



Kieran McGrane - Headteacher

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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	Ponteland High School
Number of pupils in school	1276 (Y7-11)
Proportion (%) of pupil premium eligible pupils	13%
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
Date on which it will be reviewed	December 2022
Statement authorised by	Mr K McGrane
Pupil premium lead	Mr M Warland
Governors lead	Dr. N. Twelves/ Mr M. Choudhary/ Mr S. Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,565
Recovery premium funding allocation this academic year	£22,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158,825
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that the academic achievement of our Disadvantaged students is comparable to that of their peers in all subject areas. We want our Disadvantaged students to experience a full and well rounded education and benefit fully from the high quality provision offered at Ponteland High School.

This strategy details a plan for how this intention will be achieved. It is based on the principles of quality first teaching, targeted academic support, regular monitoring and effective intervention, increased participation in wider school activities and improved parental engagement.

Challenges

Some of our Disadvantaged students face significant challenges, which makes engaging in school and their learning difficult. At the same time, we have some students with very specific and individual needs whilst others face very few challenges at all. In order to support our Disadvantaged students we have identified a range of potential challenges but we are acutely aware that these are not unique to Disadvantaged students and additional challenges may emerge throughout the year.

Challenge number	Detail of challenge
1	Poor attendance and becoming persistently absent
2	Significant mental health, emotional and pastoral needs
3	Self regulation and managing personal behaviour
4	Challenging family situations or personal circumstances that detract from a focus on school
5	Low levels of literacy and numeracy
6	Students with high prior attainment may need additional support with personal organisation and aspirations to achieve in line with their potential
7	Lack of aspiration or idea of what the future might look like, and where education fits into this
8	Lack of access to suitable technology, i.e. laptop and wifi
9	Lack of access to cultural and social experiences such as residential school trips
10	Inconsistent teaching and expectations
11	The need to be more independent in study habits as required in a secondary school.
12	Gaps in knowledge and understanding arising during periods of remote education through the Covid pandemic.



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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
Progress 8	Significantly reduce the gap between disadvantaged students and their peers
Attainment 8	To maintain attainment 8 figures significantly above national average
Percentage of Grade 5+ in English and maths	Significantly reduce the gap between disadvantaged students and their peers
EBacc entry	To maintain more than 50% of disadvantaged students being entered for EBacc subjects

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guarantee quality first teaching through ensuring that each subject curriculum is ambitious and appropriate for all students including Disadvantaged.	<i>Mastery Learning has been shown to have high impact for very low cost (EEF, 2021)</i>	6,10, 11, 7, 12
Ensure the planned curriculum is implemented in full so that all students including Disadvantaged know more, remember more and can do more.	<i>Individualised Instruction has been shown to have moderate impact for very low cost (EEF, 2021)</i>	6,9
Develop a bank of video clips to address common misconceptions for each subject that all students can access.	<i>Metacognition has been shown to have a high impact for very low cost (EEF, 2021)</i>	1, 12, 10

<p>Improve the literacy and numeracy standard of Disadvantaged students by utilising a system of early identification and input where appropriate.</p> <p>This will include the:</p> <ul style="list-style-type: none"> • appointment of additional staff in English and Maths to build capacity to support very weak KS3 learners • development of literacy and numeracy schemes in years 7 and 8 to build strong foundations from the early secondary school years <ul style="list-style-type: none"> • maintaining smaller class sizes in KS4 • staff training to aid teachers supporting weaker readers 	<p><i>Reading Comprehension strategies have been shown to have a very high impact for a very low cost. (EEF, 2021)</i></p> <p><i>Oral language interventions have been shown to have high impact for a very low cost (EEF, 2021)</i></p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all Disadvantaged students have access to their own computer for use at home. Where this is not the case students will be issued with a loan Chromebook.</p> <p>Ensure that all Disadvantaged students are able to access Google Classroom and view the subject misconception videos.</p>	<p><i>Homework has been shown to have a high impact for very low cost. (EEF, 2021)</i></p>	8
<p>Ensure that underperforming Disadvantaged students are offered intervention either within each subject area or from paid tutors.</p> <p>Provide educational materials, where relevant, at no cost including textbooks and revision material as well as access to visits and trips that are run to enhance the curriculum.</p>	<p><i>One to one tuition has been shown to have a high impact for moderate cost (EEF, 2021).</i></p>	4, 10, 12
<p>To increase student and parental engagement and attendance at support events, subject and parents' evenings including offering support with transportation.</p> <p>To provide video versions of key information where parents fail to engage</p>	<p><i>Parental engagement has been shown to have moderate impact for very low cost (EEF, 2021).</i></p>	4, 6



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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closely monitor the attendance of Disadvantaged students in all year groups to ensure their attendance matches that of non-Disadvantaged peers.	Research has found that poor attendance is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF Rapid Evidence Assessment)	1
Closely monitor the behaviour and attitudes of Disadvantaged students to ensure they are fully engaging with school To ensure that under performing KS3 Disadvantaged students are placed on report when issues are identified following each assessment event.	<i>Behaviour interventions have been shown to have moderate impact for low cost (EEF, 2021).</i>	2, 3
Ensure that Disadvantaged students are provided every year with high quality careers guidance and one-two-one support with their KS4 and Post-16 option choices.	<i>Mentoring has been shown to have low impact for moderate cost (EEF, 2021)</i>	7

Total budgeted cost: £158,825

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2020-21 Review: last year's aims and outcomes

Aim	Outcome
Eliminate P8 gap between Disadvantaged students and their non-Disadvantaged peers nationally	Data is unavailable
Eliminate A8 gap between Disadvantaged and their non-Disadvantaged peers nationally	PHS Disadvantaged A8: 44.71 No national data available
Eliminate 5+ EM achievement gap between Disadvantaged and their non-Disadvantaged peers nationally	PHS Disadvantaged: 21% No national data available
Ensure Disadvantaged attendance is in line with their non-Disadvantaged peers nationally	Attendance data unavailable due to the pandemic

Externally provided programmes

Programme	Provider
Newcastle United Foundation School's Programme (1 day per week)	Newcastle United Football Club
One-2-One student mentoring	Brian Wade
In school music lessons	Various private peripatetic teachers and Northumberland Schools Music Service.



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Background Information

What is the money for?

The DfE has said that it intends the funding to be spent on: ‘...helping adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.’

The focus on children’s social and emotional and wider needs is in contrast to the Pupil Premium for children eligible for free school meals, which is focused on closing the attainment gap. The money is not ring fenced and does not have to be spent on the individual child. The DfE has said that it has introduced this flexibility so that schools can get maximum impact from the funding and so that children who change schools are not disadvantaged. In deciding how to use the Pupil Premium Plus funding, schools will want to understand and take account of the particular needs of looked after and previously looked after children, as these may be additional to or different from the needs of children who attract the Pupil Premium because they are from financially deprived family circumstances; for example, financial subsidies such as school trips and clubs may not address the needs of previously looked after children.

The DfE has clearly said that the funding should not be used to supplement the general school budget, or to support other groups of pupils such as those with special educational needs or who are low attaining. Some children who are eligible for Pupil Premium Plus will have special educational needs or low attainment, but these are needs which should be met through the usual or additional funding streams available to the school.

The DfE encourages schools to use robust evidence when making decisions about how to spend the funding to support previously looked after children and recommends seeking advice from the local authority, the virtual school and the designated teacher for looked after children, as the impact of abuse, neglect, trauma and loss does not disappear overnight. The DfE says that schools are also encouraged to seek advice from national organisations that specialise in adoption support

Who decides how the funding is spent?

It is up to each individual school to decide how to spend the money. The DfE has clearly stated that it is good practice to consult parents and guardians when making the decision. Some schools are consulting with individual parents and guardians, while others have invited adopters and special guardians to group consultations or task groups about how to spend the funding. Schools must act transparently and publish their pupil premium spending on their websites. We strongly recommend that schools separate their pupil premium and pupil premium plus spending in these breakdowns, since the needs of the two groups are different.

Additional Support for PP+ Cohort

In addition to the support outlined via our Pupil Premium Support Strategy and Spending, we have identified the following needs within our cohort of Looked After and Post Looked After children as well as those children with a named social worker (PP+).

- **Nurture and relationships**
- **Scaffold children's social skills and peer relationships**
- **Support for emotional literacy and emotion regulation**
- **Support children to cope with transitions**
- **Develop children's executive functioning skills**
- **Address barriers to information sharing and joint working**

The following outlines the additional offer we have for our PP+ cohort under these identified needs.

Additional Offer for students eligible for PP+

1. Provide nurture and relationships through:

- A nurture breakfast club which allows children to settle into the school day
- Providing meet and greets for children at the start of the day, where required.
- A Safe Space area which is staffed with trained and nurture trained staff.
- Training and supporting staff to provide key attachment relationships with regular 1:1 'attachment time' built into children's timetables

2. Scaffold children's social skills and peer relationships, for example through:

- Social skills groups or Circle of Friends interventions
- Supported Lunchtime clubs with opportunities to practise social skills
- Training midday supervisors to provide structured play at break times
- Friendship groups
- Facilitating friendships e.g. through a buddy scheme or peer mentoring initiative

3. Support emotional literacy and emotion regulation through:

- Emotional literacy and emotion regulation groups, including anger management
- Enhanced Pastoral Care through regular tracking and check-ins
- Providing alternatives to detention and isolation which focus on understanding and repairing what went wrong



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- Access to lower class sizes for practical lessons and some core subjects.
- Signposting/referring young people to specialist services where required

4. Support children to cope with transitions and change by:

- Providing additional structure during break and lunchtimes
- Providing safe spaces for children to come to throughout the school day
- Appointing a transition worker to support children through the Year 6 to Year 7 transition
- Identifying a group of staff who can provide cover for absence, reducing the need for external supply staff
- Spending time preparing children for change in advance e.g. using social stories or visual timetables
- Liaising closely with parents and guardians who can help their children prepare for and cope with change

5. Develop children's executive functioning skills through:

- Training staff in understanding and supporting executive functioning skill development in the classroom and on the playground
- Providing individual and group sessions which focus on scaffolding the skills needed
- Providing coaching for children who struggle to plan and organise e.g. check-ins to ensure they have books and equipment, have recorded the homework etc.

6. Address barriers to information sharing and joint working by:

- Developing policies and procedures which ensure that key information about children's needs is shared with all key staff coming into contact with them.
- A designated teacher to support and promote the needs of this cohort and communicate with parents/ Carers and agencies involved in the care of the student.
- Identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress when required.