

Pupil Premium Impact Statement for 2019/20

Pupil premium summary 2019/20	
Total pupils on roll	722
Total pupils eligible for Pupil Premium	383 (53%)
Total PP received	£358,105

Performance of pupil premium pupils		
2019/20 outcomes	Pupil premium pupils at NHTS (72)	Non pupil premium (national standards)
% achieving grade 5+ in English / Maths	41.7% English 18.1% Maths 16.7% English & Maths	56.9% English 44.6% Maths 36.9% English & Maths
% achieving positive P8 score in English/Maths	53.5% English 35.2% Maths	64.9% English 52.6% Maths
Progress 8 score average	-0.19	0.24
Attainment 8 score average	38.43	44.4%

Barriers identified to future attainment for pupil premium pupils	
Academic barriers	Additional barriers
To support learners with developing strategies for improving their learning	Aspiration for the future
Additional Literacy support across Y7-11	Closing the Gaps
Additional Numeracy support across Y7-11	Removal of personal barriers
	Health and well-being – Personal Development

Planned expenditure						
Academic year	2019/20					
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Continue in 2020/21?
Staff CPD focused upon PP student barriers to success and T&L elements to overcome barriers.	Quality of T&L across the school improves further ensuring that all lessons are at least good, catering for the learning needs of all individuals.	PP students are a key focus across the school as there is a clear gap between PP students and non-PP students	MER and Learning Walks. Responsive to staff feedback on CPD. Impact monitored annually	MSC HSH	Each term through MER Cycle including learning walks	Yes
Key areas of priority to be: assessment, use of data in planning effective learning, 'teach to the top' stretch and challenge, the development of high-quality homework.	More rigorous and challenging teaching across the school to improve progress and outcomes for all pupils. Expected closing of PP gap as PP students benefit the most when the quality of teaching improves.	Sutton Trust research linked to quality of T&L	To ensure all teachers and support staff understand and are effectively supported to use the learning structure effectively in order to support progress and outcomes.	HSH	Each term through MER Cycle	Yes
Increase focus on improving maths results for all students through quality first teaching, with a focus on closing the gaps	PP students close the gap between PP and non PP	Maths results across the school need to improve and the gap between non PP and PP needs to close	A programme of external consultancy will be introduced to enhance the CPD conducted in-house. This will have a focus	HSH AFE	MER cycles and summer exam results	Yes

between PP and not			on quality first teaching			
Staff CPD to focus on challenge in the classroom	Quality first teaching to include stretch and challenge in every lesson in every subject	Summer results analysis shows that high attaining students (With and without PP) do not do as well as their peers	A structured CPD programme will be implemented across the academic year with a clear focus on developing challenge in all areas	HSH	Half termly	Yes
Overstaffing of the science department	Smaller class sizes and greater chance of support within key groups of students	Science results have improved, but gap between PP and non-PP needs to close	The MER cycle within school will be used to assess the quality of provision alongside work with the new CAL for Science from January 2020	HSH RWO	From January 2020 and each MER cycle afterwards	No
Increased levels of funding allocated to curriculum areas	Offer quality resources to students to encourage a love of learning and improved outcomes	Growing student roll, lack of previous investment due to budget deficit	Budget management training and independent monitoring of all spend	AFE LWR	Continual monitoring of spend, annual full review	Yes
5% additional planning time for maths and English teachers	Increase progress and outcomes for all identified cohorts. Further close the gap between PP and non-PP	Maths and English results need to increase for this key cohort and the gap needs to close	Responsibility of curriculum area leaders to monitor student progress and adapt planning accordingly	GMU HSH	Reviewed annually with Headteacher and curriculum area leaders	Yes

ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Continue in 2020/21?
Employment of 6 HLTAs (3 Maths, 3 Eng) who provide additional support and tuition to PP students in years 7 and 8.	PP students get additional one-to-one or small group tuition during the extended school day. Those at risk of exclusion also work with the Pastoral Managers regular to fill knowledge gaps and make progress	Student feedback on the influence of the HLTAs on their progress.	Line managed by the Achievement Leader for years 7 and 8. Regular dialogue with teaching staff to ensure the work complements what is going on in the classroom and ensures learning plans are individualised. Interim reports created to monitor progress and inform SLT and Governors	ASH JWA GMU	Each interim report cycle	Yes
Small group tuition in maths and English for Y11 students	Closing the gap between non PP and PP students in the summer exam series	Maths and English results need to increase for this key cohort and the gap needs to close	HLTA support provided to target small groups and 1:1 using the CEE results in December 2019	GMU ASH HSH	Each 'Opt' meeting and after scrutiny of the CEE results (Jan 2020)	Yes
Increased intervention strategies and targeted assemblies Increased publicity to share with students and parents (leaflet for 3 Revision Strategies)	Increase progress and outcomes for all identified cohorts. Further close the gap between PP and non-PP	Sutton Trust research shows that structured and targeted intervention has greater impact than whole year group approaches	Students identified through Y11 'OPT' meetings and placed into relevant cohorts. Targeted assemblies for students including PP to share the 3 revision strategies.	HSH MSC GDE	After each 'OPT' meeting	Yes

Period 6 allocation for Y11. Split the general revision focused sessions and strategic intervention aimed at key groups including PP with particular focus on maths and English	PP students in Y11 have structured revision sessions targeted specifically at them in core subjects	Structured approaches yield greater outcomes than open sessions pitched at all students	Launch with staff and students to make it clear what sessions are open. Take registers of sessions and monitor attendance from key groups	GDE	After each 'OPT' meeting the cohorts will be updated	Yes
Employment of an additional Y7 Transition Pastoral Manager to begin intervention with identified cohort in Y6	Students enter Y7 with intervention identified ready to go as soon as they enter the school	Low starting data for new Y7 cohorts on entry	Y7 Pastoral Manager to visit key feeder schools during the academic year of Y6 to begin the identification process and information fed into the whole school transition system	HAD MSC	From January 2020 each half term	No
Literacy Coordinator role appointed with a focus on PP students with low Reading and Writing levels	The 'word' gap is closed with students who have limited vocab, reading and writing skills identified and supported in improving and closing the gap between them and their peers.	The levels of our students on entry to the school in RWM. The number of students who are below their chronological reading age. Therefore having a coordinator who implements the whole school literacy strategy is paramount.	Line managed by SLT, part of the Improvement Plan which is reviewed every term.	TBC	Termly, report to SLT	Yes
Numeracy Coordinator role appointed with a focus on PP students	The numeracy gap is closed with students who have been identified as having limited skills	Number of students who are below expected attainment levels. Having a coordinator who	Line managed by SLT, part of the Improvement Plan which is reviewed every term.	SAL	Termly, report to SLT	Yes

		implements the whole school numeracy strategy is paramount.				
Targeted and specialist support for PP students where English is an additional language	Comprehensive integration of students where English language skills require improvement and development	Proven integration programme. Increased resources allocated in this financial year to increase levels of support and maintain low staff : student ratios in a growing school	Regular reviews and close links of EAL department to SENDCo and senior leaders	MSC	Regular line management meetings	Yes
Target PP students for core subject revision	Gap between PP and non-PP to close	The gap between PP and non-PP in core subjects is closing, but not rapidly enough	All CALs to direct key revision strategies to key students in their subject area	HSH MSC	From 26 th March onwards	Yes

iii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Continue in 2020/21?
Tracking systems inc attendance across all year groups	PP students identified more quickly for intervention	Gap is evident between PP students and non-PP	SISRA bought to help with the analysis of Pupil Premium gaps, SIMs used with data manager time to create PP intervention group.	MSC LCO HBE MAL	Each half term for KS4 students through 'Opt' meetings	Yes
Progress Leaders in all year groups are allocated PP students in their year groups to	Less behaviour issues and reduced Fixed Term Exclusions for students in receipt of	Close monitoring and tracking has been utilised and when including regular	Assistant Headteacher (Behaviour & Attitude) monitors impact and reports termly to SLT.	SLT line mana ge a	Annual basis	Yes

monitor closely and ensure that they are on track with Achievement Points, that Behaviour Points are reduced and attendance is not a concern.	Pupil Premium.	dialogue with students we have seen improvements in attendance and engagement for PP students. Having routine and stability has shown impact.	Staff are given weekly trackers for their own form showing at risk and key students. This is visited regularly in briefing.	year group each		
To provide relevant and appropriate resources for students in combination with clear guidance on how to use the resources effectively e.g the three main revision techniques.	Improve progress and outcomes for students	Student voice shows that revision is an area that students across the year groups find difficult. To ensure support is provided, the school will focus on three main techniques and embed their usage	To provide relevant and appropriate materials to support revision outside of the school	HSH	Termly	Yes
Holiday revision session intervention	Improve progress and outcomes for students with PP. To provide additional learning support for key students.	It is clear from internal data that PP students do not achieve as well as those without across the key stages. This needs to be addressed	Offer financial support to colleagues who undertake additional intervention sessions	CALs to coordinate	Analysis of APA data to identify subjects and students	Yes
GCSE revision guides provided to all Y11 students	No student goes without a revision guide to support their home learning and structured revision in school	Parental and student feedback shows that a number of PP students had not purchased guides as there is a large number that they would have to purchase	Y11 CEE results day, checks made with all parents and students about any missing guides	MSC HSH GDE	February Half term	Yes
Transport support for fixtures	No PP student is prevented from taking	Parental voice has shown that some	All PP students will be supported in all fixtures	SMC MSC	Each half term	Yes

	part in extra curricula activities due to lack of funding	children are put off activities due to concern over cost and equipment	with equipment loans and transport costs (free)			
Investment in LRC resources	PP students with lower than chronological reading ages to be supported	Literacy levels within the PP cohort (low attaining students) needs to be increased	Utilise the STAR Reader programme effectively and purchase more specific materials to support this cohort	MAL MSC	Analysis of reading scores from PP students assessed each half term	Yes
Introduce small group work with Trust Partner to build motivation and confidence with vulnerable cohort	Students work with Huddersfield Town Football Club on strategies linked to emotional wellbeing, motivation	Identified cohorts to work collaboratively with colleagues not employed by the school. These are difficult to reach students and have been identified internally	QA of the provision and regular feedback from HTFC colleagues	MAL	Every 12 weeks	Yes
Internal support networks continue and grow their work to support students with their emotional wellbeing. Support offered through in-house Listening Service, Nurture Group and Welfare services	Students feel better supported in their pastoral care and are more able to access the academic curricular on offer	The school has a number of students that have difficulties with their mental health and in order for them to access mainstream lessons and remain engaged they need additional support	The provisions are QA form their work and all students are referred to the services through Pastoral Managers and the DSL. Students run through the programme and are then referred back to Pastoral Manager support	MAL LKN	Each half term	Yes
Small budget set aside for families in need	All students have correct uniform and school equipment	An in-depth understanding of family circumstances developed through the	Independent sign off through Business Manager / Headteacher	AFE LWR	Annually	Yes

		pastoral team structure				
Funded music lessons for PP students	Enrichment opportunities are offered to all, regardless of family circumstances	Enrichment opportunities are offered to all, regardless of family circumstances	Student voice, feedback from Kirklees music provision	DMU	Termly	Yes
Breakfast club provision	Students are given a daily warm welcome, are well fed and ready to learn	Proven impact nationally	Well established programme, renewed annually	AFE	Annually	Yes

It is important to reference the impact of the Covid 19 pandemic on the outcomes and attainment of the students at North Huddersfield Trust School during this academic year. On March 23rd 2020, the school closed its doors to most students and was only open to those students classed as vulnerable and children of key workers. The school remained open throughout the period of lockdown and worked through the Easter and May holidays. The school also welcomed the Year 10 students back into the building from 1st June 2020. As a result of the new way of working, a number of changes had to be made to how the Pupil Premium allocation was divided up amongst the children. This resulted in a number of the areas identified in the strategic plan were not carried out and appear as red in the above table. A breakdown of the funds has been updated in the table above and also PP monies were also spent (in part) on the following items:

Covid 19 expenditure (not an exhaustive list). Bids made to Kirklees LA for reclaim on several items:

- Grab bags purchased from Kirklees catering each week during lockdown
- Fuel for deliveries of food
- Money towards stationary packs for students
- ASDA food vouchers
- Provision of additional ICT equipment and support
- Costs of additional staffing to cover for absent colleagues
- Purchase of PPE equipment to ensure student safety
- Purchase of additional resources for Y10
- Purchase of additional resources for keyworker/vulnerable cohort
- Catering costs for key worker and vulnerable students during lockdown