

Sheringham High School Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Sheringham High School |
| Number of pupils in school | 712 (603 main school) |
| Proportion (%) of pupil premium eligible pupils | 24% (of main school) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 to 2026 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Alastair Ogle Executive Headteacher |
| Pupil premium lead | Dawn Hollidge Senior Deputy Headteacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £146970 |
| Recovery premium funding allocation this academic year | £48,988 |
| 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 | n/a |

Part A: Pupil premium strategy plan

Statement of intent

Our mission is that all pupils, irrespective of their background or the challenges they face, make good progress in all aspects of education and achieve high attainment across the curriculum.

As far as its powers allow, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will aim to ensure that the funding benefits the students who need it most so that it makes a significant impact on their education and lives.

We will seek to overcome:-

- Any educational inequality
- The limit of opportunity or wellbeing due to financial hardship
- The impact of low self-esteem on education and learning
- Any barriers which result in poor engagement with school

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils on an individual basis and aim to remove barriers to their success. Students have a variety of individual support needs as well as some support needs in common. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Sheringham High School recognises that the most significant factor to the progress of disadvantaged students is the quality of teaching on a day to day basis. High-quality teaching remains at the heart of our approach.

Through a dedicated teaching staff, SEND and LSA provision, Student Management and safeguarding team, we aim to ensure all students feel valued, supported and cared for.

Our strategy is also integral to wider school plans for education recovery after national lockdown, including a focus on personal development across the curriculum, improving school attendance and targeted support for students whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be to ensure disadvantaged pupils are challenged in the work that they are set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Attendance and Persistent Absentees (PA = less than 90% attendance)</p> <p>In 2022-2023 our attendance data identified lower attendance of disadvantaged students. While it is recognised nationally that students from disadvantaged backgrounds were additionally impacted by the pandemic we feel this is an area where students and families need additional support</p> <p>Disadvantaged students attendance: 82.4% (2021-22 83.97%) Non disadvantaged students attendance 89.82% % of disadvantaged who were Persistent absentees (PA): 37% (2021-22 38.6%)</p> |
| 2 | <p>Progress of Disadvantaged students at GCSE:</p> <p>In 2023 P8 for Disadvantaged students (provisional) was -0.41 P8 for all students (provisional) was -0.03</p> <p>Progress in Maths overall was -0.33 and this is a key focus area.</p> <p>However, there was no difference in the progress of disadvantaged students in Maths compared to that of non-disadvantaged students. The disadvantaged progress gap was wider in English, EBacc and Open block, although disadvantaged students made positive progress in English.</p> |
| 3 | Low reading age v chronological age and / or low numeracy skills |
| 4 | <p>Dysregulation</p> <p>Disadvantaged students accounted for a greater number of incidents compared to their non-disadvantaged peers</p> |
| 5 | <p>Organisation and Uniform:</p> <p>Disadvantaged students find being organised for the school day more challenging than non-disadvantaged students. There are a higher number of uniform issues and often more support is required from school.</p> |
| 6 | Lack of opportunity to take part in trips/visits/extra-curricular clubs |
| 7 | <p>Social and emotional needs:</p> <p>There are links between behavior and conduct and being aware of the emotional needs of our students. We aim to support students struggling with low self-esteem, lack of self-confidence, low resilience, low ambition.</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 progress among disadvantaged pupils across the curriculum at the end of KS4. | By the end of this plan, attainment for all is improved in Maths and disadvantaged students make progress in line with their peers in all core subjects. |
| To achieve and sustain improved attendance for all pupils, including our disadvantaged pupils | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> The overall attendance rate for all pupils being in line with or above national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. |
| Reduce the number of behaviour incidents across the school including our disadvantaged students | By the end of this plan, there should be fewer behaviour incidents recorded on Arbor. The number of suspensions should be reduced across all years. |
| Disadvantaged students show improved organisational skills and consistently wear the school uniform correctly. | Uniform checks in tutor groups show fewer uniform issues. Correct equipment is brought by students to each lesson. There are fewer 'late' marks logged in Arbor. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |

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)

| Activity | Approx cost | Challenge number(s) addressed |
|--|-------------|-------------------------------|
| Targeted staffing | £53146 | 2,3,4,7 |
| Teacher training, ECT support and release time. | £5000 | 2,4,7 |
| Improving maths: numeracy coordinator and relevant weekly activities for the whole school. Resources and prizes. Time for teacher CPD | £1860 | 2 |
| Funding for Head of Maths and 2 nd in Maths to complete NCETM Secondary Mastery Development Programme . Cover / transport / resources. | £4000 | |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Literacy coordinator working with maths coordinator. Weekly events and prizes promoting whole school importance of literacy and numeracy. | £1860 | 2,3 |
| Total | £65866 | |

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

| Activity | Approx cost | Challenge number(s) addressed |
|---|-------------|-------------------------------|
| Provision of resources and training as required to support Reading challenge initiative and Reading diagnostic testing and intervention programmes | 3000 | 2,3 |
| Provide fully funded peripatetic music lessons for students studying GCSE music and PP students wanting lessons in all years | £4000 | 2,6 |
| Subsidy for school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | £4500 | 2,3 |
| Subsidy for home tutoring provision for students with Alternative provision arrangements | £500 | 2,3,7 |
| Academic support through GCSE Pod subscription for years 9-11 | £1500 | 2 |
| MAGT – resources, transport etc. for Brilliant club starting September 2023 led by director of 6 th form | 1000 | 2,6,7 |

| | | |
|--|---------|-------|
| Provision of additional classroom resources and textbooks | £10000 | 2,5 |
| Provide ingredients for Food & Nutrition lessons | 3500 | 1,2,5 |
| Provide all PP students with a pencil case at the start of the year. Provide revision guides and revision materials for all subjects for PP students. | 2000 | 2,5 |
| Specific support for EAL students – TEFL teaching and mentoring | 10000 | 2,3 |
| Total | £40,000 | |

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

Budgeted cost: **£40,000**

| Activity | Approx cost | Challenge number(s) addressed |
|--|-------------|-------------------------------|
| Trips and events. Funding to assist families from PP and disadvantaged. | 20000 | 1,2,6,7 |
| Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training during INSET sessions. | 1000 | 1,2 |
| Uniform: supporting families as needed with cost of uniform, including shoes. Provision of spare uniform within school for students to borrow as required. | 20000 | 1,5 |
| Provide free breakfast and additional food for those who need it. | 5000 | 1,2,4 |
| Provision of refreshments for Year 11 revision sessions | 200 | 2,6 |
| Provision of pre-exam breakfasts for Y11 students | 1000 | 1,2 |
| Year 11 coffee club to support attendance and punctuality | 1000 | 1,2,7 |
| Support with the cost of equipment for subjects or extra curricular activities and cost of transport home for students who need it | 2000 | 2,5,6,7 |
| Subsidise cost of rewards programme and trophies for end of year awards to encourage and reward success at all ability levels. | 1000 | 1,2,3,7 |
| Total | 51200 | |
| Contingency fund for acute issues. | 38892 | |
| Total | £195958 | |

Total budgeted cost: £195958