

Pupil Premium Strategy for 2020/21

Pupil premium summary 2020/21	
Total pupils on roll	747
Total pupils eligible for Pupil Premium	396 (53%)
Total PP received	£378,180

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 to future attainment for pupil premium pupils		
Academic barriers		Additional barriers
To support learners with developing strategies for improving their learning		Consistency of approach
Additional Literacy support across Y7-11		Closing the Gaps
Additional Numeracy support across Y7-11		Greater input from Community
		Removal of personal barriers
Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria
A	Teaching and Learning for all students in all year groups including for PP students will be at least <i>good</i>	90% of teaching through lesson observations (MER) meet the expectation of Good or better.
B	GCSE Outcomes for PP students will be strong and will match those of non-PP nationally, closing the gap on the non-PP students at NHTS	In the first year of implementation the gap is closed, moving toward a P8 in line or better than national non-PP
C	Literacy and numeracy barriers for PP students will be removed with improved performance and progress	Literacy and numeracy barriers will be closed through the interventions in place
D	Behaviour and attendance will improve for PP students to close the gap on their non-PP peers at NHTS	PA for PP students reduces by 1% Attendance for PP students, attendance rises to be in line with national average. A reduction in FTE for PP students is evident

Planned expenditure					
Academic year	2020/21				
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?
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
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.	DMU	Each term through MER Cycle
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	GMU MST	MER cycles and summer exam results

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
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
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
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 MST	Reviewed annually with Headteacher and curriculum area leaders
Total budgeted cost					£53,245

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?
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
Introduction of a bespoke curriculum for identified Y7 students	Students from the small group will be better equipped to access the mainstream provision at NHTS	After early identification in Sept 2020, a small group of Y7 students need bespoke tuition to prepare the students for mainstream classes	Weekly monitoring by the SENCO and regular feedback from HLTA colleagues delivering the short term provision	ASH JHA GMU JWA	Review cycle set at each half term. Students returned to mainstream classes and newly identified students added
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 MST	Each 'Opt' meeting and after scrutiny of the CEE results (Jan 2020)
Increased intervention	Increase progress and	Sutton Trust research	Students identified	SLT GDE	After each 'OPT' meeting

strategies and targeted assemblies Increased publicity to share with students and parents (leaflet for 3 Revision Strategies)	outcomes for all identified cohorts. Further close the gap between PP and non-PP	shows that structured and targeted intervention has greater impact than whole year group approaches	through Y11 'OPT' meetings and placed into relevant cohorts. Targeted assemblies for students including PP to share the 3 revision strategies.	MST	
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
Employment of an additional Y7 Transition Pastoral Manager to begin intervention with identified cohort in Y6 and to work alongside PM to offer support to students new to the school	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	ADI MSC	From Sept 2020 and through appraisal cycles
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	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	Line managed by SLT, part of the Improvement Plan which is reviewed every term.	DRI	Termly, report to SLT

	their peers.	implements the whole school literacy strategy is paramount.			
Numeracy Coordinator role appointed with a focus on KS3 students to raise confidence of PP learners with numeracy across the curriculum and the hidden curriculum	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 implements the whole school numeracy strategy is paramount.	Line managed by SLT, part of the Improvement Plan which is reviewed every term.	SAL NCO	Termly, report to SLT
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	ASH RDJ	Regular line management meetings
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	SALs	From 26 th March onwards
Total budgeted cost					£91,026

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?
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 DMU HBE	Each half term for KS4 students through 'Opt' meetings
Student Achievement Leaders (SALs) in all year groups are allocated PP students in their year groups to monitor closely and ensure that they are on track with Achievement Points, that Behaviour Points are reduced and attendance is not a concern.	Less behaviour issues and reduced Fixed Term Exclusions for students in receipt of Pupil Premium.	Close monitoring and tracking has been utilised and when including regular dialogue with students we have seen improvements in attendance and engagement for PP students. Having routine and stability has shown impact.	Assistant Headteacher (Behaviour & Attitude) monitors impact and reports termly to SLT. Staff are given weekly trackers for their own form showing at risk and key students. This is visited regularly in briefing.	NCO SALs	Termly basis
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

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
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	NCO GDE	February Half term
Transport support for fixtures (Subject to Covid 19 restrictions currently)	No PP student is prevented from taking part in extra curricula activities due to lack of funding	Parental voice has shown that some children are put off activities due to concern over cost and equipment	All PP students will be supported in all fixtures with equipment loans and transport costs (free)	SMC	Each half term
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 HSM	Analysis of reading scores from PP students assessed each half term
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

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 AST	Each half term
Budget set aside for families in need for day to day issues and Covid 19 this academic year (inc purchase of vouchers for FSM)	All students have correct uniform and school equipment	An in-depth understanding of family circumstances developed through the pastoral team structure	Independent sign off through Business Manager / Headteacher	AFE LWR	Annually
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
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	LWR NCO	Annually
Total budgeted cost					£234,274