

Pupil Premium Strategy Statement – York High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	758
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Clair Kitchen
Pupil premium lead	Nichola Taberner/Gavin Kumar
Governor / Trustee lead	Andrew Waller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,825
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£312,825

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.

Challenge number	Detail of challenge
1	Some pupils have difficulty attending regularly and of those pupils, some may become persistent absentees. Attendance for the 3 years prior to the commencement of this strategy 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 and maths 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	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils was 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 This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

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	Pupil premium book sampling reveals that responses to feedback are in line with non-disadvantaged students. Pupil Premium students improve their Chimp responses.
To improve the AtL of disadvantaged pupils	Reduce the whole school average disadvantaged gap of -1.35 PP v -0.57 non PP. The overall gap between disadvantaged and non-disadvantaged pupil AtL narrows. Monitoring indicates disadvantaged pupils can articulate their AtL and link this to the impact on their progress. Monitoring indicates disadvantaged pupils can articulate their subject AtLs within those lessons and the steps they need to take to sustain or improve.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduce the whole school PP attendance gap. Week on week comparisons show reduction in the PP gap. There will be incremental increases in attendance over the course of the three year strategy plan, with the gap between disadvantaged and non-disadvantaged students beginning to narrow. Incremental reductions in the need for panels/fines/court

	referral in comparison to 22/23, particularly for disadvantaged pupils. Quick response to attendance dips in disadvantaged attendance through planned interventions including Team YHS attendance calls and the attendance pyramid approach. The number of PP pupils who are persistently absent decreases year on year. A focus group of Y11 PP pupils is led by the Associate Assistant Principal, ensuring that the attendance strategy helps these pupils to reduce the gap further and achieve positive outcomes.
To provide targeted support to disadvantaged 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 disadvantaged pupils who are regularly in detention, internal exclusion and who are at risk of permanent exclusion.
To offer enhanced provision for disadvantaged pupils to ensure access to FE/HE and empowerment to make appropriate and aspirational choices.	Disadvantaged pupils have high aspirations and access appropriate and aspirational post-16 pathways. We have no NEET pupils.
To strengthen our extracurricular provision to support disadvantaged pupils to become active participants in wider school life.	Disadvantaged pupils have access to a wide range of extracurricular activities, and therefore become active participants in wider school life.
To ensure that all staff are trained in emotion coaching and take this approach with every child.	Teacher reports and class observations will suggest disadvantaged pupils are more able to monitor and regulate their own emotions.
We will seek to raise engagement in development programmes such as the Independent State School Partnership 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 disadvantaged 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: £109,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving PP engagement with marking and feedback. 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. Subject leaders complete termly book scrutinies which will highlight any differences between PP and non-PP pupils. During Curriculum Area Reviews, PP and non-PP books will be sampled and comparisons noted. Evidence in books will show more extended Chimp responses over time. Teachers will prioritise up to 2 PP pupils when sample marking and will ensure follow-up of red/amber in subsequent lesson.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3, 7, 10
We will continue to provide high quality CPD to staff to ensure quality first teaching. Teaching will be adaptive 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	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 4, 5, 6, 10

reporting on Y11 disadvantaged in year.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £78,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide small group intervention for pupils in Year 7 who have not met the expected standard in reading.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	5
We will provide additional English and maths tuition to disadvantaged Year 10 and 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: £125,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the attendance gap. Targeted support to our disadvantaged pupils to develop independence to be present and punctual in order to access good teaching. Work with targeted disadvantaged pupils at risk of becoming PA and support them to improve their confidence, resilience and ultimately their attendance. Ensure that disadvantaged pupils are prioritised for weekly contact to build relationships, offer support and break down barriers to attendance. All form tutors know the disadvantaged pupils in their forms. When monitoring tutees, form tutors	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

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 PL. All staff have a role to play in maintaining good contact with home at all opportunities. Each PL to maintain a disadvantaged list of pupils for reference. 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. PL should refer to SLT lead where these challenges cannot be met from petty cash. Disadvantaged pupils are carefully categorised into a group: 'just' attendance, attendance as a symptom, complex attendance. Depending on the level of need and individual circumstance, supportive intervention is offered through the pastoral / SEND / welfare team to improve attendance.		
Engagement in wider school life: We will strengthen our extracurricular provision to support disadvantaged pupils to become active participants in wider school life.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3, 4, 6, 7
Empowerment to make informed decisions about their future: We will offer enhanced provision for disadvantaged pupils to ensure access to FE/HE and empowerment to make appropriate and aspirational choices. Year 11 disadvantaged (and non-disadvantaged) pupils at risk of disengaging from education will be identified to take part in the Accelerate programme.	https://www.suttontrust.com/wp-content/uploads/2021/11/Universities-and-Social-Mobility-Summary.pdf	2, 3, 7

Remove financial barriers to engagement and achievement by providing disadvantaged 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).	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	1, 2, 3, 6, 8, 9, 10
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £312,825

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

We know that nationally the disadvantaged gap increased between 2013 and 2023. This has reversed very slightly in 2024, with the national gap reducing slightly. At York High School our 2023 results showed a 1.45 gap in APS and in 2024 the gap was 1.29. 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 disadvantaged and non-disadvantaged section for comparison. We saw clear improvements in the way all pupils responded to feedback. We have also seen improvement in the quality of 'chimp' work (check and improve) between disadvantaged and non-disadvantaged pupils, which remained an area of focus for the last academic 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.

Our enrichment programme is broad and varied, with tracking and monitoring of pupil engagement in extra-curricular activities demonstrating that 27% of all pupils participating in clubs are disadvantaged. We would like to increase this further in 2024-25.

We ensured all pupils who arrived to York High School below expected standard in reading received targeted reading intervention, whether this was through our Fresh Start Phonics programme, reading plus, or school-led tutoring.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils