

Pupil Premium Review for 2020/21

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

| Performance of pupil premium pupils | | |
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| 2020/21 outcomes | Pupil premium pupils at NHTS (80) | Non pupil premium (national standards) |
| % achieving grade 5+ in English / Maths | 42.5% English 47.5% Maths 33.8% English & Maths | 56.9% English 44.6% Maths 36.9% English & Maths |
| % achieving positive P8 score in English/Maths | 45.5% English 45.5% Maths | 64.9% English 52.6% Maths |
| Progress 8 score average | 0.05 | 0.24 |
| Attainment 8 score average | 45.98% | 44.4% |

| Barriers to future attainment for pupil premium pupils | | |
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| 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 <u>good</u> | 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 | | | | | | |
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| 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? | Continue in 2021/22? |
| 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 | DMU | Each term through MER Cycle | Yes |

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| | | | outcomes. | | | |
| Increase focus on improving maths results for all students through quality first teaching, with a focus on closing the gaps between PP and not | 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 on quality first teaching | GMU MST | MER cycles and summer exam results | No, not in its current form |
| 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 | No |
| 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 | HSH RWO | From January 2020 and each MER cycle afterwards | No, now in place. |

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| | | | alongside work with the new CAL for Science from January 2020 | | | |
| 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 | No |
| 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 | No, now in place |
| Total budgeted cost | | | | | £53,645.20 | |

| ii. Targeted support | | | | | | |
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| 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 2021/22? |
| 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 | No, now in place |
| Introduction of a bespoke | Students from the small group will be better | After early identification in Sept | Weekly monitoring by | ASH JHA GMU | Review cycle set at each half term. Students returned to mainstream classes and newly identified | No. Strategy had the impact desired |

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| curriculum for identified Y7 students | equipped to access the mainstream provision at NHTS | 2020, a small group of Y7 students need bespoke tuition to prepare the students for mainstream classes | the SENCO and regular feedback from HLTA colleagues delivering the short term provision | JWA | 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) | No |
| 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. | SLT GDE MST | After each 'OPT' meeting | No |
| Period 6 allocation for | PP students in Y11 have structured revision sessions | Structured approaches yield greater outcomes | Launch with staff and | GDE | After each 'OPT' meeting the cohorts will be updated | Yes |

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| Y11. Split the general revision focused sessions and strategic intervention aimed at key groups including PP with particular focus on maths and English | targeted specifically at them in core subjects | than open sessions pitched at all students | students to make it clear what sessions are open. Take registers of sessions and monitor attendance from key groups | | | |
| 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 | No, now in place |
| Literacy Coordinator role appointed with a focus on | The 'word' gap is closed with students who have limited vocab, reading and writing skills identified and | The levels of our students on entry to the school in RWM. The number of students | Line managed by SLT, part of the Improvement | DRI | Termly, report to SLT | No, now in place |

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| PP students with low Reading and Writing levels | supported in improving and closing the gap between them and their peers. | who are below their chronological reading age. Therefore having a coordinator who implements the whole school literacy strategy is paramount. | Plan which is reviewed every term. | | | |
| 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 | No, now in place |
| 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 | No, now in place |
| Target PP students for core subject | Gap between PP and non-PP to close | The gap between PP and non-PP in core subjects is closing, but | All CALs to direct key revision | SALS | From 26 th March onwards | |

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| revision | | not rapidly enough | strategies to key students in their subject area | | | |
| Total budgeted cost | | | | | £91,963.20 | |

| iii. Other approaches | | | | | | |
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| 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 2021/22? |
| 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 | Yes |
| Student Achievement Leaders (SALs) in all year groups are allocated PP students in their year groups to monitor closely | 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 | Assistant Headteacher (Behaviour & Attitude) monitors impact and reports termly to SLT. Staff are given weekly | NCO SALs | Termly basis | Yes |

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| and ensure that they are on track with Achievement Points, that Behaviour Points are reduced and attendance is not a concern. | | routine and stability has shown impact. | trackers for their own form showing at risk and key students. This is visited regularly in briefing. | | | |
| 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 | No, now in place |
| 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 |

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| 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 | Yes |
| 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 | Yes |
| 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 | Yes |
| Introduce small group work with Trust Partner to build motivation and confidence | 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 | QA of the provision and regular feedback from HTFC colleagues | MAL | Every 12 weeks | Yes |

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| with vulnerable cohort | | students and have been identified internally | | | | |
| 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 | Yes |
| 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 | Yes |
| Funded music | Enrichment opportunities | Enrichment | Student voice, | DMU | Termly | Yes |

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| lessons for PP students | are offered to all, regardless of family circumstances | opportunities are offered to all, regardless of family circumstances | feedback from Kirklees music provision | | | |
| 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 | Yes |
| Total budgeted cost | | | | | £237,571.60 | |

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 January 6th 2021, 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 February holidays. As a result of this continued disruption that began in the previous academic year, 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:

- 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 used during the year group bubbles
- Purchase of additional resources for Y10
- Purchase of additional resources for keyworker/vulnerable cohort
- Catering costs for key worker and vulnerable students during lockdown as all students received a 'free' hot meal
- Site licenses to utilize software systems so that all students had access to the remote sessions offered to all (Teams)
- Purchase of ICT equipment where DfE left the school with limited capacity at times, so that PP students could access either laptop or dongle or both