



Stef McElwee - Headteacher

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Pupil Premium Strategy Statement (2021-24)

This statement details our school's use of pupil premium 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 along with justification. The strategy also includes a review of outcomes from 2021/22.

School overview

Detail	Data
School name	Ponteland High School
Number of pupils in school (Y7-11)	1294
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date by which it will be reviewed	December 2022
Statement authorised by	Mr S McElwee
Pupil premium lead	Mr M Warland
Governors lead	Dr. N. Twelves & Mr M. Choudhary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,434
Recovery premium funding allocation this academic year	£42,340 (*denoted in plan)
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	£235,774

Part A: Pupil premium strategy plan

Statement of intent

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

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils thrive at Ponteland High School and reach their full potential.

To ensure that are approaches are effective we are working to:

- develop a school culture where all staff take responsibility for the welfare and academic progress of disadvantaged pupils by ensuring that they are well known in school with all areas of their school life tracked and information shared.
- ensure that teachers have the highest of expectations for disadvantaged pupils, that they are challenged in every lesson and have the opportunity to regularly experience success.
- intervene early at the point of need for all disadvantaged pupils in all year groups.

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. It also recognises the importance of excellent attendance, participation in wider school activities and high levels of parental engagement.

Challenges

Some of our disadvantaged pupils face significant challenges, which makes engaging in school and their learning difficult. At the same time, we have some pupils with very specific and individual needs whilst others face very few challenges at all. In order to support our disadvantaged pupils we have identified a range of potential challenges but we are acutely aware that these are not unique to disadvantaged pupils 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	Managing their behaviour in lessons and conduct around school
4	Challenging family situations or personal circumstances that detract from a focus on school
5	Low levels of literacy and numeracy
6	Pupils with high prior attainment may need additional support with personal organisation, independent study 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	Gaps in subject knowledge arising due to either periods of remote education, inconsistent teaching, low teacher expectations and/or poor attendance.



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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8 Score	Progress 8 score for disadvantaged pupils at PHS is significantly higher than the national disadvantage score.
Attainment 8 Score	Attainment 8 score for disadvantaged pupils at PHS is significantly higher than the national disadvantage score.
Percentage of Grade 5+ in English and maths	Percentage of disadvantaged pupils at PHS attaining a grade 5+ in English & Maths is significantly higher than the national disadvantage score.
EBacc entry	To consistently achieve more than 50% of disadvantaged pupils being entered for EBacc subjects
Attendance	Ensure attendance of disadvantaged pupils at PHS is in line with their peers nationally

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: £150,000

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 pupils including disadvantaged.	<i>Mastery Learning has been shown to have high impact for very low cost (EEF, 2021)</i>	6,10,7
Ensure the planned curriculum is implemented in full so that all pupils 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

	<i>Lesson observations consistently show that all pupils make high levels of progress at PHS when challenged and engaged.</i>	
<p>Improve the literacy and numeracy standard of disadvantaged pupils by utilising a system of early identification and input where appropriate.</p> <p>This will include the:</p> <ul style="list-style-type: none"> ● Launch of whole-school literacy strategy focused on disciplinary literacy, intervention and life-long reading ● Primary trained additional teachers in English and Maths to support underperforming KS3 learners ● development of literacy and numeracy schemes in years 7 and 8 to build strong foundations from the early secondary school years ● maintaining smaller class sizes in KS4 ● staff training to aid teachers supporting weaker readers ● *school-led tutoring offered to KS3 pupils who are working towards expected progress in maths and/or english. 	<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>Additional Maths & English teachers allow for smaller class sizes increasing student-teacher interaction during lessons.</i></p> <p><i>Oral language interventions have been shown to have high impact for a very low cost (EEF, 2021)</i></p> <p><i>Of the 42 pupils currently in Maths & English intervention classes 16 (38%) are pupil premium.</i></p> <p><i>Small group tuition has been shown to have a moderate impact for a low cost (EEF, 2021).</i></p>	5, 6
<p>Expand and promote 'Pont High YouTube' bank of video clips which address common misconceptions and exam technique for each subject.</p>	<p><i>Metacognition has been shown to have a high impact for very low cost (EEF, 2021)</i></p> <p><i>Student feedback after periods of remote learning showed preference for video tutorials created by PHS teachers.</i></p>	1, 10



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

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Ensure that underperforming KS3 disadvantaged pupils are offered additional after school tutoring in English & Maths.	<i>Small group tuition has been shown to have a moderate impact for a low cost (EEF, 2021). Of the 23 pupils who attended after school tutoring last year 19 were assessed at either working at or above in English and/or Maths by the end of the summer term.</i>	4, 10
*Ensure that underperforming KS4 disadvantaged pupils are offered additional tutoring through either private tutors (TutorDoctor) or PHS staff.	<i>One to one tuition has been shown to have a high impact for moderate cost (EEF, 2021).</i>	4, 10
Ensure that all disadvantaged pupils have access to their own computer for use at home. Where this is not the case pupils will be issued with a loan Chromebook.	<i>Homework has been shown to have a high impact for very low cost. (EEF, 2021) 31 Chromebooks were issued to Y7-11 students last year demonstrating need.</i>	8
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.	<i>Arts participation has been shown to have moderate impact for very low cost to the school. (EEF, 2022)</i>	4, 10

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closely monitor the attendance of disadvantaged pupils in all year groups to ensure their attendance is comparable to that of their non-disadvantaged peers.	<i>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</i>	1

<p>Half-termly welfare and attendance meetings with all Pastoral Managers to review the attendance of PP students in each year group.</p>	<p><i>outcomes. (EEF Rapid Evidence Assessment)</i></p> <p><i>Noticeable improvement from 90.1% to 92.2% in PP attendance between Autumn term 2021 to 2022</i></p>	
<p>Closely monitor the behaviour and effort of disadvantaged pupils to ensure they are fully engaging with school. Tutors to provide feedback at half-termly pastoral meetings. Where issues are identified Pastoral Leaders contact parents and pupils are placed on report.</p> <p>To ensure that under performing KS4 disadvantaged pupils are identified at RAG meetings with Subject Leaders instructed to propose and implement interventions.</p>	<p><i>Behaviour interventions have been shown to have moderate impact for low cost (EEF, 2021).</i></p> <p><i>Parental engagement has been shown to have moderate impact for low cost (EEF, 2021).</i></p> <p><i>Ensuring that Pastoral Leaders and Raising Achievement Leaders are informed regularly of PP pupil progress maintains focus on this key group of pupils.</i></p>	<p>2, 3</p>
<p>Ensure that disadvantaged pupils are provided every year with high quality careers guidance and one-two-one support with their KS4 and Post-16 option choices.</p>	<p><i>Mentoring has been shown to have low impact for moderate cost (EEF, 2021)</i></p> <p><i>Detailed write-up from careers advisor displayed on PP register ensured all staff were aware of pupils aspirations</i></p>	<p>7</p>
<p>Ensure that parents are informed termly of the support available to help with the cost of schooling. This includes free breakfast, uniform, music lessons and subsidised school trips.</p>	<p><i>Parental engagement has been shown to have moderate impact for low cost (EEF, 2021).</i></p>	<p>4</p>

Total budgeted cost for 2022/23: £230,000



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Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's 30 Year 11 disadvantaged pupils during the 2021/22 academic year using published key stage 4 performance data.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at PHS made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.03. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 40.93. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures for last year to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5. For Progress 8, the national average score for disadvantaged pupils was -0.55.

The main headline figure for the percentage of disadvantaged pupils achieving a grade 5+ in both English and Maths in 2021/22 at PHS was 25%. For grade 4+ this figure was 53%. This compared to the national averages of 30% and 52% respectively.

EBacc entry for disadvantaged pupils at PHS was 29%, which is below the previous year of 55%. The figure is still higher than the national EBacc entry for disadvantaged pupils of 27%. The average grade achieved by our disadvantaged pupils in their EBacc subjects was 3.54, which is higher than the national average of 3.19.

In conclusion, the data from 2021/22 provides evidence that the attainment of disadvantaged pupils at PHS is similar to their peers nationally. However, their progress is below the national average.

The attendance of pupils at PHS receiving free school meals in 2021/22 was 87% this compared to the national non Free School Meals attendance of 93%. We recognise that this gap last year was too large but am encouraged by internal data for the current academic year so far.

In terms of progression from PHS 28 of the 30 disadvantaged pupils in 2021/22 are still in education. Pupils are either enrolled in the PHS Sixth Form or studying at a local college. Of these 28 pupils 19 are studying Level 2 qualifications. The two pupils not in education, employment or training had significantly personal issues preventing them from having satisfactory attendance in Year 11. Both Newcastle and Northumberland County Council are aware that these former pupils are potential NEET and are providing support.

Following the review of outcomes some adjustments have been made to the plan. These include a greater focus on improving the attendance of PP pupils with half termly attendance figures displayed on the school PP Photo Register, regular welfare and attendance meetings with Pastoral Managers to discuss interventions and the use of rewards to recognise improvements in attendance. To improve the number of PP Pupils achieving a grade 5+ in English and Maths as well as their average GCSE

point score a data report is now shared with RALs every half-term. Subject Leaders and teachers are then instructed to implement effective intervention with strategies recorded on the PP Photo Register. Another adjustment for 2022/23 is a more strategic use of school-led and school funded private tutoring with this provision directed towards those PP pupils in all year groups who are underachieving in either Maths and/or English. A change to the company used for arranging private tutors has also led to better communication between tutors and the school as well as weekly tracking of attendance. Finally, the profile of PP Pupils at PHS continues to rise with a strong school culture of recognising that these pupils' pastoral and academic development is *everyone's* responsibility.

Externally provided programmes

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



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Appendix A - Pupil Premium Plus Spending for 2022 23

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 who are either eligible for free school meals or have been in the past 6 years, 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 pupils 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
- 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



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- Providing alternatives to detention and isolation which focus on understanding and repairing what went wrong
- 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.