

Pupil premium strategy statement 2021-22

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	Sale High School
Number of pupils in school	1011
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	Nov 21
Date on which it will be reviewed	Nov 22
Statement authorised by	J O'Grady
Pupil premium lead	L Rainey
Governor / Trustee lead	S Gardener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,395
Recovery premium funding allocation this academic year	£45,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£324,925

Outcomes

1. Current attainment 2019 (last published results)		
	Pupils eligible for PP	All Pupils at SHS
% Grade 5 English and Maths	22.7%	36.44%
% Grade 4 English and Maths	52.3%	71.2%
Progress 8 score average	-0.43	-0.06
Attainment 8 score average	40.8	47.43

Part A: Pupil premium strategy plan

Statement of intent

Sale High has worked incredibly hard at **improving academic outcomes for all**. The school has been involved in much focused work on raising achievement and is pleased by the successes achieved. We recognise that this is still more to do, particularly with our higher-level learners, our most vulnerable and our disadvantaged. National data also shows us that our disadvantaged have also been disproportionately affected by the COVID-19 pandemic

Moral Purpose: Our commitment is to educating the **whole individual**. But we know that **examination results** matter hugely to the life chances of young people. We would be guilty of a huge disservice to our community if our expectations for them were less than the highest academic standards. The best thing we can do for our young people is provide them with an education that enables them to take their **place equally in society with peers** from across the whole social spectrum. This has never been so pertinent as now

Success criteria: We want our students to aim high and be proud of themselves. Our aim for the next three years is to be at the top 20% of similar schools in terms of progress made by **all key groups** of students in our school

The strategy will raise awareness to identify and address the main barriers that disadvantaged pupils face. The barriers to success include issues with literacy, poorer attendance and higher incidences of poorer behaviour. In addition, we wish to raise aspiration and ambition and ensure students have access to rich experiences which develop their cultural and social capital.

In the context of our school, we ultimately wish to improve attainment and progress in all key areas.

Key principles are to:

- Deliver high quality teaching and learning
- Ensure swift and targeted academic and pastoral interventions
- Encourage, empower and ensure enrichment
- Reduce the impact of external barriers, which result in poorer behaviour and lower attendance
- Provide high quality educational resources

Challenges

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

Challenge number	Detail of challenge
1	HLL PP make less progress than non PP peers
2	Literacy skills (reading, comprehension) are lower in Year 7 compared to non PP
3	Access to technology and educational resources
4	Behaviour for learning to reduce sanctions including FTE
5	Overall absence shows a PP gap

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
HLL to make progress in line with non-PP peers nationally.	HLL PP make progress in line with non PP peers nationally.
Increase the aspirations of PP students	<p>Revision techniques are embedded throughout the year groups.</p> <p>Challenge and engagement is embedded throughout the school, seen in lessons</p> <p>Greater % uptake in extra curricular activities including the Leadership Ladder,STEM activities etc</p> <p>Learners become more independent, metacognition strategies start to become embedded throughout school</p> <p>Removal barriers to access good quality homework.</p> <p>Applications to sixth form colleges to study A-levels increase</p> <p>NEET figures reduced</p>

	Greater % PP gain higher grades
High levels of progress in literacy for PP intervention groups	<p>PP Pupils in Year 7 make more progress by the end of the year than 'other' pupils.</p> <p>Students meet expected targets</p> <p>Self- esteem raised through reading club</p>
Behaviour issues does not prevent academic success	<p>Fewer behaviour incidents (behaviour points, C3, IE, and FTE) recorded for these pupils on the school system.</p> <p>FTE in line with national data (2018/19 figures)</p> <p>Increase support for vulnerable students.</p> <p>House points PP are in-line with non PP</p> <p>Increase in the participation in house events, school ethos</p>
Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below.</p> <p>Overall attendance among pupils eligible for PP improves 95% in line with 'other' pupils.</p> <p>Increase the number of students eligible for rewards with over 96% attendance</p>
Access to technology and educational resources powers learning and adds to academic success	<p>Ensure results are in line with the previous 3 year trend.</p> <p>Improve online learning offer.</p> <p>Ensure all students have the necessary resources to succeed</p> <p>Amend curriculum plans and orders of work to facilitate learning missed</p>

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: £ 148,637

Activity	Evidence that supports this approach (EEF unless otherwise stated)	Challenge number(s) addressed
<p>Tracking and identification</p> <p>SISRA/internal data files/introduction of SIMs</p> <p>Identification of most vulnerable students, increasing staff awareness of pupils/needs</p> <p>RAP meetings</p>	<p>Greater proportions of students meeting termly expectations, improving P8 outcomes in Y11.</p>	<p>1-5</p>
<p>CPD</p> <p>Training includes PP preview, TIF (target HLL), feedback, KO and retrieval practice, behaviour overview</p>	<p>Feedback has a very high impact and low cost 6mth</p>	<p>1,4</p>
<p>Threshold/NPQH Projects/TLR focus</p> <p>Strategies and projects have a PP focus- where PP students are over represented</p> <p>TL hub to research and embed strategies</p>	<p>Feedback has a very high impact and low cost +6mth</p> <p>Collaborative learning +5months</p>	<p>1-5</p>
<p>Department Pupil Premium bids</p> <p>develop teaching and learning pedagogy to ensure quality first teaching provision and the distance learning package E.g. revision guides, packs, rewards, incentives, resources for technology, staffing for PP virtual visits to HE institutions (such as those organised for Sale Scholars) all of which have a direct</p>	<p>Collaborative learning +5months</p> <p>Mastery learning and revision strategies +5 months</p> <p>Sutton Trust ' the choices that schools make in allocating money will be vital so that the funding can</p>	<p>1-5</p>

<p>impact on attainment. Resources specific for courses (ingredients, tuning instruments, PE courses etc.) purchased</p>	<p>help raise pupils' attainment and aspirations'</p> <p>Provide skills to become independent learners</p>	
<p>Refocus on quality first teaching techniques. This will include the need to improve the quality of differentiation within lessons. Experienced UPS staff delivery</p> <p>Seating plans</p> <p>Questioning</p> <p>Modelling (WAGOLL)</p> <p>Use of visulaiser</p> <p>Self/peer assessment</p> <p>Feedback/QLA</p> <p>Collaborative learning approaches</p> <p>Aspire to support in class</p>	<p>Collaborative learning approaches</p> <p>High impact for low cost + 5mths</p>	<p>1-3</p>
<p>Quality homework and improved communication</p> <p>Satchel one provides homework and access to home learning</p> <p>Provision of lap tops, library opening times, homework club</p>	<p>Homework +5 months (Sutton Trust)</p> <p>Sutton Trust ' the choices that schools make in allocating money will be vital so that the funding can help raise pupils' attainment and aspirations'</p> <p>Homework will improve independent learning and ensure better outcomes</p>	<p>1,2,3</p>
<p>Revision techniques</p> <p>Outside company Elevate seminars</p> <p>Revision techniques continue embedded in schemes of Learning</p>	<p>Feedback +8 months (Sutton Trust)</p> <p>Extending school day +3mths</p>	<p>1,2,3</p>

<p>Revision programme shared with parents, students and form tutors</p> <p>Improving response to feedback.</p> <p>Period 6 provision</p> <p>PP Intervention during forms time</p> <p>Knowledge organisers produced and embedded</p>		
<p>TIF/Metacognition</p> <p>Continue to embed 'Take It Further'/ metacognition strategies and training (TL strategy for challenge)</p> <p>Introduce SPEAK for quality first teaching- stickers in books)</p> <p>Metacognition strategies embedded</p> <p>Involve staff CPD</p>	<p>All will be challenged to improve engagement and aspirations</p> <p>Metacognitive strategies+8 months (Suttons Trust)</p> <p>In lessons, the work is not always sufficiently challenging.' (Ofsted 2015)</p>	<p>1,2</p>
<p>Whole school literacy TL strategies</p> <p>TL strategies embedded ('Speak like a...', key word tests to increase vocabulary, whole school spelling tests, reading during form</p> <p>(see further detail through literacy document)</p> <p>Literacy coordinator (TLR position)</p> <p>Launch literacy strategy and training strands:</p> <ul style="list-style-type: none"> • disciplinary vocabulary, • reading, • disciplinary literacy • structured talk 	<p>There is a vocabulary deficit of pupils from welfare families compared to pupils from professional families</p> <p>Some students' written work shows weakness in their literacy skills, including the correct use of English grammar. Sometimes, a few students are not helped to express</p> <p>Oral language intervention very high impact 6mth</p> <p>their spoken ideas in detail or clarity' (Ofsted 2015)</p> <p>literacy skills are not fully developed, especially in their work across the curriculum.(Ofsted, 2019)</p>	<p>2</p>
<p>Digital strategy</p>	<p>This is because disadvantaged pupils <i>tend to have less access to</i></p>	<p>1-4</p>

Improved IT provision across TL Access to laptops, tablets in classroom and at home	<i>technology, spend less time learning and have reduced support from parents/carers compared with their peers. ‘</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82,749

Activity	Evidence that supports this approach (EEF unless otherwise stated)	Challenge number(s) addressed
Mentoring Teacher around the child meetings for all Venn diagram students in yr 11 and 10 Staff time to allocate for mentoring	All will be challenged to improve engagement and aspirations Experiences shared across subjects parents informed of strategies being tired. Pupils tracked in lessons and given 1-1 small grp support in form and period 6 Impact 2mth	All
Accelerated Reader CPD KS3 Reading scheme. Development of KS3 scheme of learning Use of librarian	Components of language identified as an area of weakness from moderation and KS2 SATs Accelerated Reader was shown to have a positive impact in an independent evaluation.	2
Literacy Intervention Deployment of Intervention leaders for tutorials/class support Lexia Readers club (IL based) Reading lessons	PP progress in reading age is in line with non PP peers as a result of the structured reading routines Components of language identified as an area of weakness from moderation and KS2 SATs and embedded in S.O.L	2,3

Aspire CATs and RA identification.	Some students' written work shows weakness in their literacy skills, including in the correct use of English grammar. Sometimes, a few students are not helped to express their spoken ideas in detail or clarity' (Ofsted 2015) Deployment of ILs/LSAs: +4 months (Suttons Trust) 1-1 tuition 5mths small group tuition 4mth Improving phonics 5mths	
Year 11 support (colleges/work placements) Connexions delivering further education advice and support in applications Prioritise PP for work place visits.	Aspirations and appropriate college courses	1, 3
Maths tutorials IL employed as tutor CPG guides TT rock stars Maths watch Maths ninja	small group tuition 4mth	1,4,5

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

Budgeted cost: £93,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and wellbeing CPOM to monitor behaviour and intervene at the earliest opportunity Educare Key students identified and monitored	'Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of the learning' (EEF Toolkit)	4,5

Counsellor	Safeguarding is a strength. All staff and governors are trained each year. (Ofsted, 2019)	
<p>Internal exclusion</p> <p>Enhance the provision of Internal Exclusion by providing subject specific work and support, embed reflective practice to increase pupil control and confidence and use restorative justice conversations to build and maintain good pupil-teacher relationships</p>	<p>Behaviour interventions +4 months</p> <p>PP pupils are three times more likely to receive two or more fixed period exclusions across the year</p> <p>'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' (EEF Toolkit)</p>	4,5
<p>Pastoral System</p> <p>Enhance the pastoral system in terms of ownership, accountability, tracking, patterns and analysis</p> <p>Identify need for early intervention</p> <p>Enhance the role of the form tutor</p> <p>Forms moved to year groups</p>	<p>Behaviour interventions +4 months</p> <p>'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school ' (EEF toolkit</p> <p>PP pupils are three times more likely to receive two or more fixed period exclusions across the year</p> <p>'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' (EEF Toolkit)</p> <p>Although most pupils are well behaved, there is a group of pupils who find it difficult to moderate their behaviour. This has led to the proportion of pupils that are temporarily excluded from school being higher than the national average. You have put strategies in place to support these pupils and these temporary exclusions have reduced considerably (Ofsted, 2019</p>	4,5
<p>School ethos</p> <p>Culture of celebrating success through rewards and whole school events</p>	<p>Improved aspirations and leadership skills</p> <p>National college research cites effective embedded reward policies</p>	4,5

<p>Accountability of form tutors reviewed</p> <p>Competitions/charity events</p> <p>JLT/ key ambassadors</p> <p>Reward assemblies</p> <p>Rewards and ethos TLR holders</p> <p>Over represent on trips, extra-curricular and enrichment activities</p>	<p>as being a contributory factor to improving attainment and engagement.</p>	
<p>Behaviour/Attendance support</p> <p>Continue the resourcing and staffing of key support areas including student services, attendance officers to ensure that disadvantaged students reach and exceed the national attendance levels along with their non PP peers.</p> <p>Involvement with HOY</p> <p>Aspire facility</p> <p>IE</p> <p>PRU places</p> <p>Managed moves</p> <p>Step outs</p> <p>Football beyond borders</p>	<p>At secondary level PP pupils are three times more likely than their peers to be classed as 'Persistently absent' that is to miss more than one in five schooldays across the year.</p> <p>Education Endowment Foundation: <i>'The choices that schools make in allocating the money will be vital so that funding can help raise pupil's attainment and aspirations'</i></p> <p>attendance has been lower than the national average and the proportion of pupils that do not regularly attend school has been high, particularly for disadvantaged pupils a (Ofsted, 2019)</p>	<p>4,5</p>

Total budgeted cost: £ £325,007

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.

aim	target	achieved																																				
HLL to make progress in line with non-PP peers nationally. Increase the aspirations of PP students	HLL PP make progress in line with non-PP peers nationally. Revision techniques are embedded throughout the year groups. Learners become more independent, metacognition Applications to sixth form colleges to study A-levels increase NEET figures reduced PP gaps reduce at departmental level Greater % PP gain higher grades	<p>2019 are the only official figures.</p> <p>2020/21 are calculated from the 2019 estimates</p> <p>Progress 8:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP (2019 LPNA)</th> <th>Other</th> <th>Gap (PP-Other)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>-0.04 (-0.45)</td> <td>0.60</td> <td>-0.64</td> </tr> <tr> <td>2020</td> <td>-0.26</td> <td>0.60</td> <td>-0.86</td> </tr> <tr> <td>2019</td> <td>-0.43</td> <td>0.17</td> <td>-0.60</td> </tr> <tr> <td>2018</td> <td>0.10</td> <td>0.44</td> <td>-0.34</td> </tr> </tbody> </table> <p>There is further work needed to close the disadvantaged gap as this has continued to widen with non-disadvantaged pupils now out-performing disadvantaged pupils by more than half a grade in terms of progress. However PP always perform above NA and their progress has increase over the last 3 years.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>HLL PP</th> <th>HLL (LPNA)</th> <th>Gap (HLL PP-HLL)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>-0.21</td> <td>0.09 (0.01)</td> <td>-0.30</td> </tr> <tr> <td>2020</td> <td>-0.36</td> <td>0.08</td> <td>-0.44</td> </tr> <tr> <td>2019</td> <td>-0.87</td> <td>-0.74</td> <td>-0.13</td> </tr> </tbody> </table>	Year	PP (2019 LPNA)	Other	Gap (PP-Other)	2021	-0.04 (-0.45)	0.60	-0.64	2020	-0.26	0.60	-0.86	2019	-0.43	0.17	-0.60	2018	0.10	0.44	-0.34	Year	HLL PP	HLL (LPNA)	Gap (HLL PP-HLL)	2021	-0.21	0.09 (0.01)	-0.30	2020	-0.36	0.08	-0.44	2019	-0.87	-0.74	-0.13
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		2018	0.23	0.17	0.06
		HLL have made good progress and above NA for 3 out of the recent 4 years. HLL PP have fluctuated but has increased over the last 2 years.			
High levels of progress in literacy for PP intervention groups	<p>PP Pupils in Year 7 make more progress by the end of the year than 'other' pupils.</p> <p>Students meet expected targets (this will be evidenced using Accelerated Reader assessments and English assessments data)</p> <p>Quality of tutorials (this will also be a focus in the CUP for other year groups)</p> <p>Whole school T and L strategies embedded including key words, 'say it like a..', knowledge organisers and recognition stickers</p>	Year	% meeting FFT 20 Eng	% meeting FFT 20 maths	
		7	70	67.5	
		8	83.5	63.4	
		9	65.2	47.2	
		10	75.8	48.2	
		11	69.8	56.4	
		Year 7 and 8 targeted tutorials have allowed % on target to remain above/around the agreed school target of 65%.			
Reduce the gap in Maths KS3	PP Pupils at KS3 make more progress by the end of the year than 'other'	maths	7	8	9
		Male	63.4	58.1	51.5

<p>(focus on KS3 girls)</p>	<p>pupils not in the intervention groups.</p> <p>PP gap reduces in Year 9</p> <p>Quality of tutorials and specialist ILs for key students</p> <p>Girls show a faster rate of progress</p>	<table border="1" data-bbox="539 152 1289 376"> <tr> <td>Female</td> <td>72.5</td> <td>70.4</td> <td>42.9</td> </tr> <tr> <td>Dis</td> <td>65.7</td> <td>51.2</td> <td>36.9</td> </tr> <tr> <td>all</td> <td>67.5</td> <td>63.4</td> <td>47.2</td> </tr> </table> <p>Girls out-perform boys in year 7 and 8 and the gap widens at year 9</p> <p>The gap widens between disadvantaged throughout the year</p>	Female	72.5	70.4	42.9	Dis	65.7	51.2	36.9	all	67.5	63.4	47.2																																																																
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Female	89.9	94.5																																																																												
PP	86.6	91.1																																																																												
Non PP	92.9	95																																																																												
White	92.0	94.2																																																																												
Pakistani	93.0	94.7																																																																												
Other Eth.	88.3	N/A																																																																												
SEN	85.1	N/A																																																																												
SEN - E	82.8	91.8																																																																												
SEN - K	85.8	92																																																																												
Non SEN	91.7	94.9																																																																												

	<p>line with 'other' pupils. This may be affected by COVID impact</p> <p>Increase the number of students eligible for rewards with over 96% attendance</p>	<p>Attendance was low due to different coding and the COVID impact. Many students refused a place during lockdown which affected rates.</p>							
<p>Catch up of lost learning</p>	<p>Ensure results are in line with the previous 3 year trend.</p> <p>Implement a plan to catch up lost learning time</p> <p>Ensure all students have the necessary resources</p> <p>Amend curriculum plans and orders of work to facilitate learning missed</p>		2019	2019	2020	2020	2021	2021	
			PP	all	PP	all	PP	all	
		4EM	52.3	71.2	53.2	71.9	61.1	73.8	
		5EM	22.7	36.4	29.8	43.8	36.1	50.8	
		A8	40.8	47.5	41.9	49.3	43.2	51.3	
		<p>Both PP and all students have continued to improve in all measures %4EM, %5EM and attainment 8</p>							