



Pupil premium strategy statement: Upton-by-Chester High School 2021-22 (Draft Dec 2021)

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 learners. It also details our three year strategy in terms of the challenges that we wish to focus on and address.

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	Upton-by-Chester High School
Number of pupils in school	1672
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	L. Cummins
Pupil premium lead	J Keegan
Governor / Trustee lead	J Minion

Funding overview

This funding is for the 2021-22 academic year.

Detail	Amount
Pupil premium funding allocation this academic year	£143,340 (7/12ths of 21/22 FY Allocation)
Recovery premium funding allocation this academic year	£32,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£176,255



<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
--	--



Part A: Pupil premium strategy plan

Statement of intent

Overall Objectives

- To reduce the gap in attendance of vulnerable learners to less than 2%. This would be significantly below the national average.
- To reduce the number of suspensions and behaviour incidents for vulnerable learners by engaging them more effectively in their learning.
- To increase the attainment of learners in Mathematics and English at Grades 9-5 and 9-4 to significantly above the national average.
- To ensure that all vulnerable learners are able to progress to an appropriate destination following Year 11.

The Upton-by-Chester High School Pupil Premium strategy is embedded within whole-school improvements and runs through all of the school's improvement plan objectives.

We will continue to adapt our spending of the Pupil Premium funding in 2021/22 following a detailed analysis of our positive outcomes for disadvantaged students in 2020/21 and using the EEF's research.

This document outlines Upton-by-Chester High Schools holistic approach to closing any achievement gap, focussing on all educational impact of disadvantage and outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all learners.

At Upton-by-Chester High School we recognise the importance of ensuring all learners, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our learners are equipped with the knowledge and skills they will need to succeed in, and beyond, the school.

Challenges

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils



Challenge number	Detail of challenge
1	To ensure that we have a very clear view of the areas of the curriculum, and topics within the curriculum which vulnerable learners are finding difficult and to have timely and accurate assessments of these difficulties
2	Some of the vulnerable learners in the school do not have high enough aspirations for themselves. This impacts on their view of the progress that they can make.
3	As a school we believe that we can involve parents more in the education of their child / children particularly the parents of vulnerable learners. We want to develop best practice in terms of how this can be done.
4	In previous years we have been able to improve the attendance to interventions / catch up and have delivered the interventions themselves in many different ways. We now need to look further at refining the impact of all interventions, particularly those for disadvantaged learners.
5	To ensure quality first teaching in every lesson which supports good or better progress for every learner in a class, particularly vulnerable learners.
6	To continue to increase the attendance of vulnerable learners to 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
To continue to increase the level of aspiration and engagement of vulnerable learners across the school.	Higher levels of aspiration of evident in the learners measures via learn aspiration surveys.
To develop a programme of parental support which helps parents to support the social, emotional and academic performance of learners. This needs to be planned, delivered and evaluated across KS3, KS 4 and KS5.	Increased parental engagement evidenced via parental trackers.
To further refine interventions to ensure that progress is being maximised for learners in KS3, KS 4 and KS5. To ensure a clear model of Diagnose, Treat and Test is in place across all intervention models. (This includes all interventions and tutoring).	Clear evidence of impact for all intervention at KS3, 4 and 5 including Catch Up provision.
To continue to improve the quality of learning and teaching for all learners based on; a. Implementation and subsequent evaluation of the Maximising Success	Quality of learning and teaching in all lessons supports the progress of vulnerable learners.



<p>Model of learning and teaching at Upton-by-Chester High School.</p> <p>b. The use of the Great Teaching Toolkit to provide bespoke and timely Professional Learning for all staff.</p>	<p>Increase the % of learners achieving 9-5 and 9-4 in Maths, English and three other subjects.</p>
<p>To ensure that the attendance of vulnerable learners is as good as non-vulnerable learners.</p>	<p>Attendance gap reduced to 2%</p>

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: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The great teaching toolkit rolled out across all staff	EEF evaluation of developing high quality learning and teaching	5
Development and delivery of the maximising success model of learning and teaching	SSAT TEEP model of learning and teaching developed to support the quality of learning and teaching across the school.	5
Development of the curriculum and associated assessment to ensure that the curriculum supports the progress of vulnerable learners.	OfSTED Curriculum Guidance and Curriculum Area reviews	1, 5

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

Budgeted cost: £ 100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------



Small Group Lexia Intervention	Evidence based on prior performance on intervention in school.	4
PLaN Interventions for groups of learners.	Evaluation of the previous intervention cycles	4
TUTE Tuition (NTP)	Delivery of NTP intervention programme	4
2 x Intervention tutors focussed on Literacy	Catch Up Literacy - Read Write Inc. - Fresh Start - EEF reviewed interventions to support literacy	4
My GCSE Tutor for KS 4 learners in relevant subjects	NTP 1:1 Tutoring and Small group Tutoring	2, 4

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and deploy vulnerable learner attendance officer.	Best practice in relation to attendance procedures and processes.	5
Service Pupil Premium mentoring	Using audit for service learners	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

