Guiseley School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Guiseley School
Number of pupils in school	1392
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Clayton
Pupil premium lead	Hannah Ogden
Governor / Trustee lead	Jason Keneally /Phil Todd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,940
Recovery premium funding allocation this academic year	£26,985
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	£221,925

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*

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.

Challenge number	Detail of challenge
1 Attendance	Attendance and PA levels still sit below the national average for pupil premium students
2 Reading levels	Reading ages of Year 7 and 8 PP students are 10% lower than in previous years when assessed against ability
3 Parental Engagement	Parental engagement with online events held during 2021-22 was still lower than none PP parental levels of engagement.
4 Multiple Disadvantage	Our students who are both SEN and PP are the cohort most likely to struggle to meet their potential

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
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	• All curricula are well sequenced and challenging, enabling students to attain the highest academic outcomes • All PP students are put in appropriate teaching groups to enable them to make accelerated progress. Any setting/streaming is strategic and positive. • Learning walks show clear evidence of teaching and learning passport strategies being used by staff and seating plans reflecting needs of the PP students, particularly those who did not engage with online learning • T&L passport updates calendared twice a year with staff trained on how to complete • QFT to be a focus of deep dives departments and any actions followed up through monitoring visits. • Data monitoring shows clear roadmap to KS3/4 progress targets.
PP students make greater progress as a result of attending school with greater frequency	• PP attendance and PA is below the national average • 100% compliance with school-based attendance interventions for every PP student • Increased attendance of PA students in harder to reach families • Reporting of intervention impact and review of strategies on a fortnightly basis
Greater parental engagement with school	• Increased attendance of PA students in harder to reach families • Increased attendance at school events (e.g. parents evenings), at least in line with pre-pandemic levels
Accelerated progress in reading ages and reading comprehension of students	• Baseline reading assessments conducted regularly at KS3 plot accelerating reading acquisition in PP students comparison with national trends
Accelerated progress for all PP students in English and Maths (particularly those with multiple disadvantage)	• Gap between cohort and peers has been closed.

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: £57,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning passports used by all teaching staff in seating plans, lesson planning and behaviour management to meet needs of individuals, who are still behind their peers following the pandemic. *Regular training provided for staff on use of these and time to update ensuring expert knowledge of students and their barriers to learning.* *Systems embedded to quality assure the use and impact of the passports* *Ensure all passports are updated twice a year to ensure they reflect the current needs of the students.*	NFER: meeting individual learning needs EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child' https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum Securing relationships with pupils	4
Targeted CPD with open group teachers to improve delivery	EEF Pupil Premium Guidance: Dixons Kings Academy case study	4
AHT appointment to develop whole school reading strategy, to support improvement of disadvantaged students. 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.	EEF Toolkit: reading comprehension strategies (+6 months impact)	2

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

Budgeted cost: £39,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition for multiple disadvantaged cohort	EEF toolkit: 1:1 tuition	4
Small group reading intervention in library lessons	EEF toolkit: small group tuition	2
Additional English specialist intervention during GCSE lessons to support accelerated progress and understanding	EEF toolkit: small group tuition	4
Additional role of Director of inclusion created to have strategic oversight of academic support for multiple disadvantaged students	NFER: meeting individual learning needs	4

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

Budgeted cost: £124,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematised pastoral interventions to ensure greater parental participation in school events	EEF Toolkit: Parental Engagement	3
Use of text messages to support better attendance in school for disengaged families	EEF Toolkit: Parental Engagement NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 3

Continued employment of a targeted support worker to work with harder to reach families to improve attendance and engagement with school	EEF Toolkit: Parental Engagement (+4 months impact) NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 3
Tiered system of intervention for students with lower attendance	NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1
Appointment of an additional Attendance and Wellbeing Officer to support with improving attendance, particularly for PA students	EEF Toolkit: Parental Engagement (+4 months impact) NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 3
Appointment of 2 additional Year Managers to support with PP and disadvantage attendance through daily contact home	EEF Toolkit: Parental Engagement (+4 months impact) NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 3

Total budgeted cost: £221,925

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 2021 to 2022 academic year.

- GCSE outcomes for disadvantaged students have improved significantly since the 2019 exams (pre COVID). Disadvantaged Basics at 4+ sat at 71% (69% in 2019), and Basics at 5+ sat at 42% (13% in 2019). Overall Attainment 8 sat at 44.8 for the Disadvantaged cohort (34.4 in 2019). However, these levels remain below not Disadvantaged students. This shows that the interventions are starting to have an impact.

Year	2017	2018	2019	2020	2021	2022
Cohort Size	195	223	220	220	228	225
Disadvantaged Cohort Size	38	27	31	31	38	38
Percentage of grades at 9-7	22%*	20%*	21%	30%	34%	29%
Percentage of grades at 9-5	69%*	52%*	55%	71%	75%	71%
Basics at 4+	70%*	69%*	69%	85%	89%	83%
Disadvantaged Basics at 4+	43%*	33%*	35%	58%	79%	71%
Basics at 5+	52%*	50%*	51%	70%	76%	67%
Disadvantaged Basics at 5+	24%*	30%*	13%	45%	61%	42%
Attainment 8	47.48	47.9	48.21	55.4	58.1	55.76
Disadvantaged Attainment 8	36.1	34.9	34.4	41.28	49.33	44.8
Basics A8	19.96	20.04	19.01	22.34	23.7	22.68
Ebacc A8	12.96	14.57	14.41	15.98	16.61	16.62
Open A8	14.62	13.14	13.65	16.17	17.83	16.67

- When comparing GCSE outcomes for Disadvantaged students nationally, there is a strong positive difference that %4+ in basics was 19% above the nation average. For %5+, our results were 10% higher than national average for Disadvantaged students, and the Mean GCSE grade was 0.52 above the national average at 4.46. This shows positive impacts on the outcomes for our disadvantaged cohort compared to the national average for disadvantaged students.

Difference between Guiseley and FFT national for Disadvantaged students			
	National disadvantaged	Guiseley disadvantaged	Difference
%4+ in basics	52%	71%	19%
%5+ in basics	32%	42%	10%

Mean GCSE APS	3.94	4.46	0.52
Best English APS	4.52	4.84	0.32
Maths APS	3.85	4.13	0.28
Pupils	67000	38	

• GCSE outcomes comparing Disadvantaged and Not Disadvantaged outcomes, compared to National average show that at 4+ in basics, Guiseley School's gap is at 14%, compared to National Average of 25%. This shows significant improvement. However, at 5+ in Basics, the gap between Disadvantaged and Not Disadvantaged students sits at 30%, which is not as strong as National average where the gap is 25%. This shows further interventions are required to further narrow the gap.

National Headline statistics from FFT			
	All	Not disadvantaged	Disadvantaged	Gap between non disadvantaged and disadvantaged
%4+ in basics	71%	77%	52%	25%
%5+ in basics	52%	57%	32%	25%
Mean GCSE APS	4.9	5.18	3.94	1.24
Best English APS	5.4	5.65	4.52	1.13
Maths APS	4.87	5.17	3.85	1.32
Pupils (thousands)	302	235	67	

Guiseley Headline statistics			
	All	Not disadvantaged	Disadvantaged	Gap between non disadvantaged and disadvantaged
%4+ in basics	83%	85%	71%	14%
%5+ in basics	67%	72%	42%	30%
Mean GCSE APS	5.46	5.65	4.46	1.19
Best English APS	5.88	6.09	4.84	1.25
Maths APS	5.44	5.71	4.13	1.58
Pupils	225	187	38	

• The use of the School led tutoring programme enabled 179 students to benefit from additional tutoring in school, totalling 2601 hours. This was primarily used for the tutoring of Year 11 and Year 13 students. The impact in terms of improved outcomes at GCSE and A-Level for this cohort would suggest the successful use of this funding.

- The use of reading testing has enabled students to be identified where their reading age is below their actual age, therefore helping staff identify who needs additional support with reading. Training has improved staff's abilities to meet the needs of learners/readers with this knowledge and understanding. Reading ages show that there has been an improvement in reading ages in academic year 2021/22 as the gap is now below 10%. However the proportion of PP students with a low reading age is still higher that those of non-PP students, therefore remains a key focus of the reading strategy.

- Despite the challenging circumstances for all schools in regards to attendance, due to COVID, attendance has remained at national average for the year. The attendance levels for both PP and SEN students are below that of non-disadvantaged students, which is a focus of the SIP plan for this academic year.

	2018-19	2019-20	2020-21	2021-22
Attendance	94.20%	94.23%	93.5%	89.65%
Persistent Absence (PA=below 90%)	12.29%	12.38%	19.5%	23.72%
National attendance	94.5%	94.40%	95.4%	89.7%
National PA	13.90%	13.88%	12.1%	Released March 2023. Autumn term=23.5%
SEN attendance	90.01%	91.55%	89.7%	83.30%
SEN PA	26.45%	24.47%	30.1%	47.98%
PP Attendance	89.40%	89.52%	88.9%	82.57%
PP PA	30.83%	29.63%	32.9%	60.82%

- There has been an improvement in parental participation in online events following the introduction of calls home prior to the event offering support with booking appointments. This strategy will be rolled out to all year groups this year as

we remain using online parents evenings, as although there is a slight improvement, there is still a disparity between PP and non- PP parental engagement

Event	Overall	% non-PP	% PP	Difference
Y11 parents' evening	70.0%	74.3%	45.0%	-29.3%
Average term 1		74.3%	45.0%	-29.3%
Y9 parents' evening	70.5%	75.0%	47.0%	-28.0%
Average term 2		75.0%	47.0%	28.0%
Y10 parents' evening	73.0%	78.0%	44.0%	-34.0%
Y7 parents' evening	82.0%	89.0%	49.0%	-40.0%
Y8 parents' evening	87%	90%	63%	-27.0%
Average term 3		85.7%	52.0%	33.7%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional pastoral support for our SPP student – ad hoc mentoring around behaviour
What was the impact of that spending on service pupil premium eligible pupils?	Improved behaviour in lessons