



Guiseley School Pupil premium strategy statement

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	Guiseley School
Number of pupils in school	1372
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Clayton
Pupil premium lead	Rachel Probert
Governor / Trustee lead	Jason Keneally /Phil Todd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,660
Recovery premium funding allocation this academic year	£10,950
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	£184,610



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 2020-21 was significantly lower than in previous years when events were held face to face
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
<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"> • 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.
<p>PP students make greater progress as a result of attending school with greater frequency</p>	<ul style="list-style-type: none"> • 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
<p>Greater parental engagement with school</p>	<ul style="list-style-type: none"> • 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
<p>Accelerated progress in reading ages and reading comprehension of students</p>	<ul style="list-style-type: none"> • Baseline reading assessments conducted regularly at KS3 plot accelerating reading acquisition in PP students comparison with national trends
<p>Accelerated progress for all PP students in English and Maths (particularly those with multiple disadvantage)</p>	<ul style="list-style-type: none"> • 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: £41,019

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 individuals, particularly those who did not engage during lockdown learning periods.</i></p> <p><i>Regular training provided for staff on use of these and time to update ensuring expert knowledge of students and their barriers to learning.</i></p> <p><i>Systems embedded to quality assure the use and impact of the passports</i></p>	<p>NFER: meeting individual learning needs</p> <p>EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child'</p> <p>https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum</p> <p>Securing relationships with pupils</p>	4
<p><i>Targeted CPD with open group teachers to improve delivery</i></p>	<p>EEF Pupil Premium Guidance: Dixons Kings Academy case study</p>	4
<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)</p>	2



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

Budgeted cost: £57,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 tuition for multiple disadvantaged cohort</i>	EEF toolkit: 1:1 tuition (+5 months impact)	4
<i>Small group reading intervention in library lessons</i>	EEF toolkit: small group tuition (+4 months impact)	2
<i>Additional English specialist intervention during GCSE lessons to support accelerated progress and understanding</i>	EEF toolkit: small group tuition (+4 months impact)	4

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

Budgeted cost: £86,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Systematised pastoral interventions to ensure greater parental participation in school events</i>	EEF Toolkit: Parental Engagement (+4 months impact)	3
<i>Use of text messages to support better attendance in school for disengaged families</i>	EEF Toolkit: Parental Engagement (+4 months impact) NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 3
<i>Appointment of a 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) NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 3



<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
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Total budgeted cost: £184,879



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- Investment in improved remote learning ensured students returned to school in March 2020 with limited 'lost learning'. Diagnostic quizzing demonstrated this
- Focused intervention strategies for online parents' evenings saw significant improvements in attendance from an average of 40% attendance for PP families last academic year to 63%
- GCSE results for 2021 showed a 0.24 VA for PP students
- Year 11 PP students are currently projected a 0.17 VA for PP students
- Year 10 maths small group tuition using NTP resulted in progress for all students who attended as evidenced in NTP reports to school
- Investment in online quizzing platform Educake has provided more diagnostic opportunities for staff to set personalised learning

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
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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