

# 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.

## 1. School overview

Detail	Data
School name	Ulverston Victoria High School
Number of pupils in school	1327
Proportion (%) of pupil premium eligible pupils	12.28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	15 <sup>th</sup> December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Matthew Hardwick
Pupil premium lead	Alessandra Desbottes
Governor / Trustee lead	Denise Chamberlain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153 390
Recovery premium funding allocation this academic year	£ 20 590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£173 980

## Part A: Pupil premium strategy plan

### Statement of intent

Our principal intention is to ensure that all pupils regardless of their background or barriers to learning, will make the same progress as their non pupil premium peers and enjoy academic success across the curriculum including in EBacc subjects.

We aim to support disadvantaged pupils to achieve their academic targets including those who have been identified as academically able. We will analyse all the barriers faced by vulnerable students including those who have a social worker and those who are young carers. This document is intended to explain and validate the decisions we have made and actions we have put into place to best support our vulnerable and disadvantaged students.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (THE EEF GUIDE TO THE PUPIL PREMIUM) It is indisputable that high quality teaching is essential in ensuring all students achieve their academic goals and this is critical regarding disadvantaged students and closing the disadvantaged attainment gap. Providing high quality teaching remains our uppermost priority and this will have benefits for all students in the school, both disadvantaged and non-disadvantaged learners. We also understand that this must be sustained throughout a student’s education and, through a rigorous monitoring process of teaching, ensure that students are given the best possible classroom experience.

Many students and particularly disadvantaged students have suffered from a loss of learning time through the Covid Pandemic hence we will offer targeted and bespoke catch up sessions through the National Tutoring Programme. These sessions will be offered after school in Maths, English, Science, Humanities and Modern Foreign languages.

Before any intervention is implemented, we will diagnose disadvantaged students’ barriers, challenges and needs; use robust evidence to support our strategy, implement it then continually monitor, review and modify. We have created a disadvantaged matrix where barriers to learning are highlighted and the objectives for each subsequent intervention are explained and reviewed.

The diagnosis of individual students’ needs will be based on attendance data and levels of persistent absence; academic assessments and teacher feedback on pupils’ level of engagement and participation; behaviour incidences and exclusions data; information on wellbeing, mental health and safeguarding; access to technology and curricular materials.

We believe that all students should enjoy a rich and varied curriculum but also have a good understanding of their curriculum journey in every subject. Whilst knowledge is important to all learning, students need to understand new learning in relation to what they already know and be taught strategies to enable them to retrieve knowledge. This is particularly important to disadvantaged students some of whom may struggle to connect prior, current and future learning. As such all students will be provided with explanations of the learning journey through each key stage for every subject.

Additionally, the school has adopted a metacognitive approach to teaching and learning and all lessons are planned using Bloom’s Taxonomy Pyramid. Developing pupils’ metacognitive knowledge of how they learn is an effective way of improving pupil outcomes. “The potential impact of these approaches is very high, particularly for disadvantaged pupils” (EEF Guidance Report April 2018)

In summary, our intent is to identify barriers to learning (academic and other) for disadvantaged students leading to bespoke interventions to address individual pupil challenges, barriers and needs. We understand the importance of the leadership role in monitoring and evaluating the impact of any interventions and review will be an ongoing part of this process. We also understand the importance of ensuring the cost effectiveness of any interventions.

## Challenges

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

Challenge number	Detail of challenge	
1	Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3.8 % and 4.6 % lower than for non - disadvantaged pupils.	
	PP – Pupil premium      PA – Persistent absence      WS – Whole school	
	<b>From beg. of Sept - end of Nov 2020</b>	<b>From beg. Sept -end Nov 2021</b>
	Whole school    94.8%	89.3%
	PP                    91%	84.7%
	PP PA                30% = 44/144	59% = 93/156
	WS PA                15% = 163/1071	48% = 468/1057

	It is worth pointing out, however, that attendance for all students have been seriously affected by the Covid pandemic.																
2	<p>Literacy levels are generally lower for disadvantaged students than those of their peers.</p> <p style="text-align: center;"><b>Year 7</b></p> <p>YOE: 2021 212 pupils</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>NonPP</th> </tr> </thead> <tbody> <tr> <td>Below average SAS</td> <td>6%</td> <td>6%</td> <td>5%</td> </tr> <tr> <td>Within average range, but lower end.</td> <td>25.00%</td> <td>33%</td> <td>23%</td> </tr> <tr> <td>Reading Age below chronological age</td> <td>18.90%</td> <td>28%</td> <td>17%</td> </tr> </tbody> </table>		All	PP	NonPP	Below average SAS	6%	6%	5%	Within average range, but lower end.	25.00%	33%	23%	Reading Age below chronological age	18.90%	28%	17%
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3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. Disadvantaged students did not engage as well in remote learning, despite provision of laptops. These findings are backed up by several national studies.</p> <p>“Pupils from disadvantaged backgrounds (those eligible for free school meals at some point over the last 6 years) have consistently lost more learning than their more affluent peers throughout the course of the pandemic:” (<b><i>EPI research for the Department for Education on pupil learning loss</i></b>)</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>																
4	Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment. During the pandemic, teacher referrals for support markedly increased.																
5	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks. Students can have low self-esteem and lack the resilience to keep trying when attempting difficult tasks. The whole-school teaching and learning focus on Metacognitive strategies, to encourage students to work more independently needs to be re-established as a key focus for teaching and learning alongside a learning journey and spiral curriculum understood by teachers, students and pupils.																

## 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 levels among disadvantaged students with a particular focus on reading	By the end of our current plan in 2023-2024, literacy tests demonstrate improved reading skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers																
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are less able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.																
Improved outcomes for disadvantaged students at GCSE	The gap between disadvantaged students and their non-disadvantaged peers has diminished.																
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023-24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. quantitative data of decreased wellbeing referrals.																
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	Sustained high attendance from 2023-24 demonstrated by: a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers a reduction in the % of disadvantaged students who are persistently absent																
<p>Improved outcomes for disadvantaged students at GCSE</p> <p>To maintain the trend in closing the disadvantaged gap for attainment 8 and progress 8</p> <p><b>Attainment 8</b></p> <table border="1" data-bbox="167 1406 550 1615"> <tr> <td>2021 TAG</td> <td>2020 CAG</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>8.53</td> <td>13.10</td> <td>11.13</td> <td>15.89</td> </tr> </table> <p><b>Progress 8</b></p> <table border="1" data-bbox="167 1666 550 1874"> <tr> <td>2021 TAG</td> <td>2020 CAG</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>0.20</td> <td>0.50</td> <td>0.78</td> <td>0.63</td> </tr> </table>	2021 TAG	2020 CAG	2019	2018	8.53	13.10	11.13	15.89	2021 TAG	2020 CAG	2019	2018	0.20	0.50	0.78	0.63	<p>Gap in Attainment 8 points score continues to narrow</p> <p>Gap in Progress 8 score continues to narrow</p>
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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)

£18 231

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (<i>NGRT reading tests</i>)</p> <p>A standardised, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.</p>	<p>Standardised tests facilitate an understanding of specific strengths and weaknesses. Once these have been identified the student can be helped to progress by providing the necessary support and continuously monitored for progress.</p> <p><b>(Standardised tests -Assessing and Monitoring Pupil Progress/EEF)</b></p>	2
<p>Strategic liaison between Heads of Year, Key Stage leaders, SENCO and PP coordinator to have a diagnostic analysis of students for targeted interventions through weekly meetings for KS3 and KS4</p>	<p>“Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored” -</p> <p><b>(EEF Targeted Academic Support School Improvement Planning 20-21)</b></p>	2, 3, 4
<p>The school began its journey to develop metacognition and self-regulation in all students in 2019. This is being revitalised and ongoing training provided for all staff. Lesson planning follows the Bloom’s taxonomy model</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.</p> <p><b>(Metacognition and self-regulation - Toolkit Strand - EEF)</b></p>	3, 5

<p>Enhancement of curriculum planning by setting out the aims of a programme of education, with a rich curriculum and including the knowledge and skills to be gained at each stage. There will be no over-concentration on outcomes but rather a greater emphasis on processes.</p> <p>On going training for staff</p>	<p>“This research has given us a lot of confidence that our plans to look beyond data and assess the broader quality of education are achievable and necessary.” Amanda Spielman commentary on <b>An investigation into how to assess the quality of education through curriculum intent, implementation and impact - Ofsted</b></p>	3, 5
<p>Improve literacy and communication across all subject areas with a particular focus on reading.</p> <p>The school has appointed a Lead Practitioner (Excellence in the classroom) to lead on this</p>	<p>Reading, comprehension and fluent verbal communications skills are key for students as they progress through education and beyond.</p> <p><b>(Improving Literacy in secondary Schools – EEF)</b></p>	2

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

£84 493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised Reading diagnostic tests</p> <p>Literacy group intervention in years 8 and 9 £</p>	<p>Standardised tests will provide the school with baseline data and details of students’ strengths and weaknesses to inform interventions or other appropriate measures.</p> <p><b>(EEF Using your pupil premium funding effectively)</b></p>	2
<p>CAT tests</p>	<p>Understanding a child’s ability to learn can inform teaching. These tests help identify potential and the need for any additional support in areas that are known to make a difference to learning.</p> <p><b>(Closing the attainment gap through evidence-informed teaching NFER May 2019)</b></p>	2, 5
<p>Curriculum Adaptation</p>	<p>Study Plus small group intervention for pupils identified as being below target in</p>	2, 3

	<p>English and Maths and/or who are experiencing difficulties attending school/accessing the curriculum. Specific focus on engaging students with learning gaps due to Covid.</p> <p>“Small group tuition has an average impact of four months’ additional progress over the course of a year” <b>(EEF Teaching and learning Toolkit – Small group tuition)</b></p>	
School-led tutoring programme	<p>Teachers tutoring students in areas of weakness will help support disadvantaged students who have gaps in their learning and those who are less able.</p> <p><b>(EEF One-to-One Tuition)</b></p>	2, 3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

£80 503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Learning Mentor: Mental Health &amp; Wellbeing</p> <p>School counsellor</p> <p>Engagement centre</p>	<p>They have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year. They are shown to improve social and emotional learning skills.</p> <p><b>(Social and Emotional Learning Interventions EEF)</b></p>	3,4
Family Liaison and Education Welfare Officer	<p>On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.</p> <p><b>(Being Present: the Power of Attendance and Stability for Disadvantaged Pupils NFER) Feb 2019</b></p>	1, 4
School nurse	<p>School nurses deliver both universal and targeted services and work across education and health, providing a link between school, home and the community.</p> <p>School nurses are key in supporting the local authority area’s early help system, which encompasses early intervention and the Troubled Families programme or local equivalent.</p> <p><b>(Best start in life and beyond Improving public health outcomes for children, young</b></p>	1, 4

**Total budgeted cost: £183 227**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

### Attainment 8

2021 TAG	2020 CAG	2019	2018
8.53	13.10	11.13	15.89

### Progress 8

2021 TAG	2020 CAG	2019	2018
0.20	0.50	0.78	0.63

Outcomes are improving for disadvantaged students at GCSE and we are closing the disadvantaged gap for attainment 8 and progress 8. This was achieved through targeted academic support including Year 8/9 literacy and maths intervention groups; four small Study Plus groups (4 groups in year 11 with 4 periods per groups); small group academic support with 1-1 teaching; employing a new literacy and communication specialist to lead on teaching strategies and interventions.

Wider strategies included providing IT equipment, revision guides, uniform etc. We also employed a Work Related Learning Leader, a Family Liaison and Education Welfare Officer, a school counsellor, a Senior Learning Mentor: Mental Health & Wellbeing, assistant heads of year, a KS2 to 3 transition lead, catch up leads and Homework clubs led by TAs.

Covid undisputedly disrupted learning across all areas of the school but disadvantaged students were hit hardest both in terms of attendance and engagement with learning, both in school and online. Our records also indicate that disadvantaged students were hardest hit in terms of well-being and mental health as evidenced by increased referrals to outside support agencies. This has led to our planning this

year to provide increased support, both academic and in terms of wellbeing, to best support our disadvantaged students and to ensure that they are not left behind non-disadvantaged students.

## 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*

Programme	Provider
<p><b>Strategies for Success Workshop</b> to empower students to take control of their learning by equipping them with metacognition and self-regulation skills, such as memory techniques, understanding and condensing text, association maps, the review philosophy and exam preparation.</p> <p>£1425.00 + VAT</p>	Learning Performance