

## Pupil Premium Strategy Statement 2023-2026

### School overview

Metric	Data
<b>School name</b>	Moor Park High School & Sixth form
<b>Publish date</b>	October 2023
<b>Review date</b>	December 2025
<b>Pupils in school (at review)</b>	581 (Yrs 7-11)
<b>Proportion of disadvantaged pupils (at review)</b>	40%
<b>Pupil premium allocation this academic year (at review)</b>	£298,905
<b>Academic year or years covered by statement</b>	2023-2026
<b>Statement authorised by</b>	U. Ishtiaq and L. Roberts (Co-acting Headteacher)
<b>Pupil premium lead</b>	U. Ishtiaq (Deputy Headteacher)
<b>Governor lead</b>	P. McCabe

### Disadvantaged pupil performance outcomes

	18/19	19/20	20/21	21/22	22/23	23/24	24/25
<b>Progress 8</b>	-0.27	-0.05	-0.37	-0.39	-1.01	-0.63	n/a
<b>Attainment 8</b>	34.41	41.02	35.95	33.22	28.41	34.71	34.75
<b>Percentage of Grade 5+ in English and maths</b>	23%	34%	34%	22%	16.7%	27.7%	24.5%
<b>Attendance</b>	93.02%	90.3%	86.6%	83.9%	87.2%	87%	79%
<b>Ebacc entry</b>	13%	13%	25%	35%	13%	14.9%	26.4%

High Expectations – All stakeholders believe that young people can succeed and achieve our mission statement

Target: **To eliminate the gaps in performance between disadvantaged and non-disadvantaged students**

Teaching priorities for current academic year	Barriers to learning these priorities address
<b>KP2 - Academic Curriculum</b> All young people receive a high-quality curriculum that challenges and supports them so that they can compete locally, nationally and internationally	<ul style="list-style-type: none"><li>• Improve outcomes so all gaps are eliminated</li><li>• Enriching teaching and learning pedagogy and resources so teachers can deliver high quality and well-resourced lessons</li><li>• Ensuring pupils have access to resources that enable them to excel in their subjects</li></ul>
<b>KPI 3 Excellent Teaching</b> All teaching is responsive and adaptive to the individual needs of young people. Teachers understand what excellent teaching is because they engage with research and embrace professional development	
<b>Projected spending</b>	

Targeted academic support for current academic year	Barriers to learning these priorities address
<b>KPI 5 - Every Child is Known</b> Young people flourish through early intervention, personalised support and warm, compassionate relationships with adults.	
<b>KPI 6 - Exemplary Behaviour</b> Young people are proud of, and grateful for themselves, their school and their community. They are compassionate to others in the school and their community.	<ul style="list-style-type: none"><li>• Identify and closely match interventions with individual and groups of pupils</li><li>• Ensure that disadvantaged pupils are supported in attending identified interventions</li><li>• Ensure there is rigorous KS2/3 transition and sharing of information between Moor Park and feeder primaries and Year 7 teachers</li><li>• Improve attendance to move in line with national data</li><li>• Continue to support the SEMH needs of pupils</li><li>• Eliminate the gap between suspension rate of disadvantaged and other pupils</li></ul>
<b>Projected spending</b>	

Wider strategies for current academic year	
<b>KPI 4 - Quality Enrichment</b> Young people develop their cultural capital and confidence through a structured programme of personal development and high-quality enrichment activities	<ul style="list-style-type: none"><li>• Provide opportunities to enhance learning and develop social skills</li></ul>
<b>Projected spending</b>	

## Pupil Premium Action Plan

KPI	Actions	Review 2023/4	Next steps for 2024/5	Review 2024/5	Next steps 2025/6
KPI 2	Provide bidding system for staff to request support and resources to tackle underachievement, maintain positive performance of disadvantaged cohorts in their classes	Seven bids were made from English & Humanities, these covered the purchasing of revision guides, funding towards trip and theatre performances in schools. GCSE Pod was available for the whole school, early data showed it was used mainly in humanities, this is reflected in the positive GCSE scores for the humanities subjects Total spend: £6000	GCSE pod use and access review to be carried out 2024/5. GCSE Pod still available for all pupils but narrowed subject range. Intervention cohort parents to be shown how to use the platform to help their children in the tattered revision  2024/25 – bids will pay a percentage of the costs based on pupil premium number, particularly for trips.	Not as many bids were put in for the academic year.  One bid was for a theatre production of Jekyll and Hyde for the whole of year 11 (£330). Another was for revision guides for Geography (£100).  The bids pot has also been used to pay for our work with Inclusive Attendance, trips, rewards vouchers for academic performance and attendance, revision guides, textbooks, access to online learning platforms, examiner visits, bus tickets, merit badges, AP provision, uniform items...	APT faculty have bid for funding to increase participation by the girls in extra curricular activities and also improve outcomes (£800).  Bids to continue to be paid as a percentage against the number of PP that bids apply to – particularly for trips.
KPI 2 & 3	Resource the Science Faculty with the ARK KS3 science mastery curriculum to provide high quality faculty wide resources, diagnostic assessments and CPD to ensure KS3 pupils develop a secure knowledge and understanding to improve outcomes at KS4	Year 7 have completed the ARK programme and will continue into the rest of KS3.	2024/5: Rollout into remainder of KS3 School to join the ARK national data set so results can be compared	ARK rolled out. Further data unavailable as yet.	Embed the use of ARK so results can be compared in due course.

KPI	Actions	Review 2023/4	Next steps for 2024/5	Review 2024/5	Next steps 2025/6
KPI 2 & 5	Ensure that there is a high-quality alternative curriculum for pupils with SEND, SMEH and additional needs.	A review of AP was carried out and provision has been streamlined. However, the costs in 2023/4 £44,000 was allocated and all of the PP recovery funding was also used to supplement this. 14 pupils accessed one or more alternative type of alternative curriculum from Preston College, PNE, PVC and Oak Education. 12 out of the 14 were PP.	Hospitality and tourism course to run in 2024/5, for this targeted cohort of pupils. The SENCO will deliver the course.	Hospitality and tourism course has given pupils opportunity to develop key skills. Will be extended into year 10.	Close monitoring and support of cohort to ensure all pupils come out with a qualification.
KPI 2 & 3	Additional staffing in English and PE to increase pupil access to quality first teaching, raise aspirations and progression into FE and HE	The additional contributed to smaller class sizes in English and additional staffing for the larger PE groups.	English to continue. PE no longer required as the faculty is no longer overstaffed.	Additional staffing has provided greater flexibility in terms of class sizes and catering to need.	English staffing to continue.
KPI 3 & 5	Introduce the STAR Maths programme to ensure timely and effective intervention and tracking at Key Stage 3	STAR maths was used specifically for assessment and interventions planning. It also initially provided a maths age for pupils. The data from this was used in conjunction with GL assessments to identify pupils for intervention via KS2 maths interventions tutor and the department. 35 pupils received intervention last year from KS2/3 Literacy and Numeracy Lead Teaching Assistant.	Due to maths age data being removed by the STAR maths platform, the decision was made to discontinue the use of this platform as impact could not be measured. The department moved fully to SPARKS Maths	Data has informed numeracy intervention cohort with our KS2/3 teaching assistant.	Look at how intervention can be scaled up so that teaching assistants can supplement the intervention work that is taking place with a view to pupils showing progress quicker.

KPI	Actions	Review 2023/4	Next steps for 2024/5	Review 2024/5	Next steps 2025/6
<b>KPI 3 &amp; 5</b>	Revision and booster classes for targeted Year 11 disadvantaged pupils to plug gaps in knowledge across the curriculum	<p>Across the year, 27 different interventions were run, most of which was to use the 10 hours of directed time.</p> <p>PP pupils were the first wave targeted</p> <p>All PP were targeted for at least one intervention per term, some pupil premium children (3) had five interventions a week in the spring term.</p> <p>Attendance to interventions was a challenge</p> <p>Results data shows the pp cohort overall improved by almost half a grade (P8-1.01 to -0.63)</p> <p>Outcome grades 5+ in English and maths increased by 11% (from 16.7 to 27.6)</p>	Interventions cycle continues in 2024/25	<p>Full time teachers had 10 hours of directed time allocated towards revision and booster classes. Staff ran a variety of sessions. However, we had issues in terms of pupil engagement. Based on pupil voice; reasons for lack of attendance included commitments outside of school, lack of motivation and not feeling the benefit when they have attended.</p>	Intervention for year 11 to be altered. Power Hour for all year 11s after school on a rotation with a break during mock exams.
<b>KPI 3</b>	Year 7 Pastoral/Transition manager to ensure there is rigorous KS2/3 transition and sharing of information between Moor Park and feeder primaries and Year 7 teachers	On-going staffing	On-going staffing	On-going staffing	Ongoing staffing
<b>KPI 5 &amp; 6</b>	Mental health & well-being strategy and interventions programme in place, including school counselling and psychotherapist services for targeted cohort	<p>54 pupils accessed CBT for between 3-15 hours each – 70% were pp.</p> <p>13 accessed talking therapy – 50% were pp</p> <p>18 pupils used Compass Bloom – 55% were pp</p>	<p>The strategy continues 2024/5 PNE gamechangers is being used to support the mental health of boys – 100% of whom are pupil premium</p> <p>We will also be exploring the free provision from agencies</p>	<p>In 2024/5 39 pupils accessed support from psychotherapist and 20 accessed support from counsellor. Both these paid for out of PP funding. PP not a factor in pupils having to access this support. Out of the 59 pupils that accessed</p>	<p>Continue to offer the provisions as necessary.</p> <p>Psychotherapist to also work with neurodivergent pupils as she has expertise in this area.</p>

KPI	Actions	Review 2023/4	Next steps for 2024/5	Review 2024/5	Next steps 2025/6
			such as Barnardo's (time to thrive program)	this support 43 were PP. also worked with PNE Game Changers, Compass Bloom and Barnardo's.	
<b>KPI 6</b>	2 additional behaviour managers to ensure the new pastoral zone system is fully supported	On-going staffing	Ongoing staffing	6 <sup>th</sup> Behaviour manager appointed to specifically support PA and at risk of suspension pupils	Ongoing staffing
<b>KPI 5</b>	Recruit two Teaching Assistant (level 3) to complete the SEND restructure	Many rounds of interviews but unsuccessful in filling the team. Currently using agency workers	Recruitment process continues	Second post for TA3 has not been filled despite 3 recruitment drives. However, additional TA2 posts have been filled part way through the year meaning additional support as we move into the next academic year. Recruitment process continues.	Reassess what is needed in terms of teaching assistants and the level needed. Delay in appointing a second TA3 as also waiting on Schools White Paper.
<b>KPI 5 &amp; 6</b>	External audit of systems and processes to support and improve whole school attendance to pre-2019 levels	The school purchased the Inclusive Attendance support package. Attendance audit was completed. Focus areas identified, this led to a review of attendance approach across school, including tutor structure changes, CPD for all tutors and pastoral staff 2023/4 attendance was 90.4%, slightly under NA. PA was 21.8% - 3.2% better than NA	2024/5 attendance to date: 93.5% compared to NA of 92.6% PA: 16% compared to 21% NA  The work with Inclusive attendance will continue.	2024/5 attendance for FSM (whole year): Whole school 89.2% (3% above national at 86.2%). Every year group in school was at least 1.4% above national stats.  Received bronze award from Inclusive attendance to recognise the work we have done.	Continue the excellent work on attendance improvements.
<b>KPI 5</b>	Interventions Manager/ Assistant SENDCO in place to organise and ensure provision, measure impact and report on	The assistant SENDCO role was introduced as part of the SEND restructure and a review of Standard operating procedures	This post is no longer paid for from the PP and is now transferred to the main staff budget	n/a	n/a

KPI	Actions	Review 2023/4	Next steps for 2024/5	Review 2024/5	Next steps 2025/6
	the quality of pastoral, SEND and curriculum interventions across school	<p>has led to the embedding of access arrangements provisions, special considerations, systems for the use of EP assessments and specialist teacher provisions. Applications for special considerations (SEMH etc) were made for 18 pupils in Summer 2024. These applications helped close the gap in outcomes between this cohort and the rest to a difference of P8 of 0.04. This cohort did as well as the rest of the cohort.</p> <p>The Access arrangements cohort (SEND) outcomes were better, than those without, as that cohort got a positive P8 of +0.14.</p>			
	Continue to improve the outcomes for SEND pupils through high quality in class, group and one-to-one interventions	<p>One pupil with an EHCP sat GCSEs in 2023-24 with a P8 score of -3.5. This pupil only joined Moor Park in the summer term of year 10 and had gaps in education. They only sat a handful of GCSEs. There was no gap in outcomes as SEND K achieved in line with non-SEND pupils. SEND K P8 score was -0.175 compared to -0.141 for non-SEND.</p>	<p>Maintain no gap in outcomes for SEND K and non-SEND pupils.</p>	<p>Data for summer 2025 showed a big gap in total attainment 8 results for SEN support (K) and EHCP compared to non-SEN. Average A8 for non SEN was 42.01 compared to 16.89 for K and 6.33 for EHCP.</p>	Gap must be reduced.

KPI	Actions	Review 2023/4	Next steps for 2024/5	Review 2024/5	Next steps 2025/6
<b>KPI 4</b>	Duke of Edinburgh Programme to engage and motivate targeted pupils	14 pupils (50% of whom are pp) awarded bronze No Silver award was run due to staff absence and pupil reluctance to complete	20 pupils will be completing silver award in 2024/5 – 6 of whom are PP.	2 new coordinators working towards pupil participation.	Year 9 to be offered opportunity to complete bronze award.
<b>KPI 4</b>	Enrichment programme throughout academic year via faculties and provision for whole school enrichment week in summer term	289 pupils, years 7-10 had the opportunity to participate in enrichment week (Cinema) with all having the opportunity to participate in the Sports Day and BBQ. 47 extracurricular activities were offered to pupils throughout 2023-24 with Nintendo Club (target cohort: SEND pupils) having the greatest uptake at 42 pupils. PE & Music internal extracurricular offer remains popular at all key stages. External enrichment activities (trips etc) are high for Science and computing is good.	2024/5: Review and re-evaluate the extracurricular offer with a focus on the provision of high quality internal enrichment experiences across the curriculum	Enrichment curriculum sat with faculties to put offers out to pupils. APT faculty offered the majority of extra curricular activities. End of year trips involved a wide range of activities. We were also able to offer a group of year 9's the opportunity to go a residential at no cost to them.	Further work potentially needed on the extracurricular offer with a focus on the provision of high quality internal enrichment experiences across the curriculum.
<b>KPI 5 &amp; 6</b>	Homework clubs, breakfast clubs and enrichment & hardship fund	Due to recruitment issues and extended staff absence, there was no availability for these provisions Hardship fund was used to purchase footwear for pupils who could not afford school shoes at a cost of £450	TA recruitment remains a challenge, and we are still unable to fully staff this provision  Homework club is the priority from January 2025 – particularly for targeted SEND cohorts	TA recruitment continued to be a challenge, as well as lack of interest from staff to get involved. We are still unable to fully staff this provision.	Review how we can make these clubs happen.