Pupil Premium Strategy Statement 2024-2027 (Yr 1 2024-25)

School overview

Detail	Data
Monkseaton High School	Secondary School (Year 9-11)
Pupils in school	450 (Year 9-11)
Proportion (%) of pupil premium eligible pupils	34% (155 pupils)
Academic year/years that our pupil premium strategy plan covers *(3-year plans are recommended)*	September 2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	Review of Yr 1 - October 2025 Review of Yr 2 - October 2026 Review of Yr 3 - October 2027
Statement authorised by	Deon Krishnan (Acting Headteacher) Anne Welsh (Chair of Governors)
Pupil premium lead	Kathryn Furness (Acting Deputy Headteacher)
Governor Lead(s)	Gemma Robinson/Angela Towes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,826.30
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£174,826.30

Part A: Pupil premium strategy plan 2024-27

Statement of intent

The aim of our Pupil Premium strategy is to identify and implement strategies that help to improve and sustain higher achievement and outcomes for disadvantaged students and to therefore reduce the attainment gap between the most and least disadvantaged pupils. We have placed a strong emphasis on the areas we believe that our disadvantaged pupils require most support in.

A significant percentage of our young people come from disadvantaged backgrounds. We recognise that these students arrive to us with untapped potential and without the benefit of unearned privilege. Raising their attainment is central across all aspects of our school, from our broad, overarching ethos, to the day-to-day minutiae of running our school. We prioritise our disadvantaged youngsters and their families in all we do, aiming to close the gaps which exist on arrival to enable each learner to fulfil their potential.

Our objectives are to:
- provide high quality teaching and education to all students
- provide targeted, personalised support to improve the outcomes and life chances of disadvantaged students;
- ensure that disadvantaged students make strong progress during their time at MHS;
- ensure the progress of disadvantaged students is in line with their non disadvantaged peers
- Improve attendance to support learning and progress
- focus on improving numeracy and literacy skills;
- increase parental engagement;
- ensure that the strategies that we implement positively impact the achievement of disadvantaged students;
- ensure that the interventions are value for money.

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

Challenge number	Detail of challenge
1	Gaps in literacy and numeracy, skill development and cultural capital, create a barrier to accessing the full curriculum. A significant proportion of disadvantaged student join MHS with low literacy levels, especially reading comprehension. This prevents students from accessing the curriculum fully.
2	Attendance rates for disadvantaged students are lower than for non-disadvantaged students, impacting on learning and progress and potential of future success. Our data tells us that disadvantaged students are at greater risk of being persistently absent from school than their non - disadvantaged peers.
3	Social, emotional and mental health difficulties that impact on the behaviour and engagement of some disadvantaged students preventing them from making good progress in school. Data tells us that disadvantaged students are at a greater risk of exclusion than non-disadvantaged students.
4	Aspirations – some of our students have low future aspirations, as well as low resilience and independent skills to cope with the demands of the curriculum.
5	A significant proportion of our students and their families need a range of support to help them to attend school and to engage in learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve achievement/outcomes for disadvantaged students (in all year groups) through high quality teaching and targeted support	- Improve the progress of disadvantaged students so that it is closer to national average - Attainment 8 gap is narrowed in school and at national average for similar schools - Achievement in English and maths is similar to national average in similar schools - Proportion of pupils taking Ebacc similar to non-disadvantaged pupils in school and average point score gap closed. - Disadvantaged students in year 9 and 10 make good progress across the year in relation to their target grades
Improve disadvantaged students' attendance	- Overall absence in line with national average - Reduction in the proportion of disadvantaged students persistently absent towards national average.
Develop culture of reading and improve support and intervention for vulnerable readers	- Reading intervention is embedded, and evaluations show it is making a positive impact. - Reading activities are embedded in lessons, with staff reading aloud and using a range of strategies to develop students' reading skills. - All students, particularly disadvantaged students, have been exposed to a wide range of high-quality YA fiction - Data shows that all and disadvantaged students are regularly accessing either the library or the ePlatform library - Students are comfortable talking about their reading habits - Students are able to use Tier 2 and Tier 3 vocabulary in a variety of contexts, both within and across subjects.
Raise aspirations and improve quality of destinations of disadvantaged students.	- Continue to deliver high quality careers education, advice and guidance to support students' destinations and to have zero NEET students in year 11 - Increase in number of DAP attending HE
To improve engagement through developing effective strategies and learning behaviours to be successful in school and beyond.	- Culture of success embedded across school – quality assurance activities demonstrate this - High attendance and achievement - Analysis of behaviour data shows improvement in targeted students. - Successful integration of late arriving students - Reduction in suspension.

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school strategy - Raising the Attainment of Disadvantaged Youngsters (RADY) with Challenging Education and their Professional Learning Programme 'Thinking Differently'	• Challenging Education – Education consultancy, training and monitoring to maintained and academy schools across all phases • CBC - RADY Project Evaluation (challengingeducation.co.uk) • The-RADY-Project.pdf (edsential.com)	1-5
Staff training to support implementation of strategies that promote high quality teaching focused on our Big Six Priorities (Reading, Oracy, Questioning, Challenge, Assessment, Retrieval) Subscription to The National College for high-quality, evidence-based CPD content for all staff to access	• Oral language interventions | EEF (educationendowmentfoundation.org.uk) • Feedback | EEF (educationendowmentfoundation.org.uk) • Retrieval – The Learning Scientists • Questioning – Doug Lemov's Teach Like A Champion • Questioning – Rosenshine's Principles • Challenge - Bjork's Desirable Difficulties • Assessment - Dylan Wiliam Center • Making Every Lesson Count, Allison and Tharby	1,
Ongoing CPD developing metacognitive and self-regulation skills in all pupils. Subscription to The National College for high-quality, evidence-based CPD content for all staff to access	• Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	1
Reading for pleasure and strategies to improve reading comprehension across curriculum staff CPD	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) The Reading Framework - DfE Closing the Reading Gap, Quigley	1,3,4
Ensure all staff are teaching Tier 2 and 3 vocabulary	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) Closing the Vocabulary Gap, Quigley	1,4
Curriculum focused CPD and resources to support identified students.		1

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

Budgeted cost: £2,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy / Reading interventions - Reading intervention programme - Books and software to support reading for pleasure and targeted reading intervention - Literacy focused sessions designed for tutorial programme using ePlatform content	• Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) • Reading Plus (introduced December 2023)	1
Numeracy - Numeracy focused sessions designed for tutorial programme (Numeracy ninjas) - Numeracy intervention based on Functional Skills Maths delivered to a key group of underperforming students, including those who are disadvantaged.	• www.numeracyninjas.org	3,4

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

Budgeted cost: £170,550.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing aspirations and careers support: • Connexion's officer (partial SLA cost for disadvantaged focus) • Admin support with Work Experience placements • In school programme focussed on High Prior Attaining and Potential high achieving disadvantaged pupils and linking to the North East Raising Aspiration Programme	• Collaborative Partnerships - Information for Schools and Colleges - Newcastle University (ncl.ac.uk)	All
Improving Attendance: • Attendance admin • Breakfast Club • Rewards programme • A Star Attendance subscription	• DfE research reports: Link between absence and attainment at KS2 and 4 (2015) and link between absence and attainment Ks2 and KS4 2018-19 • Working together to improve school attendance (2022) • Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS	2
Developing culture of learning behaviours and improving support for SEMH • Delivery and resourcing of Thrive Programme • Pastoral support Team • SomeOne Cares Counselling • Learning Mentor (0.4) • Work based learning Provision	• Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk) • Mental health and behaviour in schools (publishing.service.gov.uk) • Impact of Thrive - The Thrive Approach • Social and emotional learning	EEF (educationendowmentfoundation.org.uk) • Homework	EEF (educationendowmentfoundation.org.uk)	All
Poverty Proofing - Subsidies for access to opportunities and resources (trips, enrichment, uniform, resources)	• Children North East Poverty Proofing	All

Total budgeted cost: £174,826.30