

Neston High School

Pupil Premium

Strategy Statement

Part A:

Strategy Plan

September 2021- August 2024

Part B:

Review of outcomes in the previous academic year

September 2022- August 2023

Published 31st December 2021

Reviewed 31st December 2023

Pupil Premium Strategy Statement

This statement details Neston High School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Neston High School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers	2021/2024 to 2023/2024
Date this statement was published	December 2021 December 2023- updated
Date on which it will be reviewed	December 2023
Statement authorised by	K Cunningham Headteacher
Pupil Premium Lead	J Vossebeld C Scutter
Trustee lead	Kevin Mothersdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,708
Recovery premium funding allocation this academic year	£74,244
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£388,952

Part A: Pupil premium strategy plan

Statement of intent

Our intention is provide all students at Neston High School a broad education which enables students to explore and discover where their talents lie and make the most of them, fostering a life-long passion for learning and helping each individual student to develop a true sense of self-worth, whatever their background.

The focus of Neston High School's pupil premium strategy is to support disadvantaged students to achieve this vision and ultimate goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching and learning is at the heart of our approach, and we are committed to being a reflective, forward-thinking institution that pursues excellence for all, with a strong focus on our most disadvantaged students. At Neston High School we understand that the greatest impact on our disadvantaged students will take place in the classroom, where it is intended that quality first teaching and professional relationships will allow non disadvantaged students attainment to be sustained and improved alongside progress for their disadvantaged peers.

Our strategy aims to continue to minimise the negative impact of the pandemic on students from a socioeconomic disadvantaged background, and Neston High School recognises that students have lost opportunities in the last few years. This understanding underpins our holistic approach to education and a belief that students thrive from engaging with learning outside the classroom, as much as within the classroom. Our intention is to provide a curriculum beyond the classroom that helps students whose education has been worst affected by partial school closure, including non-disadvantaged students.

To ensure our strategies are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve and support the development of their character and wellbeing.

Challenges

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

Challenge no.	Detail of challenge
1	<p>Attendance</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all students being no more than 14.5% (in line with National), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5% to achieve a gap of 0% the percentage of all students who are persistently absent being below National % and the figure among disadvantaged students being no more than 2% lower than their peers.
2	<p>Literacy</p> <p>A Literacy Review (October 2021), SIP reviews (including student voice) and GL-NGRT assessments, indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all curriculum areas.</p> <p>On entry to Year 7 in the last 5 years, between 17 - 42% of our disadvantaged students arrive below age-related expectations in Reading compared to 9 - 24% of their non-disadvantaged peers. This gap remains steady during students’ time at our school.</p>
3	<p>Curriculum- knowledge and skills gaps</p> <p>Our assessment data in KS4 and 5 indicates that partial school closure has had an impact on attainment. (see headline measures)</p> <p>Observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>
4	<p>Metacognition</p> <p>Our teaching staff through their observations, suggest many disadvantaged students (particularly lower attaining), lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in the monitoring and evaluation of their answers.</p> <p>Student Voice, through curriculum and pastoral SIP reports 2021, demonstrates that students do not have a clear knowledge of themselves as learners, and disadvantaged</p>

	students particularly found it challenging to articulate well, their strengths and weaknesses.
5	<p>Character and wellbeing</p> <p>Our student and parent surveys during partial school closure, observations and discussions with students and families have identified social and emotional issues for many, such as anxiety, low self- esteem and mental health (diagnosed by medical professionals). This is partly driven by the concern about catching up lost learning and exams/ future prospects, and the lack of Learning Outside the Classroom opportunities during the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>
6	<p>Student Outcomes:</p> <p>Progress 8 measure in 2019 data shows a gap between disadvantaged students and their non disadvantaged peers.</p> <p>This trend continued in 2020 (CAGs) and in 2021 (TAGs) despite students not sitting external examinations.</p> <p>The trend continued in 2022- although P8 for ALL improved significantly, which widened the gap.</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	<p>Attendance</p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>There will be sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all students will be no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers will be reduced by 5% the percentage of all students who are persistently absent being below 14.5% and the figure among disadvantaged students being no more than 2% lower than their peers
2	<p>Literacy</p> <p>Improved reading comprehension among disadvantaged students across KS3, in order they can fully access the curriculum.</p>	<ul style="list-style-type: none"> Reading comprehension tests will demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Reading Age of disadvantaged students will increase (as close to chronological age) Teacher voice, work scrutiny and Progress Reports will demonstrate an improvement of students' engagement in learning (Ready to learn, Independent Learning) Assessment data will demonstrate improved outcomes for disadvantaged students
3	<p>Covid Recovery- Partial School Closure</p> <p>Curriculum recovery plans implemented across all curriculum areas, to address knowledge, skills and understanding gaps.</p> <p>Pastoral care is impactful and strong relationships are sustained between students and their peers</p>	<ul style="list-style-type: none"> Students will meet age related expectations Attendance % will increase, particularly for disadvantaged students Students will have the ability to self-regulate and interact successfully with their peers Internal pastoral interventions will return to pre- covid levels (demand) Referrals to social care for disadvantaged students will reduce Recovery curriculums will allow all students to succeed
4	<p>Metacognition</p> <p>Improved metacognitive and self-regulatory skills among disadvantaged students across all curriculum areas.</p>	<ul style="list-style-type: none"> Progress Reports and class observations suggest disadvantaged students are able to effectively monitor and regulate their own learning Independent Learning 'grades' across all classes and curriculum areas improve over time

		<ul style="list-style-type: none"> • Students are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning, as demonstrated through student voice
5	<p>Character and wellbeing</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Engagement with student leadership opportunities, particularly amongst disadvantaged students • A significant increase in participation in Learning Outside the Classroom activities, particularly among disadvantaged students
6	<p>Student Outcomes:</p> <p>Progress 8 measure 2019 data</p> <p>Department Focus Areas</p>	<ul style="list-style-type: none"> • Positive P8 in all Curriculum Areas in 2022,23,24 validated data • Disadvantaged Students make progress in line with their non disadvantaged peers

Actions 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.

Strand 1. Teaching (CPD, recruitment and retention)

Budgeted cost: £

Actions	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching is the school's main priority and will have the most significant impact on disadvantaged students and their non-disadvantaged peers. There will be a continuation of the SSAT program into Year 2 that allows teachers to develop formative assessment strategies and identify gaps in student learning.</p>	<p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons</p> <p>Embedding Formative Assessment - SSAT (ssatuk.co.uk)</p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Cognitive science approaches in the classroom</p> <p>Teacher toolkit</p>	<p>1,2 3, 4, 5,6</p>
<p>CPD focuses on effective questioning, particularly strategies to support a culture of 'no opt out' to ensure all students engaged e.g. cold calling, resources for all classrooms such as mini whiteboards.</p>	<p>Cognitive science approaches in the classroom</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Funding for literacy coordinator to support literacy development across the curriculum.</p> <p>Funding for PP lead to coordinate PP strategy across the school</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Continue to review of Literacy across the curriculum, in order to fully implement recommendations in the EEF guidance</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	<p>2</p>

Continue to embed recommendations of the School's Improvement Partner (SIP)	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
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Strand 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Actions	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Support 6th form led literacy intervention continues to run for year 7 students. Develop a whole school reading culture (staff and students) with opportunities for all students to engage in wider reading. Explicit teaching of Tier 3 vocabulary across all key stages in all curriculum areas. 	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Interventions and strategies to promote a reading culture are outlined in the July 2023 reading framework from the DfE: The reading framework (publishing.service.gov.uk)</p>	2
<ul style="list-style-type: none"> Use an additional English specialist to enable colleagues to work with students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged and disadvantaged boys, including those who are high attainers. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils 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 Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<ul style="list-style-type: none"> HTLA Maths and English used to target disadvantaged students where gaps exist 	<p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	2,3

<ul style="list-style-type: none"> Implement a bespoke targeted intervention programme for all PP students. Including regular mentoring sessions and targeted academic intervention by staff. 	<p>https://educationendowmentfoundation.org.uk/the-tieredmodel/2-targeted-academic-support/</p> <p>https://engage-education.com/blog/tuition-and-interventioplanning-for-disadvantaged-pupils/</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/small-group-tuition/</p>	

Strand 3. Wider strategies

(For example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Actions	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Addressing the cultural capital and experience gaps through broader enrichment visits and experiences. This is to address the lack of opportunities since the COVID pandemic. 	<p>National observations show that experiences have been limited for all students, and this risks impacting disadvantaged students disproportionately. Student and parent feedback tells us this needs to be addressed.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> Embed principles of good practice set out in DfE's Improving School Attendance advice. Attendance Team supported through a developmental SIP review and SCIE (CWaC) Safeguarding Health check 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improving School Attendance</p>	1
<ul style="list-style-type: none"> External provider Made used to provide sessions on Revision strategies 	<p>The EEF highlights the effectiveness of homework/ revision on Disadvantaged student Homework EEF (educationendowmentfoundation.org.uk)</p> <p>The session was aimed to give the students the skills to make the most of their time.</p>	
<ul style="list-style-type: none"> Contingency fund for acute issues. 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Progress 8 for PP students has decreased and the Non-PP has increase, growing the gap for the 2023 academic year. National the gap between PP and Non PP has grown to the largest since the PP grant was introduced. When we view the results with a local and national context the gap is smaller than similar centres. However, the reduction of the gap remains a key priority and is a focus of every member of the school.

2022	All	PP	Non-PP	Gap
Cohort	295	50	245	
P8	0.18	-0.37	0.31	-0.67
A8	49.51	39.65	51.52	-11.87
KS2 average	103.09	101.03	103.51	-2.48

2023	All	PP	Non-PP	Gap
Cohort	303	54	249	
P8	0.19	-0.46	0.33	-0.79
A8	45.83	34.59	48.27	-11.24
KS2 average	109.19	100.45	103.8	-3.35

There are currently 44 pupil premium students in Year 11. Internal data (Autumn professional predicted grade - PPG) in is showing a PP Progress 8 of 0.06. The data is predicting a reduction of the PP – Non pp gap to –0.13. The accuracy of this predicted grade will be improve post Center Assessment 1 in December.

Year 11 disadvantaged students have undertaken mentoring with the senior leadership team. Additionally, bespoke parent meetings and intervention has targeted cohorts by their ability profile. There are exam booster sessions running and funded places given on the revision

residential in March 2024. The school hopes this more tailored intervention will reap rewards in the summer term.

Attendance remains a focus, and whilst school data is broadly 'significantly' above National (FFT Aspire), it is not where we want it to be, particularly for students currently in receipt of FSM. 22% of current Year 11 are PP compared to the average of 19% whole school.

	7	8	9	10	11	ALL
NESTON ALL	95.6	93.2	92.5	91.0	91.2	92.7
National	94.4	92.1	91.0	90.5	90.4	91.7
Gap	1.2	1.1	1.5	0.5	0.8	1.0
NESTON FSM	91.9	87.1	87.2	82.2	83.3	86.2
National	91.2	87.3	85.6	84.3	83.9	86.6
Gap	0.8	-0.3	1.6	-2.1	-0.6	-0.4

In terms of CPD- Formative assessment has been a focus. The school has progressed into year of the SSAT programme. Through student voice, a positive impact is being experienced by all students especially disadvantaged students, Who feel they have more opportunity to demonstrate their learning.

In addition to the focus on teaching, targeted reading interventions have disproportionately targeted disadvantaged students, and the impact has been measured using NG reading month data, which has been very positive.

More recently, training focused on the Metacognition strand giving staff useful tips on how develop self-regulation in students. The chosen strand is research led, with the EEF concluding it is a low cost, high impact strategy. The strand will continue to be drip fed over time and training layered and revisited, equipping teachers with the skills and knowledge to make a difference with disadvantaged learners. WoW sessions and other teaching and learning opportunities will continue to support the Metacognition strand.

In relation to strand 5, Neston is still feeling the impact of the pandemic and the appointment of an Inclusion Leader, as part of the disadvantaged strategy, has gone some way to move forward strategically in this area. Developments are ongoing in shaping the new Inclusion framework, to ensure all students are fully supported and that appropriate layers of support

are in place to prevent quick escalation. Whilst this framework will support all students over time, there has been a disproportionate negative impact on the most disadvantaged/vulnerable, which is why growth on existing pastoral structures were deemed appropriate. The next step will be to review the impact of the changes and roll out some of the working practice to tutors and providing training opportunities.

Total PP income 2022-23 - £306,322

Externally provided programmes

Programme	Provider	Cost
Alternative Provision- 2 students including transport	Every Lesson Counts- Horizon	£14,900
Enriched curriculum Level 2 and 3 qualifications	Reaseheath College	£11,000
Enriched curriculum Level 2 and 3 qualifications	West Cheshire College	£3,250
Counselling- 1 day per week	CAMHS	£9,000
Careers Advice and Guidance Service	MPLOY	£4,000
Peripatetic Music Lessons	Music for Life	£3,000
Made Revision programme	MADE	£5,000
Total		£50,150

Other Internal costs

Area of School	Cost
Staffing	
Senior Leadership i/c PP, attendance, behaviour, and Inclusion	£53,500
Pastoral Learning Mentors	£113,000
HLTA i/c Alternative Provision	£30,000
Literacy Intervention Lead	£7,000
Attendance Officer (50%)	£16,500
Educational visits/ Learning outside the Classroom	£10,000
Specialist Numeracy intervention	£25,000

Total	£265,000
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Area of School	Cost
Other	
Remote Learning resources e.g. laptops, dongles, printed resources packs for students	£10,000
Educational resources, e.g., textbooks, revision guides	£4,000
Outstanding Attendance Prizes	£5,000
Total	£19,000

Service pupil premium funding

12 students (12 families) x £335= £4020

Context

The movement of service students at Neston High School has overall been static for 5 years. With 14/16 students starting their learning journey in Year 7.

One current Year 11 student joined in March of Year 9 2021

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>As part of a pastoral review, a restructure followed, and we appointed an additional Pastoral Learning Mentor.</p> <p>All PLMs meet once a half term with our service children to either mentor or 'check in' with them depending on the needs of the individual.</p> <p>Service Children were discussed at Inclusion Meeting in Autumn Term 1</p>
What is your intended impact of that spending on service pupil premium eligible students?	All service children have an additional point of contact. The aim of the sessions is to support students in forming stable friendships and relationships and responding to any emerging needs/ issues, such as bereavement or unexpected redeployment.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering an outstanding XL programme to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- creating an all-through Year 6-13 Aspiration Programme, that includes disadvantaged students, in order to raise their ambition and support them on a pathway to success, including Oxbridge.
- developing student voice across curriculum areas, to enable students to reflect on themselves as learners and better understand how the curriculum will be delivered, and practice talking about how their knowledge is connected.
- continuing to embed effective practice around feedback through WoW sessions. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- continuing to deliver wellbeing for education return training, on issues such as bereavement and loss, understanding anxiety and low mood, and actions for building resilience and recovery.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of desired impact. We commissioned a pupil premium review from our School Improvement Partner in January 2022 to get an external perspective. This has included triangulating evidence from multiple sources of data including engagement in class, book scrutiny and student and teacher voice, in order to identify the challenges faced by disadvantaged students at Neston High School.

Neston High School received a 'Good' judgement from Ofsted in February 2022.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.

