

Sheringham High School Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	689 (562 main school)
Proportion (%) of pupil premium eligible pupils	25% (of main school)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Alastair Ogle Deputy CEO (Secondary)
Pupil premium lead	Dawn Hollidge Head of School
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150150
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	£150150

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) This is an ongoing priority and we aim to build on successful initiatives from the previous year. In 2022/23 the disadvantaged students attendance percentage was 7.42% lower than that of non-disadvantaged students. In 2023/24, this difference reduced to 4.07% and the attendance of both groups improved.</p>
2	<p>Progress of Disadvantaged students at GCSE: In 2024 the progress made by Disadvantaged students was significantly less than that made by their non-disadvantaged peers. This continues to be a focus both nationally and at our school.</p> <p>Progress in Maths improved in 2023/24 for disadvantaged and non-disadvantaged students. This was a key focus area in 2022/23.</p> <p>Disadvantaged students made positive progress in Art, Photography, Food & Nutrition, Physics and German but did not make the expected progress in other subjects</p>
3	<p>Reading age below chronological age Low reading age v chronological age and / or low numeracy skills. 26% of students entering Y7 in September 2024 have a reading age of below 9 years and 12% have a reading age below 7 years (50% of those with reading age less than 7 years old are disadvantaged students).</p>
4	<p>Dysregulation Disadvantaged students accounted for a greater number of incidents compared to their non-disadvantaged peers. Disadvantaged students accounted for 56% of students who received a suspension in 2023/24</p>
5	<p>Organisation and Uniform: 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	<p>Extra-curricular opportunities Disadvantaged students may be less likely to take part in trips/visits/extra-curricular clubs</p>
7	<p>Social and emotional needs: 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, progress and attainment of disadvantaged students is improved in all core subjects and the gap between their progress and that of non-disadvantaged students is reduced.
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. • Disadvantaged students participate in enrichment activities and are not excluded from opportunities by financial constraints.

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	98050	2,3,4,7
Funding for Head of Maths and 2 nd in Maths to complete NCETM Secondary Mastery Development Programme . Cover / transport / resources.	4000	2
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff training INSET sessions.	500	1,2
Total	102550	

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	1000	2,3
Provide fully funded peripatetic music lessons for students studying GCSE music and PP students wanting lessons in all years	7000	2,6
MAGT – resources, transport etc. for HPA ambition group club starting November 2024	2000	2,6,7
Provision of additional classroom resources and textbooks	5000	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	1000	2,3
Total	21,500	

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 disadvantaged students to attend trips.	10000	1,2,6,7
Uniform: supporting families as needed with cost of uniform, including shoes. Provision of spare uniform within school for students to borrow as required.	5000	1,5
Provide free breakfast and additional food for those who need it.	1000	1,2,4
Provision of refreshments for Year 11 revision sessions	200	2,6
Provision of pre-exam breakfasts for Y11 students	500	1,2
Support with the cost of equipment for subjects or extra curricular activities and cost of transport home for students who need it. Includes transport to PE fixtures.	3500	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. Introduce and launch new awards and rewards strategy.	2000	1,2,3,7
Total	22200	
Contingency fund for acute issues.	3900	
Total	£150150	

Total budgeted cost: £150150