

Pupil premium strategy statement 2023-2024

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	The Heath School
Number of pupils in school	1199
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 23
Date on which it will be reviewed	September 24
Statement authorised by	M Tudor
Pupil premium lead	H Newcombe
Governor / Trustee lead	A Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375, 705 (1198 – 363 8-11) 30.3% pp
Recovery premium funding allocation this academic year	£100,186 (£62,000 – HTLAs and Tuition)
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	£475,891 (plus £25,312 (match fund from recovery premium) NTP)

Part A: Pupil premium strategy plan

Statement of intent

We understand the issues all students face but recognise that our Pupils Premium students may have key areas of vulnerability.

- poor language and communication skills (literacy and reading)
- limited engagement
- socio economic barriers that affect stability
- SEMH
- behaviour difficulties
- poor attendance and punctuality

We will ensure that all teaching staff know who are the most vulnerable in the classes that they teach and utilise the following principles.

- Quality first teaching and effective assessment that meets the needs of all pupils.
- Where appropriate, intervene to enable progress and address gaps in learning, knowledge and mental health and wellbeing
- Ensure all children have access to the same extra-curricular activities/ trips and cultural capital opportunities

The Heath School has 35% of children identified as disadvantaged currently on roll. This is significantly higher than the national figure of 20.8%. Halton is the **50th** most deprived LA in the country for **Income Deprivation Affecting Children Index**. Halton ranks 33rd /317 in terms of disadvantaged gap in the country measured by the grade that students get in English and maths, at 1.5. Halton is 21st in the country in terms of the percentage disadvantaged children,

Our PP strategy aims to address these issues and narrow the attainment gap that exists as a result of multiple vulnerabilities.

Challenges

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

Challenge number	Detail of challenge
1	Largest CLA Cohort the school has including pupils with complex needs.
2	Largest EHCP cohort that the school has had with complex SEND/PP vulnerabilities
3	Students arriving with lower levels of literacy/ numeracy/ comprehension skills
4	Pupil Premium students having lower levels of attendance
5	Increased behaviour concerns within the pupil premium cohort, which results in higher suspensions, which exacerbates attendance issues.
6	Increased number of SEMH referrals for PP students– significant barrier to learning
7	Greater divide between PP/NPP due to increase in socio economic barriers that limit access to cultural capital opportunities

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
Improve progress of PP students specifically in relation to literacy levels at Ks3 and performance measures at KS4	<ul style="list-style-type: none"> Increased numbers of students in year 7/8 – achieving age related expectations Greater number of pp students making expected progress in year 9 Increased number of students accessing 4/+ in both Eng/Maths GCSE compared to 2023 /academic starting point in Sept 23 Increase in P8 score for PP cohort year 11/academic starting point in Sept 23 Year 10 internal data shows PP cohort more in line with target grades by EOY 10/academic starting point in Sept 23
Improve attendance rates of PP students, reduction in PA for PP cohort	<ul style="list-style-type: none"> PP cohort attendance improves compared to starting point in Sept 23 PA PP gap narrows between NPP PA starting point in Sept 23
Reduce negative behaviour incidences for PP students, reduction in FTS for PP cohort	<ul style="list-style-type: none"> Reduction in FTS for PP students/narrowing of gap between FTS PP and FTS NPP Classcharts data show improvement of behaviour for PP students

Improve equity of access for PP students to enable access to a wider range of Cultural capital opportunities	<ul style="list-style-type: none"> at least 35% of any trip, visit or wider curriculum opportunity to be attended by PP

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: £ 91,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1/ Improve disciplinary literacy across all subject areas – clear focus on SPAG -connecting progress made in intervention to classroom practice.</p> <p>INSET/CPD allocated to develop staff understanding and support curriculum planning regarding teaching of vocabulary</p> <p>Dept dictionaries / thesaurus in all depts</p>	<p>EEF - Improving Literacy in secondary schools:</p> <p>Teachers should prioritise teaching tier 2 & 3 vocab</p>	1,2,3,5
<p>2/ Reading for pleasure for examples but not limited to:</p> <p>Shared Reading Strategy – includes purchase of all resources and materials/ (DEAR)/ / reading vending machine books / book fairs (PP book support) /non-fiction.</p>	<p>EEF: Literacy – Improving the teaching and learning of literacy</p> <p>Reading Comprehension strategies +6 months progress</p> <p>Children and young people’s reading before and during COVID -19 lockdown in 2020 (National Literacy Trust Report): Some children and young people reported that a lack of access to books (with schools and libraries closed), a lack of quiet space at home and a lack of</p>	1,2,3,6,7

	<p>school/peer support had negatively affected their ability to read and their motivation to read for enjoyment.</p>	
<p>3/ Continue to develop quality first teaching through CPD programme</p> <p>Examples: Embed Metacognition Strategies into classroom practice to improve outcomes and progress of all students</p> <p>Learning walks identify good practice, CPD to support all staff in use of metacognition strategies</p> <p>I do/We do/You do focus in Ma/Sc – feedback whole school on effectiveness and impact</p> <p>Support staff with CPD to ensure that key objective is met:</p> <p>Specific focus on SEND training and development</p> <p>Supporting LSAs – training in ELSA, EBSA, Phonics, L2 & 3 TA quals</p> <p>Whole school:</p> <ul style="list-style-type: none"> • Meeting needs of SEND students <p>Bespoke personalised approach to CPD through the implementation of 'Steplab' and the implementation of the principles of instructional coaching.</p> <p>Implement the co-constructed MAT lesson delivery approach of Connect, Focus, Practice, Check:</p> <ul style="list-style-type: none"> • QA review to inform ongoing CPD needs 	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	<p>2,3,5</p>

Maintaining average class sizes of 24 (particularly English and Maths)	EEF - Reducing class size has a small, positive impact of +2 month, on average.	2,3
Increase number of LSAs in the classroom	EEF effective use of TAs in the classroom	1,2,3
Supporting range of CPD provision in partnership with Best Practice Network and Rainbow Teaching Hub (golden thread) – ECT, NPQs	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).	3,5,7

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

Budgeted cost: £ 128,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1/ Improve Literacy & Numeracy outcomes for students in at KS3</p> <p>Cohorts identified from GL assessment data</p> <p>Intervention use of academic and subject mentors and HLTAs</p>	<p>EEF Improving Literacy Guidance recommends 'effectively implement a systematic phonics programme'. These books will ensure that the children's reading books match their phonics teaching</p> <p>The EEF Teaching and Learning Toolkit evidences that reading comprehension strategies improve progress by six months and small group tuition improves progress by four months.</p>	1,2,3,4
<p>2/ Examples but not limited to:</p> <ul style="list-style-type: none"> • Numeracy support • Science • Phonics Support – Phonics reading books linked to Read Write Inc phonics programme/ Fresh Start • Reading for Success - catch up reading, Reading for 	<p>EEF Improving Mathematics in Key Stage 2 and 3 Guidance Report recommends to 'use structured interventions to provide additional support'</p> <p>EEF Improving Literacy Guidance recommends 'effectively implement a systematic phonics programme'. These books will ensure that the children's</p>	1,2,3,4

<p>comprehension SRA/Rapid Plus/ SPARX reader</p> <ul style="list-style-type: none"> • SPAG support • EAL support • Handwriting support – DASH • Handwriting association membership; handwriting resources • Learning Village (EAL) • Lexonik Leap • Lexonik Advance • Additional diagnostic testing: NGRT/WRAT/ Lucid Exact/ YARC 	<p>reading books match their phonics teaching</p> <p>The EEF Teaching and Learning Toolkit evidences that reading comprehension strategies improve progress by six months and small group tuition improves progress by four months.</p>	
<p>3/ Recovery Premium to deliver tuition Match funding for SLT (£25K for tuition):</p> <p>Examples:</p> <ul style="list-style-type: none"> • NTP tutoring to year 10 via 'Positive Progress' • Year 9 numeracy recovery tuition • HTLA Reading Leads (x2) • School led tutoring inc. Reading for Success • Internal study support • Action Tutoring, Fledge, Internal study support (inc reading) 	<p>EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1,2,3,4,5,6</p>
<p>4/ Curriculum intervention:</p> <p>Examples:</p> <ul style="list-style-type: none"> • Year 11 targeted support revision • Weekends • Additional afterschool sessions • Study schools (half term) • KS Summer school • Resources to support progress 	<p>EEF: Study (summer) schools have a positive impact on average (three months' additional progress).</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £247,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1/ Mental Health support</p> <p>Examples: Support pupils' mental health with dedicated on-site services in the CSI including small groups, one to ones, counselling and an alternate support provision: staff CPD on pupils' wellbeing and mental health.</p> <ul style="list-style-type: none"> • 2 school counsellors • 1 inclusion mentor for CLA students • 1 LSA mentor 	<p>EEF – Current project - Testing the link between non-cognitive skills and academic achievement</p> <p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.</p> <p>EEF Teaching and Learning Toolkit indicates that social and emotional learning (SEL) can increase progress by +4 months</p>	<p>6</p>
<p>2/ Improve attendance of PP students</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develop current system for reviewing and analysing attendance, PA and punctuality every half term with a greater focus on those students struggling to return from school. • Family Liaison Officer to specifically deal with hard to reach families. 	<p>evidence suggests that even small improvements in student attendance can lead to meaningful outcomes</p> <p>“Research-supported practices for improving attendance in high schools: a review of the literature”.</p> <p>EEF ‘wider strategies’ states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance</p>	<p>4</p>

<p>3/ Reduce FTEs for PP Students</p> <ul style="list-style-type: none"> • PP at risk of exclusion • PP in need of behaviour support – <i>Behaviour Support Mentor</i> • PP in need of academic support • Develop mentoring strategies utilised by the mentoring teams to support students at risk of exclusion – <i>2 non teaching pastoral leads</i> • Further develop classcharts as a tool to record, track and analyse behaviour • Alternative provision (The Bridge School) • Further develop the rewards system ensuring that students are rewarded for key indicators such as progress, attainment, behaviour, attendance, punctuality and resilience 	<p>EEF: Behaviour Interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support</p>	<p>5</p>
<p>4/ Key support groups: Nurture/Young Carers – to enable weekly support sessions for these vulnerable groups</p> <p><i>2 LSA Young Carer support</i></p>	<p>EEF – +4 months</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>1,2</p>

<p>5/ student peer to peer support (well-being ambassadors and peer mentors)</p> <p>Trained and deployed into year 7 - 8 forms to support emotional well-being of younger students.</p> <p>Year 10 students trained in Mental Health First Aid for students</p> <p><i>LSA Peer Mentor</i></p>	<p>EEF – Peer Tutoring</p> <p>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</p>	<p>6</p>
<p>6/ Disadvantaged support to reduce cultural capital gap:</p> <p>provide financial assistance in various identified areas. These include school uniform; Support towards trips and visits; peripatetic music lessons and a number of other options outlined in regular parental communication further examples below:</p> <ul style="list-style-type: none"> • Peri lessons • Christmas hampers • DAS subsidy • Breakfast passes • CC (LOTC) support • Residential support • Revision support • HWK support club 	<p>Arts Participation – Moderate impact for very low cost +3 months</p> <p>Play Based learning – High impact for very low cost +5 months (primary Toolkit)</p> <p>Outdoor Adventure learning: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p>	<p>7</p>

Total budgeted cost: £ 467,367

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 2022 to 2023 academic year.

Success Criteria
Progress & Attainment
<p><u>Progress and attainment outcomes at KS4 2023:</u></p> <p>There were 61 Pupil Premium students in the 22/23 cohort, and attainment and progress are improving overall.</p> <ul style="list-style-type: none"> P8 for the pupil premium cohort was -0.47 for PP students in 2023 which was below the national P8 figure of -0.55 . <p>Basics 4+increased from 43.2 – 53.5% 22 – 23 for PP students – higher than national PP figure of 48.4%</p> <p>Basics 5+increased from 28.4 – 29.5% 22 – 23 for PP students - inline with national PP figure</p> <p>Significant improvements in Maths at 4+ and 5+ since 2022.</p> <p>PP gaps have narrowed from 2022, when they had widened over time from 2019:</p> <ul style="list-style-type: none"> basic 4+eng/ma reduced from -30.2% in 2022 to -21.5% 2023; English 4+ reduced from -20.9% 2022 to -20.4% 2023; Maths 4+ reduced from -25.5% 2022 to -19.7% 2023; basic 5+eng/ma reduced from -24.8% 2022 to -20.2% 2023;

- English 5+ reduced from -26.1% 2022 to -21.3% 2023.

PP Attainment in Maths and the basics overall have improved since 2022 as seen above and suggests the significant focus in this area has made an impact. Additionally Maths has slightly improved progress overall.

Pupil Premium results showed a clear increase in attainment at 4+ between 2023 and 2019 in Computer Science, French, Separate Science, Spanish, Music and Sports Science.

Progress for PP students generally has improved from 2019 showing an increase in performance measures at KS4.

Improve progress of PP students specifically in relation to literacy levels at Ks3

At KS3 the starting point of Pupil Premium students was in the average range (85 – 115 SAS) with the aim being that students would either remain the same (and therefore make expected progress) or that the SAS would improve to show they made more than expected progress. Overall the cohorts in years 7-9 made expected progress as a result of the wide range of interventions used to support them at KS3 and according to the GL Assessment data used they made more progress than their NPP peers.

Behaviour and attendance

Behaviour:

- National FTE - 13.96%
- THS FTE - 12.7%
- National FSM FTE - 16.02%
- THS PP FTE – 9.1% showing that our rate of FTEs is well below national.

Rate of FTE at The Heath School is well below national rates for both all students and PP students, again reflecting the significant focus in this area of addressing the needs and barriers that vulnerable students face in school.

At THS, permanent exclusions are rare, however, are used when needed to ensure the safety and progress of all students. PE will vary year to year depending on the circumstances arising.

Attendance:

Attendance of PP cohort 22/23 was 88.2% which was above the national attendance of PP by 3%. (FFT dashboard) NPP attendance was also above national but only by 0.8%. The increased attendance of PP in comparison to national reflects the focus that school had on ensuring that our most disadvantaged students were attending school.

PA for the whole school was below national 24% at THS vs 28% nationally and again reflected the continuous work in this area. PA for PP students remains an area of focus.

Other (may include qualitative evidence)

Cultural capital has been a key area of focus for the spending of the PP budget ensuring equity of access for students who, due to disadvantage, may not have been able to participate:

- Peri lessons
- Activity day
- Spain trip
- Italy trip
- London drama trip
- Year 11 prom
- Theatre trips
- Cinema trips
- 'Do More' – extracurricular clubs
 - Year 11 38% PP attendance at revision
 - Year 11 24% PP attendance at after school clubs (inc sport)
 - Year 10 25% PP attendance at after school clubs
 - Year 9 25% PP attendance at after school clubs
 - Year 8 25% PP attendance at after school clubs
 - Year 7 27% PP attendance at after school clubs

There has been a huge focus in this area to improve the cultural capital of PP students by encouraging their attendance and engagement with after school activities. Our aim is for 40% of attendance at these sessions to be represented by the PP cohort.

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
External Tuition Provider	Positive Progress Tutors; Action Tutoring