

## Pupil premium strategy statement – Plymstock School

### December 2023

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview 2023-2024

Detail	Data
Number of pupils in school	1684
Proportion (%) of pupil premium eligible pupils	17.8% 15.9% FSM
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2020-2023
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Alan Yendell
Pupil premium lead	Beth Evans
Governor / Trustee lead	Jacque Spencer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 289,645
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 59,335
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 82,940
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 431,920

## Part A: Pupil premium strategy plan

### Statement of intent

At Plymstock School it is our ambition is to empower all our young people, through education, to have the knowledge and skills they need to be successful in life and make a positive difference to their communities. Our vision is for all our young people to achieve excellence through curriculum and culture. The three values that we strive to instil at Plymstock School is to be kind; to work hard and to aim high. All members of our school community are valued and respected equally regardless of their background; always treating others with courtesy and consideration and displaying empathy, tolerance and kindness in all that we do. We demonstrate a commitment to our school and wider community, making the most of opportunities available and are dedicated and willing to apply great effort to achieve our very best. At Plymstock School we act with courage and value integrity above all. We have high ambition of ourselves and others, demonstrating determination, resilience and grit in the face of opportunity and challenge. We never give up!

Our intention is that every student at Plymstock School, irrespective of their background, circumstance, challenges or starting points will achieve the very best educational progress and attainment. At Plymstock school the highest standards and expectations will be established to allow all students to feel part of the school community. We aim to remove any potential barriers to attendance, participation and inclusion in order to achieve our vision of excellence through curriculum and culture.

The main principles of our Pupil Premium Strategy include:

- **High quality teaching for all students** – we believe that the key to raising attainment and progress is through quality first teaching accessible to all students providing access to a rich and broad curriculum.
- **Additional support for those students where barriers to learning have been identified** – we understand that no matter how well the curriculum is planned and delivered there will be students who require additional support such as tutoring or extra pastoral support.
- **To provide students with opportunities to broaden their experiences**, increase their cultural capital no matter what their background or circumstance are. For all students to have high personal and career aspirations and to fully engage with all aspects of school life.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment and Progress</b></p> <p>We recognise that disadvantaged students, although performing in line with disadvantaged students nationally, consistently make less progress than their Plymstock peers. Specifically, disadvantaged students are not attaining strong basics (5+) in English and maths.</p>
2	<p><b>Behaviour</b></p> <p>Behaviour challenges amongst Pupil Premium students, resulting in an increasing trend of students removed from lessons. Data and pupil voice indicates that these pupils have a higher rate of exclusions, behaviour referrals, lower attendance rates, higher number of safeguarding referrals and lower aspirations.</p>
3	<p><b>Attendance</b></p> <p>Attendance amongst Pupil Premium students lower than their non-pupil premium peers, resulting in an increase of the disadvantaged gap through lost learning. This is a national trend that is reflected across the country. Attendance to both school and lessons is a complex and nuanced challenge which often requires an individual approach in combination with clear tracking and graduated response.</p>
4	<p><b>Reading</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that our intake of Year 7 pupils generally have lower levels of reading comprehension than other schools in our MAT. This impacts their progress in all subjects and accessing the curriculum.</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>All pupils have access to a broad and rich curriculum that enables every pupil to discover their strengths and develop their talents and abilities.</p> <p>All pupils make at least expected progress and the challenge provided within the curriculum enables pupils to make above expected progress.</p> <p>A well-sequenced and coherent curriculum enables pupils to access deeper understanding and achieve ambitious end-points, acquiring the knowledge and skills.</p> <p>Outcomes are improved and variation in outcomes between subjects and between teachers in the same curriculum area has narrowed.</p>

	<p>The curriculum addresses disadvantage and provides equality of choice and opportunity for all pupils.</p> <p>All teachers contribute to the development of the curriculum and line management through the curriculum lens serves to further strengthen the delivery of knowledge.</p>
<p>To reduce the numbers of Pupil Premium students removed from lessons for disruptive behaviour by seeking to reduce barriers to learning and access to the curriculum</p>	<p>Improved communication between students, parents and staff.</p> <p>Reduction in all students (especially PP students) referred through the behaviour system.</p> <p>Improved attendance in lessons leading to improved outcomes.</p> <p>Additional support provided for students who fail to meet our expectations, leading to an improvement in lesson attendance, outcomes and wellbeing.</p>
<p>Increased student attendance for disadvantaged students.</p>	<p>Attendance and 'late' marks for PP students will be relative to their non-PP peers. Achieving this aim would improve progress, attainment and wellbeing.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3</p>	<p>Ability to evaluate reading data for Years 7-9 and to evaluate progress against other schools within the trust and national data.</p> <p>Ability to evaluate impact of Years 7-9 reading interventions.</p> <p>Rigours analysis of reading data to clearly identify specialist intervention and support of weaker readers leading to increased progress for targeted pupils.</p> <p>Staff are trained to support pupils reading and understanding of it as a priority and are adapting teaching in response to the reading data.</p> <p>Targeted support of weaker readers; these pupils making increased progress.</p> <p>Pupils are more capable readers; pupils are more equipped to engage across the curriculum.</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: £302,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school focus on achieving excellence within the curriculum	<p>All pupils have access to a broad and rich curriculum that enables every pupil to discover their strengths</p> <p>All pupils make at least expected progress and the challenge provided within the curriculum enables pupils to make above expected progress</p> <p>A well sequenced curriculum enables pupils to access deeper understanding and achieve ambitious end points</p> <p>Outcomes are improved and variation in outcomes between subjects and between teachers in the same curriculum area has narrowed</p> <p>The curriculum addresses disadvantage and provides equality of opportunity for all pupils</p> <p>Reduced gaps in attainment and progress between PP and non-PP students</p>	1
2. Quality first teaching for all PP students	Strong curriculum and delivery will result in a reduction of Pupil Premium funding allocated to short-term interventions/tutoring, increasing the amount spent on reducing barriers to learning for all PP students	1, 2, 4
3. Re-establishing predictable and secure learning environments	<p>Reduction of disadvantaged and SEND/K pupils receiving sanctions for incidents of poor behaviour in class.</p> <p>Increase in school attendance for disadvantaged and SEND/K pupils.</p> <p>Reduced gaps in attainment and progress between PP and non-PP students</p>	2, 3
4. Learning Support staff Development	<p>Support staff will have a thorough understanding of the science of learning and will be able to implement/adapt high impact teaching strategies to support student needs, leading to improved student outcomes</p> <p><b>Teaching Assistant Interventions: EEF +4 months</b></p>	3,4

<p>5. Improved literacy for all students</p>	<p>Targeted support of weaker readers; these pupils making increased progress</p> <p>Increased staff engagement with and ownership of reading as a school priority</p> <p>Pupils are more capable readers; pupils are more equipped to engage across the curriculum</p> <p>Increased progress in reading for pupils in Years 7-9</p> <p><b>Reading Comprehension strategies: EEF +6 months</b></p>	<p>2,4</p>
<p>6. Whole school literacy drive based on NGRT and YARC data</p>	<p>Knowledge of Year 7 and Year 8 reading ability compared to national data</p> <p>Students in Year 7 and Year 8 targeted for intervention and are making progress</p> <p>Staff have a better understanding of the NGRT data (and its limitations)</p> <p>Ability to evaluate reading data for Years 7, 8 and 9 and to evaluate progress against other schools within the trust and national data</p> <p>Ability to evaluate impact of Y7 and Year 8 (and Year 9) reading interventions.</p> <p>Curriculum adjustments and targeted support of weaker readers leading to increased progress for targeted students</p> <p>Staff have more ownership of reading and understanding of it as a priority and are adapting teaching in response to the reading data</p> <p>Increased progress in reading for Year 7, 8 and 9 students</p> <p><b>Reading Comprehension strategies: EEF +6 months</b></p>	<p>2,4</p>
<p>7. Home learning package (ClassCharts) and associated seating plan, reward and behaviour package to ensure that staff at all levels are aware of sub-groups including disadvantaged students</p>	<p><b>Homework: EEF +5 months</b></p>	<p>1,2,3,4</p>

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

**Budgeted cost: £43,192**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. To provide personalised tutoring in English, Mathematics &amp; Science.</p>	<p>PP coordinators in English and Maths will facilitate small group tutoring in English and maths from adult tutors and sixth form students. Science will use peer tutoring to support PP students.</p> <p>Progress checks each term indicate that the progress and attainment of disadvantaged students is in-line with non-disadvantaged students</p> <p>PP coordinators in English and maths to regularly monitor progress alongside class teacher</p> <p>Personalised tutoring is organised for students who are at appropriate provisions or are unable to access a mainstream curriculum due to SEND need</p> <p>Tutors are sourced, tutoring is organised and students engage with the tutoring.</p> <p>Our aspirational goal every year is that there should be no difference in achievement and progress between disadvantaged students and non-disadvantaged students.</p> <p>Academic mentor for English employed with use of NTP funding.</p> <p>Recruitment of academic mentor for maths with use of NTP funding.</p> <p>Examination results, August 2022</p> <p><b>One-to-one tuition: EEF +5 months</b>  <b>Individualised instruction: EEF +3 months</b>  <b>Small group tuition: EEF +4 months</b>  <b>Peer tutoring: EEF +5 months</b></p>	<p>1, 2</p>
<p>2. Advanced notice of parents evenings and school events</p>	<p>Improved communication between parents and staff to support students' academic progress.</p> <p><b>Parental engagement: EEF +3 months</b></p>	<p>1, 2, 3</p>

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

**Budgeted cost: £86,384**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. School Achievement Voucher to be distributed by HoYs to support students in Years 7-11 with uniform, equipment, transport and extra-curricular costs	<p>Funds distributed to individual families to support the PP students' education and/or engagement in school or extra-curricular activities.</p> <p><b>Parental engagement: EEF +3 months</b></p>	2, 3
2. To provide high quality careers advice and guidance.	<p>PP students to be given priority when they need careers advice and guidance</p> <p>PP students in Years 9-11 will have had at least one 'one-to-one' careers interview by May 2024</p> <p>All suitable disadvantaged students, especially the most able, in Years 9-11 experience at least one visit to a university or access to a higher education talk</p>	2, 3
3. Support for Year 11 & Year 13 for their external examinations	<p>PP co-ordinators regularly review the progress of PP students and allocate funding as they deem appropriate</p> <p>PP students have the resources and equipment needed to succeed in English and maths and extrinsic motivation is provided to encourage them</p> <p>Increased student participation in revision sessions</p> <p><b>One-to-one tuition: EEF +5 months</b>  <b>Individualised instruction: EEF +3 months</b>  <b>Small group tuition: EEF +4 months</b>  <b>Peer tutoring: EEF +5 months</b></p>	1
4. Support attendance, student wellbeing and attainment through a daily breakfast club	<p>The Galley will become a social area for students to gather before lessons begin, leading to a reduction in students arriving late to school.</p> <p>Daily attendance in the Galley from 7:45am – 8.35am</p> <p>Student voice/parental feedback</p> <p>Increased attendance for PP students. Reduction in students arriving late to school</p> <p>Improvement in PP students' attainment and behaviour</p>	2, 3

	<p>Increase student wellbeing</p> <p><b><i>It may be that school breakfasts are more nutritious than what pupils would otherwise have, leading to an improvement in pupil behaviour (EEF)</i></b></p>	
<p>To ensure that PP students in Years 9-11 have access to high quality extra-curricular activities such as The Duke of Edinburgh's Award (DoE).</p>	<p>Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.</p> <p>We intend to increase the numbers of students partaking in extra-curricular provision and closely monitor the barriers disadvantaged face when accessing extra-curricular activities</p> <p><b>Social and emotional learning: EEF +4 months</b>  <b>Outdoor adventure learning: EEF +4 months</b>  <b>Sports participation: EEF +2 months</b></p>	2, 3
<p>5. To provide counselling services for the most vulnerable</p>	<p>PP students attend counselling and anger management sessions as appropriate</p> <p>Improved mental health and wellbeing amongst students, resulting in improved attendance</p> <p><b>Social and emotional learning: EEF +4 months</b>  <b>Behaviour interventions: EEF +3 months</b></p>	2, 3
<p>7. To improve the attendance, behaviour and attitude to learning of PP students through consistent support and parental engagement</p>	<p>Staffing includes – 5 Assistant Head of Year &amp; 1 Attendance Manager.</p> <p>Supportive measures to improve engagement with learning to include meetings with students, parents and other agencies</p> <p>Consistent monitoring of attendance, behaviour, interventions and parental contact</p> <p>Central record on Class charts to monitor pastoral and academic barriers to learning. Data on progress, behaviour and attendance will identify level of need for PP students, as well as wider factors such as SEND, EAL, LAC, or social care</p> <p>The overall attendance and late marks of PP students in Year 7 - 11 should to be similar to non-PP students</p>	1, 2, 3

	<b>Social and emotional learning: EEF +4 months</b> <b>Behaviour interventions: EEF +3 months</b> <b>Parental engagement: EEF +3 months</b>	
8. To improve the behaviour and attitude to learning of PP students through the behaviour support system.	<p>Reduced numbers of PP students in Reset and Internal Reflection and reduction of suspensions</p> <p>Increased school attendance through targeted interventions</p> <p>Reduction of classroom disruption across all year groups.</p> <p><b>Behaviour interventions: EEF +3 months</b></p>	1, 2
9. Bespoke approaches to improve the attendance of our most vulnerable students	<p>Mini-bus, taxis and bus passes funded in cases where our most vulnerable students cannot access public transport, and therefore, having a negative impact of school attendance.</p> <p>Rigorous monitoring of attendance data will indicate impact.</p> <p>Appointment of an attendance manager to monitor and act upon attendance data</p> <p><b><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></b></p>	2, 3

**Total budgeted cost: £ 431,920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Improved attainment among disadvantaged pupils across the curriculum at the end of KS4

We have analysed the performance of Plymstock School's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Academic year 2022/23

	Whole Cohort (Plymstock)	Disadvantaged (Plymstock)	National	National disadvantaged
Progress 8	-0.14	-0.56	-0.03	-0.57
Attainment 8	45	37.6	46.2	34.9
% students entered for Ebaac	37	28.0	39.0	27.7
APS Ebaac	4.02	3.3	4.05	2.97
% students 4+ English and maths	61.0	43.5		
% students 5+ English and maths	38.0	24.2	45.0	25.0

The performance our disadvantaged students in terms of progress and attainment is broadly in-line with national figures however, when comparing with the data from 2019 (the DfE has urged schools to exercise caution when considering comparisons over time due to the changes in approach to grading between 2022 and 2023. It is expected that performance in 2023 will generally be lower than in 2022. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic, as 2023 saw a return to pre-pandemic grading, with some protections) the gap has widened between disadvantaged and non-disadvantaged students. In-school evaluation tells us that some of this is due to the ongoing impact of the COVID-19 pandemic particularly on well-being, mental health and attendance. It is clear that some strategies are not yet having the impact that we had hoped for. Therefore, we are continuing to strengthen and improve our approaches for KS4 performance measures in the coming years.

#### To reduce the numbers of Pupil Premium students removed from lessons for disruptive behaviour by seeking to reduce barriers to learning and access to the curriculum

A focus for the 2023/24 academic year is to improve culture and promote our values across the school community. The behaviour system has been supported by the appointment of a behaviour manager that oversees the two behaviour rooms that are run within the school. A remote curriculum has been

developed to ensure that students who are removed from their lessons are able to access a well-sequenced curriculum with a focus on English, maths and science. A well planned tutor programme is in place to instil the schools values of kindness, working hard and aiming high; assemblies are delivered to address issues to support the ongoing work of improving the culture of the school. We continue to drive this focus forward continuing to improve and refine the behaviour system and we continue to explore additional interventions to support students.

**Increased student attendance for disadvantaged students**

Moving forward, we know that attendance continues to be a focus and that we need to further strengthen our work in this area. Overall absence for disadvantaged students last academic year was slightly better than non-disadvantaged students; 11.81% and 11.27% respectively. However, when looking at the persistent absence, 47.8% were disadvantaged students. This has meant that our teaching and learning strategies and other interventions were frequently interrupted or missed. We will continue to work with the trust EWO and our newly appointed attendance manager will work with the pastoral teams to implement a robust and rigorous graduated response to absence which will allow interventions to be put into place and attempt to remove barriers for students who are regularly absent from school.

**Improved reading comprehension among disadvantaged pupils across KS3**

The reading strategy at Plymstock School continues to be successful. All students in Years 7-9 sit the NGRT twice yearly. In addition, our intervention teacher now uses YARC as a follow up test for lower attaining students. YARC data is communicated to staff and is available on ClassCharts. The disadvantaged gap narrowed in Years 7 and 9 from the first test to the second. We continue to address the disadvantaged gap through a range of interventions such as DEAR peer reading mentors, reciprocal reading, DEAR guided reading, Literacy leaders, RWI Freshstart Phonics, Year 7 Reading Challenge and “Hogwards” – Plymstock Book Awards. This year we continue to recognise the importance of reading and along with the interventions mentioned we have implemented the tutor reading programme where groups read with their tutors.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Improving independent study and planning for revision	Elevate Education
Emotional Logic	Emotional Logic

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*