

# Poynton High School - Pupil premium strategy statement – SEPTEMBER 2024

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged students.

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	Poynton High School
Number of pupils in school	1220 (Main school based on school data Sept.24)
Proportion (%) of pupil premium eligible pupils	PHS Data – 11%  139 eligible students (census update due Oct. 24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 24
Date on which it will be reviewed	January 25
Statement authorised by	M Dean (Head Teacher)
Pupil premium lead	R Dempsey (Associate Assistant Head Teacher)
Governor / Trustee lead	Rachelle Donn

## Funding overview – Figures based on DfE funding calculations not Poynton High School PP data

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium - £116,548  Previously Looked After Children (PLAC) - £23,130 (based on 9 PLAC @ £2,570)

	PP Service children - £1,675 (based on 5 students @ £335)  Figures based on most up to date census
<b>Total budget for this academic year</b>	£141 353
<b>Funding carried over from last academic year</b>	£0

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and the governing body at Poynton High School are committed to supporting students eligible for Pupil Premium funding with their pastoral, social and academic needs enabling them to achieve excellence within a caring and nurturing environment. We aim to ensure that all students will develop a love for learning and acquire skills and abilities enabling them to achieve their full potential and leave Poynton High School ready for their next steps.

We aim to narrow the gap between students eligible for Pupil Premium funding and those who are not, establishing and maintaining the highest of expectations of all of our students throughout their school careers. We are committed to delivering adaptive teaching to meet the needs of our students and providing outstanding teaching and learning opportunities for all students in our care. Alongside our priority of high-quality teaching, we will ensure a particular focus on improving literacy and developing the resilience of our young people. This will include a focus on self-supported learning and minimising absence from school.

Therefore, our strategy will encompass a whole school approach where every member of staff is aware of the critical part they play in ensuring educational success for each and every student. We will continue to work with all stakeholders including parents and carers, providing support to them based on the needs of our students. Where a need is identified we will intervene early in order for students to excel at Poynton High School. All our approaches will be underpinned by a firm belief that we can create the equity needed to support all of our young people to achieve their potential.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Students lack resilience in their learning which limits their independence and engagement with the school curriculum.</p> <p>Through our whole school student research, evidence suggests students better equipped to regulate their own learning practices performed best.</p>
2	<p>Some more vulnerable learners show reluctance to engage with school staff supporting their learning. There is a need to establish meaningful and powerful relationships for teaching and learning to allow the cohort to thrive in confidence and skill.</p> <p>Student voice suggests that students are more willing to engage with staff who are invested in them. Students who feel invested in perform better.</p>

3	Lower rates of attendance for our Pupil Premium cohort, demonstrate the need for continued high expectations, positive home school communication and well-utilised links with external agencies.
4	Communication, social and emotional needs impacting on access to learning. 'These key issues become...core priorities for supporting vulnerable pupils and those who receive the PPG' <i>Narrowing the Attainment Gap</i> Daniel Sobel 2018
5	Literacy and Reading Gaps – widening gaps in ability for learners further disadvantage their ability to fully access the wider curriculum and can lead to disengagement from their education and their place within the school community.
6	Improved oracy and language skills. Observations have shown under developed oral language skills and language gaps in students. This is evident in EAL students as well as English speaking students and is particularly evident our disadvantaged students.

## 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
Students have the tools to be resilient learners allowing them to fully engage with all aspects of the school curriculum and wider school community.	Narrowing of gap between disadvantaged and non-disadvantaged students in all aspects of school life: <ul style="list-style-type: none"> <li>- Reduction in consequence points accumulated in the classroom.</li> <li>- Reduction in suspensions</li> <li>- Increased attendance to extra-curricular activities.</li> </ul>
Positive relationships and a wider understanding of the individual needs of our young people. 'Pupil Premium students are not one homogenous group' – Education Endowment Foundation <i>Pupil Premium Guide, 2019</i>	Measured through PHS Positive Behaviour for Learning system. Tracking of House and behaviour points. Student voice.
Positive rates of attendance for our Pupil Premium cohort. Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must 'recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.' DfE <i>Improving School Attendance: Support for Schools and Local Authorities March 21</i>	95% or above attendance is the target for all of our young people. Monitoring of the attendance of our Pupil Premium cohort comparative to our non-Pupil Premium students will track success.
Narrowing of progress gaps in key areas for our Pupil Premium cohort through high quality,	Narrowing of cohort's Progress 8 gaps in Autumn, Spring and Summer data reviews.

<p>adaptive teaching, and where appropriate access to bespoke intervention.</p>	
<p>Effective reading skills developed in all learners in order to facilitate access to our challenging and varied curriculum.</p>	<p>Improved reading scores in KS3 screening from initial CATs measurements in Year 7 through to whole year screening in Year 9.</p>
<p>Improved oracy and language skills</p>	<p>Assessment, observation and discussion will show improved oral language among disadvantaged students.</p> <p>Evidence will be gathered through book looks, lesson observations and formative assessment.</p> <p>Whole school CPD will be introduced this academic year but we are primarily in the research and development stage with a view to launch whole school next year.</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: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Adaptive Teaching</b> , whole school teaching and learning CPD with a specific focus on adaptive teaching.	'Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.' EEF 2022	1, 2 & 6
<b>'Knowing your learners'</b> through whole school audit of learners and weekly 'spotlight' on key cohorts	Pupil Premium students are not one homogenous group' – Education Endowment Foundation <i>Pupil Premium Guide 2019</i>	2, 4
<b>Whole school CPD on adaptive teaching.</b> Using strategies from A. Quigley's work on reading and literacy.	<i>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.'</i> EEF <i>Improving Literacy in Secondary Schools</i> June 2018	1, 2, 5 & 6

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

Budgeted cost: £38,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Maths and English intervention led through the ENHANCE programme</b>	'A majority of 19 year olds who have been eligible for free school meals leave education without a good standard of recognised qualification in English and Maths.' <i>Education Endowment Foundation 'The Attainment Gap' 2019.</i>	1, 2, 5 & 6

<p><b>Pupil Premium ELSA (emotional literacy) Programme</b> – Coaching for young people in Key Stage 3, looking to give students the skills for self-regulation.</p>	<p>Communication, social and emotional needs impacting on access to learning within KS3 and providing young people with the resources they need to become more resilient young learners. ‘These key issues become...core priorities for supporting vulnerable pupils and those who receive the PPG’ <i>Narrowing the Attainment Gap</i> Daniel Sobel 2018</p>	<p>1, 2, 3 &amp; 4</p>
<p><b>Reading intervention strategy</b></p> <p>Enhance Programme with trained KS2 teaching staff and literacy expert LSAs. Focusing on Years 7-10</p> <p>Pupil Premium reading advocate working with all Year 9 Pupil Premium students to encourage reading for pleasure.</p>	<p>Enhance English provides targeted literacy support for young people as they transition to PHS from primary schools. For some students, the support continues throughout KS3. Enhance is delivered by specialists who provide a bespoke programme to small groups of young people. The emphasis is on skills of reading and writing across a range of appropriate texts and genres.</p> <p>‘All year groups have experienced learning loss in reading.’ ‘In secondary 1.5 months of loss in schools with low rates of free school meal eligibility’ DfE ‘<i>Understanding Progress in the 2020/21 Academic Year – Interim Findings</i>’ January 2021</p>	<p>1, 2, 5 &amp; 6</p>

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

Budgeted cost: £47,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance focus</b> targeted students from Pupil Premium Cohort. Triage process across welfare team. Use of external agencies for wider support. LA Attendance pack working with PHS weekly to support attendance of the Pupil Premium cohort.</p> <p>PHS have employed both a family support worker and learning support welfare leader as of September 2022 to support with attendance and student</p>	<p>1 Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must ‘recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.’ DfE <i>Improving School Attendance: Support for Schools and Local Authorities</i> March 2021</p>	<p>1, 3, 4</p>

engagement with our most vulnerable young people and families.		
<p><b>KS3 Cultural Capital tutor-led programme.</b></p> <p>Young people from our PP cohort supported through tutor input and wider team support.</p> <p>Delivery of Cultural capital closely monitored and evaluated by KS3 Director of Learning and impact measured through student voice.</p>	<p>‘Widening wealth gaps have created a privileged class focused on preserving privilege, armed with ever more resources to enrich their children educationally. At the same time ‘disadvantaged’ children have been stripped of the traditional places where they once developed cultural capital: the youth club, town hall, local library, or children’s centre. Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical.’ Elliott Major (2015) writing for the Sutton Trust</p>	1, 4
<p><b>Options process (high aspirations) and careers focus.</b> Young people from Pupil Premium cohort prioritised for careers guidance with PHS advisor in both Key Stages 3 &amp; 4.</p> <p>Pupil Premium students are targeted to attend extra-curricular events at both college and university.</p>	<p>‘Disadvantaged students often have high aspirations. However, they may not know how to achieve them and may struggle to maintain them. Disadvantaged parents and their social networks can lack the experience and knowledge to help their children.’ Joseph Rowntree Foundation <i>Inspiring Social Change</i>.</p>	1, 2
<p><b>Addressing the material needs for learning</b> of the cohort from uniform and equipment to the subsidy of educational experiences.</p>	<p>Ensuring a parity of opportunity and resource is needed to move towards equity in education.</p>	2

**Total budgeted cost: £141, 350**



## 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 students in the 2023 to 2024 academic year.

Intended outcome	Progress Towards Success Criteria
<p>Students have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. 'metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress' – Education Endowment Foundation <i>Metacognition and Self-Regulated Learning</i> September 2019</p>	<p>Use of student survey measuring skills of metacognition and self-regulation to measure improvements following the February 2024 survey. Feedback given to senior leaders to form future planning and whole school staff CPD.</p> <p>Student survey is now embedded in the routine of school and is aimed to capture student voice annually.</p> <p>Assistants to the Directors of Learning are Pupil Premium Champions for their key stages. They meet frequently with the students on a rotating basis. These check-ins are used to monitor both academic and personal progress and wellbeing and offer students the chance to reflect on their performance.</p>
<p>Positive relationships and a wider understanding of the individual needs of our young people. 'Pupil Premium students are not one homogenous group' – Education Endowment Foundation <i>'Pupil Premium Guide' 2019</i></p>	<p>Measured through PHS Positive Behaviour for Learning system. Tracking of House and Consequence points.</p> <p>Both the suspension and exclusion rate of FSM students is higher nationally.</p> <p>Poynton High School External Suspensions from 2022/23:</p> <ul style="list-style-type: none"> <li>● PP – 15 suspension from 4 students = average of 3.75 suspensions per student</li> <li>● Non-PP – 97 suspensions from 23 students = average of 4.2 suspension per student</li> </ul> <p>Internal suspensions 2022/23</p> <ul style="list-style-type: none"> <li>● PP – 25 internal suspensions from 15 students = average of 1.6 internal suspensions per student</li> <li>● Non-PP – 90 internal suspension from 65 students = average of 1.4 internal suspensions per student</li> </ul> <p>Whilst our internal rate of suspension in PP students is higher than our non-PP students there is evidence that suggests that</p>

	<p>reasonable adjustments were made based on the circumstances of individual students.</p> <p>2023/24</p> <ul style="list-style-type: none"> <li>● PP – 32 internal suspensions from 17 students = average of 1.9 internal suspensions per student</li> <li>● Non-PP – 54 internal suspensions from 38 students = average of 1.4 internal suspensions per student</li> <li>● PP – 70 external Suspensions– 18 students = average of 4 per student</li> <li>● Non-PP – 164 suspensions – 59 students = average of 2.8 per student</li> </ul> <p>There is a reduction in the number of Pupil Premium students receiving internal suspensions but as highlighted, whilst the cohort has decreased the average number of Internal suspensions has increased. This has highlighted a need for restorative work and work to address the cause for behaviour, addressing these behaviours.</p> <p>PHS have employed an Associate Assistant Headteacher with a responsibility for leading on behaviour. This is based on our whole school behaviour for learning strategy which is built on three key pillars: Positive relationships, Excellent teaching and learning and consistent systems.</p> <p>Adverse childhood experiences CPD due to be undertaken by The Pastoral team January 2025.</p> <p>Increased capacity in the Welfare team to support our most vulnerable students.</p> <p>As a school we are undertaking work with a behaviour advisor from the DfE which supports the needs of all students, but particularly our most vulnerable, including our disadvantaged cohort.</p>
<p>Narrowing of progress gaps in key areas for our Pupil Premium cohort through access to English, Maths, Science, MFL and Humanities tuition support for targeted learners within the Pupil Premium cohort. ‘Targeted small group or 1:1 interventions have potential to make the largest immediate impact on attainment’ Education Endowment Foundation <i>The Attainment Gap 2017</i>.</p>	<p>Following the DfE decision to cut funding of the NTP we were unable to offer the same level of targeted intervention to small groups. The academic year 2023/4 saw a focus in the key area of literacy and numeracy and this will continue to be a focus moving forward as part of the ENHANCE programme.</p>

PP summary		PP		increase
		autumn	summer	
Year 7	P8	-3.67	-2.64	1.03
	APS	0.16	0.87	0.71
Year 8	P8	-2.02	-1.64	0.38
	APS	1.18	1.43	0.25
Year 9	P8	-1.17	-1.15	0.02
	APS	1.38	1.38	0.00
Year 10	P8	-0.66	-0.21	0.45
	APS	2.72	3.02	0.30

Year 9 saw the smallest progress increase and has formed the focus of intervention in the Year 9 reading intervention group, it is evident there is a decline in student effort following the year 9 Options process. RDE to lead on SLT mentoring around PP Option choices mentoring.

Measure	2019	2023	Fred Mar 24	2024
Overall A8 figure	41.7	35.3	37.2	32.6
5 or above in En & ma (%)	27	15	16	20
4 or above in En & ma (%)	65	40	47	35
5 or above in EBacc (%)	4	10	5	0
4 or above in EBacc (%)	8	15	5	15
≥ 5 subjects, inc En & ma, 4+ (%)	65	35	37	35
7 – 9 (%)	11	10	1	1
% entering > 1 language	0	0	0	0
% entering 3 single sciences	35	20	10	10
EBacc APS	3.46	3.02	3.27	2.93

We have invested in 1:1 Tuition for a number of our Pupil Premium students to support a reduction in the progress gap.

Termly Progress Push cohort is shared with Directors or Learning for Curriculum areas. Information shared with staff in briefings to support this cohort.

	<p>The Designated Teacher meets each week with Pupil Premium students in order to generate Pupil Profiles that are shared weekly with all staff ensuring that individual Pupil Premium students' learning needs are clearly signposted to staff.</p> <p>Pupil Premium F1rst Strategy is shared with staff and referred to in all Pupil Premium CPD. Our unwavering positive regard of our Pupil Premium Cohort is at the centre of all the training delivered at PHS.</p>
<p>Positive rates of attendance for our Pupil Premium cohort. Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must 'recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.' <i>DfE 'Improving School Attendance: Support for Schools and Local Authorities' March 21</i></p>	<p>PP attendance 2023/24 - 88% and non PP at 94%.</p> <p>PHS have both a family support worker and learning support welfare leader to support attendance and student engagement with our most vulnerable young people and families.</p> <p>Welfare Lead CPD on supporting positive attendance, particularly of our most vulnerable and persistent concerns.</p> <p>PHS work closely alongside the Local Authority and have employed an attendance officer 1 day per week to support with our most at risk students, persistent absentees and support with home visits to further improve attendance. It is worth noting that a small number of students impact significantly due to the relatively small number of PP students.</p> <p>Designated attendance leads specifically monitoring PP attendance to support and encourage students who are persistently attendance concerns.</p> <p>Daily PP attendance log shared with welfare teams to support parental engagement and positive attendance.</p>
<p>Confident KS3 learners within our Pupil Premium cohort, equipped with healthy learning habits and well engaged in school life.</p>	<p>Key stage 3 2024 Summer reporting data summary:</p> <p><b>Year 9</b></p> <p>Progress 8 -0.87 (non PP -0.84 <b>0.03 difference</b>)</p> <p>Attainment 8 29.66 (non PP 38.77 <b>9.11 difference</b>)</p> <p><b>Year 8</b></p> <p>Progress 8 -1.76 (non PP -1.71 <b>0.05 difference</b>)</p> <p>Attainment 8 24.29 (non PP 31.14 <b>6.85 difference</b>)</p>

	<p><b>Year 7</b></p> <p>Attainment 8 20.39 (non-PP 23.76 <b>3.37 difference</b>)</p> <p>Ensuring that all learners are confident and resilient remains a key area of focus for our learners whole school:</p> <ul style="list-style-type: none"> <li>• 2 Members of staff are ELSA trained. Targeted students are involved in intervention groups around resilience and emotional regulation and self esteem</li> <li>• Whole school CPD focusing on adaptive teaching, questioning and providing live feedback. All of these create learning habits which promote an environment whereby students can build confidence and resilience in the classroom.</li> </ul> <p>Ensuring that senior leaders within school are part of ensuring that PP students from the progress push cohort remain a key focus during each term, working closely with both year and curriculum DLs.</p> <p>Comprehensive form time curriculum including a Cultural Capital Programme which equips students in Key Stage 3 to fully understand the context of the Curriculum.</p> <p>A formal exam programme is in place to reinforce positive learning habits and ensure students are prepared for external examinations in Key Stage 4.</p> <p>An aspirational Key Stage 3 Curriculum that is based on the concept of Powerful Knowledge. This provides the best foundations for students to thrive and succeed at Key Stage 4 and beyond.</p>
<p>Effective reading skills developed in all learners in order to access to our challenging and varied curriculum.</p>	<p>Improved reading scores in KS3 screening from initial CATs measurements in Year 7 through to whole year screening in Year 9.</p> <p>NGRT (New Group Reading Tests) were taken in March by Y8 and May by Y9. Y11 took WRAT4 tests in April and Y10 in June.</p> <p>Students with a Standardised Age Score (SAS) below 85 have been highlighted as having a concern around their reading comprehension. Class charts identify these students and all staff have been given strategies to support student learning through whole school training developing QfT strategies.</p>

	Targeted weekly Key Stage 3 aspirational reading group aimed at encouraging reading for pleasure and building confidence in reading.
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## Further information

### Free School Meals and the Pupil Premium

- The national framework for supporting young people from families facing hardship to reach their full potential in education uses free school meals as a guide for further support. If your young person has been entitled to free school meals in the last 6 years they will then in turn be eligible through funding provided to school directly (called the Pupil Premium) for further support. A more detailed explanation as to how this support works please see our Pupil Premium statement below.

### Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

### Applying for Free School Meals

- Parents and carers must apply for free school meals through their local authority website. Applications from within Cheshire East can be made by following this link: <https://synergyweb.cheshireeast.gov.uk/Website/Enquiries/Citizen/FreeSchoolMeals.aspx> . We are unable to provide free school meal entitlements ourselves unless an application has been approved. If you are applying and need more help or guidance please contact Mrs Rhian Dempsey (Associate Assistant Head Teacher) via phone – 01625 871 811 or email [rdempsey@poyntonhigh.org.uk](mailto:rdempsey@poyntonhigh.org.uk)