

## 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	The Polesworth School
Number of pupils in school	1541
Proportion (%) of pupil premium eligible pupils	Approx 21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022
Date this statement was published (new template)	Dec 2021
Date on which it will be reviewed	June 2022
Statement authorised by	M. Favell Headteacher
Pupil premium lead	C. Grattan AHT
Governor / Trustee lead	A. Rowlands

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,083
Recovery premium funding allocation this academic year	£35,090
Pupil premium funding carried forward from previous years (Catch up funding)	£27,531
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£283,704

## Part A: Pupil premium strategy plan

### Statement of intent

The Polesworth School is committed to ensuring a curriculum with breadth, balance, coherence and progression for all students including disadvantaged students, in order to:

- Ensure essential knowledge and skills needed to be well-rounded and well-educated individuals who are able to make a difference to the society in which they live.
- Create autonomous and ambitious learners as preparation for the opportunities, responsibilities and experiences of later life.
- Develop students' potential through personal development, positive relationships and the development of individual talents.

High-quality teaching is at the heart of our academic approach, with a focus on all students acquiring the disciplinary skills and knowledge to succeed. This is proven to have the greatest impact on closing the disadvantage attainment gap. The teaching is supported by targeted interventions particularly literacy and numeracy.

Our pastoral and academic teams ensure that any barriers to learning are quickly identified and intervention is carefully designed to meet individual needs. All teachers, teaching assistants and governors accept responsibility for disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring environment.

Although this pupil premium strategy is a long-term plan of action, our approach will be responsive to common challenges and the individual needs of students at The Polesworth School and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy skills in disadvantaged students are, on average, lower than their peers.</p> <p>On entry to year 7 in the last 2 years, between 64 – 66% of our disadvantaged students arrive with an assessed reading age below their chronological age compared to 50-55% of their peers .</p>
2	<p>Numeracy skills in disadvantaged students are, on average, lower than their peers.</p> <p>Maths baseline assessments on entry to year 7 indicate that disadvantaged students perform below non disadvantaged students. 2021 data shows 22% of disadvantaged students scored below half marks compared to 14% of non-disadvantaged students. Of students scoring above 80% in the test, 47% were disadvantaged compared to 57% non – disadvantaged students.</p>
3	<p>Aspiration among a small number of students, some of whom are disadvantaged, affects their academic progress.</p>
4	<p>Poor behaviour for learning among a very small number of students, some of whom are disadvantaged students, affects their academic progress. Students from disadvantaged households may need more input to support their emotional welfare and well-being.</p> <p>Our behaviour data over the last few years indicate that a small number of disadvantaged students receive detentions and fixed term exclusions.</p>
5	<p>Attendance rates for some disadvantaged students are below the school average. These students cannot access the curriculum if absent and therefore their learning is affected.</p> <p>Attendance data has been disrupted by the National lockdowns and Covid absences, however, from Sept 2021 – Nov 2021 attendance for disadvantaged students was 88.72% compared to 92.7% nationally.</p>
6.	<p>Difficulties in their home lives are an issue for some of our disadvantaged students. Some struggle with a range of emotional and family issues, making it difficult for them to engage when in school. Some struggle financially, making school engagement more challenging.</p>
7.	<p>Covid measures disrupted the taught curriculum leading to gaps in students' knowledge and skills especially in facilitating subjects</p>

## 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 literacy for Pupil Premium students, particularly in year 7 and year 8.	<ul style="list-style-type: none"> <li>Literacy Skills monitored on the 'Accelerated Reading programme (Y8) for PP students are in line with those of other students.</li> <li>Termly tracked progress in English is as good for disadvantaged students as for others – in terms of proportions making expected and beyond expected progress.</li> <li>Y11 PP students make improved progress in English through high quality teaching and targeted intervention strategies.</li> </ul>
Improved numeracy for Pupil Premium students	<ul style="list-style-type: none"> <li>Tracked progress in Mathematics is as good for disadvantaged students as for others – in terms of proportions making expected and beyond expected progress.</li> <li>Y11 PP students make improved progress in Maths through high quality teaching and targeted intervention strategies.</li> </ul>
Improved levels of aspiration amongst Pupil Premium students	<ul style="list-style-type: none"> <li>Tracked Attitudes to Learning show improved engagement in lessons and extra-curricular activities.</li> <li>Disadvantaged students engage positively with the Careers programme reflected by post 16 destinations.</li> </ul>
<p>That Pupil Premium students' behaviour is very good and their health and well-being is effectively supported so they are confident and successful learners.</p> <p>That Pupil Premium eligible students' attendance is in line with the school average</p>	<ul style="list-style-type: none"> <li>That disadvantaged students have positive 'Behaviour for Learning and Attitude to Learning' percentages.</li> <li>That disadvantaged students' attendance overall is at least 95%.</li> <li>That the number of Persistent Absentees among Pupil Premium eligible students is reduced and in line with the school average.</li> </ul>
<p>That Pupil Premium eligible students have a positive support network in school via Student Services and the pastoral care team, and the AHT Pupil Premium</p> <p>That Pupil Premium students engage fully with extra curricular and school opportunities such as by accessing visits, extra-curricular activities, uniform, breakfasts etc.</p>	<ul style="list-style-type: none"> <li>That intervention and support systems are used regularly to support disadvantaged.</li> <li>That disadvantaged students receive more positive praise and rewards from pastoral staff than they did in the previous academic year.</li> <li>Case studies show disadvantaged students overcoming barriers to achievement with support</li> <li>That the % numbers of disadvantaged students engaged in extra-curricular activities and visits etc is in line or better than all students.</li> </ul>

<p>All students to recover the taught curriculum to provide secure foundations of knowledge and skills on which to build future learning.</p>	<ul style="list-style-type: none"> <li>• Every subject to have a recovery curriculum plan which ensures that essential knowledge is delivered to students in a meaningful way.</li> <li>• Every department to have adjusted curriculum resourced to enable the quick turnaround of topics where necessary.</li> <li>• Teachers are well informed of the knowledge and skills that have been maintained/developed and this information is used to adapt teaching and planning.</li> <li>• Students acquire the substantive and disciplinary knowledge to enable them to accelerate their progress, leading to positive outcomes and a positive destination.</li> </ul>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £96,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching to ensure all students make progress, are challenged and can effectively recall disciplinary knowledge and skills.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Lead practitioners and Educational professionals lead CPD on SEND and Adaptive Teaching; Rosenshine's Principles of Instruction, Metacognition and Retrieval practices</p>	<p>EEF outlines the need for high quality teaching. Cognitive strategies such as recall/retrieval are widely practiced at the school. These are supported by metacognitive strategies. Evidence to support can be found here:</p> <p><a href="#">EEF High quality teaching</a></p> <p><a href="#">EEF Metacognition and self regulation</a></p>	7
<p>Recruitment and allocation of additional teaching staff in English, Maths and Science to facilitate the creation of additional teaching groups in each of these subjects, therefore reducing class sizes and allowing increased teacher support.</p>	<p>Following the Covid disruptions from 2019 - 2021 smaller class sizes will allow greater teacher/student interaction and intervention. This has led to class sizes as small as 14 students in Maths and 9 in English. Much smaller classes allow for adaptive teaching techniques and increased personalisation.</p> <p><a href="#">EEF Reduced Class Sizes</a></p>	1, 2 & 7

	<a href="#">EEF High quality teaching</a> <a href="#">EEF Metacognition and self regulation</a>	
Curriculum review by each department and adjusted curriculum plan with quality assurance from HT and DHT (Curriculum)	<p>This is part of the Recovery Curriculum to ensure all students are able to make progress and ensure that gaps in learning are identified and addressed.</p> <p><a href="https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery">https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</a></p>	7
Resources for departments to enable them to quickly switch to their recovery curriculum	See above	7
Frequent low stakes assessment across all subjects to inform teaching and intervention	See above	7

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £84,493.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group Tutor Programme involving extra tuition in <b>English and Maths</b> in Y7, Y8 and Y9 with experienced English and Maths teachers.</p> <p>6 – 12 week ‘booster’ sessions used to target specific interventions.</p> <p>This intervention is timetabled <u>in addition</u> to English and Maths lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support student progress both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2
<p>Small group interventions during English and Maths lessons with experienced English and Maths teachers acting as intervention tutors. Tutors work in lessons and withdraw groups if required to ensure greater understanding.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support student progress both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 2

	and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
All Y7 & Y8 students to access the 'Accelerated Reading Scheme' within English curriculum time throughout the year to improve literacy skills allowing greater access to the curriculum.	Accelerated reading scheme is a recognised programme to support literacy; annual progress reports indicate overall progress of the year groups. <a href="#">EEF Toolkit Reading comprehension strategies</a>	1
Identified Early Readers in Y7 and Y8 to access the PIXL Code Phonics Reading programme. The PIXL code programme will be targeted at students who have a reading age below 9.6 years. In Y7 this is targeted through Premium Catch up	Improved reading ability allows students to access the whole curriculum. <a href="#">EEF Toolkit Reading comprehension strategies</a>  <a href="#">EEF Toolkit Phonics</a>	1
Provision of "Aspire" nurture group for students with high level needs	Students with high level needs for whom the transition to secondary is more challenging receive greater support while accessing the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2,3, 6 & 7

### **Wider strategies (for example, related to attendance, behaviour, wellbeing and aspiration/careers)**

Budgeted cost: £108,052

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Restorative behaviour strategy for all students to ensure positive attitudes to learning and strong staff/student relationships.  This includes training for all staff and personnel investment in the pastoral team to include two behaviour managers and a Restorative Practice Coordinator.	Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours. Effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement.	3,4,5 & 6

<p>Pastoral Support Managers and Restorative Practice Coordinator to provide bespoke counselling and mentoring for disadvantaged students who are struggling to manage their behaviour and emotional/mental well-being. Counselling through agencies is also accessed for targeted individuals.</p> <p>The behaviour team to lead a variety of workshops and small group interventions to support positive engagement with learning and the school.</p> <p>Pastoral intervention tutors work with targeted students</p>	<p><a href="#">EEF Guidance report/ Behaviour</a></p> <p><a href="#">EEF Behaviour Interventions</a></p>	
<p>Attendance and Welfare support officers with specific responsibility to improve attendance and ensure vulnerable students and families are supported.</p> <p>Student Welfare Managers with specific responsibility to support mental health and well-being for all students including those eligible for PP.</p> <p>A range of incentives (Eg merits) and interventions to improve student attendance so students engage positively with the school and make progress.</p>	<p>Ensuring the principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	5 & 6
<p>A detailed PSHE and RSE programme delivered through the School of Character programme in tutor groups and through assemblies to ensure all students become respectful, responsible and open-minded adults with a clear understanding of personal safety and their role in the world around them.</p> <p>Additional morning/half day programmes are used to meet statutory requirements for RSE and Careers (Future Pathways morning and a mock interview day with local business leaders).</p> <p>The full time Careers Officer provides increased support to all Y11 and Y13 disadvantaged students to ensure positive post 16 and post 18 outcomes. Y11 students are interviewed at the start of final year and receive individual careers plans and then re- interviewed later in the year.</p>	<p>We aim to support all students with their personal development and provide a curriculum beyond the academic. We aim to ensure that all students feel safe, supported and secure and have a robust understanding of their responsibilities as UK citizens.</p> <p>We aim to ensure that the quality of careers information, education, advice and guidance allows all disadvantaged students to make good choices and be aspirational for their future.</p> <p><a href="#">DfE PSHE and RSE Guidance for Schools</a></p> <p><a href="#">EEF Careers</a></p>	3 & 6



<p>All Y10 students engage in a work experience placement to support their understanding of the workplace and future options.</p> <p>Oracy sessions within the SoC programme allow all students to discuss topics and debate leading to increased vocal confidence and acquisition of cultural capital.</p> <p>Exam preparation and revision strategies delivered through School of Character programme to all years with supporting focus on growth mindset and aspiration.</p>		
<p>All Y9 disadvantaged students and SEND students are involved in 1:1 or small group interview discussions to better inform their KS4 course choices/pathways and support aspiration.</p>	<p>We want students to feel that they can make informed and appropriate KS4 course decisions which will suit their needs, facilitate engagement, and allow them to achieve their potential in Y11.</p>	3
<p>Ensuring improved engagement with day to day curriculum as required through providing stationery, Art and Technology supplies, laptops, uniform, emergency travel support and other aspects to ensure all disadvantaged students can fully access the school's curriculum.</p>	<p>Some students do not have the basic equipment to engage with the learning as they arrive at lessons. This can be disruptive at the start of the lessons and demotivating for some students. Equipment provision allows improved student engagement.</p>	6
<p>Financial support for curriculum visits allocated on a needs basis and prioritised to curriculum essential visits such as the Geography field trip.</p> <p>Financial support is provided for key revision guides at KS4: English, Maths, Science, Technology, Business St, RS, PE, History and Geography.</p>	<p>Some student families need support in accessing all curriculum areas. We aim to ensure that all students receive an inclusive education and that specific curriculum needs are met.</p> <p>Visits also allow students to develop cultural capital.</p>	6
<p>Increased engagement of all students including disadvantaged students in a wide range of extra-curricular activities and competitions (Currently 53 clubs from all subject areas including an LGBTQ+ Equality forum).</p> <p>Ensuring that there is strong representation from disadvantaged students in competitions.</p> <p>Raising motivation through pastoral systems and the school's rewards system:</p> <p>Recognition boards in all classrooms</p>	<p>Students' participation in extra-curricular activities builds wider social skills, emotional well-being and health. Following disruptions over 2019 – 2021, we want to ensure that students engage with the school beyond the academic curriculum.</p>	3 & 6

merits, cards, postcards, texts, phone calls, 'Meet the Head', Celebration assemblies		
Encouraging disadvantaged students to engage in student leadership roles within the school to promote pride and ownership: Y10 and 11 prefects, peer mentoring, student council, sports leaders etc	We want students to feel that they can make a difference in the life of the school engaging with other students and processes which will instil character values. Role models are established within older years for younger students to aspire to.	3
Ensuring that all Y7 to Y13 Free School Meal students are supported during any partial/Year group lockdowns with store vouchers (local Spar, Morrisons and Aldi). Food parcels are delivered to homes of FSM students if requested.	This is in response to Gov guidelines for FSM provision.	6

**Total budgeted cost: £288,700.79**

## Part B: Review of outcomes in the academic year 2021 – 2022 (29<sup>th</sup> June 22 update)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The strategy 2021-2022 ensured that provision to support disadvantaged students was put in place following Covid 19 disruptions. The school created adapted curriculum plans to address gaps in learning. Disadvantaged students were supported financially, where required, for uniform, transport, all revision guides and school equipment. All planned educational visits and music lessons were fully supported for disadvantaged students where requested, and financial support was agreed for requests regarding aspects such as counselling and SEND assessments.

Some key points:

### **Literacy and Numeracy:**

Literacy and numeracy assessment data informed student interventions in the PIXL Code programme and for English and Maths interventions with the tutors.

Disadvantaged students involved with the tutors between Sept – July: English x 52 students overall; Maths x 24 students overall. Staff and student feedback was very positive.

The Inclusion dept have led numerous 1:1 support programmes for literacy, numeracy and wider curriculum support which have involved 18 disadvantaged students across all years.

Following Accelerated Reader assessments, the school engaged with the Corrective Reading programme to support students' comprehension skills. Completion of first groups at May half term. Students were positive about lessons and engaged with the direct instruction style. 16 students in year 8 and 22 students in Y7 have completed the intensive 10 week programme with positive programme results. This course will be run from Sept 22 - 23.

A Reciprocal Reading group is being run until the end of term with small group x 6 students including those eligible for PP.

### **Aspiration and Engagement:**

The Careers Education was delivered through tutor time and through assemblies including interviews with all year 7, 11 and 13 students. Tutors reported that there was very positive engagement with this particularly in KS3. The Future Pathways morning for Y11 took place in the Autumn term with external speakers' participation through remote platforms. The majority of year 11 students have had face to face interviews

and the majority of disadvantaged students received two interviews to ensure they were fully supported in their post 16 options and future aspirations. All received both verbal and written feedback. In the few cases where a face-to-face interview was not possible, the Careers officer contacted the student remotely.

As in June/July 2021– this academic year, disadvantaged students in Y7 received informal careers interviews to encourage discussion and consideration about possible future pathways and current views about subjects and interests. As part of restorative process following exclusion, the careers adviser met with all students involved. In some cases, HOY referred students for guidance.

The planned Y10 work experience placements are scheduled for the penultimate week of term.

**Behaviour and attendance:**

Students have responded very positively to the Restorative Behaviour strategy, increased rewards, merits and use of the recognition boards. Group workshops and 1:1 intervention meetings have been run by the behaviour manager team and student support teams to support behaviours, motivation and engagement, health and wellbeing. Data Sept - May - 1:1 meetings -10 PP /22 students overall; Groups - 9 PP/44 students overall. Student support managers continue to meet daily with children. Home visits and in-school counselling have supported disadvantaged students throughout the year.

There has been a slight positive increase in attendance data for students eligible for Pupil Premium (Sept 2021 – May 2022) following pastoral interventions which is already above the last recorded National average data from April 22.

## Externally provided programmes/School-led Programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
School – Led Tutoring Programme	The Polesworth School Depts: English, Maths, Science, French, German and History (Experienced staff)

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*



## Part C: Review of outcomes in the academic year 2020 - 2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The strategy 2020-2021 ensured that all disadvantaged students were supported through Covid measures with FSM provision and laptops to support remote learning. The school engaged with My Tutor for English, Maths and Science in the summer term which primarily targeted Y10 students including disadvantaged students. Disadvantaged students were supported financially, where required, for uniform, transport, all revision guides and school equipment.

Some key points:

### **Literacy and Numeracy:**

Literacy and numeracy assessment were interrupted by Covid measures so data was gathered from initial tests in Oct 2020 and then late June 2021. Many planned actions were not fully developed. The PIXL Code programme was initiated with some Y8 groups and a Y7 group at the end of the year.

Disruptions to the tutor booster programmes in English and Maths meant that there were fewer groups of students able to access the programme and groups from Nov 2020 didn't finish the programme until May 2021 because of disrupted time.

Disadvantaged students involved between Sept – July: English x 50 students overall; Maths x 48 students overall. Student feedback was very positive.

### **Aspiration and Engagement:**

There was some disruption to Careers programme delivered through tutor time in Spring term. Links were provided via the website to careers platforms – Job Explorer/UCAS/Careers advice websites. Tutors reported that there was very positive engagement with this particularly in KS3. Students who were in school during the lockdown (Vulnerable and key worker) fully engaged with the careers work and this generated positive conversations about future careers. The Future Pathways off timetable morning for Y11 took place in the Autumn term with speakers' participation through remote platforms. All year 11s had interviews through Teams/e-mail guidance or 1:1 interviews. All received feedback either by e mail or as a hard copy.

In June/July 2021– All disadvantaged students in Y7 received informal careers interviews to encourage discussion and consideration about possible future pathways and current views about subjects and interests. As part of restorative process following



exclusion, the careers adviser met with all students involved. In some cases HOY referred students for guidance.

Many planned Careers initiatives such as Y10 work experience did not take place.

Planned educational visits such as the MFL residential visits were cancelled due to Covid measures and Gov guidance regarding residential visits.

### **Behaviour and attendance:**

Students responded very positively to the introduction of the Restorative Behaviour strategy and increased rewards, merits and use of the recognition boards. Workshops and intervention meetings were run in the summer term to support behaviours, motivation and engagement.

There were positive increases in attendance data (28<sup>th</sup> June) from disadvantaged students below 90% following pastoral interventions: Y7 – 8 students; Y8 – 10 students; Y9 – 10 students; Y10 – 13 students. In all cases the majority of disadvantaged students had attendance for the year above 90%.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
National Tutor Programme in English, Maths and Science for Y10 and Y9 students.	My Tutor

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*