



Pupil Premium Strategy 2022-23

School Mission Statement

At Pedmore we ensure that all students develop into well-rounded confident, independent, resilient and high achieving outward thinking individuals, who are proud of their school, its values and reputation. Students are equipped with the knowledge, skills, characteristics and learning behaviours to enable them to set aspirational and challenging goals. Students feel safe, supported, respected and recognised; becoming happy, successful young citizens who contribute to their communities, seek out opportunities and continue to always aim, to be the best that they can be.

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
Pedmore High School – Invictus Education Trust	
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
First reviewed	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	G. Lloyd
Pupil premium lead	C. Papadopoulos
Governor / Trustee lead	Isobel Reeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery PP allocation for 22-23	£60,996
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	£278,681

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably a concerted effort to implement a wide variety of reading strategies for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make every attempt to engage parents of disadvantage students

Overarching Aims

A	To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
B	To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.
C	To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.

Challenges

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

Challenge number	Detail of challenge
1	There is a higher than average percentage of disadvantaged pupils at Pedmore (36%) compared to national figures (20.8%)
2	The school location deprivation indicator is quintile 2 however the pupil base is in quintile 5 which is the most deprived of all schools in terms of deprivation
3	Many students and families have low aspirations and ambition and place a low value on education.
4	The attendance rate of disadvantaged pupils (89.14%) is lower than non- disadvantaged pupils (92.98%)
5	Disadvantaged students have a significantly higher rate of Persistent Absence 25% compared to 17.49% non- disadvantaged students.
6	Attainment on entry is lower among disadvantaged students/ FSM students.
7	Disadvantaged students have lower levels of literacy and oracy, particularly in lower year groups.
8	Absence due to COVID-19 pandemic and a lack of engagement with online learning and blended learning packages by some disadvantaged students
9	Parental engagement is significantly lower with disadvantaged students than non- disadvantaged students
10	Attainment at the end of KS4 is significantly lower for 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
Improve the learning, progress and attainment of disadvantaged students through high quality teaching and learning.	<ul style="list-style-type: none"> ➤ The early identification of any knowledge gaps will be facilitated through effective partnerships with our feeder schools so that help and support can be continued or initiated; ensuring that students make a seamless transition and settle quickly. ➤ QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. ➤ The school's 'Basics' Attainment headline measures for disadvantaged students will be in line with all students nationally. ➤ Disadvantaged students will begin to achieve positive Progress 8 (P8) scores at least in line with all students nationally. ➤ Progress by disadvantaged students in English, Maths and Science will continue to improve

<p>Effective use of data tracking and monitoring based on high quality assessments will more readily identify disadvantaged students for targeted support, guidance and intervention.</p>	<ul style="list-style-type: none"> ➤ Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (Driver and Champions) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need. ➤ Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. ➤ Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the challenges presented by a lack of parental engagement. Use of coffee mornings and parents' evenings.
<p>Improve attendance by disadvantaged students to be above national average.</p>	<ul style="list-style-type: none"> ➤ Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance for disadvantaged students continues to remain in line with national and rise above it in time. ➤ The school should continue to see a reduction in the percentage of disadvantaged students in Persistent Absence. ➤ The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to parents' events evidenced in the parental engagement record and swifter intervention when a lack of attendance /engagement is more readily identified.
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> ➤ Use of NGRT (New Group Reading Test) to monitor and track reading skills through KS3 to demonstrate improved comprehension skills among pupils. A smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. ➤ Use of Bedrock learning- key stage three literacy aimed at year 8- support EAL students- improve vocabulary understanding. ➤ Supporting students with buying supplies- revision guides, set texts.
<p>Continue to ensure that all disadvantaged students have access to effective careers education and guidance so that they hold high ambitions of themselves and of others.</p>	<ul style="list-style-type: none"> ➤ Through an effective CEIAG programme, all disadvantaged students will have access to personalised and independent CEIAG. This should lead to improved ambitions and aspirations and an increase in students' self-esteem. <ul style="list-style-type: none"> ○ Students in Years 7-11 will have at least 1 careers event annually. ○ Students in Years 9-11 will have at least 1 careers and guidance interview annually. ○ Disadvantaged students in Year 9 and Year 10 will experience at least 2 careers and guidance meetings annually. This advice will be both independent external and internal. ○ Disadvantaged students in Year 11 and Year 13 will experience bespoke packages of career and education guidance and support, including independent external support ➤ The school should continue to see a reduction or zero number of NEETS (students not in education or training post 16). ➤ All students in Year 10 to secure a placement for Work Experience Week (virtual as a contingency through Speaker for Schools)

	<ul style="list-style-type: none"> ➤ Use of assemblies to promote positive message around attendance ➤ Designated coffee mornings to invite hard to reach parents ➤ Approx costs: £75,000 			
A	Key Stage 3 Literacy and Numeracy	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>EEF - reading comprehension support + 6</p> <p>EEF - small group / individualised tuition tuition +4</p> <p>EEF - peer tutoring +5</p>		
B	<ul style="list-style-type: none"> ➤ Implement use of GL assessments in Year 7 and Year 9 to help identify literacy gaps. ➤ Use of NGRTs to monitor and track reading skills through KS3 to demonstrate improved comprehension skills among pupils ➤ Implement use of GL assessments in Year 7 and Year 9 to help identify literacy gaps. ➤ Core skills for students needing additional literacy intervention ➤ Catch up literacy and numeracy programme in yr7 and 8 ➤ Functional skills- Level 1/2 English for Yr9s as an option ➤ Phonics training through MITA for Teaching Assistants ➤ KS3 literacy and numeracy focus managed by designated members of staff. ➤ Bespoke programmes delivered by tutors for literacy and numeracy. CPD training delivered by specific co-ordinators to all staff. ➤ Approx costs: £25,000 		6	7

<p>A</p> <p>B</p> <p>C</p>	<p>Improve reading comprehension among disadvantaged pupils across KS3 and develop a love for reading</p> <ul style="list-style-type: none"> ➤ Maintain and build on existing strategies that support and promote a love of reading and develop a 'language rich experience' for students: <ul style="list-style-type: none"> ○ DEAR days each half term ○ Registration for Reading ○ KS3 Word of the Week ○ Root words ○ Literacy programme during tutor ○ Forensic reading ○ Debate Club ○ Word Gap ○ Reading Rewards Programme ○ World Book Day ○ Youth Speaks Award ➤ Implement NGRT reading assessments twice a year to better track and monitor reading skills in Year 9-11 and ensure that all staff have access to students reading ages, to better inform planning and support. ➤ Approx costs: £5,000 <p>Maintain and further develop the Forensic Reading Program - Taught by specialist English teachers. The purpose of forensic reading is to make our students better readers, to develop their oracy skills and close the vocabulary gap between Pupil Premium and non-Pupil Premium students.</p> <ul style="list-style-type: none"> ➤ KS3 - additional 1hr per week. ➤ Yr10 - Forensic Reading lessons incorporated into English curriculum. 	<p>EEF - small group / individualised tuition tuition +4</p> <p>EEF - reading comprehension support + 6</p> <p>EEF – Oral language interventions + 6</p>	<p>6</p> <p>7</p> <p>8</p>
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A	Maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback during GRIT tasks in addition to whole class feedback.		6
B	<ul style="list-style-type: none"> ➤ Teachers are to provide verbal feedback every other GRIT task as part of 'live feedback' <p>Approx costs: £2,000</p>	<p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p>	<p>7</p> <p>8</p>

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

Budgeted cost: **£42,800**

Area of Intent	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	Continue to maintain a programme of extended, out of hours learning in KS4 and KS5	EEF - small group tuition +4	3
B	<ul style="list-style-type: none"> ➤ Breakfast class ➤ School Led Tutoring sessions will support the most disadvantaged and vulnerable students impacted by COVID-19- (2021-2022) ➤ Approx costs: £1,500 	<p>EEF - mastery learning+5</p> <p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p> <p>EEF 1:1 tuition +5</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>

A	<p>Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following data drops</p> <p>➤ Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership & Management Team and wider staff through Heads of School / Heads of Department/whole staff briefings etc</p>	<p>EEF – N/A</p> <p>Underachievement is challenged promptly and addressed by all key personnel</p>	<p>3 4 5 6 7 8</p>
A B	<p>Engaging with the National Tutoring Programme to provide a blend of tuition and academic mentoring 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.</p> <p>Approx costs: £40,000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 4 5 6 7 8</p>

A B C	<p>Boys Champion to develop and instigate programmes that combat anger and low self-esteem and improve literacy.</p> <ul style="list-style-type: none"> ➤ Implement specific student mentor programme for key focus boys. ➤ External providers to deliver self-esteem related workshops to disaffected boys. <p>Bottom 20% of Y7 and Y8 boys in reading ages to be included as a priority in the existing Literacy, Phonics & Numeracy additional lessons.</p> <p>Approx costs: £1,300</p>	<p>EEF - reading comprehension support + 6</p> <p>EEF – individualised instruction + 4</p> <p>EEF-mentoring +2</p> <p>EEF – Phonics +5</p> <p>EEF – Social & Emotional Learning +4</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
A B C	<p>Build on existing programme of Mentoring & Support</p> <ul style="list-style-type: none"> ➤ Increase and widen Academic Peer Mentoring Scheme all years ➤ Mentoring and Academic support offered by Inclusion and Achievement Manager <p>Mentoring and Academic support offered by pastoral staff.</p>	<p>EEF – mentoring +2 (our own impact reports show this to be highly effective with suitable pairings and certain groups of students)</p> <p>EEF – peer mentoring+5</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>

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

Budgeted cost: **£93,400**

Area of Intent	Activity	Evidence that supports this approach	Challenge number(s) addressed
A B C	<p>Continue to ensure that transition between primary to secondary school supports students to settle into their new learning environment quickly so that there is no dip in learning and any identified KS2 gaps are identified and addressed quickly.</p> <ul style="list-style-type: none"> ➤ Maintain summer liaison and visit programme by transition lead to all primary schools to obtain background information ➤ Maintain SENCO liaison programme ➤ Work with Trust Transition Leader to develop new programmes of early support and intervention. ➤ Continue to develop Transition Days and bespoke ‘small group’ additional transition days for disadvantaged and vulnerable students ➤ Approx costs £1,000 	<p>EEF - small group tuition +4</p> <p>EEF-sport participation+1</p> <p>EEF-arts participation +3</p> <p>EEF – Social & Emotional Learning +4</p> <p>EEF=Summer School +3</p>	ALL
A B C	<p>Continue to ensure that close working relationships between school and parents means that we can encourage those families / parents who are on the threshold of deprivation to seek out support through Early Help or financial assistance (FSM claims etc) who may not ordinarily do so.</p> <ul style="list-style-type: none"> ➤ Maintain Pastoral Support Team to include 5 Heads of Year and Pastoral Support Staff for KS3 and KS4 ➤ Continue to support the development and training of Pastoral Support Officers (Early Help / Mental Health & Well-being / Safeguarding Training) ➤ Approx costs: £80, 000 	<p>EEF – Parental Engagement +4</p> <p>EEF – Social & Emotional Learning +4</p>	1 2
B C	<p>Uniform support offer to all PP students</p> <p>Approx costs £2000</p>	<p>EEF – n/a</p> <p>Removing a barrier which could potentially impact on attendance. Giving all students an equal opportunity.</p>	1 2 5 6

A	Attendance and Punctuality Monitoring Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at weekly meeting.	PP attendance 89.6%	
B	<ul style="list-style-type: none"> ➤ Maintain robust system to record, track and monitor attendance ➤ Maintain daily contact with priority students from Attendance Officer ➤ Maintain parental engagement record to track attendance & participation in key school events. Use this to access and identify families in need of support and early help. 	Non PP attendance 94.3%	1
C	Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required	EEF – Parental Engagement +4	2
			4
			5
			8

A	Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes		
B		EEF – 0	
C	<ul style="list-style-type: none"> ➤ Aspire to HE visits for Yrs9 to Yr11- prioritising disadvantaged students ➤ Re-introduce Careers Fair annually for yrs10 and 11 ➤ Sustain 1:1 Careers advice meetings for Yr11s ➤ Introduce 1:1 Career advice meetings for Yr9s prior to options ➤ CEIAG Careers Lead training <p>Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals Approx costs £6,500</p>	Belief that students' achievement is greater when able to contextualise learning and relate to the 'big picture'	1
			2
			3
A	Maintain programme of Sport and Outdoor Education in support of learning	EEF –Physical Activity +1	1
B	<ul style="list-style-type: none"> ➤ PE kit for competitive matches and events ➤ Duke of Edinburgh Award financial support available for enrolment fees and equipment. 	EEF- Collaborative Learning + 5	2
C	<ul style="list-style-type: none"> ➤ Approx costs £1,000 		4
			5

A	<ul style="list-style-type: none"> ➤ Building cultural capital – ensure that students are able to access a wide range of different enrichment opportunities, including trips and visits and are not disadvantaged as a result of socioeconomic circumstances 	EEF-arts participation +2	
B	<ul style="list-style-type: none"> ➤ Develop and embed our extra-curricular and enrichment programme, utilising external organisations and providers to offer a wider variety of activities and opportunities for students. (approx. costs- £1.500) 	EEF- Extended School +3	
C	<ul style="list-style-type: none"> ➤ Track and monitor student participation in enrichment activities, so that we can ensure students access a broad and balanced range of activities and new opportunities. ➤ Support Pupil Premium students with accessing music tuition within school. (approx.. costs- £4,000) 	EEF –Physical Activity +1 EEF- Collaborative Learning + 5 EEF-arts participation +2 EEF – Oral language interventions + 6	All

Total budgeted cost: £244,000

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.

The school provided all disadvantaged students with a laptop and had fully switched to 'virtual lessons' within 2 weeks of National Lockdown. All disadvantaged students were offered and encouraged to continue to access in school learning during lockdown and weekly contact was made with all vulnerable and disadvantaged students. Whilst above National average attendance to virtual lessons was maintained, attendance was lowest amongst our disadvantaged students whose focus and ability to work and adapt to the new style of learning, proved more challenging. However, the school made use of additional online learning platforms and software to support all students with their learning.

As evidenced in schools across the country, school closure during 2020 and 2021 was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of school closure.

Our internal assessments during 2020/21 shows that the progress of disadvantaged pupils was broadly in line with where it had been previously, but lower than the previous year in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees.

We used pupil premium and catch-up funding to provide wellbeing support and increased the amount of additional pastoral and academic support. Student and parental voice demonstrated a concern for the mental health and well-being of their children as a result of the COVID-19 pandemic and National Lockdowns. Therefore, a comprehensive programme and adjustment to incorporate such pertinent issues on the curriculum was prioritised. PSHE now delivered as a discrete lesson to all year groups per week. In addition, time has been set aside in tutor time to include mental health and wellbeing sessions; careers and literacy/numeracy sessions.

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The gap for attendance between our non-pupil premium students and our pupil premium students has narrowed, as have the persistent absence. Whilst still higher than where we like

the figures to be it is clear the extra funding used on staffing has helped support families through home visits; safe and well calls' uniform costs.

Summer results showed huge improvements in not only average progress 8 (from 2019 P8 - 0.73 to 2022 P8 -0.36) and attainment 8 (2019 A8: 33.69 to 2022 A8: 36.56).

Higher number of PP students are now accessing the enrichment activities and the tracking of which is an area we are working on this academic year.

2022-2023 cohort as of Sept 2022

Group	Total Students							
	All	Boys	Girls	PP	FSM	LAC	SEN	EAL
All Students	599	306	293	216	209	6	110	204
Year 7	113	53	60	40	39	1	30	24
Year 8	135	66	69	54	54	1	30	43
Year 9	122	59	63	40	38	3	21	35
Year 10	126	69	57	45	42	0	21	55
Year 11	103	59	44	37	36	1	8	47