

York High School 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	York High
Number of pupils in school	726
Proportion (%) of pupil premium eligible pupils	39.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rod Sims
Pupil premium lead	Katy Lawson
Governor / Trustee lead	Jackie Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,380
Recovery premium funding allocation this academic year	£37,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293,500

Part A: Pupil premium strategy plan

Statement of intent

At York High School, we are committed to ensuring all of our pupils, regardless of the barriers they face, are able to show resilience in times of challenge, have high aspirations and ultimately achieve personal academic success. We receive additional funding, called the Pupil Premium, which allows us to continue to narrow the gap in attainment for our disadvantaged pupils.

The EEF is clear that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' Our Pupil Premium strategy is centred around ensuring our disadvantaged pupils can overcome the barriers that may prevent their active engagement with our whole school curriculum aims of resilience, aspiration and success.

At YHS, we understand that our disadvantaged pupils have individual needs and will require different levels of support throughout their time with us. As a school we have identified the key issues faced by our disadvantaged pupils. However, we recognise that there will be pupils who face issues outside of this list and we will seek to personalise their support where appropriate.

Challenges

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

At YHS, we understand that our disadvantaged pupils have individual needs and will require different levels of support throughout their time with us. As a school we have identified the key issues faced by our PP pupils. However, we recognise that there will be pupils who face issues outside of this list and we will seek to personalise their support where appropriate.

Challenge number	Detail of challenge
1	Some pupils have difficulty attending regularly and of those pupils, some may become persistent absentees. Attendance for the last 2 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. 39-56% of disadvantaged pupils have been 'persistently absent' compared to 20-39% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress.
2	Some pupils may have low confidence and self-esteem, which may impact on their attitude to learning in class. Our AtL data indicates that

	on average disadvantaged pupils have a lower AtL than non-disadvantaged pupils.
3	Our observations and knowledge of the pupils suggest some pupils may lack the skillset needed to self-motivate and respond actively to feedback in order to make progress.
4	Some pupils may have difficulty managing their behaviour which may lead to increased detentions and exclusions. Our PB data indicates that on average disadvantaged pupils receive more sanctions than non-disadvantaged pupils.
5	Some pupils may have low literacy skills which hinders their ability to access learning.
6	Some pupils may not be able to access trips and visits due to financial difficulty.
7	Some pupils may lack aspiration to set high targets and access appropriate levels of Further and Higher Education.
8	Some pupils may face challenges in their home environments, preventing their ability to complete homework or independent study.
9	Some pupils may lack IT access at home and may come from a family who have low levels of IT literacy. We know from partial school closure in 2021 that 56% of the chrome books loaned went to disadvantaged pupils.
10	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. We know engagement in remote learning was lower for disadvantaged pupils</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</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
Improve response to marking and feedback	<p>Pupil premium book sampling reveals that responses to feedback are in line with non-PP students.</p> <p>Pupil Premium students improve their Chimp responses.</p>
To improve the AtL of PP pupils	<p>Reduce the whole school average PP gap of 2.08 PP v 1.87 non PP.</p> <p>The overall gap between PP and non-PP pupil AtL narrows.</p>

	<p>Monitoring indicates PP pupils can articulate their AtL average, any significant subject issues and the steps they can take to improve.</p> <p>Monitoring indicates PP pupils can articulate the place of their AtL in comparison to their year group peers and link this to the impact on their progress.</p> <p>Monitoring indicates PP pupils can articulate their subject AtLs within those lessons and the steps they need to take to sustain or improve.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Reduce the whole school PP gap of 5.36 % (87% PP v 92.36% non PP)</p> <p>There are incremental increases in attendance over the course of the three year strategy plan, with the gap between PP and non-PP students beginning to narrow.</p> <p>Incremental reductions in the need for panels/fines/court referral in comparison to 19/20, particularly for PP pupils.</p> <p>Quick response to attendance dips in PP attendance.</p>
To provide targeted support to PP pupils who are regularly in detention, internal exclusion and who are at risk of permanent exclusion.	Reduction in regularity and number of overall incidents for PP pupils who are regularly in detention, internal exclusion and who are at risk of permanent exclusion.
To offer enhanced provision for PP pupils to ensure access to FE/HE and empowerment to make appropriate and aspirational choices.	PP pupils have high aspirations and access appropriate and aspirational post-16 pathways. We have no NEET pupils.
To strengthen our extra-curricular provision to support PP pupils to become active participants in wider school life.	Disadvantaged pupils have access to a wide range of extra-curricular activities, and therefore become active participants in wider school life.
To build on prior work by targeting PP pupils to further develop their productivity, ability to problem solve and communicate their feelings and ideas clearly. We will support our PP pupils to build their capacity for independent learning.	Teacher reports and class observations will suggest disadvantaged pupils are more able to monitor and regulate their own learning.
We will seek to raise engagement in development programmes such as the Independent State School Partnership, Pixl Stretch and potential scholarship opportunities for post-16 study.	Disadvantaged pupils will be proportionately represented in development programmes such as the ISSP. This will raise aspirations for our pupils, particularly our highest ability pupils.

We will offer enhanced provision to engage our PP pupils in a wider reading programme that aims to develop their vocabulary, widen their knowledge of the world around them and enable them to explore other culture and traditions.

Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also recognise this improvement through engagement in lessons and book scrutiny.

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: £89,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving PP engagement with marking and feedback.</p> <p>We will prioritise intervention with PP pupils who lack the skill set to respond appropriately and proactively to questioning and verbal or written feedback, and support them to build confidence and motivation to succeed.</p> <p>Subject leaders complete termly book scrutinies which will highlight any differences between PP and non-PP pupils.</p> <p>During Curriculum Area Reviews, PP and non-PP books will be sampled and comparisons noted.</p> <p>Evidence in books will show more extended Chimp responses over time.</p> <p>Teachers will prioritise up to 2 PP pupils when sample marking and will ensure follow-up of red/amber in subsequent lesson.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 3, 7, 10
<p>We will continue to provide high quality CPD to staff to ensure quality first teaching. Teaching will be differentiated and personalised to meet the individual needs of pupils. We will raise the profile of disadvantaged pupils and lead on first wave teaching, including explicit tracking, monitoring and reporting on Y11 disadvantaged in year.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2, 3, 4, 5, 6, 10
<p>Develop a whole school literacy strategy. This will include improving literacy in all subject areas in line with recommendations in the EEF</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 3, 5, 7, 8, 10

Improving Literacy in Secondary Schools guidance.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the ATL achievement gap: We will provide enhanced support to our PP pupils to understand the importance of ATL on their progress, to explain the relevance of their own ATL grades and to take responsibility for the steps they need to sustain or improve.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 3, 4, 7
Covid recovery – additional access to tutoring: We will provide additional English and maths tuition to disadvantaged Year 11 pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	10

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

Budgeted cost: £127,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the attendance gap Targeted support to our PP pupils to develop independence to be present and punctual in order to access good teaching. Work with targeted PP pupils at risk of becoming PA and support them to improve their confidence, resilience and ultimately their attendance. Ensure at least 50% of pupils who are mentored for their attendance	This approach embeds the principles of good practice set out in DfE's Improving School Attendance advice, which has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 4, 7, 8

<p>are Pupil Premium across all forms and intervention groups.</p> <p>All form tutors know the PP pupils in their forms. When monitoring tutees, form tutors look at obstacles to learning that may be financially based e.g. lack of equipment etc. These obstacles to be overcome via distribution of school equipment or by referral to HoH.</p> <p>Tutors/HOH to maintain good contact with home at all opportunities.</p> <p>Each HoH to maintain a PP list of pupils for reference.</p> <p>Where obstacles to learning become apparent e.g. school equipment, uniform, bus fares, school trips etc. these should wherever possible be met/subsidised via school funding.</p> <p>HoH should refer to SLT lead where these challenges cannot be met from petty cash.</p>		
<p>Engagement in wider school life: We will strengthen our extra-curricular provision to support PP pupils to become active participants in wider school life.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Empowerment to make informed decisions about their future: We will offer enhanced provision for PP pupils to ensure access to FE/HE and empowerment to make appropriate and aspirational choices.</p> <p>Year 11 PP (and non PP) pupils at risk of disengaging from education will be identified to take part in the Accelerate programme.</p>	<p>https://www.suttontrust.com/wp-content/uploads/2021/11/Universities-and-Social-Mobility-Summary.pdf</p>	<p>2, 3, 7</p>
<p>Remove financial barriers to engagement and achievement by providing PP pupils with free KS4 revision guides, reduced cost of trips and visits, provision of basic materials that need replacing, school uniform vouchers and enhance support in Year 11 (intervention parent's evening, Y11 mentors, additional careers provision).</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</p>	<p>1, 2, 3, 6, 8, 9, 10</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have</p>	<p>All</p>

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £293,500

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.

Despite the challenges presented by the global pandemic and partial school closure, we were able to succeed in many of our key strategy aims for 2020-21. Our internal assessment data indicates that we have raised achievement for all pupils, including disadvantaged pupils, and narrowed the achievement gap through our Year 11 Pupil Premium Mentor programme.

Our internal assessments and TAGs demonstrate that we have raised the standard for all pupils, including disadvantaged pupils, who performed on average above expectation. Disadvantaged pupils in Year 11 achieved a P8 score of 0.22, in comparison with a non-disadvantaged P8 score of 0.2.

We raised the aspiration and motivation of all disadvantaged pupils. There were zero disadvantaged pupils who were NEET.

We raised the profile of disadvantaged pupils and led on first wave teaching, including explicit in-year tracking, monitoring and reporting on the progress of disadvantaged pupils. Subject leaders completed termly book scrutinies which contained a PP and non-PP section for comparison. We saw clear improvements in the way all pupils responded to feedback. However, there were still some differences evident in the quality of 'chimp' work (check and improve) between disadvantaged and non-disadvantaged pupils, and therefore this remains an area of focus for the coming year.

There are also some areas of our strategy where we did not achieve our aims, for example in relation to attendance. Our school reflected the national picture in terms of attendance, and we continued to see a gap between the attendance of disadvantaged pupils and non-disadvantaged pupils. We were successful in establishing clear interventions and support for pupils with poor attendance, and in individual cases we saw this have an impact. However, the overall picture shows that disadvantaged pupils attend less well than non-disadvantaged pupils and therefore this remains a key focus of our strategy for the coming year.

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
Accelerate	The Opportunity Centre

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)

Our pupil premium strategy is embedded within our school values of Resilience, Aspiration and Success, which underpin everything we do. All staff have a role to play within this and therefore part of our strategy, that is not being funded by pupil premium or recovery curriculum, is to ensure all staff understand their role in implementing this strategy.

Pupil Premium – The Class Teacher

As a class teacher your role is to ensure our disadvantaged pupils are actively engaged in lessons and are making good progress.



- Prioritise catch up work / support for disadvantaged pupils who have missed sessions to fill learning gaps.
- Prioritise 'check in' with disadvantaged pupils on re-entry after absence to support confidence and self-esteem.



- 'Subject ATL check in' each round with disadvantaged pupils. Ensure they are clear on their steps to improve / sustain their most recent ATL.
- Identify disadvantaged pupils with an ATL grade of 3 or 4 and put in place interventions.
- Prioritise praise for disadvantaged pupils with ATL of 1 with postcard / phonecall home.



- Strategically seat disadvantaged pupils in your classroom to best monitor progress through verbal feedback.
- Prioritise disadvantaged pupils in sample RAG marking / assessment marking.
- First question to a disadvantaged pupil every lesson.

Pupil Premium – The Subject Leader

As a subject leader, your role is to support your class teachers to ensure disadvantaged pupils are actively engaged in lessons and are making good progress. You are responsible for overseeing the progress of disadvantaged pupils and closing the gap in achievement. You are also responsible for encouraging their involvement in extra-curricular activities and being able to make links between your subject(s) and the wider world.



- Support class teachers to prioritise disadvantaged pupil catch up.
- (Monitor disadvantaged attendance at Y11 intervention and prioritise attendance procedures for disadvantaged pupils)



- Spot check disadvantaged pupils following each ATL round – do they know their ATL in your subject and their steps to improve / sustain?
- Prioritise rewarding of disadvantaged pupils with the strongest ATL in your subject.



- Prioritise disadvantaged pupils in during M & F scrutinies.
- During feedback to your department evaluate the success of disadvantaged pupil response to M & F.
- During drop ins / observations monitor disadvantaged pupil first questioning.

Pupil Premium – The Form Tutor

As a tutor your role in supporting our disadvantaged pupils is crucial. You see them every day, you know their needs and are best placed to spot if they need any extra support. Ensure you have a seating plan that highlights who your disadvantaged pupils are.



- Prioritise check in with disadvantaged pupils following absence and offer catch up support.
- Prioritise monitoring of disadvantaged pupil absence for patterns. Discuss with HOH ways to proactively tackle recurrent issues.
- Prioritise praise and rewarding of disadvantaged pupils with high attendance.
- Prioritise monitoring of disadvantaged pupil comments and intervene where required.



- Prioritise disadvantaged pupils when checking in full uniform and equipped every morning and provide missing equipment.
- Check disadvantaged pupils know ATL average and their steps to improve or sustain.
- Check disadvantaged pupils have clear plans for FE/HE and encourage them to be aspirational in these choices.



- Prioritise engagement of disadvantaged pupils during questioning in form discussions.
- Actively promote extra-curricular activities during form time.

Pupil Premium – The Head of House

As a Head of House your role is vital when it comes to supporting our most disadvantaged pupils. You will track their journey with us and ensure any relevant pastoral intervention is given throughout their school life. You will work closely with tutors to ensure they are able to support the needs of our disadvantaged pupils.



- Monitor disadvantaged pupil attendance and prioritise disadvantaged proactive intervention.
- Target disadvantaged pupils for attendance intervention groups (in collaboration with attendance lead). Aim for at least 50% of pupils who are in monitoring groups to be disadvantaged.



- Identify disadvantaged pupils with an ATL average of 3 or 4 and track interventions in place.
- Spot check disadvantaged pupils are clear on their ATL average, their place in the ATL league and their steps to sustain / improve. Support tutors where this is an issue.



- Encourage disadvantaged pupils to participate in extra-curricular activities.