

Pupil Premium Strategy Statement 2020-2023

School overview

Metric	Data
School name	Moor Park High School and Sixth Form
Pupils in school	596
Proportion of disadvantaged pupils	49%
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	October 2023 (final review for this 3-year plan)
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	2022/23
Progress 8	-0.27	-0.05	-0.37	-0.39	-1.01
Attainment 8	34.41	41.02	35.95	33.22	28.41
Percentage of Grade 5+ in English and maths	23%	34%	34%	22%	16.7%
Attendance	93.02%	90.3%	86.6%	83.9%	87.2%
Ebacc entry	13%	13%	25%	35%	13%

Teaching priorities 2020-2023

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	Reviews
Priority 1	Additional staffing in Modern Foreign Languages to increase pupil access to EBacc qualification, raise aspirations and progression into FE and HE	<p>2020-21 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.</p> <p>2021-22 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.</p> <p>2022-23 Faculty leader introduced Chromebook lessons to all KS3 pupils on a weekly basis. These incorporate vocab quizzes as well as other learning activities. Pupils were also given vocab homework. Frequency of vocab related work was to improve retention however, data on impact of this is not available.</p>

Measure	Activity	Reviews
Priority 2	Work with the charity, Achievement for All to improve to enhance quality first teaching by ensuring disadvantaged pupils, particularly those who are LPA and SEND are routinely set appropriately differentiated work.	<p>2020-21 Unfortunately, Achievement for All ceased to exist in January 2021. Prior impact was measured on prior PP reviews.</p> <p>2021-22 Funding for the AFA was reallocated to SEND provision. Outcomes for pupils on SEND register in year 11 were much lower than non-SEND. SEND-K had an average P8 score of -1.08 compared to +0.41 non-SEND. Specialist teacher worked 45 hours over the course of the year. Worked with a range of SEN pupils in years 7 to 11. Produced reports to help with T&L, and support of pupils on SEN register as well as reports to help with EHCP applications.</p> <p>2022-23 GCSE results of pupils on SEN register showed an improvement of P8 score from 2021/22. P8 score for 2022/23 was -0.67 (SEN K). For non-SEND the P8 figure was -0.09. Gap between cohorts has shrunk from 1.49 (21/22) to 0.58 (22/23).</p>
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>2020-21 Majority of bids were for the Co-curricular programme. Attendance to sessions is tracked and feedback at the end of the year. Voice 21 CPD package and resources launched</p> <p>2021-22 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). 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 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.</p> <p>2022-23 Charlotte Lowe and Chanita Tarcea (mental health support) was paid for out of bids and cost £18,132.50 (more info on other priority area).</p>

Measure	Activity	Reviews
		<p>Pupils signing up to clubs for a full year worked better than the cyclical approach. Staff opinion confirm this. However, statistics on attendance are unavailable as these were on PARS and we no longer have access to this data. A particular success was self-defence club. This grew in size over the course of the year. £1650 of PP money was spent on this. Pupil voice linked to clubs was not looked at.</p> <p>Enrichment week was funded via PP. For this we also built in criteria that the pupils had to meet to be able to go on the trips. This was very effective in that pupils knew they had something to work for and knew the goal posts. Therefore, they took greater responsibility for their behaviour and could not argue if they failed to meet said criteria.</p> <p>GCSEpod was another big spend out the bids pot of money. £2948 was spent on this. Within year 11; the 20 highest users of the platform watched between 57 and 521 pods each! Most use was out of school (72%). The platform was used mostly for Humanities subjects with Geography (1413 pods watched), RE (1006 pods) and History (775) the top 3 subjects accessed. A report from GCSEpod gives us informative graphs on top users, top pods, growth of use over time etc.</p> <p>The use of formal talk and academic language is now embedded across the curriculum and all subjects use key terms or key word lists so that staff are explicitly teaching the vocabulary of their subjects. Although some progress has been made with how teachers teach the vocabulary of their subject, this is not yet fully embedded. Voice 21 strategies have been trialled across KS3 in a range of subjects with positive feedback from both teachers and pupils. Teachers felt that the strategies have had a positive impact on their pedagogy and helped to create an environment where every child is actively involved in the lesson. These will be further developed under Year 3 of the project this year, with staff attending V21 training sessions and linking this work to the faculty based CPD on Rosenshine.</p> <p>KBI bid - Spend of £43 on a very colourful and accessible revision guide for her class. 13/15 were PP. Results for the class were a P8 grade of -1.31 for PP and -1.18 for non-PP (so a nominal delivery between the cohort). The P8 for PP in the class improved by half a grade from the Feb mocks. The overall P8 score for PP in maths was -0.99.</p> <p>NAS bid – Literature guides were purchased for all PP in year 11. In the exams, PP P8 score was -0.36 compared to -2.07 in the Feb mocks. There was a gap between the P8 score for PP and non-PP of 1.22. The overall P8 score for English Literature was 0.28.</p>
Priority 4	Provide resources for curriculum areas to ensure that the disadvantaged cohorts maintain	<p>2020-21 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 2021-22</p>

Measure	Activity	Reviews
	good progress and exceed national averages for the cohort.	<p>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.</p> <p>2022-23 Additional resources were acquired using the bid pot of money (priority 3 above).</p>
Projected spending	£58,609	<p>Priority 1: MfL - £22,000 Priority 2: Bids: - £12,500 Priority 3: Resources - £10,000</p>

Targeted academic support for 2020-2023

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	Reviews
Priority 1	Key Stage 4 Learning Mentor provision to ensure pupils have access to high quality intervention and support throughout school	<p>2020-21 On-going staffing</p> <p>2021-22 Gaps in provision and coordination were identified that required further work over and above what was done in the role at KS4.</p> <p>2022-23 Learning mentor role redundant in place of interventions co-ordinator. This role made a number of positive steps this year to tighten up systems and support for pupils as well as continue good practice from previous role. Intervention planning and review sheet was introduced to help formalise ADPR cycle and encourage teachers to think about what they were doing and why (and just more of the same).</p> <p>Access arrangements provision was widened away from just pupils on the SEN register. Assessment data and qualitative information were used to put together a handpicked list of pupils to be assessed by the EP and then applications made to JCQ. 21 out of 24 students who applied were successful (87.5%). Average success rate for those applying is 60%. P8 score for pupils who had access arrangements was -1.107, this improved nearly a whole grade from the Feb mocks when the score was -2.011. The gap in improvements of P8 scores between those who did and didn't have access arrangements was nominal for the summer exams showing the access arrangements did go some way to doing what they were intended for.</p> <p>Special considerations for pupils were also more systematically looked at to ensure that pupils who were eligible for additional percentage points due to extenuating circumstances were granted this allowance by exam boards. We made applications for special considerations for 23 pupils. This equated to 400 papers! Of those applications 387 were accepted and additional percentage points were applied. This was anything between 1% and 5% depending on reasons. Most applications were linked to mental health, other reasons included family crises, and medical needs. Additional percentage</p>

Measure	Activity	Reviews
		<p>points resulted in 15 pupils moving up a grade boundary in one or more subjects as their overall raw marks where in the grade below.</p>
Priority 2	<p>Revision and booster classes for targeted Year 11 disadvantaged pupils to plug gaps in knowledge across the curriculum</p>	<p>2020-21 Only one department (RE) requested revision school for February half term</p> <p>2021-22 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 more of English, sciences and history.</p> <p>2022-23 Scope of NTP in school was narrowed this year due to increased costs that would be incurred by school, but also less requests from teachers to put in place this provision. 44 pupils were involved in tuition via the NTP. 10 staff delivered intervention that came under the criteria for NTP.</p> <p>Outside of this; 4 teachers also ran revision and booster sessions for pupils in the run up to the summer exams.</p> <p>Provision was put in place for pupils to revise in the LRC over the Easter holidays. 23 PP were targeted and invited to attend at designated times (5 to 7 sessions) and there were also slots open to any pupils to attend – they had to sign up if there was space. Unfortunately, 11 of those targeted did not attend a single session. Phone calls made to get them in but without success. However, 13 other pupils made use of the open slots available and 4 of the regular attendees were PP.</p> <p>Other support that was offered to both PP and non-PP included (but not limited to) walking talking mocks, lunchtime revision spaces, withdrawal from some PDWB lessons for additional maths and English lessons from heads of faculty, personalised revision plans, packs of practice exam papers with annotations, mark schemes and examiner comments, and meetings with parents to ensure co-ordination of support at home.</p>
Priority 3	<p>Year 7 Pastoral/Transition manager for early</p>	<p>2020-21 On-going staffing</p>

Measure	Activity	Reviews
	intervention of gaps in knowledge / SEMH issues	2021-22 On-going staffing 2022-23 On-going staffing Planning for new cohort begins in good time to ensure smooth transition and support is in place for pupils were needed. Proactive approach is seen. Year 7 cohort 2022-23 was a particularly challenging cohort due to a multitude of factors.
Projected spending	£51,076	Priority 1 & 3: Staffing - £44,000

Wider Strategies for 2020-2023

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	Reviews
Priority 1	Weekly Music tuition for years 7-9 pupils including the provision of instruments, resources and lessons via Lancashire music services	<p>2020-21 All pupils in year 7 & 8 and 40% of Year 9 taking part in music initiative</p> <p>2021-22 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.</p> <p>2022-23 Funding from PP continued for year 7 (for pupils that had opted to participate). This was to honour the offer to parents who had applied here. However, the remainder of music tuition was funded from elsewhere as these PP funds were reallocated for additional pastoral staffing.</p>
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	<p>2020-21 On-going</p> <p>2021-22 Co-ordinator successfully organised the logistics of all interventions in school. (NTP info discussed above)</p> <p>2022-23 This role was amalgamated with that of interventions co-ordinator. This was to tighten up implementation and monitoring of provisions to ensure impact, quality, access and engagement (see other points for information on role of interventions co-ordinator).</p>

Measure	Activity	Reviews
Priority 3	Duke of Edinburgh Programme to engage and motivate targeted pupils	<p>2020-21 56 Year 10 & 11 pupils involved in the bronze and silver</p> <p>2021-22 Bronze DofE did not take place due to staff illness. This has been carried forward to 2022-23. 27 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.</p> <p>2022-23 Bronze DofE - 2 completed and signed off. 1 pupil left school mid-way through. 10 still to complete 1 or 2 sections to be fully signed off. Pupils are needing a lot of pushing to complete what is left, but there is a lot of apathy amongst the cohort. Silver DofE - All 6 pupils who participated completed and fully signed off.</p>
Priority 4	Full time School counsellor to provide SEMH support for vulnerable pupils	<p>2020-21 Counselling cohort is currently 50 with a further 30+ on waiting list.</p> <p>2021-22 93 pupils saw counsellor (50 PP) for a variety of issues.</p> <p>2022-23 51 pupils saw counsellor of that 29 were PP (57%). Full time counsellor left in March 2023. Handover was done to the pastoral team as the member of staff was not replaced. At the time of leaving; 13 pupils support was completed (so no handover needed). A further 24 pupils needed to be followed up. 16 active cases, and 7 being moved from one wait list to another. Of the 16 active cases; most were picked up via alternative support by the end of the academic year or pupils chose not to have support from elsewhere. Of the 7 on the waiting list, only 2 had been taken on by someone else by the end of the academic year.</p>

Measure	Activity	Reviews
Priority 5	Mental Health and wellbeing strategy and support for pupils in place	<p>2020-21 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.</p> <p>2021-22 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.</p> <p>2022-23 63% of pupils supported by Charlotte Lowe or Chanita Tarcea were PP. In total 59 pupils were supported, 37 PP.</p> <p>At the end of 2022/23, the waiting list for pupils was 32. These included some pupils that were on the counsellors waiting list.</p> <p>Pupils who saw Charlotte Lowe were assessed again by RCADS at the start and end of support. The aim of the support is to reduce these scores. For anxiety, 6 pupils went from the clinical range to normal, and 1 from clinical to borderline. Other pupils already had lower scores, indicating lower need. For depression, 5 pupils went from clinical to normal range, and 1 from clinical to borderline. Again, other pupils already had lower scores. Out of all the pupils, only 1 had any score increase from the start to the end of support. This was because of the circumstances for the pupil.</p> <p>Towards the end of the year the school also forged links with Compass Bloom as a free provision. They have a contract with the NHS to provide low level mental health support in schools, so we were starting to further triage need to the appropriate support with Charlotte Lowe being for the more complex cases.</p> <p>Charlotte Lowe also provided a trainee to work with us. They saw 9 pupils between Jan and June 2023. These pupils were lower level and the trainee was supervised by Charlotte.</p>
Priority 6	Continue to improve the attendance of disadvantaged and SEND	<p>2020-21 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.</p>

Measure	Activity	Reviews
	pupils to ensure this is above national averages	<p>2021-22 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%).</p> <p>2022-23 5% gap in attendance between PP (87.2%) and non-PP (93%). For PP we were 1.9% above national average. Also, a gap between SEND (88.9%) and Non-SEND (90.7%). For SEND we were 3% above national average.</p>
Priority 7	Invest in high quality spaces around school that will enrich pupils school lives	<p>2020-21 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.</p> <p>2021-22 Project completed</p> <p>2022-23 N/A – project completed</p>
Projected spending	£146,471	<p>Priority 1: £16,000 Priority 2: £2200 Priority 3: £5,000 Priority 4: £26,500 Priority 5: £20,000 Priority 7: £80,000</p>

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