

Pupil Premium Strategy Statement 2020-2023

School overview

Metric	Data
School name	Moor Park High School & Sixth form
Pupils in school	615
Proportion of disadvantaged pupils	41%.
Pupil premium allocation this academic year	£262,955 (April 2022)
Academic year or years covered by statement	2020-2023
Publish date	October 2020
Review date	November 2022
Statement authorised by	B. Corbett (Headteacher)
Pupil premium lead	U. Ishtiaq (Deputy Headteacher)
Governor lead	P. McCabe

Disadvantaged pupil performance outcomes

	2018/19	2019/20	2020/21	2021/22
Progress 8	-0.27	-0.05	-0.37	-0.39
Attainment 8	34.41	41.02	35.95	33.22
Percentage of Grade 5+ in English and maths	23%	34%	34%	22%
Attendance	93.02%	90.3%	86.6%	83.9%
Ebacc entry	13%	13%	25%	35%

Teaching priorities for current academic year

Barriers to learning these priorities address

- Improve outcomes so all gaps are eliminated
- Enriching teaching and learning pedagogy and resources so teachers can deliver high quality and well resources lessons
- Ensuring pupils have access to resources that enable them to excel in their subjects

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
Priority 1	Additional staffing in Modern Foreign Languages to increase pupil access to EBacc qualification, raise aspirations and progression into FE and HE	From September 2021, the MFL department will consist of three members of staff. This is to allow time for curriculum development and plugging of gaps in KS3 post pandemic through for smaller class sizes and targeted intervention.	Options process to inform further funding requirements Year 11 2022 GCSE, end of KS3 data to provide proof of impact	additional staffing meant that we were able to split the year 11 classes to provide more specialised, tailored tuition for pupils The outcomes of this were demonstrated in the results of the Y11 cohort with all pupils achieving or exceeding target grade (8/48 pupils in the cohort were PP). The extra capacity allowed us to work on the curriculum resources for KS3 which provides the basis for further development at KS4. We were able to update them and ensure that adequate scaffolding and support was in place.	The implementation of a new curriculum format in KS3 to support all learners. This comes from the faculty leader completing their NPQSL project on vocabulary retention.
Priority 2	Work with the charity, Achievement for All to improve to enhance quality first teaching by	Unfortunately, Achievement for All ceased to exist in January	Resources reallocated to provide SEND specialist teacher intervention,	Outcomes for pupils on SEND register in year 11 were much lower than	£5500 committed to spend on 50 hours of support for pupils with SEN via LCC.

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
	ensuring disadvantaged pupils, particularly those who are LPA and SEND are routinely set appropriately differentiated work.	2021. Prior impact was measured on prior PP reviews.	advice and support for SEN "K" cohort, particularly for pupils with SCLN and ASD.	non-SEND. SEND-K had an average P8 score of -1.08 compared to +0.41 non-SEND.	Role of Interventions co-ordinator/Assistant SENDCO to look at appropriate use of this spend and work with SENDCO towards better outcomes for SEND. 22% of PP are also SEND.
Priority 3	Provide bidding system for staff to request support and resources to tackle underachievement, maintain positive performance and reduce the impact of the COVID pandemic on disadvantaged cohorts in their classes.	<p>Majority of bids were for the Co-curricular programme. Attendance to sessions is tracked and feedback at the end of the year.</p> <p>Voice 21 CPD package and resources launched</p>	Pupils attendance and pupil voice to inform if sessions run in the next academic year.	<p>Bids were mostly used towards the cocurricular programme including to fund rock climbing, self defence classes and STEM related clubs. The programme had most impact with KS3, and more so with vulnerable pupils. 26 pupils in year 7 received a medal for their outstanding engagement and 14 were highly commended (21 PP).</p> <p>Cross-faculty oracy development team created and trained on key oracy strategies. Oracy implementation plan created and shared with SLT. Staff and student voice used to highlight key priorities for KS3 oracy development (e.g. more opportunities to learn</p>	<p>Look at pupil voice. Cyclical approach to the programme removed and now running clubs for a full year (no termly opting). The more successful clubs continuing to run as well as new clubs. Some clubs ceased due to lack of engagement, or lack of staff.</p> <p>Continue with three-year voice 21 strategy.</p>

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
				through talk). Development team members have implemented a range of strategies with their KS3 classes and shared these back to their faculty areas. Oracy bulletin shared and disseminated for Spring/Summer term, sharing successes, takeaway ideas etc. All faculties have produced sentence stems for talk in lesson.	
Priority 4	Provide resources for curriculum areas to ensure that the disadvantaged cohorts maintain good progress and exceed national averages for the cohort.	PDWB and tutor time resources purchased to reflect new changes in NC - Ofsted graded good PP cohort English guides GCSE pod for years 9,10 & 11	GCSE Pod to be used and challenge tool for HPA 7 & 8 cohort	Use of GCSEpod for HPA 7&8 did not happen. GCSEpod was used by many pupils in year 11. The 10 pupils that used it the least had an average P8 score of 0.27. The top 10 users had an average P8 score of 0.86.	GCSEpod to form part of the push for independent revision with year 11. Plan for use with HPA 7&8.
Projected spending	£58,609	Priority 1: MfL - £22,000 Priority 2: Bids: - £12,500 Priority 3: Resources - £10,000	Priority 3: SEN "K" project - £4,000 Priority 2: Bids - £10,000		

Targeted academic support for current academic year

Barriers to learning these priorities address

- Identify and closely match interventions with individual and groups of pupils
- Ensure that disadvantaged pupils are supported in attending identified interventions
- Ensure there is rigorous KS2/3 transition and sharing of information between Moor Park and feeder primaries and Year 7 teachers

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
Priority 1	Key Stage 4 Learning Mentor provision to ensure pupils have access to high quality intervention and support throughout school	On-going staffing	On-going staffing	Gaps in provision and co-ordination were identified that required further work over and above what was done in the role at KS4.	Post redundant. Post of Interventions coordinator established for Sept 2022. New role to establish and develop new systems etc to improve school outcomes.
Priority 2	Revision and booster classes for targeted Year 11 disadvantaged pupils to plug gaps in knowledge across the curriculum	Only one department (RE) requested revision school for February half term	Full complement of subjects will offer revision classes in Easter holidays The National Tutoring Programme may cover some funding of Year 11 interventions. A separate catch-up fund is also available for targeted interventions as well as SEMHS.	NTP resulted in 24 different intervention groups across school. This consisted of 174 pupils. In year 11 specifically, 14 NTP intervention groups took place comprising of 64 pupils. Of those 52 achieved or exceeded the target grade for that subject. 16 PP achieved a positive P8 score, and 11 of those had positive P8 score in all 4 baskets. 44 pupils, including 17 PP, were targeted for Easter revision sessions in one or	Structured plan of support for pupils that brings together revision support (including the personalised revisions plans that have been used before), meetings with parents and pupils, ensuring access arrangements are in the best interests of pupils and a revision of how interventions are implemented and reviewed as part of the APDR cycle.

				more of English, sciences and history.	
Priority 3	Year 7 Pastoral/Transition manager for early intervention of gaps in knowledge / SEMH issues	On-going staffing	On-going staffing	On-going staffing	On-going staffing
Projected spending	£51,076	Priority 1 & 3: Staffing - £44,000	Priority 2: £7,000 – possibly reallocated following “catch-up” and NTP spend		

Strategies for current academic year

Barriers to learning these priorities address

- Improve attendance to move in line with national data
- Continue to support the SEMH needs of pupils
- Provide opportunities to enhance learning and develop social skills
- Provide an entitlement curriculum for disadvantaged pupils

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
Priority 1	Weekly Music tuition for years 7-9 pupils including the provision of instruments, resources and lessons via Lancashire music services	All pupils in year 7 & 8 and 40% of Year 9 taking part in music initiative	Continue this year and review Music strategy in July 2022, via pupil attendance, engagement and pupil voice	Survey given to all pupils participating in lessons with a view to looking at who would continue with lessons as level of funding could not be maintained into the following year. This was matched with data on attendance and engagement. 25 pupils achieved a grading in exams from 1 to 6.	PP funding to fund pupils in year 7 with tuition if they have opted. PP funding has been reallocated towards additional pastoral staffing.
Priority 2	Pupil premium coordinator in place to organise and ensure provision, measure impact and report on the quality of said provision, access and engagement of disadvantaged pupils across the curriculum	On-going	Ongoing	Co-ordinator successfully organised the logistics of all interventions in school. (NTP info discussed above)	Role amalgamated with that of interventions co-ordinator to tighten up implementation and monitoring of provisions to ensure impact, quality, access and engagement.
Priority 3	Duke of Edinburgh Programme to engage and motivate targeted pupils	56 Year 10 & 11 pupils involved in the bronze and silver	Possibly an additional single sex group next year to increase female pupil participation as increased	Bronze DofE did not take place due to staff illness. This has been carried forward to 2022-23. 27	Last years bronze DofE to take place. Plan needed to increase uptake and continuation

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
			staff volunteers will permit this	pupils are signed up, 6 are PP. Single sex group was not introduced. Silver DofE ran with 23 pupils and 22 of them achieved the award.	of PP for both bronze and silver DofE.
Priority 4	Full time School counsellor to provide SEMH support for vulnerable pupils	Counselling cohort is currently 50 with a further 30+ on waiting list.	To continue	93 pupils saw counsellor (50 PP) for a variety of issues.	42 pupils seeing counsellor as of Sept 2022 (26 PP). With additional 7 on the waiting list (7 PP).
Priority 5	Mental Health and wellbeing strategy and support for pupils in place	PDWB and tutor time programme has identified lessons for all year groups Trained psychotherapist has worked and is currently working with a cohort of 30+ with 12+ on waiting list.	Psychotherapist to introduce trainees to school to take up waiting list and additional interventions	39 pupils were seen by psychotherapist during the year. RCADS scores for 22 pupils that had completed all sessions showed that 6 pupils went from clinical need to normal range for anxiety. 2 pupils were still in the clinical range after support. For depression; 5 out of 8 pupils went from the clinical to normal range. Trainee saw 5 pupils.	Extra support in place for more specific behaviour support, conflict resolution and other mental health work. Wait list is the longest it has ever been with 20 pupils on it. Trainee support to be in place again from Jan 2023.
Priority 6	Continue to improve the attendance of disadvantaged and SEND pupils to ensure this is above national averages	Covid pandemic has impacted on progress of this priority. Many pupils have found it difficult to adjust back into school life and absences linked to covid have continued.	Targeted via attendance co-ordinator Increased engagement support offered via co-curricular programme and SEND interventions identified above	5% gap in attendance between PP (86.9%) and non-PP (91.7%). Also a gap between SEND (85.75%) and Non-SEND (90.15%).	EWO to be put in place to support the EBSA pupils to reintegrate them back into good school attendance.

Measure	Activity	Review 2020-21	Next steps 2021-2022	Review 2021-2022	Next steps 2022-2023
Priority 7	Invest in high quality spaces around school that will enrich pupils school lives	Pupil premium funding has been used towards investments in new toilets throughout school and improvements to the space in the main hall. All pupils now have access to self-contained toilets with a wash basin and hand dryer. Thus, providing greater sense of dignity and privacy for pupils using the facilities.	Completed	N/A	N/A
Projected spending	£146,471	Priority 1: £16,000 Priority 2: £2200 Priority 3: £5,000 Priority 4: £26,500 Priority 5: £20,000 Priority 7: £80,000			

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Protecting staff time for development of quality first teaching	Additional CPD time, calendared of faculty and tutor meetings Reduction in pupil-teacher timetabled contact time
Targeted support	Ensuring attendance to interventions	Parental engagement strategy in place for excellent home school collaborations
Wider strategies	Ensuring engagement of pupils and families in the entitlement curriculum	Promotion of the wider benefits via school website, parental meetings and transition material

