

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	Haslingden High School
Number of pupils in school	1337 (years 7-11)
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Russell Clarke, Headteacher
Pupil premium lead	Lauren Marsland, Assistant Headteacher
Governor / Trustee lead	Gillian Worthington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280 083
Recovery premium funding allocation this academic year	£39 730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£319 813

Part A: Pupil premium strategy plan

Statement of intent

At Haslingden High School, our overarching aim of 'Achievement for All' is inextricably linked to our disadvantaged students and the education that they receive at our school. Regardless of circumstances, students from every background must have the same opportunities as everybody else so it is particularly important to pay meticulous attention to our disadvantaged students whilst ensuring that they aren't stereotyped nor labelled as a homogenous group with the same needs.

The premise of our Pupil Premium strategy is to prioritise high quality teaching and learning - if classroom provision is of a consistent and excellent standard across school then ALL students will benefit but it is our disadvantaged students who stand to gain the most. The DfE's disadvantaged provision briefing paper strongly communicates the need for 'quality teaching first' and this approach is supported by a body of research which has found that good teachers are especially important for students from disadvantaged backgrounds - ***"For disadvantaged pupils the difference between a good teacher and a bad teacher is a whole year's learning."***

Of course, there are those students who require additional support and this is where intervention needs to be focused to eradicate the identified barriers to learning. We will also consider the challenges faced by vulnerable students and the activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery, notably in its targeted academic and pastoral support for students whose education has been worst affected, including non-disadvantaged students. These will include whole school strategies and targeted approaches, ranging from numeracy and literacy intervention to support from the National Tutoring Programme.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students succeed. To ensure they are effective, we will:

- *ensure that disadvantaged students are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of literacy – our disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Note: The NGRT Standardised Age Score is based on 100 as an average score. The figure in brackets is the variance from the national average SAS.</p> <p><u>Year 11 (NGRT Standardised Age Scores)</u> Non-PP = 99.76 (-0.24) PP = 94.37 (-5.63) English language predicted grade average (NGRT) non-PP = 4.66 English language predicted grade average (NGRT) PP = 4.18</p> <p><u>Year 10 (NGRT Standardised Age Scores)</u> Non-PP = 102.01 (+1.82) PP = 97.24 (-2.76) English language predicted grade average (NGRT) non-PP = 4.86 English language predicted grade average (NGRT) PP = 4.43</p> <p><u>Year 9 (NGRT Standardised Age Scores)</u> Non-PP = 105.77 (+5.25) PP = 97.64 (-2.36) English language predicted grade average (NGRT) non-PP = 5.19 English language predicted grade average (NGRT) PP = 4.48</p> <p><u>Year 8 (NGRT Standardised Age Scores)</u> Non-PP = 104.19 (+4.19) PP = 96.00 (-4.43) English language predicted grade average (NGRT) non-PP = 5.04 English language predicted grade average (NGRT) PP = 4.32</p> <p><u>Year 7 (NGRT Standardised Age Scores)</u> Non-PP = 102.61 (+2.21) PP = 94.90 (-5.10) English language predicted grade average (NGRT) non-PP = 4.91 English language predicted grade average (NGRT) PP = 4.23</p>
2	<p>Lower levels of numeracy – the maths attainment of disadvantaged students is generally lower than that of their peers</p>

	<p><u>Year 7 2021 CAT Quant (below 100)</u> Non-PP = 47% of students PP = 53% of students</p> <p><u>Year 8 2020 CAT Quant (below 100)</u> Non-PP = 45% of students PP = 57% of students</p> <p><u>Year 9 below expected in maths SAT</u> Non-PP = 11% of students PP = 24% of students</p> <p>Although we cannot compare years 7 and 8 with year 9 because we are using different measures, data shows the negative impact which Covid has had across both disadvantaged and non-disadvantaged students.</p>
3	<p>Gaps in curriculum knowledge and skills</p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p>
4	<p>Attitudes and aspirations</p> <p>Our assessments (including a student voice survey and analysis of behaviour support data), observations and discussions with students and families have identified social, behavioural and emotional issues for many students which impact on their education. This is partly driven by concern about lost learning, exams and future prospects. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During, and as we emerge from the pandemic, the need for EBD support markedly increased. In addition to making extensive use of external agencies, we have 5 in-school counsellors from the MHIS team and Lancashire Mind. From September 21 to December 21, 37% of referrals to our inclusion unit were for PP students as were 39% of support calls.</p>
5	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged students has been consistently lower than for non-disadvantaged students. Prior to Covid, the gap was approximately 3% and this figure roughly doubled during the pandemic (20/21 gap - 6.59%.)</p> <p>Disadvantaged students have been typically more likely to be persistently absent (missing 10% or more of their education.) Pre-pandemic around 17% of our disadvantaged students were 'persistently absent' compared to approximately 7% of their non-PP peers. During the pandemic, it was difficult to accurately measure PA rates as the majority of absence was recorded using the X code.</p>

Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.

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 progress among disadvantaged students across the curriculum at the end of KS4	By the end of our current plan in 2022/2023 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> • an average P8 score of -0.25 as a minimum
Improved % of disadvantaged students achieving both English and maths GCSEs at grade 4+	<ul style="list-style-type: none"> • The % of grade 5+ for disadvantaged students will improve from 28% • The % of grade 4+ for disadvantaged students will improve from 51%
Improved reading comprehension among disadvantaged students across KS3	Reading comprehension tests (NGRT) demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.
Improved outcomes in maths among disadvantaged students at KS3	Assessment scores (and online platforms) demonstrate improved skills with a smaller gap between disadvantaged students and their peers. Improvement should also be noted by teachers in day-to-day assessment tasks and work scrutiny.
Achieve and sustain improved attitudes to learning and wellbeing for all students, including those who are disadvantaged	<ul style="list-style-type: none"> • All disadvantaged students will be fully equipped to access learning and revision materials from home • Quantitative data regarding the number of PP students requiring emotional and behavioural support reduces • Reduced % of disadvantaged students accruing internal and fixed term exclusions
Achieve and sustain improved attendance for all students, particularly our disadvantaged students	By the end of our current plan in 2022/2023, we are aiming to improve the attendance of our disadvantaged cohort. Our aspiration is for our post-pandemic data to show:

	<ul style="list-style-type: none">● that attendance for our disadvantaged students has returned to (if not exceeded) the levels achieved in 2018-2019 with a gap no greater than 3%.● a reduction in persistent absenteeism for disadvantaged students to below the pre-pandemic levels of 17% and below
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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

Budgeted cost: £ [91 323 inc: Elevate and GL Assessment]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teaching across all subjects through implementation of a reformed T&L framework, CPD and collaborative planning</p>	<p>EEF research on effective components of high quality teaching: EEF High quality teaching 2019 EIF research and subsequent subject specific reports in maths, science, MFL, geography, history, music and RS - to inform whole school and subject specific pedagogical approaches Curriculum research reviews The EEF identifies that professional development should focus on the mechanisms; effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice; and is implemented with care. EEF Effective professional development</p>	<p>1, 2, 3, 4</p>
<p>Developing metacognitive and self-regulation skills in all students. This will involve ongoing teacher training and support.</p> <ul style="list-style-type: none"> Elevate 	<p>Teaching metacognitive strategies to students can be an inexpensive method to help them become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: EEF Metacognition and self-regulation</p>	<p>3, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF's Improving Literacy in Secondary Schools guidance. CPD provided to all subject teachers. Key elements:</p> <ul style="list-style-type: none"> Disciplinary literacy 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1, 3</p>

<ul style="list-style-type: none"> • Explicit teaching of academic vocabulary 		
Purchase of diagnostic assessments (NGRT) - use of specialist data manager to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3
Appointment of progress managers in English and maths to track and organise appropriate interventions for PP students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind EEF Small group tuition	1, 2, 3

Targeted academic support

Budgeted cost: £ [135 158]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for those whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged. <ul style="list-style-type: none"> • maths • English • science 	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind: EEF Small group tuition	1, 2, 3, 4
All disadvantaged students will be fully equipped to access learning and revision materials from home.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools and it is important that students are able to access all platforms from home. EEF Remote learning	3, 4

	SUTTON TRUST - Digital divide	
	EEF Homework	
<p>Skilled pastoral support staff reduce the impact caused by students' emotional, behavioural and wellbeing needs</p> <p>To support student progress, barriers to learning are identified and removed for disadvantaged students who access pastoral support.</p>	<p>Data from The Sutton Trust has identified that students with low self-esteem are more likely to underachieve due to declining attendance, which ultimately impacts on progress and attainment.</p> <p>A focus on social and emotional skills development and behavioural practice techniques are a core component of effective behaviour intervention.</p> <p>Providing students with a positive role model helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.</p> <p>EIF: School based interventions for adolescent mental health</p> <p>EEF Social and emotional learning</p>	4, 5

Wider strategies

Budgeted cost: £ [27 467]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>DfE: Improving school attendance</p>	5
All KS4 disadvantaged students will participate in one to one careers and aspirations interviews to inform their next steps.	<p>Good career guidance has a long-term impact on students. It is important for social mobility because it helps open young people's eyes to careers they may have never considered. More effective career guidance can potentially lead to economic and social benefits for the individual pupil, for employers, for government and for the country as a whole. Benefits can also be seen in the shorter term when students are still at school. These benefits include better motivation of students once they have</p>	4

	<p>clear goals for future study and careers, leading to:</p> <ul style="list-style-type: none"> – higher self-esteem – higher attainment – reduced drop out rate <p>Good Career Guidance - Gatsby</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ [253 948]

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum undoubtedly exacerbated by the asynchronous nature of remote learning and the more limited teaching and learning repertoire of approaches to support the cohort.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all students were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers and disadvantaged students were twice as likely to be persistently absent. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing and pastoral support for all students, and targeted interventions where required. We are building on that approach in our new plan.