



STFCH Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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.

Pupil Premium is attracted by pre -16 students only, hence the figures below show the percentage proportion from pre-16 students only.

Within our strategy we recognise the vast majority of our young people who are entitled to Pupil Premium are attaining at the same rates as the rest of their peers and cohorts, in some cases making greater progress. As such the strategy is part of a wider view within school improvement planning to meet the range of needs of the whole school population.

The funding made available through PP therefore supports a broad range of adapted and differentiated teaching and learning and additional activity to meet the needs of the whole school and some very specific teaching and learning and resources to meet the needs of individuals entitled to PPG funding.

School overview

Detail	Data
School name	Sir Tom Finney Community High School
Number of pupils in school	232 (148 Pre16 – 84 Post16)
Proportion (%) of pupil premium eligible pupils	72 (49% Pre 16)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Spring term 2024
Date on which it will be reviewed	Autumn term 2024
Statement authorised by	Shaun Jukes - Headteacher
Pupil premium lead	Debbie Rickard – Deputy Headteacher/DSL
Governor / Trustee lead	Ian Fazackerley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,930
Recovery premium funding allocation this academic year	£73,864
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£161,794

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to support students to learn and achieve together and strive for excellence and equality to be at the heart of everything we do for all our young people. We recognise that our students have diverse challenges and barriers to learning, but with excellent teaching and leadership, we have adopted a focussed approach to groups and individuals facing barriers.

Our strategy ensures we provide support in developing the strengths of each young person by enabling them to access the support and intervention required to make appropriate academic progress; to develop independent social and life skills and offer quality careers advice (as measured through the Gatsby Benchmarks) relevant work experience and guidance to life choices beyond education.

Our strategy also includes wider school plans to support early help, mental health and resilience.

This enables school to deliver our goals of challenging, empowering, inspiring and preparing all our students for adulthood. It allows our young people to achieve, make progress, meet their aspirational outcomes and develop their own unique individual talents.

This is driven and evidenced through school self-evaluation, school improvement planning, individual annual reviews, and educational and health care plan outcomes. As well as evaluation of individual educational plans and target setting and achievement and attainment progress data and anecdotal evidence.

As stated in the context the strategy benefits all students to have access to teaching and learning, within a broad and balanced curriculum, to make progress and achieve at rates often above expectations; whilst supporting their emotional health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	All our young people, including those who are entitled to additional support via PPG have Special Educational needs, learning difficulties and disabilities (SEND). They are all admitted to school with an Educational Health Care Plan (EHCP). This identifies specific needs, provision, and outcomes as well as the context of their individual challenges. Most often this is observed in, and backed by various assessments, that the core subjects English/Maths, Personal Social and emotional development, and life skills are the key areas which are delayed in comparison to mainstream peers. With specific individual challenges linked to aspects such as

	behaviour, visual or hearing difficulties, physical, medical, sensory and communication needs and specific diagnoses.
2	Within the context of the above SEND, many of our young people struggle to make sense of their emotions, understanding and awareness of their health needs (especially as they grow older). The global pandemic and the severity of the impact it has had on those with SEND has been increasingly recognised. We continue to report and record a greater frequency of challenge in our students in relation to their emotional health and well-being leading to the need to expand our ELSA support across departments and pastoral groupings and family support and intervention, working closely with Early Help partners, social care and health professionals.
3	Students' EHCP's have a range of aspirations and ambitions as evidenced in their outcomes. Our assessments, observations and discussions with students and families give a steer as to the challenge of what needs to be put in place (the provision), what areas require further development and where, going forward, ambitions can be met in the future. For example, independent travel, access to college/vocational provision, accreditation, emotional resilience and specific individual support.
4	A very small proportion of learners in receipt of PPG are 'Reluctant to Engage', evidenced through attendance, review, participation in learning activity. This is usually accompanied by an underlying Mental Health concern, family circumstances or specific medical issue which makes them vulnerable.
5	A small proportion of learners entitled to PPG are from vulnerable family circumstances and require a significantly greater amount of emotional support, nurture and/or family support and intervention pastorally. They have fewer opportunities to develop cultural capital and access out of hours activity.
6	A significant proportion of those with PPG entitlement have some aspect of social care involvement or are already within the Children who are looked after cohort. Assessments and progress data suggests that whilst attainment and achievement is at a similar rate to their school peers, they have individual challenges that require significant time allotted to meeting these needs or require specific individual intervention to develop their 'whole-self' and their preparation for adulthood.

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
Ensure that disadvantaged students continue to maintain their levels of achievement and attainment at least in line with peers and ability cohorts. Most notably across core subjects, PSD and life skills.	Internal scrutiny of progress data to show high levels of progress compared with peers and ability cohorts. Individual educational plan targets are evidenced as met Annual review reporting measures progression against EHCP outcomes Anecdotal evidence and reporting through records of achievement/impact reports
For the most disadvantaged to be emotionally secure, resilient, and confident in the strategies available to them to maintain their own emotional and physical health and well-being.	Emotional and literacy support reporting within department and pastoral groups shows positive improvements for specific individuals

	<p>Family and student feedback via reviews and pastoral contact</p> <p>Behaviour monitoring reports</p> <p>Meeting EHCP outcomes</p>
<p>Enable the most disadvantaged and vulnerable to access opportunities they are less likely to have access to; both in and out of school in doing so develop their cultural capital.</p>	<p>Registered increase in numbers attending after school and out of school opportunities.</p> <p>Educational visits records</p> <p>Residential experiences</p>
<p>To allow the most disadvantaged to develop their talents and skills to meet their ambitions and aspirations as they prepare for life after school into adulthood and consider the options available to them.</p>	<p>Annual review reporting and EHCP outcomes</p> <p>Destination information</p> <p>Accreditation achievement details</p> <p>Work experience opportunities</p> <p>Access to college taster sessions and opportunities for joint learning approaches between school and college provision</p>
<p>Resources are in place to support students in relation to all teaching and learning e.g. communication and AAC equipment; specialised IT equipment; resources specific to a need e.g Dyslexia, HI, VI</p>	<p>Resources are identified, purchased and in use consistently to support T&L progress</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: **£35,247**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified professional development for staff to update and develop relevant knowledge that is current and up to date across a range of subjects and specific emotional support needs i.e. PDA ADHD Early Help and Well-being Trauma	School Improvement Plan Performance Appraisal documentation Subject Leader Action Plans Individual provision requirements in EHCP'S	1, 2, 3
Recruitment of additional Teacher and Teaching Assistant to support in reach intervention and outreach intervention for those persistent non-attenders.	Through EHCP provision, annual reviews and individual provision mapping it is identified there was need to increase staff support both whole school and specific individual level. In their role they will be directed to deliver specific outcomes and targets.	1, 2, 3, 4
Bought in VI/HI support teacher Continued investment in professional development to train our own VI Teachers.	Offering support and advice to students who are visually impaired and staff to develop strategies ensures relevant equipment and resources are provided.	1, 3

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

Budgeted cost: **£129,894**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional support and intervention developed departmentally expanding the provision whole school to support individualised programmes in meeting the emotional needs of students. Including nurture-based intervention as required.	For students with SEND, ELSA evidence suggests that a nurtured intervention can enable young people in school to understand and regulate their own emotions, while respecting the feelings of others and supports the ability to engage with learning.	1, 2, 4, 5, 6
Bought in home learning by independent providers to support those reluctant to engage in learning on the school site	Attendance records and reports Family engagement Local authority direction	4,5,6
Further provision of sensory equipment to match student needs and are compatible with sensory/therapy room facilities and safe space on the upper floor	EHCP's highlights for some, the need for sensory regulation resources to support behaviour and learning. This includes student specific sensory equipment; a designated room for sensory regulation to support developing individual sensory programmes. Fully integrated sensory/therapy room and safe space on the upper floor	1, 2, 3, 4
Home visits/home learning	Includes and incorporates staff offering home support or remote/blended learning opportunities.	1, 2, 4, 5, 6

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

Budgeted cost: **£37,948**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in core subject specific resources developing a Total communication approach across school.	Identified as a need through baselining that gaps in specific phonic understanding and comprehension inhibits English and communication development.	1, 3
Investment in specific AAC/Communication IT specific resources as identified for specific individuals	With the correct resources in place that meets identified provision from EHCP specific individual progress will be enhanced.	1,3

<p>Develop a whole school EARLY Help team including in reach and outreach and family liaison role and transition role</p>	<p>Aa team is in place specifically to deliver outcomes and progress for hard-to-reach learners both in and out of school who present with significant emotional and mental Health conditions. Increased support for transition for adulthood and wider destination options.</p> <p>Gives further support to vulnerable families – form filling or directing to appropriate services</p> <p>Increased access to extended, enrichment and transition opportunities</p>	<p>2, 4, 5, 6</p>
<p>Whole School Performances, involving band/choir</p>	<p>Offering music and performance with an outcome that they will participate in all aspects, such as music, acting, costume and set design. Evidence tells us that creative arts can support our young people to make progress in their core subjects and support resilience, confidence, self-esteem and mental well-being.</p>	<p>2, 3</p>
<p>Extended services and residential</p>	<p>Offering wider opportunities for personal development and cultural capital</p>	<p>3, 4, 6</p>

Total budgeted costs: £203,089

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 pupils in the 2022 to 2023 academic year.

The evaluation of the data and internal assessment, achievements and progress of students meeting the criteria for PPG entitlement shows that progress was in line with or exceeded those of peers and ability cohorts.

The most significant ongoing challenge is the trend in social emotional and mental health development, well-being and resilience of a number of students. A few are still struggling to re-engage and access provision on site. Although family circumstances and medical needs also impact upon this.

Summarising the actual outcomes against proposed outcomes from the 2022-23 PPG strategy statement:

- PPG students achieved targets in line with or above the rest of the school population, evidenced from baselining starting points, to progress being made in meeting IEP targets, EHCP outcomes and for older students' accreditation and examination outcomes. Particularly in core subjects and computing and PSHE.
- Specific complex needs of individuals have been met in line with EHCP outcomes, and IEP targets, evidenced through day-to-day provision to annually at annual review of EHCP.
- Pathways and transition to college provision continues for those for whom it is the correct destination. Many students, however, choose to remain with School FE provision as such funding is redirected to support an in-house transition programme from year 11 into post 16 provision.
- Monitored achievements and reports of those on the looked after register indicate the individuals felt fully supported within school.
- Families in need (vulnerable) maintain contact through virtual meetings, face to face meeting and telephone contact with some requiring home visits.
- Out of school and in school enrichment activities have taken place including theme days, educational visits and residential along with some after school clubs and one off out of hours visits e.g. illuminations. Developing cultural capital.
- There has been an increase in the numbers of individuals and families supported in terms of provision of mental health and well-being, pastoral support, and resilience.
- Transition and destination information highlights the number of disadvantaged students going to college as part of the preparation for adulthood agenda

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	
<ul style="list-style-type: none"> • Sexual health and relationships workshops • Safenet • College workshops • Careers and employability workshops 	

Service pupil premium funding (optional)

This applies to two siblings from the same family and one other student and attracts a small amount of funding accordingly.

Measure	Details
Individual support offered including access to 1:1 counselling; emotional and mental health resources and therapy made available; frequent home contact with family and Head of Department. Access to extra-curricular activity eg football competitions, educational visits and college placement.	Individual students engage, participate and are nurtured supporting emotional well-being learning and meeting EHCP outcomes. Full engagement and participation with positive outcomes.