

1. Summary information					
School	Sturminster Newton High School				
Academic Year	2022/23	Total PP budget	£138,885	Date of next PP Review	Sep 2023
Total number of pupils	546	Number of pupils eligible for PP	141	Date for next internal review of this strategy	Oct 2023

2. Current attainment

The application of Pupil Premium (PP) funding via interventions, individual students focus and resource purchasing has had a positive impact on attainment.

GCSE results 2022

The gap between PP and Non-PP has narrowed further in 2022 to -0.41.

The PP progress 8 score was adversely affected by the results of 2 students who did not take any GCSEs at the school.

In removing these 2 extreme cases, the gap reduces to -0.22.

The FSM gap is 0, so students on free school meals achieve in line with students who do not have free school meals.

At KS3

For the data collected this term, the PP and Non-PP students are performing similarly in gradings for both understanding and effort for Yr 8 and Yr 9.

3. Strategy overview

In light of the missed school time due to the pandemic (and the lack of robust data from public exams – cancelled in 2020) the SNHS strategy this year sits within an overarching philosophy that recognizes that disadvantaged students are likely to have been disproportionately affected by lockdown. In addition to the guiding principles used below, there is an emphasis to:

- a) Establish the full extent of gaps in students understanding and knowledge across all subjects using a variety of robust approaches to assessment that are both regular, comprehensive and compassionate.
- b) Identify within subject areas approaches to support students in proportion to their need to accelerate their progress and close the knowledge gaps between them and their peers.

At core, we will continue to utilize strategies whose effectiveness are clearly supported by a strong base of research and evidence. Primary amongst these is that the most effective driver in raising outcomes for disadvantaged pupils is high-quality classroom provision ('quality first teaching').

The pupil premium strategy at SNHS continues to centre on raising the quality of classroom teaching while also providing direct support for PP-eligible students and providing proportional support to all intervention programmes for underperforming students. The allocation of funding therefore falls mainly into these three categories:

1. The direct allocation of funds to activities or resources that reduce or remove barriers to participation for disadvantaged students. An example would be the free provision of equipment, revision guides and uniform grants for PP-eligible students.
2. A higher proportion of students from disadvantaged backgrounds are known to under-perform academically in comparison to their peers, and so the second spending stream for the Pupil Premium is a proportional contribution to the existing intervention programmes that support any student that is under-performing (or at risk from underperforming.)
3. At the centre of the strategy is quality first teaching. In particular, the aim is to elevate the profile and understanding of 'pupil premium' amongst staff and to provide bespoke CPD for teachers that is targeted at meeting the particular needs of pupils from disadvantaged

backgrounds in a way that is impactful in the classroom. Thus the third spending stream is the proportional use of the Pupil Premium for improved classroom outcomes, both directly, and by supporting the existing 'teaching and learning' programme.

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Access to necessary equipment and resources
B.	Teacher's knowledge of PP students and understanding of particular challenges faced by disadvantaged pupils
C.	Teacher's knowledge of, and skillset to deploy, strategies to support PP students with QFT
D.	Ensuring the correct students are on the correct intervention programmes (identification and tracking)

External barriers

D.	Access to quiet study place and time; support to stretch learning beyond classroom
E.	Lower rates of attendance
F.	Lower rates of parental engagement, academic aspirations, and being held to account for high standards of learning

5. Desired outcomes

5. Desired outcomes		Success criteria
A.	Trend over time showing that PP students make increasingly more progress at KS4	<p>At KS4 The gap between PP and Non-PP has narrowed further in 2022 to -0.41.</p> <p>At KS3 For the data collected this term, the PP and Non-PP students are performing similarly in grading's for both understanding and effort for year8 and year 9.</p>
B.	Closing gap in context of increasing overall attainment at KS4	<p>The PP progress 8 score was adversely affected by the results of two students who did not take any GCSEs at the school. In removing these two extreme cases, the gap reduces to -0.22.</p> <p>The FSM gap is 0, so students on free school meals achieve in line with students who do not have free school meals.</p>

Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

6. Planned expenditure

Academic year

2022-23

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff aware of who PP students are	W hole-school briefing on disadvantaged students and PP	Knowing exactly which students in your classes are pupil-premium is an essential baseline from which impactful strategies can be implemented.	Choose a time to deliver the briefing when staff are alert, not tired, and follow up at faculty level. Display board in staff-room.	PMM	July 2023
All staff know and understand the particular challenges and needs faced by our disadvantaged pupils	W hole-school briefing on disadvantaged students and PP	Many staff do not have a deep understanding of the particular challenges faced by disadvantaged students.	Choose a time to deliver the briefing when staff are alert, not tired, and follow up at faculty level. Display board in staff-room.	PMM	July 2023
School-wide improvement to QFT, thus supporting the needs of disadvantaged students at a classroom level	This is addressed at a whole-school level by the existing T&L programme. Discussion with T&L lead to ensure that T&L programme addresses needs of disadvantaged students.	Extensive body of research identifies the quality of classroom provision as the number one driver of outcomes for disadvantaged students.	T&L strategy and implementation is an existing whole-school focus that is overseen at Assistant Head level.	PMM	July 2023
QFT in English and Maths leading to improved progress for disadvantaged students in those subjects.	English and Maths staff engaged with ongoing coaching to deliver bespoke CPD to improve quality of classroom provision (particularly for disadvantaged students.)	Extensive body of research identifies the quality of classroom provision as the number one driver of outcomes for disadvantaged students. Passes in English and Maths are essential for students and therefore English and Maths will have the provision of specific additional targeted CPD.	Development of the coaching model used in mathematics and then scaled and rolled out to English department.	PMM	July 2023
Total budgeted cost					£46,700

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Increased parental engagement of PP students	Teachers contact more parents, more often, focusing on PP. Whole-school briefing on disadvantaged students and importance of parental engagement.	Research shows that a huge barrier for disadvantaged students is often the value placed on academic success, academic aspirations and the opportunities to stretch learning beyond the classroom. Parental engagement is key to reducing or removing some of these barriers.	Ensure that staff understand the importance of doing this. Give them strategies to make it accessible. Keep it at the forefront of people's mind with frequent 'nudges'.	PMM	July 2023
All PP students have all necessary learning resources: equipment, revision guides, etc.	Ensure the staff and students are aware that this support is available. Continue existing arrangements for provision.	Having access to necessary resources is a known barrier for students from disadvantaged backgrounds.	Review existing practices and evolve if necessary.	DJ/AH	July 2023
All PP families aware and have access to uniform grant	Ensure the staff and students are aware that this support is available. Continue existing arrangements for provision.	Having access to uniform is a known barrier for students from disadvantaged backgrounds.	Review of existing practices and evolve if necessary.	DJ/PMM	July 2023
All PP families aware and have access to travel/trip grant	Ensure the staff and students are aware that this support is available. Continue existing arrangements for provision.	Funding of 'luxuries' such as school trips or holidays is a known barrier for students from disadvantaged backgrounds.	Review of existing practices and evolve if necessary.	DJ/PMM	July 2023
Total budgeted cost					£79,300
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Underperforming PP students are quickly identified and interventions measures are put in place.	'Proportional' use of PP funding to support improvements to existing interventions programme.	A disproportionate number of PP students underperform academically, and therefore they are supported in school in many ways under a whole umbrella of existing interventions approaches.	Focus for 2021-22 on the accuracy and robustness of assessment as used across the school.	DH	July 2023

Improved rates of attendance amongst PP group	'Proportional' use of PP funding to support improvements to existing attendance programme.	Attendance rates are known to be lower amongst the PP group than non-PP and therefore it is important to support the existing strategies to tackle attendance.	Attendance strategy and implementation is an existing whole-school focus that is overseen at Senior Leadership level.	PMM	July 2023
Quick and effective pastoral response to wellbeing needs of PP students	'Proportional' use of PP funding to support improvements to existing wellbeing programme.	Wellbeing is a fundamental precursor to academic success and rates of anxiety amongst young people are increasing.	Pastoral support is an existing Whole-school focus that is overseen at Senior Leadership level.	PMM	July 2023
Total budgeted cost					£12,885

6. Review of expenditure					
Previous Academic Year 2021/2022					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Improve Numeracy and analytical skills	TA support directed at Numeracy.	Targeted improvement for students to improve numeracy and analytical skills. 25.8% students across whole school are PP and focused on improved numeracy and literacy. Focus in Y11 highest at 32.47%	Continued numeracy support and focus on identified students.	9400	
Improve Literacy skills	TA support directed at Literacy	Reading and Literacy remains a key focus across the whole school. Targeted TA support for students in Y7 & Y8 focused on increased reading, spelling and writing organisation.	Focused intervention has shown to increase reading and spelling ages. Working closely with RH @ Dorset Council to develop reading + literacy and refine a broader curriculum offer.	10500	

Focused one to one support	TA mentoring and additional support	<p>Funding provided to target most vulnerable PP students. Structured support includes 1:1 support and personal links with parents. Included in this is specific and academic monitoring of LAC students</p> <p>Students have been provided specific support via online learning platform in Year 11 and Year 10. Recovery premium utilised to support school led tutoring initiatives directed at identified students.</p>	<p>External providers have worked constructively with school to produce bespoke support specifically in English and Maths.</p>	13700
Enhanced Teaching & Learning skills	Focused CPD / Development of individual staff	<p>Increases independent learning. Allowing teachers to use a wider range of strategies in the classroom, helping to add value and secure greater impact with student progress.</p> <p>The school is actively involved with the Jurassic Coast teaching Alliance, a collaboration of over 30 schools providing access to research projects, support programmes, conferences, networks and valuable on line training and development programmes. It also subscribes to National College and TES (Training).</p>	<p>This has addressed identified needs and help improve effectiveness of interventions for PP students</p> <p>Leadership and management training has also been vital in strengthening capability and capacity. With greater focus on student support throughout COVID and ongoing mental illness and wellbeing challenges.</p>	8100
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
IT systems support	Software	<p>Curriculum software packages continue to be purchased to support performance and analysis. Including Results squared, school booking system (open evenings) and 4 Matrix.</p> <p>Google classrooms has helped to improve communication and track work by students. The school has also invested in a number of other software packages including Renaissance Accelerated Reader to support the reading and literacy drive across the whole school.</p>	<p>Quality of teaching materials and facilities has been improved. The school is very capable in the provision of remote learning (when needed) and the use of google classrooms/remote meeting platforms.</p> <p>Academically, reading and spelling levels have risen.</p>	21050
Individual support	TA funding	<p>Provides individual and targeted support for pupil premium students within specific subject areas. This can be measured by the individual progress of students. Focused literacy and numeracy programmes are used for identified students in small tutorial groups.</p>	<p>This has provided valuable social and emotional support for vulnerable students in need. Professional services have also helped students deal with period of high stress including the return of the exam season.</p>	14850

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Individual Support	Attendance Officer	Has enabled the school to monitor attendance and allows time for sensitive handling of individual difficulties students may have.	<ul style="list-style-type: none"> Improved attendance/truancy rates and helped support student welfare. PP attendance only 1.78% below Non PP and less than 1% for late arrivals. 	3400
	EAL (English as additional Language).	Support provided for those students who do not use English as their first language. In July 2022, this accounted for 6.41% of the whole school population.	<ul style="list-style-type: none"> Teachers have had to support a number of new Ukrainian students through use of Specific teaching supported my flash academy software and other resources (e.g. translation books). 	4500
	Student Guidance Unit	<p>Inclusion of students and reintegration. Provides for students with a variety of needs to take “time out” from a whole class environment. The unit also helps PP students with agreed packages of support by providing additional intervention to help keep up with coursework/homework.</p> <p>The school has had to increase capacity and resource to deal with the increased number of mental health and wellbeing cases. The school continues to utilize “My Concern” safeguarding package to record and manage specific cases.</p>	<ul style="list-style-type: none"> Provides opportunity for individual solutions and support at challenging times. 	14100

<p>Emotional Support</p> <p>Improved student behaviour</p> <p>Alternative strategies</p>	<p>Professional Counsellor</p> <p>Inclusion and Complex needs Manager</p> <p>ELSA Support</p> <p>Challenge days</p>	<p>Several professional counsellors are available for PP (and all other) students to turn to or be referred by staff and parents if they need help. This has helped students to develop resilience within counselling and has often led them to achieve better results and more fulfilling experiences within school.</p> <p>Behavioural support including behaviour analysis and intervention planning, including in-class observations on how to support student's needs. Full time appointment from September 2022. 66 % of Exclusions for 21/22 academic year were PP. Demonstrating importance of behavioral support.</p> <p>This has also helped top keep exclusion rates low and support students in responding positively to school.</p> <p>A co-ordinated programme linked to the curriculum involving a wide range of guest artists and presenters. Whilst this was limited during the COVID school closure, it has now restarted. It helps an individual's skill set including SMSC and helps to prepare them for working life providing emotional leaning and collaborative practices.</p>	<p>Counsellor are British Association for Counselling & psychotherapy (BACP) registered. Positive feedback confirm this is an invaluable service.</p> <p>Key role , particularly that DC Behavioural Support Services were withdrawn in Sept 2021</p> <p>Rewards and incentives have also been used to celebrate success. This has normally increased performance and attendance</p>	<p>10500</p> <p>6900</p> <p>500</p> <p>500</p>
<p>⁰ iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Support inclusivity and building confidence and self-esteem	Financial Support for Trips and activities	Actively encourage student participation of all PP students. Inclusion of all students in activities and successful completion of group projects. Until the school closures (Lockdown) the school had run a number of trips and visits including drama and theatre experiences, netball weekends and subject field trips. Activities are beginning to return to some sort of normality.	Provides students with an opportunity to experience wider range of social and cultural events and supports learning outside the classroom. Helping to develop self-esteem and confidence with no barriers to participation.	1329
Support student welfare	Uniform allowance	Supports inclusivity , social and emotional , welfare and reintegration		2050
Support student academic provision	Financial support for resources	Provides academic resources for students leaning and supports all aspects of revision	Funding has helped to support identified individual PP student needs. Including revision guides, textbooks and equipment for the most disadvantaged students. Laptops and other IT equipment have also been provided to support teaching and learning.	7421

TOTAL: £128,800

ADDITIONAL DETAIL

16-19 Tuition Fee 2021/22 (£2810)

This funding successfully supported a small tuition group of students on a 16-19 study programme. It helped them study and pass their GCSE English (retakes). . The allocated funding was set against the cost of Seneca Learn - an online learning platform used by students, teachers and parents. The target students and the staff teaching them use this routinely.

Recovery Premium 2021/22 (£9932)

Funding has been used by the Pastoral Team to support student learning specifically in English and Maths. Rigorous assessment promotes early intervention and ongoing support for individual pupils. They often benefit from this work being undertaken in small groups.