



## STFCH Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 differentiated teaching and learning and additional activity to meet the needs of the whole school and some very specific teaching and learning and additional activity 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  | 184 (121 Pre16 – 63 Post16)          |
| Proportion (%) of pupil premium eligible pupils                         | 65 (54%)                             |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022                            |
| Date this statement was published                                       | December 2021                        |
| Date on which it will be reviewed                                       | July 2022                            |
| Statement authorised by   | S Jukes - Headteacher                |
| Pupil premium lead  | D Rickard – Deputy Headteacher/DSL   |
| Governor / Trustee lead   | I Fazackerley                        |

### Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year    | £67,650 |
| Recovery premium funding allocation this academic year | £16,820 |

|   |                |
|---|----------------|
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>  | <b>£84,470</b> |

# 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 for education recovery, notably through additional Emotional Literacy Support Assistants (ELSA), music therapy sessions, family support and access to wider extended activity and enrichment outside school hours.

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, and backed |

|   |  |
|---|--|
|   | by assessment, 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 have reported and recorded a greater frequency of challenge in our students in relation to their emotional health and well-being leading to the need to expand rapidly our ELSA programme and family support and intervention. |
| 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 and accreditation.  |
| 4 | A 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 or family circumstances which make 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 and PSHE. | <p>Internal scrutiny of PIVATS progress data evidence to show high levels of progress compared with peers and ability cohorts.</p> <p>Individual educational plan targets are evidenced as met</p> <p>Annual review reporting measures progression against EHCP outcomes</p> <p>Anecdotal evidence and reporting through records of achievement/impact reports</p> |

|   |   |
|---|---|
| <p>For the most disadvantaged to be emotionally secure, resilient, and confident in the strategies available to them to maintain their own emotional health and well being.</p>                                     | <p>ELSA programme reports and referral reduction<br/> Family and student feedback via reviews and pastoral contact<br/> Behaviour monitoring reports</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.<br/> Educational visits records</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<br/> Destination information<br/> Accreditation achievement details<br/> Work experience opportunities<br/> Access to college taster sessions and opportunities for joint learning approaches between school and college provision</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: **£23,935**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Identified professional development for staff to update and develop relevant knowledge that is current and up to date across a range of subjects i.e. reading, phonics and literacy support, emotional mental health and well-being and subject specific training (e.g. DT, Computing, Maths, Literacy, ASD)</p> | <p>School Improvement Plan<br/>Performance Appraisal documentation<br/>Subject Leader Action Plans<br/>Teacher analysis and evaluation of Individual Plans<br/>Annual Review Outcomes</p>   | <p>1, 2, 3</p>                |
| <p>Recruitment of additional Teacher - Music and Performance</p>  | <p>Offering music and performance as a formalised subject. Evidence tells us that creative arts can support our young people to make progress in their recovery and across core subjects.</p>   | <p>2, 3</p>                   |
| <p>Recruitment of additional Teaching Assistants x 2</p>  | <p>Through annual reviews and provision mapping it was identified there was need for an increase in Teaching Assistant support at department level. In their role they will be directed by Teaching staff to deliver specific outcomes and targets.</p>   | <p>1, 2, 3, 4</p>             |
| <p>Succession planning and restructure of Leadership/Management and administration</p>  | <p>Leadership and Management structures were reviewed; findings showed a need to increase the capacity of L&amp;M across the school through greater delegation and distribution of Leadership responsibilities to Heads of Departments and subject leaders.<br/>The increase in the administrative time identified to meet the demand of supporting the identified cohort and the challenges they have.</p> | <p>1, 2, 3, 4, 5, 6</p>       |

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

Budgeted cost: **£38,004**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Nordoff Robbins – Music Therapy input across the academic year   | Raising self-esteem and promoting confidence through music and enable progression of a specific skill area.  | 1, 2, 3                       |
| ELSA intervention hours to support individualised programmes in meeting the emotional needs of students  | 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                 |
| Paediatric Habilitation Support – externally bought in service.  | 1:1 Specific intervention to raise confidence and support for a visually impaired student both in and out of school in their local community.  | 1, 2, 3                       |
| Extended and enrichment opportunities both through educational visits and out of hours activities.   | Having access to enrichment opportunities extends learning and cultural capital meeting EHCP outcomes, individual targets and wider aspirations and ambitions.   | 2, 3, 5, 6                    |
| Purchase of the resources and materials to deliver Read, Write Inc – a Phonics model and supporting the development of English and communication overall | Identified as a need through baselining that gaps in specific phonic understanding and comprehension inhibits English and communication development as a whole.  | 1, 3                          |
| Designated inhouse VI support teacher  | Offering support and advice to students who are visually impaired and staff to develop strategies ensures relevant equipment and resources are provided.   | 1, 3,                         |
| Additional ICT hours to help some of our disadvantaged cohort who need further support in using technology.  | For pupils with SEND, technology is an essential tool to support teaching and learning.  | 1, 3, 5                       |

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

Budgeted cost: **£27,064**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of sensory equipment to match student needs and are compatible with sensory room facilities  | EHCP's highlights for some, the need for sensory regulation resources to support behaviour and learning.<br>This includes student specific sensory equipment; a designated room for sensory regulation to support developing individual sensory programmes.                            | 1, 2, 3, 4                    |
| The DSL role requires time to facilitate, prepare and attend CLA / PEP / Children in Need and TAF meetings.  | Enabling quality time allows quality documentation being prepared and relevant and pertinent information sharing with wider professional colleagues and services that allow them to offer additional external support to individual students and families.                             | 1, 2, 3, 4, 5, 6              |
| Provision of family liaison officer to provide family support regarding welfare and care and encourage a healthy attendance routine, which includes access to extended activities. | Family Liaison support transition for adulthood and wider destination options.<br>Gives support to vulnerable families – form filling or directing to appropriate services<br>Offers access to extended and enrichment opportunities<br>Can support I the home setting where required. | 2, 4, 5, 6                    |
| Home visits/home learning  | Includes and incorporates staff offering home support or remote/blended learning opportunities.  | 1, 2, 4, 5, 6                 |

**Total budgeted cost: £ 89,002**

## 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 2020 to 2021 academic year.

It was evident that despite the impact of COVID the outcomes, achievements and progress of students meeting the criteria for PPG entitlement were not adversely affected. Indeed, internal PIVATS data shows that progress was in line with or exceeded those of peers and ability cohorts.

The most significant impact of the pandemic has been on emotional development and well-being, with a small minority struggling to re-engage and access provision on site.

Summarising the actual outcomes against proposed outcomes from the 2020-21 PPG strategy statement:

- PPG students achieved targets in line with rest of the school population, evidenced from baselining as part of strategy for recovery to see what learning may have been lost or gaps that would require intervention.
- Complex needs of specific student have been met in line with EHCP outcomes, and IEP targets.
- Pathways and transition to college provision did not take place – all students chose to remain with School FE provision as such funding was 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) maintained contact via virtual meetings, telephone contact, remote learning, and home visits.
- Out of school enrichment activities were put on hold following Government guidance and restrictions, with funding directed to in school enrichment where appropriate and following guidance.
- There was an increase in the numbers of individuals and families supported in terms of provision of mental health and well-being and pastoral support.

### 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   | Provider |
|---|----------|
| <p>Not applicable in the previous academic year, however plans are made to support and deliver externally provided workshops in this academic year</p> <ul style="list-style-type: none"> <li>• Sexual health and relationships workshops</li> <li>• PREVENT workshops targeted at the more vulnerable</li> </ul> |          |
|   |          |

## Service pupil premium funding (optional)

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

| Measure  | Details   |
|--|---|
| <p>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.</p> | <p>Individual student engages, participates and is nurtured supporting emotional well-being learning and meeting EHCP outcomes.</p> |
|  |   |