

## Pupil Premium Strategic Plan 2021/22

Pupil premium summary 2020/21	
Total pupils on roll	831
Total pupils eligible for Pupil Premium	436 (52%)
Total PP received	£416,380 -6250 adjustment £410,130

Performance of pupil premium pupils		
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 pupils (eligible for PP)		
<b>Academic barriers</b>		<b>Additional barriers</b>
<b>A Teaching and Learning:</b> Staff understand and use strategies to improve T&L and give appropriate intervention to help students learn		<b>E Pastoral:</b> Many pupils have emotional and behavioral disorders (EBD), social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management
<b>B Homework/Revision/Organisation:</b> The in-school gap between PP and non-PP indicate that support is required at all levels and especially key stage 4		<b>F Alternative Provision:</b> an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion.
<b>C Numeracy:</b> PP students enter NHTS with lower numeracy scores than their peers		<b>G Attendance:</b> An attendance gap exists between Pupil Premium pupils and Non-Pupil Premium pupils, (in particular Persistent Absence pupils).
<b>D Behaviour:</b> Improvement for PP students to close the gap on their non-PP peers at NHTS		<b>H Enrichment and Aspirations:</b> Many of our Pupil Premium pupils have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium pupils e.g., enrichment activities, school trips, sports teams and student parliament
Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success Criteria
<b>A</b>	High quality wave one teaching for all pupils. Effective data driven intervention which supports pupils learning. Disadvantaged pupils feel supported, behave well and complete homework and revision. Gap between PP and national others decreases at GCSE.	Gap between PP and national others decreases at GCSE.
<b>B</b>	Disadvantaged pupils have access to interventions to support learning and closing the gap.	Gap between PP and national others decreases at GCSE
<b>C</b>	To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those pupils	Gap between PP and national others decreases at GCSE.
<b>D</b>	Behaviour data will improve for all groups	A reduction in FTE data for all groups to the national other
<b>E</b>	Disadvantaged pupils access a variety of pastoral support e.g. Evolve and are supported to be fully equipped for learning and school.	The gap narrows and students go onto further education and NEET figures are reduced further

<b>F</b>	Disadvantaged pupils access a variety of alternative provision tailored to their individual needs.	Reduced NEET figures. Reduced rates of internal and external exclusion. Impact positively on the Gatsby Benchmarks
<b>G</b>	To improve and secure attendance that is at or above national others for disadvantaged pupils, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
<b>H</b>	Disadvantaged pupils experience a range of extra- curricular activities and have opportunities to participate in school trips and post 16 events.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data.

Planned expenditure						
Academic year	2021/22					
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?	Review
Quality first teaching	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through relentless focus on quality first teaching by all staff.	EEF Pupil Premium Guide – “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”  <b>PP used for:</b> Part funding key staff leading on this initiative.	CPD to maintain a consistently high standard of teaching and learning throughout the school	HSH LPs	Half termly through QA cycle and Exec SLT minutes and feedback	
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	T&L QA and Learning Walks. Responsive to staff feedback on CPD. Impact monitored annually	HSH LPs	Each term through QA Cycle including learning walks	
Key areas of priority to be: assessment, use of data in planning	More rigorous and challenging teaching across the school to improve progress and outcomes for all pupils. Expected closing of PP gap as	Sutton Trust research linked to quality of T&L	To ensure all teachers and support staff understand and are effectively supported to use the	DMU LPs	Each term through QA Cycle	

effective learning, 'teach to the top' stretch and challenge, the development of high-quality homework.	PP students benefit the most when the quality of teaching improves.		learning structure effectively in order to support progress and outcomes.			
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  <b>PP used for:</b> Part funding of key staff  CPD & curriculum resources	A structured CPD programme will be implemented across the academic year with a clear focus on developing challenge in all areas	HSH	Half termly	
Analyse data from APA to investigate gaps between those with PP and those without. Once subjects are identified, action to be taken accordingly	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through relentless focus on quality first teaching by all staff.	EEF states that using the PP to improve the quality of teaching benefits all students and has a particularly positive effect on children eligible for PP.	CPD to maintain a consistently high standard of teaching and learning			
<b>Total budgeted cost</b>					<b>£262,483</b>	

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?	Review
Increase the level of bespoke catch up intervention to top up what is available from NTP	All Y11 PP students are given access to the additional catch up mentoring through the NTP and topped up by PP funding	National figures are starting to show that students at all levels have been detrimentally affected by the lockdowns. This additionality will seek to address this	QA of the mentoring programme conducted by SLT	CALs HSH	After each mentor cycle (15 weeks)	
Access Arrangement screening for larger numbers of students	More PP students will be assessed for access arrangements to ensure they have the best chance of getting the grades predicted in their summer examinations	PP students do not achieve as well as their peers in a number of subject areas	SENDCO to work closely with the exams officer and ensure that sufficient evidence is collected following the assessments and that this support forms the normal way of working for that student	ASH SRA	After each APA cycle	
Numeracy ages tested in Y7	All Y7 students tested and assessed for their numeracy age in lieu of SATs results for the last 2 years. This will complement the CATs tests to allow school to have a better understanding of the challenge faced by our students	Students enter NHTS with numeracy scores significantly below national average and this impacts on their progress in a number of subject areas	Trial sample of students assessed first to ensure that the process is suitable for NHTS as this system has not been used before	SAL AMA	After the trial has been completed a review will take place and if successful, the Y7 cohort will be assessed	
Increased	Literacy levels on entry are	Data on entry	Literacy coordinator,	DRI	Appointment of	

literacy support inc appointment of LRC Manager	lower than similar schools and this needs to be addressed. Literacy strategies to continue and be built upon, such as Ruth Miskin. New LRC manager will support in this aspect	Historical attainment data at KS3 and 4	LRC Manager and HLTA will implement and monitor	LRC CJO	LRC Manager to be made in autumn term  APA cycles  QA of literacy provision through LM	
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	
Transition at all levels	Y6 to 7 transition is broadened to include key CALs to work together on smooth subject transitions. Y9 to 10 transition to ensure that students are prepared to start their KS4 journey Y11 to FE transitions are strengthened post covid	Low points on entry Y6 to 7. Limited knowledge of KS2 curricula by CALs. NEET figures are low, but need to be reduced further	LM meetings  Transition coordinator in post for a further year  C&A Careers maintain their school presence	SLT ADI GDE VOS SSH	After each key milestone in the school year such as September, Options, Post 16 prep	

PP students to get additional 1:1 support or small group tuition	Continued employment of learning mentors in English and maths	National figures from lockdown shows that reading ages in Y7 have been detrimentally impacted by being out of school.	Student progress tracked and monitored by literacy and numeracy coordinators  QA by LPs	DRI SAL LPs	Termly through the QA cycle	
<b>Total budgeted cost</b>					<b>£114,836</b>	

<b>iii. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>	<b>Review</b>
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 MAL 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	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	NCO SALS	Termly basis	

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.			own form showing at risk and key students. This is visited regularly in briefing.			
A high quality, smooth transition process	<p>Transition Plan for Y5 &amp; Y6 to ensure learners are well equipped, including SLT visit to all feeder primaries.</p> <p>Extended transition for SEND students to fully support transition to secondary.</p>	SEND Code of Practice: 0 to 25 Years (Jan 2015)	<p>Meeting Minutes</p> <p>Uptake of Transition days offered at NHTS</p> <p>CPOMS data/information</p> <p>Student voice</p> <p>Parent voice</p>	ASH NCO MSC	Yearly	
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	
Transport	No PP student is prevented	Parental voice has shown that	All PP students will	SMC	Each half term	

support for fixtures (Subject to Covid 19 restrictions currently)	from taking part in extra curricula activities due to lack of funding	some children are put off activities due to concern over cost and equipment	be supported in all fixtures with equipment loans and transport costs (free)	NBR		
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	NCO LRC	Analysis of reading scores from PP students assessed each half term	
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	
<b>Total budgeted cost</b>					<b>£32811</b>	