey 100% of respondents said the tutoring has been meeting their needs. When asked the main benefit of their tutoring, the most popular response was: *I can tell my tutor where I have gaps in my learning and then catch up on them.* 100% of respondents said the tutoring has helped them make progress, and some Year 11 students went on to exemplify this with: *"I went from a 5-4 to a 7-6."* and, *"Yes, Chemistry has gone from 4-5 to grade 6."* as well as softer impacts where students said they are now *"doing better in class"* and *"improving in class and focussing and understanding more"*. Some students requested a second block of tutoring with the same tutor.

School-led tutoring has been provided by Presdales staff in maths and English, in particular the SEND team at KS3, TA for disadvantaged students in English KS4, department staff giving additional English and maths tutoring for Y11 and Easter revision sessions across the curriculum for GCSE students, in addition to the many regular lunchtime and after school revision clinics run for all students.

This year the literacy CPD group has trialled strategies for the explicit teaching of vocabulary to promote all students' literacy and oracy. This work has been developed in conjunction with departments to produce key words in all curriculum areas to be taught throughout the students' school progression and a booklet of STAR words has been trialled at KS3 in the summer. This is of benefit to all and particularly to our disadvantaged students.

We have focused the Pupil Premium on targeted academic support to combat the impacts of the pandemic on learning. However, 45% of students eligible for the Pupil Premium have been able to get outdoors and participate in DofE (Year 9, Bronze) in 2021-2022, with four students continuing with the Silver award in Year 10 and one progressing to Gold in Year 11. All Y11 disadvantaged students have been funded to participate fully in their rite of passage experiences (class of 2022 hoodies, activity afternoon and prom) arranged by the pastoral team on site. Summer term visits were arranged for a target group of disadvantaged students in Y7 (Natural History museum) to support geography curriculum access and Y9 (National Gallery, London) to build cultural capital. We envisage a return to the fuller enrichment programme of extra-curricular activities for 2022-2023, with plans and bookings for off-site visits being made, with subsidies from the pupil premium fund to support disadvantaged students in participating and benefiting from these experiences and the cultural capital they afford.

## Externally provided programmes

Programme	Provider
Study skills workshop	Glia learning



## Further information (optional)

### **Additional activity**

Our pupil premium strategy is supported by the full academic and pastoral team, not all of which involves additional funding from the pupil premium.

Quality first teaching is fundamental to students' experience and outcomes, where students benefit from feedback including verbal. Teachers ensure seating plans support the learning of disadvantaged students, and make use of questioning to ensure engagement for all. Rosenshine's principles of instructions support all students and particularly benefit disadvantaged students.

The pastoral team monitors attendance with stages of action to support attendance for all and meet to address challenges for disadvantaged students where attendance needs improvement.

The school mental health support offer is constantly developing with growing team of mental health professionals, as well as our mental health ambassadors in school. Our principal counsellor has completed training to provide for previously looked after students.

Disadvantaged students are encouraged to participate in and benefit from a range of extra-curricular enrichment activities, with provision to include all in the first residential away, the Duke of Edinburgh's Awards, key experiences and visits, as well as a wealth of in-school clubs at no cost to the students.

### **Planning, implementation, and evaluation**

In planning our pupil premium strategy, we assessed the shift in need as we have emerged from the pandemic. We incorporated the insights from the secondary education advisor review which included an external perspective on our strategy and approaches.

In addition to wider research and evidence from EEF, we use internal assessment tracking data with input from students' class teachers, work scrutinies, learning walks, teacher meetings and surveys as well as conversations with our individual students and parents to inform our approaches and support our individual students. We use these means to continue to evaluate our approach and adjust our plans to benefit our students and their life chances.