

# Guiseley School Pupil premium strategy statement

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 and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data                           |
|---|--------------------------------|
| Number of pupils in school  | 1429                           |
| Proportion (%) of pupil premium eligible pupils   | 14.6%                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24                        |
| Date this statement was published   | October 31 <sup>st</sup> 2023  |
| Date on which it will be reviewed   | September 2024                 |
| Statement authorised by   | Paul Clayton                   |
| Pupil premium lead  | Kirsty Cook and Rachel Probert |
| Governor / Trustee lead   | Anna Sarjantson                |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £169,062 |
| Recovery premium funding allocation this academic year<br><i>* Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024</i>             | £ 58,851 |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £227,913 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Key principles:**

- *Quality teaching benefits all students but is disproportionately beneficial for the most disadvantaged,*
- *High expectations of all students underpin positive relationships which are fundamental to improving outcomes*
- *All students should be supported to reach the highest levels of attainment through high quality curriculum design and delivery*
- *All students should become strong readers*
- *All students should be supported to remove challenges to low attendance*

### **Aims:**

- *To ensure quality first teaching for every disadvantaged student through well sequenced and challenging curriculum planning. EEF: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’*
- *To improve pupil premium attendance in order for them to access learning*
- *To ensure all pupil premium students make accelerated progress in reading*
- *To support our multiple disadvantaged cohort (comorbidity of SEN and PP) with personalised pathways and interventions*

## Challenges

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

| <b>Challenge number</b>            | <b>Detail of challenge</b>   |
|------------------------------------|--|
| 1 Attendance to school and lessons | Attendance and PA levels still sit below the national average for pupil premium students and pupil premium students are more likely to lose learning to days in isolation than their non-disadvantaged peers |
| 2 Multiple disadvantage            | Our students who are both SEN and PP are the cohort most likely to struggle to meet their academic potential   |
| 3 Reading levels                   | The reading age gap between PP and non-PP has grown since Covid-19   |
| 4 Parental engagement              | Attendance at after school events, parents’ evenings, attendance and behaviour support meetings is lower than with other cohorts in school   |

## 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   |
|--|--|
| <p>All disadvantaged students receive quality first teaching in their lessons with staff supporting their progress through personalised strategies in the classroom and through appropriate ability grouping</p> | <ul style="list-style-type: none"> <li>• All curricula are well sequenced and challenging, enabling students to attain the highest academic outcomes</li> <li>• All PP students are put in appropriate teaching groups to enable them to make accelerated progress. Any setting/streaming is strategic and positive.</li> <li>• Learning walks show clear evidence of teaching and learning passport strategies being used by staff and seating plans reflecting needs of the PP students</li> <li>• Learning walks show PP students in every class being monitored closely by staff to ensure full engagement and timely and appropriate support and challenge put in place</li> <li>• T&amp;L passport updates calendared twice a year with staff trained on how to complete</li> <li>• QFT and Focus 5 to be a focus of deep dives, monitoring visits and coaching drop-ins</li> <li>• Data monitoring shows clear roadmap to KS3/4 progress targets</li> </ul> |
| <p>PP students make greater progress as a result of attending school with greater frequency</p>  | <ul style="list-style-type: none"> <li>• PP attendance and PA is below the national average</li> <li>• 100% compliance with school-based attendance interventions for every PP student</li> <li>• Increased attendance of PA students in harder to reach families</li> <li>• Reporting of intervention impact and review of strategies on a fortnightly basis</li> </ul>   |
| <p>Greater parental engagement with school</p>   | <ul style="list-style-type: none"> <li>• Increased attendance at school events (e.g. parents evenings), at least in line with pre-pandemic levels</li> <li>• Reduced PP numbers in detention and isolation as a result of parents engaging more actively with school systems and meetings</li> <li>• Increased attendance of PA students in harder to reach families</li> </ul>  |

## 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: £40,803

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Teaching and learning passports used by all teaching staff in seating plans, lesson planning and behaviour management to meet needs of disadvantaged students. These will form the basis of each class's 'Focus Five' students, which staff must have identified on their seating plan</i></p>                  | <p>NFER: meeting individual learning needs<br/>EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child'<br/><a href="https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum">https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum</a><br/>Securing relationships with pupils</p> | 2                             |
| <p><i>Staff will have training on name the lap+ in conjunction with their 'Focus 5' to ensure timely and effective monitoring and feedback for all disadvantaged students.</i></p> <p><i>Systems embedded to quality assure the use and impact of Focus 5 and name the lap+</i></p>                                   | <p>NFER: meeting individual learning needs<br/>EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child'<br/><a href="https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum">https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum</a><br/>Securing relationships with pupils</p> | 2                             |
| <p><i>Department CPD programme and wider staff CPD to target key whole school Teaching and Learning strategies</i></p>  | <p>EEF Pupil Premium Guidance: Dixons Kings Academy case study</p>  | 2                             |
| <p><i>AHT appointment to develop whole school reading strategy, to support improvement of disadvantaged students.</i></p> <p><i>TLR 3 appointment to lead whole school teaching reading strategy across all subject areas. Strategy is research based, developed and embedded through training and QA cycles.</i></p> | <p>EEF Toolkit: reading comprehension strategies (+6 months impact)<br/>EEF Improving Literacy in Secondary Schools<br/>'Now the whole school is reading': supporting struggling readers in secondary school – Ofsted research 2022</p>   | 3                             |

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

Budgeted cost: £46,227

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Additional English specialist intervention during GCSE lessons to support accelerated progress and understanding for students who miss days to isolation</i>                            | EEF toolkit: 1:1 tuition  | 2                             |
| <i>Targeted intervention in English and Maths – short term and focused on key skills/knowledge</i>   | EEF toolkit: small group tuition  | 2                             |
| <i>1:1 reading intervention for Key Stage 3 students whose reading age is below average for their age</i>  | EEF toolkit: small group tuition<br>'Now the whole school is reading': supporting struggling readers in secondary school – Ofsted research 2022 | 3                             |
| <i>Additional role of Director of inclusion created to have strategic oversight of academic support for multiple disadvantaged students</i>  | NFER: meeting individual learning needs   | 2                             |
| <i>Targeted monitoring and intervention for disadvantaged cohort – fortnightly 'focus' using key students identified to review QFT and target additional support by classroom teachers</i> | EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child'<br>NFER: meeting individual learning needs                      | 2                             |

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

Budgeted cost: £145,962

| Activity   | Evidence that supports this approach                | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Systematised pastoral interventions to ensure greater parental participation in school events</i> | EF Toolkit: Parental Engagement                     | 4                             |
| <i>Appointment of 2 additional Year Managers to support with PP</i>                                  | EEF Toolkit: Parental Engagement (+4 months impact) | 1 and 4                       |

|  |  |         |
|--|--|---------|
| <i>and disadvantage attendance through daily contact home</i>  | NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)  |         |
| <i>Increase in hours for the targeted support worker to work with harder to reach families to improve attendance and engagement with school</i>  | EEF Toolkit: Parental Engagement (+4 months impact)<br>NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019) | 1 and 4 |
| <i>Tiered system of intervention for students with lower attendance</i>  | NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)  | 1       |
| <i>Increased training and resources for pastoral team to support in engaging parents in discussions and actions around attendance and behaviour</i>  | EEF Toolkit: Parental Engagement (+4 months impact)  | 1 and 4 |
| <i>Strategic communication strategy including regular letters exploring the impact of absence</i>  | EEF Toolkit: Parental Engagement (+4 months impact)  | 1       |
| <i>Change in behaviour policy to reduce number of days lost to isolation for cumulative comments.<br/>Greater focus on identifying causes for isolation and earlier contact and communication with home.<br/>Increased level of support and monitoring in place for students</i> | NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)<br>EEF Toolkit: Parental Engagement (+4 months impact) | 1 and 4 |

**Total budgeted cost: £232,992**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2019 outcomes have been retained in the table below as it is the most comparable with recent outcomes.

| Year                       | 2019  | 2022  | 2023   |
|----------------------------|-------|-------|--------|
| Cohort Size                | 220   | 225   | 218    |
| Disadvantaged Cohort Size  | 31    | 38    | 18     |
| Basics at 4+               | 69%   | 83%   | 76.61% |
| Disadvantaged Basics at 4+ | 35%   | 71%   | 39%    |
| Basics at 5+               | 51%   | 67%   | 60%    |
| Disadvantaged Basics at 5+ | 13%   | 42%   | 22%    |
| Disadvantaged Progress 8   | -0.42 | -0.52 | -0.45  |

GCSE outcomes for disadvantaged students have improved since the 2019 exams (pre COVID). Disadvantaged Basics at 4+ sat at 39% (35% in 2019), and Basics at 5+ sat at 22.0% (13% in 2019).

In addition, our disadvantaged P8 has improved from 2022 (-0.52) to -0.45 in 2023. In both 2019 and 2022, P8 scores sat just above national averages of -0.45 in 2019 and -0.55 in 2022. In 2023, the school's results are again above national average but by a much larger margin of 0.12 (2023 nation P8 is -0.57). This bucks the national trend of a falling disadvantaged P8 over the last 3 years. While this improvement shows strategies having impact, these levels remain below those of non-disadvantaged and further work to narrow this gap is important.

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Additional pastoral support for our SPP student – ad hoc mentoring around behaviour

**The impact of that spending on service pupil premium eligible pupils**

Improved behaviour in lessons