

Pupil premium strategy statement (Secondary)

3 year plan: 2019-2022

School overview

Metric	Data
School name	Long Stratton High School
Pupils in school	615
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£97400
Academic year or years covered by statement	2019/2020-2021/2022
Publish date	November 2020
Review date	November 2021
Statement authorised by	Roger Harris
Pupil premium lead	Samantha Franklin
Governor lead	Laura Bowater

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.13
Ebacc entry	5%
Attainment 8	41.18
% Grade 5+ in English and maths	32%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress of disadvantaged pupils to be in line with non-disadvantaged pupils	Sept 22
% Grade 4+ in English and Maths	Achieve average English and Maths 4+ score for similar schools	Sept 22
Attendance	Achieve at least 96% attendance for all pupils	Sept 22
Careers and Destinations	Improve provision and access to Benchmark 4 and 6 support to prevent students from becoming NEET.	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1: Metacognition	Consolidate implementation of the Education Endowment Foundation (EEF)'s Metacognition Guidance with increased focus on pupils' self-regulation to apply metacognitive strategies to support their progress through the curriculum
Priority 2: High quality curriculum for all pupils	Deliver a high quality of education for all pupils which enriches their cultural capital and improves outcomes through a knowledge rich curriculum that encourages mastery and subject scholarship
Barriers to learning these priorities address	Learning time lost due to Covid-19, access to technology and devices for online learning, changes to curriculum/ and exam specifications Staff workload, poor attendance of pupils, poor Commitment To Learning (CTL), access of disadvantaged pupils to all aspects of curriculum (particularly outside of lesson time)
Projected spending	£7,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: Greater collaboration between home and school to support increase pupil progress	Shared pupil action plans (school-home), individual pupil progress meetings, utilising Teams to improve information sharing and access to learning at home, PP Coordinator contact with parents, Well-being Officer, Parent Evenings, Pastoral support
Priority 2: High quality tuition programme delivery	Provision of small group/1 to 1 tuition to close gaps in knowledge and support increased progress in knowledge/skills to support improved attainment. Funding of resources to support this (equipment, travel, staffing)
Barriers to learning these priorities address	Staff and curriculum time, financial cost, location/access to opportunities/tutoring, engagement from pupils/families, IT access (both within school and home)
Projected spending	£30,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Improve CTL of disadvantaged pupils	Improve CTL through the implementation of the EEF behaviour guidance and implementation of new behaviour system, reducing the gap in behaviour profiles between disadvantaged and non-disadvantaged pupils, supported by the pastoral team and SLT.
Priority 2: Improve access to wellbeing/mental health support for disadvantaged pupils	Employment of a Wellbeing Office (on site), funding of external pastoral support, contribution to pastoral staffing (existing) to provide increased access to support towards increased levels of wellbeing, attendance and CTL. Increased productivity of learning time in lessons and at home.
Barriers to learning these priorities address	Staff workload/time, parental engagement and support, pastoral issues, cost.
Projected spending	£60,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Learning loss due to Covid-19, wide spread of knowledge/skills retained from pre-lockdown and work completed during lockdown.</p> <p>Protecting time for staff professional development (subject knowledge, metacognition, formative assessment). Increasing consistency across all subjects Embedding independent pupil use of strategies to move pupils from compliance to self-regulation</p> <p>Lack of whole staff meeting opportunities (Covid restrictions)</p>	<p>Expanding focus on high quality, low stakes formative assessment to inform responsive teaching. Expansion of technology to support high quality responsive teaching</p> <p>Subjects Planning and Development Sessions, increased departmental time, use of INSET days, T&L briefings, CPD programme, QA cycle.</p> <p>Signposting strategies to pupils, visualiser investment to support modelling,</p> <p>Ongoing programme of CPD to move online/virtual where possible.</p>
Targeted support	<p>Time- staff time, curriculum time</p> <p>Parental engagement</p> <p>Pupils moving from compliance towards self regulation</p> <p>Cost (tuition, resources)</p>	<p>Key staff roles- Aspirations co-ordinator, Pupil Premium co-ordinator etc. Increased opportunities for school and home to collaborate (information evenings, parental audits etc). Use of form time (Pupil Review documents/Next Steps)</p> <p>Use of Covid Catch Up Fund (Universal) and for Disadvantaged Catch Up Fund, Wellbeing Officer.</p>
Wider strategies	<p>Capacity of staff/time</p> <p>Attendance</p> <p>Pastoral issues</p> <p>Number of disadvantaged on behavioural reports/number of positive vs negative points</p> <p>Cost – viability of strategies after catch up funding has been spent</p>	<p>Wellbeing Officer employed</p> <p>Literacy Coordinator role developed</p> <p>Continued pastoral support (tailored to needs of pupils) and improved impact assessments</p> <p>Whole school behaviour system implementation</p> <p>Legacy planning for new roles</p>

Review: last year's aims and outcomes

Aim	Outcome
Improved progress score	No
Reduced progress gap	No
Improve trip representation to proportional	N/A