



Pupil Premium Strategy Statement

This statement details Upton-by-Chester High School's use of pupil premium (and recovery premium for the 2023 to 2024 financial year) funding to help improve the attainment of our disadvantaged learners.

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	1752
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Mr L. Cummins Headteacher
Disadvantaged lead	Mrs K. McCarthy Deputy Headteacher
Governor lead	Mr P. Ivison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,085
Recovery premium funding allocation this academic year	£60,168
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	£299,253



Part A: Pupil Premium Strategy Plan

Statement of intent

Our intent is to ensure that all learners at Upton-by-Chester High school, irrespective of their socioeconomic background, special educational need or other vulnerability, experience a high quality education via a suitably ambitious and challenging curriculum which supports them to make progress, which is at least in line with national expectations.

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 and the school strategic improvement plan (SIP) for 2022-2025.

We will continue to adapt our spending of the Pupil Premium funding in 2023/24 following a detailed analysis of our positive outcomes for disadvantaged learners in 2022/23 and using the EEF's research.

This document outlines Upton-by-Chester High School's approach to closing any attainment gap, whilst maintaining excellent outcomes for non- disadvantaged learners. The strategy outlines how the school plans to utilise the Pupil Premium Grant (PPG) to accelerate the progress and effectively raise standards of attainment for disadvantaged learners, in order to improve their life chances.

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. We understand that strong relationships are the key to success and through a culture of high expectation, demonstrate a relentless ambition for all disadvantaged learners to achieve the best outcomes possible.

To ensure that our strategies are effective we will;

- Ensure that all of our procedures and actions are planned with a focus on supporting the disadvantaged learners at Upton-by-Chester High School.
- Ensure that there is collective ownership, responsibility and accountability for the attainment and progress of disadvantaged learners.
- Plan targeted academic and pastoral interventions in a timely manner to maximise their effectiveness and impact.



Challenges

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

Challenge number	Detail of challenge																		
1	<p><u>Outcomes</u> Intent: To increase the P8 of Disadvantaged Learners</p> <p>In 2019 the school achieved an overall Progress 8 score of -0.01, with the progress of DA learners being -0.82. In 2022 the school achieved an overall P8 of 0.11, with the DA P8 remaining at -0.84. The % of DA learners achieving a 5+ in Maths and English increased from 17% in 2019 to 24.6% in 2022. The % of DA learners achieving 4+ in Maths and English increased from 37% in 2019 to 46.6% in 2022.</p> <p>In 2023 the school made a significant move forward in terms of the outcomes of DA learners with a Progress 8 score of -0.3 and an increase in the percentage of learners achieving 5+ in English and Maths to 26.2% and at grade 4 increasing to 52.4%. Whilst this is an improvement this remains an ongoing challenge for the school and one which we are determined to continue to reduce the gap further.</p> <p>Internal assessment evidence over the last two years indicates that this progress gap between disadvantaged learners and non-disadvantaged learners in the core areas remains a challenge for Upton-by-Chester High School. These areas of the curriculum form the foundation of learning in other areas of the curriculum and impact on progress across the curriculum.</p>																		
2	<p><u>Attendance</u> Pupil's absence in schools in England (Gov.uk published 19th October 2023) Termly overall absence rates between; 2021/22 Autumn term and 2022/23 Spring term</p> <table border="1" data-bbox="363 1402 1418 1760"> <thead> <tr> <th></th> <th>2021/22 Autumn term</th> <th>2021/22 Spring term</th> <th>2021/22 Summer term</th> <th>2022/23 Autumn term</th> <th>2022/23 Spring term</th> </tr> </thead> <tbody> <tr> <td>State-funded secondary absence</td> <td>8.2%</td> <td>9.2%</td> <td>9.8%</td> <td>8.8%</td> <td>8.5%</td> </tr> <tr> <td>% of persistent absentees- (10% or more sessions missed)</td> <td>27.7%</td> <td>29.9%</td> <td>31.5%</td> <td>27.4%</td> <td>24.1%</td> </tr> </tbody> </table> <p>Inspection Data Summary Report (released 15th November 2023)</p> <p>Absence</p> <ul style="list-style-type: none"> Overall absence (6.2%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation. 		2021/22 Autumn term	2021/22 Spring term	2021/22 Summer term	2022/23 Autumn term	2022/23 Spring term	State-funded secondary absence	8.2%	9.2%	9.8%	8.8%	8.5%	% of persistent absentees- (10% or more sessions missed)	27.7%	29.9%	31.5%	27.4%	24.1%
	2021/22 Autumn term	2021/22 Spring term	2021/22 Summer term	2022/23 Autumn term	2022/23 Spring term														
State-funded secondary absence	8.2%	9.2%	9.8%	8.8%	8.5%														
% of persistent absentees- (10% or more sessions missed)	27.7%	29.9%	31.5%	27.4%	24.1%														

- Persistent absence (14.1%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation.

Whilst the attendance of learners at Upton-by-Chester High School is very good, the attendance of some DA learners remains a challenge and a focus.

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Literacy

Intent: To develop the Literacy skills, and in particular the reading proficiency, of Disadvantaged Learners through the DRIVE strategy

All key data, both quantitative and qualitative, indicates that disadvantaged learners in KS3 have lower levels of literacy and reading comprehensions and fluency than their peers. This is having an impact on their progress in all subjects.

School evidence of need- gaps in reading ages (Data catch Dec 2023)

	Average Reading Age ALL	Average Reading Age DA	Average Reading Age Non- DA	Gap
7	11 years 7 months	10 years 8 months	11 years 9 months	-1 year 1 month
8	12 years 2 months	11 years 4 months	12 years 4 months	-1 year
9	13 years 2 months	11 years 10 months	13 years 5 months	-1 year 7 months

	Reading Age below 9 Years ALL No. of learners	Reading Age below 9 Years DA No. of learners	Reading Age below 9 Years Non- DA No. of learners	Gap %
7	27/ 297 (9.1%)	14/ 60 (23.3%)	13/ 237 (5.5%)	-17.8%
8	17/ 269 (6.3%)	5/ 48 (10.4%)	12/ 221 (5.4%)	-5%
9	7/ 273 (2.6%)	6/ 49 (12.2%)	1/ 224 (0.4%)	-11.8%

	Reading age more than 6 months below Chron. Age ALL No. of learners	Reading age more than 6 months below Chron. Age DA No. of learners	Reading age more than 6 months below Chron. Age Non-DA No. of learners	Gap %
7	128/ 297 (43.1%)	44/ 60 (73.3%)	84/ 237 (35.4%)	-37.9%
8	138/ 269 (51.3%)	34/ 48 (70.8%)	104/ 221 (47.1%)	-23.7%
9	129/ 273 (47.3%)	34/ 49 (69.4%)	95/ 224 (42.4%)	-27%

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Engagement

Intent: To achieve and sustain improved wellbeing, behaviour and engagement of Disadvantaged Learners in all areas of the curriculum and co- curriculum (Engage@upton)



	<p>Data would suggest that learners in the main, and particularly those who are disadvantaged, have been impacted by partial school closures to a greater extent. This has particularly affected routines in school, self-regulation and engagement in activities to support wellbeing and personal development.</p> <p>The school actively monitors the engagement of DA learners in all aspects of school life and uses this information to target individual learners and cohorts of learners.</p>
5	<p><u>High Quality Teaching</u></p> <p>Intent: To ensure that all teaching is high quality (QFT) through the Maximising Success Model (MSM) and employment of the SHARP Strategy</p> <p>To ensure high quality teaching in every lesson which supports good or better progress for every learner in a class, particularly disadvantaged learners. The MSM is built from current research on how learning is most effective. There is consistency across every classroom in the delivery of lessons to maximise progress.</p> <p>The SHARP strategy insists on highest standards for our DA learners.</p> <p>S - Seating – seating must be strategic with DA learners placed where the teacher has easiest access to support. (there may be exceptions to this for example if there is a SEND need and learners need to be placed at the back)</p> <p>H - Homework – All homework quality and completion is monitored closely, especially for the DA learners</p> <p>A - Addressing Misconceptions and Assessment – Effective questioning with a higher proportion of questions going to the DA learners to ensure any misconceptions are identified and addressed. Use of mini whiteboards etc.</p> <p>R - Retrieval Practice – retrieval and spaced retrieval activities take place every lesson to help learners to remember and strengthen long term memory. This also provides an opportunity for those who have had an absence to catch up.</p> <p>P - Positive relationships and Knowing our learners. We understand that strong relationships are the key to success and through a culture of high expectation, demonstrate a relentless ambition for all disadvantaged learners to achieve the best outcomes possible.</p>
6	<p><u>Parent Partnership</u></p> <p>Intent: To develop Parental Partnership opportunities for Disadvantaged Learners and their families</p> <p>As a school we believe that we can continue to involve parents and carers more in the education of their child / children, particularly the parents of disadvantaged and/ or vulnerable learners. We want to develop best practice in terms of how this can be done and build a range of opportunities over time.</p>
7	<p><u>Curriculum</u></p> <p>Intent: To continue to implement a Curriculum that is ambitious for all learners and supports the progress of Disadvantaged Learners.</p> <p>As a school we are firmly committed to the delivery of a highly ambitious curriculum for all learners. This includes those learners who are disadvantaged and have special educational needs. We work to ensure that the curriculum is as individualised as it can be to support the progress of all learners.</p>



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
1	To increase the Progress 8 of Disadvantaged Learners	<p>In 2022/23 the performance of disadvantaged learners increased in English and Mathematics from 17% (Grade 5 or above) to 26.2%. This is the highest the school has achieved.</p> <p>In 2023/24 the target is to continue to increase this to 35% aiming for a further improvement by the end of the current strategic plan. This would significantly reduce the gap between the disadvantaged learners and the non-disadvantaged learners.</p> <p>In 2022/23 52% of disadvantaged learners achieved a grade 4 or above in Maths and English. This increased from 37% in 2019.</p> <p>By 2025 this needs to have increased to 60% to reduce the gap between disadvantaged and non-disadvantaged learners.</p> <p>In 2023 the schools Progress 8 for disadvantaged learners was -0.3 This was a significant improvement on previous years. The school is focussing on ensuring DA learners make positive progress in 2023/24. The strategic plan highlights the aim to remove any gap.</p>
2	To continue to increase the attendance of Disadvantaged Learners.	<p>To maintain and improve on the current absence levels which are in the lowest 20% of similar schools.</p> <p>To reduce the % of PA in the disadvantaged cohort of learners.</p> <p>To maintain the attendance of disadvantaged learners as they progress through the school.</p>
3	To develop the Literacy skills, and in particular the reading proficiency, of Disadvantaged Learners through the DRIVE strategy	<p>Robust systems are in place to identify learners reading ages.</p> <p>A clear and highly effective wave model of interventions, which support the diagnosis of more complex reading difficulties, is in place and impacting positively on the reading age of learners across KS3 in particular and KS4 where appropriate.</p> <p>Clear evidence of a well-planned and implemented reading curriculum is in place across KS3 and is accessible to all learners, particularly those who are disadvantaged.</p>



		<p>Well planned approach to whole school reading as part of PLaN (Pastoral, Literacy and Numeracy) provision.</p> <p>Ensuring that no disadvantaged learners have a reading age below 9 Years.</p> <p>Effective interventions ensure that very few learners, particularly those who are disadvantaged, have a reading age of no more than two years below their chronological age.</p> <p>Wave 1 supports all DA learners in the development of their reading fluency and vocabulary acquisition.</p>
4	<p>To achieve and sustain improved wellbeing, behaviour and engagement of Disadvantaged Learners in all areas of the curriculum and co-curriculum.</p>	<p>Quantitative data on ATL grades indicates that learners are nearly always engaging well in their learning across all curriculum areas.</p> <p>Quantitative data from learner voice, pastoral support staff and parental feedback indicates a positive trajectory in terms of behaviour for all disadvantaged learners.</p> <p>Engage@Upton data shows that DA learners participate in line with their non-DA peers (15% or more)</p>
5	<p>To ensure that all teaching is high quality through the Maximising Success Model</p>	<p>The schools model of learning and teaching (Maximising Success Model) effectively supports high standards for all.</p> <p>High quality teaching is impacting on all learners and particularly those who are disadvantaged.</p> <p>The SHARP model is embedded across all curriculum areas and is positively impacting the progress of DA learners.</p>
6	<p>To develop Parental Partnership opportunities for Disadvantaged Learners and their families</p>	<p>Increased parental engagement which supports the other success criteria highlighted above.</p> <p>Lead staff member (Parent Partnership) coordinates a full programme of opportunities for parents/ carers to be part of their child's learning journey Yr 7-13. The attendance gap to those events between Disadvantaged and Non-Disadvantaged families is zero.</p>
7	<p>To continue to implement a Curriculum that is ambitious for all learners and supports the progress of Disadvantaged Learners.</p>	<p>There is a further increase in the Progress 8 score for all groups of DA Learners irrelevant of their prior attainment.</p> <p>The curriculum is engaging for all disadvantaged learners and inspires learners to come to school regularly.</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: £ 12, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement a CPD model that addresses all areas relating to teaching and learning.</p> <p>Implement consistently the maximising success model of learning and teaching across the whole school</p> <p>To embed SHARP and DRIVE strategies across all areas of the school curriculum</p>	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>Using this as the evidence base a CPD programme has been developed that has its focus on developing</p> <ol style="list-style-type: none"> 1. Highly effective and reflective classroom practitioners. 2. At Upton-by-Chester High School we have brought into the Great Teaching Toolkit to ensure that all staff can access bespoke and whole school CPD which is evidence based and supports the schools maximising success model. 3. A high challenge knowledge rich curriculum that has been designed and implemented using the research provided by OFSTED in their latest set of webinars. This as been delivered alongside the extending of the KS3 curriculum from two years to three years https://www.youtube.com/user/Ofstednews 4. High quality assessments based on a common assessment criteria that produces accurate feedback that is acted on by all classroom based staff 	<p>5</p> <p>1, 5</p> <p>1, 5</p> <p>1, 5</p>



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

Budgeted cost: £ 137, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing a high quality wave intervention model which supports the development and improvement of reading, mainly at KS 3.</p> <p>Employment of a HLTA to oversee the reading / literacy interventions for SEND and DA learners across the school.</p> <p>Training of all Teaching Assistants in evidence based reading interventions including phonics.</p> <p>Development and implementation of a whole school strategic literacy plan.</p>	<p>The diagnostic test package we implement has been developed by GL assessments. The data provided from the assessments allows us to target interventions towards KS3 students to ensure they are 'caught up' by KS4. KS3 Assessment Package - GL Assessment (gl-assessment.co.uk)</p> <p>The Wave intervention model is based on the EEF guidance for improving literacy in secondary school – Strand Seven. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence above indicates that a whole school evidence based literacy plan can have a significant impact on the provision and standards across the school. Upton-by-Chester High School has developed, and is implementing, a strategic action plan based on the above report.</p>	<p>3, 5</p> <p>3, 5</p> <p>3, 5</p> <p>3, 5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the learners who receive tutoring will be disadvantaged.</p> <p>This will be coordinated by the appropriate Director of Key Stage.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>At Upton-by-Chester High School we will be delivering both methods of tuition.</p>	<p>3, 5</p> <p>3, 5</p>



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

Budgeted cost: £ 150, 253

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of revised attendance strategies including the employment of an Educational Welfare Officer to support	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>An Educational Welfare and Attendance Officer is funded to improve attendance.</p>	2, 4
The appointment of a HLTA to lead on learners who are experiencing SEMH challenges. This post will support mainly disadvantaged learners who are not able to access their lessons fully.	The wave model of intervention for SEMH difficulties will be developed and implemented based on best practice guidance.	2, 4
The appointment of a Pastoral Support Manager and oversight by the Deputy Headteacher of Culture and Ethos focussing on parental engagement	<p>We know that where parents are encouraged to engage in and support their child education this can have a very significant impact on the progress that learners make.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6

Total budgeted cost: £ 299, 253



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 learners in the 2022-2023 academic year.

We have analysed the performance of our school's disadvantaged learners during the 2022-2023 academic year using Key Stage 4 performance data.

The National A8 for disadvantaged learners in 2022-2023 was 34.9 and for Non-disadvantaged learners was 50.2. At Upton-by-Chester High School the A8 for disadvantaged learners was 38.5 and for non-disadvantaged learners was 52.9.

The National P8 for disadvantaged learners was -0.57 and for non-disadvantaged learners +0.17. At Upton-by-Chester High School the P8 for disadvantaged learners was -0.26 and for non-disadvantaged was 0.55. The P8 for all learners was 0.40 (above average)

The National figure for Ebaac entry for disadvantaged learners in 2022-2023 was 27.7% At Upton-by-Chester High School this was 11.9%

The National EBacc Average Point Score (APS) for disadvantaged learners was 2.97. At Upton-by-Chester High School this was 3.23.

2022-23	All Learners	%
Disadvantaged	42/280	15%
Non- Disadvantaged	238/280	85%

2022-2023	All Learners	
	Disadvantaged	Non-Disadvantaged
A8	38.5	52.9
9-7 in English and Maths	4.8%	13.4%
9-5 in English and Maths	26.2%	52.5%
9-4 in English and Maths	52.4%	75.6%
9-5 in English	42.9%	74.8%
9-5 in Maths	28.6%	57.6%
9-4 in English	66.7%	90.8%
9-4 in Maths	61.9%	76.5%
Ebacc (% entered)	11.9%	35.7%
Ebacc (Strong Pass)	4.8%	20.6%

Attendance

For the academic year 2022-2023, the FFT National attendance data for learners eligible for FSM was 85.3%, compared to non-FSM at 92.6%. The National gap was 7.3%.



Attendance for disadvantaged learners at Upton-by-Chester High School has remained above National and Local Authority averages. That said, we recognise our FSM v Non-FSM gap and continue to have a relentless drive to reduce the gap to zero. A specialist Pastoral Manager is deployed to work closely with disadvantaged learners and their families.

Upton-by-Chester High School received 2 accolades from FFT that recognised learner's attendance as being in the top 10% nationally.

The table below shows data for academic year 2022-23:

Academic Year 2022-23				
	All Learners	Disadvantaged Learners	Non-DA Learners	Gap
7	95.6	93.8	96	2.2
8	95.5	93.1	96	2.9
9	94.3	89.8	95.2	5.4
10	93.4	87.3	94.8	7.5
11	92.7	86.6	93.8	7.2
Yr7-11 Totals	94.3	90.12	95.16	5
12	94.5	90.4	95.1	4.7
13	93.1	86.9	93.9	7
Yr 12-13 Totals	93.8	88.65	94.5	5.8
Whole school Yr7-13 Total	94.5	89.7	94.97	5.3

DA attendance in the academic Year 2021-22 was 88.2% compared to 89.7% last year. This is an improvement of 1.5%.

The table below shows CURRENT data for academic year 2023-24 (Sep 1st- 1st Dec)

Sep 2022- Feb 2023 (half Academic Year)				
	All Learners	Disadvantaged Learners	Non-DA Learners	Gap
7	96.3	93.5	97	3.5
8	94.7	91.6	95.4	3.8
9	94.9	91.9	95.5	3.6
10	94.2	91	94.8	3.8
11	93.6	85	95.5	11
Yr7-11 Totals	94.74	90.6	95.6	5
12	95.9	95.6	95.9	0.3
13	93.9	90.7	94.2	3.5
Yr 12-13 Totals	94.9	93.15	95	1.8
Whole school Yr7-13 Total	94.8	90.9	95.5	4.6



Externally provided programmes

Programme	Provider
N/A	

Service Pupil Premium funding

Upton-by-Chester High School has a sizeable cohort of service learners. In 2022/23 there were 70 service learners on roll. Between July 2022 and September 2023 we saw a significant transfer of learners back to Cyprus and a new cohort joining the school. Much of our activity with the Service Pupil Premium was to ensure a successful transition between the two schools to ensure a continuity of education and pastoral care. This included a visit by the Headteacher from the school in Cyprus and numerous online discussions. The school is expecting a further move between July 2024 and September 2024.

For the 2022/23 financial year, the school received £14 720 in service pupil premium funding.

This funding is managed by Mr J Keegan (Assistant Headteacher) and Mrs D Bassett (Service Learners Mentor)

Regular feedback on this cohort in the school is given to the Governing Body on a termly basis.

Measure	Details
How did you spend your service pupil premium allocation for 2022/23 financial year	<p>Service pupil premium was spent on the following activities.</p> <p>Employment of dedicated mentor for Service Pupil Premium learners £ 11, 200</p> <p>Summer School for Service Pupil Premium leaders £ 1, 000</p> <p>Additional educational resources and welfare support £ 1, 400</p> <p>Tuition support for service learners. £ 1, 120</p> <p>Total: £14,720</p>
Planned expenditure for 2023/24 financial year	<p>Ongoing employment of service learners mentor £ 13, 000</p> <p>Summer School (If Required) £ 2,000</p> <p>Additional educational resources including welfare support £ 3, 610</p> <p>Tutoring Support for Service Learners £ 3, 500</p> <p>Total Planned Expenditure: £ 22,110</p>