

# Upper School Pupil Premium Strategy Statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

## School overview

Detail	Data
School name	Preston Manor School (Upper School)
Number of pupils in school	1,245 (7-11) 274 (6th form)
Proportion (%) of pupil premium eligible pupils	22.98%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2021/2 to 2024/5
Date this statement was published	November 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Russell Denial
Pupil premium lead	Zalika Dale
Governor / Trustee lead	Rajeev Gulati

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,620
Recovery premium funding allocation this academic year	£116,518
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£460,138

## Part A: Pupil premium strategy plan

### Statement of intent

At Preston Manor, we are committed to providing equity of opportunity for our disadvantaged students both academically and pastorally. Our aim is to ensure that disadvantaged students have access to a broad and balanced curriculum and the support needed to reach high aspirational targets and aspirational destinations. Students are supported in accessing extra-curricular opportunities and experiences. Our comprehensive and dedicated pastoral team supports the plethora of needs presented by our students, providing mentoring, counselling, careers advice and guidance and behaviour support. The Covid-19 pandemic, and subsequent disruption to education, means our commitment to providing equity by closing gaps caused by remote learning is a whole school priority and is daily practice. Through a combination of academic and pastoral support our Pupil Premium strategy strives to ensure that disadvantaged students can thrive and progress at our school in exactly the same way as their non-disadvantaged peers.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Social and emotional development &amp; support</b> - Ensuring that students can regulate their behaviors and avoid high level sanctions
2	<b>Recruitment</b> of high calibre staff to ensure quality first teaching
3	<b>Attendance</b> - Disadvantaged students' attendance (although above NA) is currently below the whole school target figure
4	<b>Engagement with enrichment opportunities</b> - Disadvantaged students do not engage with enrichment opportunities at the same rate as their non- disadvantaged peers
5	<b>Pupil progress</b> - The gap between disadvantaged and non-disadvantaged students' attainment and progress has widened during the pandemic
6	<b>Literacy</b> - Key disadvantaged pupils often have lower levels of literacy than their non-disadvantaged peers, which impacts on their progress

## 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
<p>Curriculum adaptations, including appropriate interventions, support all students to catch-up on missed learning.</p> <p>Disadvantaged pupils achieve exam results in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• Departments make changes to key schemes of learning to prioritise the fundamental skills and knowledge of their subject areas</li> <li>• Narrow the gap between PP and non-PP outcomes for progress</li> <li>• Match the attainment 8 score for non-disadvantaged students.</li> <li>• Narrow the gap between PP and non-PP outcomes for progress</li> <li>• Match the attainment 8 score for non-disadvantaged students.</li> <li>• Ensure that disadvantaged students exceed the national average for all students.</li> </ul>
<p>High aspirations and expectations for all disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Maintain the parity in terms of % uptake for disadvantaged and non-disadvantaged pupils.</li> <li>• Equal take-up of Level 3 courses by disadvantaged and non-disadvantaged pupils, enabling equal access to higher education</li> <li>• Aspirational destinations achieved</li> </ul>
<p>Attendance and punctuality rates for disadvantaged students' improve on prior year data</p>	<ul style="list-style-type: none"> <li>• Disadvantaged students' attendance exceeds the national average figure.</li> <li>• Disadvantaged students' attendance is in line with that of their non-disadvantaged peers</li> </ul>
<p>Reduction in rates of high level sanctions for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• The rates of exclusions (both internal and external), HeadTeacher's detention and ECO for disadvantaged students are equal or less than their non-disadvantaged peers</li> </ul>

## 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: £ [70,000]

Activity	Evidence that supports this approach <a href="#">EEF</a>	Challenge number(s) addressed
Recruitment of high quality teachers; offering school	Recruitment of high quality teachers; offering school placements for ECTs	

Activity	Evidence that supports this approach <a href="#">EEF</a>	Challenge number(s) addressed
placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs	(joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs	2&5
High quality classroom teaching to ensure positive outcomes for pupils, with a focus on feedback, challenge and differentiation approaches (including Lead Practitioner support)	<i>EEF Teaching and Learning Toolkit.</i> “Providing feedback is a well-evidenced strategy and has a high impact on learning outcomes.”	
CPD use to improve curriculum quality, literacy practice and overall T&L quality		
Smaller class sizes for core subjects at KS4, enabling flexibility of groupings and increased teacher feedback and support.	<i>EEF Teaching and Learning Toolkit.</i> “The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive”	5
Developing literacy practice across all classrooms through Literacy Coordinator role	EEF “Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.”	5&6
Dedicated PSHE lesson every week delivered by form tutors (who know their students best). Themes vital to support students' social, economic and personal well-being are covered comprehensively.	There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils' mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills.	1&4

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

Budgeted cost: £ [160,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class interventions, including 'Target 5' to address gaps in learning and increase progress.	EEF Teaching and Learning Toolkit: “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”	5
Mentoring to raise high prior attaining disadvantaged (HPAD) students' aspirations	EEF Teaching and Learning Toolkit: “it is likely to have a small positive impact on attainment...Both community-based and	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>and remove barriers to high achievement and progress.</p> <p><b>Mentoring strategies inc.</b></p> <ul style="list-style-type: none"> <li>● 8/9 club for HPAD students</li> <li>● HPAD Mentoring sessions</li> <li>● HPAD SLT Mentors</li> <li>● MPAD Form Tutor Mentoring</li> </ul> <p><b>Teaching &amp; Learning strategies:</b></p> <ul style="list-style-type: none"> <li>● Use of PiXL stretch</li> <li>● Purchasing of pencil cases and revision guides</li> <li>● Printing of resources/past papers</li> <li>● Targeted Phone Calls to support attendance at parents evenings ,Walking Talking Mock etc</li> <li>● Afterschool CLC intervention Club</li> </ul>	<p>school-based approaches can be successful”</p>	
<p>Careers and pathways</p> <ul style="list-style-type: none"> <li>● Future Frontier programme for a select group of year disadvantaged students including the DIVA and Alpha programmes.</li> <li>● Priority given for appointments with careers advisor.</li> <li>● Recruitment of an assistant careers advisor</li> <li>● Suited and Booted</li> </ul>	<p>Research indicates that students from a disadvantaged background are less likely to go onto further education than their peers and are more likely to be at risk of becoming NEET after year 11. Focusing on post 16 pathways with. We hope to reduce this risk.</p>	<p>1,3,4&amp;5</p>
<p>One-to-one or small group tutoring (in the core subjects) to support those students most vulnerable due to gaps in their learning</p>	<p>EEF research shows that one-to-one tuition has high impact (+5 months of impact).</p> <p>Small group work has a more moderate impact (+4 months).</p> <p>Our research shows that in-house tutors have had a greater impact than using external providers.</p>	<p>4&amp;5</p>

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

Budgeted cost: £ [222,449]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide laptops and devices to disadvantaged students were required to support access to the curriculum.	Evidence shows that the pandemic and resulting school closures widened the attainment gap between PP and their peers. This was in part due to lack of devices and resources at home.	1,3,4&5
Support high attendance and punctuality to school by removing barriers and providing guidance for improvement.	Evidence shows a clear link between good attendance and progress	1,3,4&5
Develop parental engagement and communication to support their child's learning and maximise their progress.	EEF Teaching and Learning Toolkit: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	1,3,4&5
Therapeutic Interventions supports students who need it. Mentoring (intensive, peer and stepping stones) and counselling (BCYP and MHST) to prioritise disadvantaged students <ul style="list-style-type: none"> <li>• STARS</li> <li>• LAC coordinator</li> <li>• Sport and Thought</li> </ul>	National and school analysis shows that disadvantaged students are more likely to be excluded than non disadvantaged peers	1,3,4&5
Alternatives to exclusions are considered and used when appropriate including; head teacher's detention, the inclusion room and alternative provision (Short term and long term placements)	Disadvantaged are an overrepresented group that receives exclusions. Students that receive multiple exclusions miss out on learning and can become disengaged with school.  Alternative provision (both short and long term) provide a smaller setting and a slightly reduced curriculum. Students receive more attention and are given access to mentors to support them alongside their education. Where possible students can be reintegrated back into mainstream school.	1,3&5

<p>Extensive Pastoral Team to meet the pastoral needs of the most vulnerable students, some of which will be PP.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• 2 x PSAs</li> <li>• 1 X LAC Coordinator 5 X ADSDs</li> <li>• 1 X Lead Mentor/Inclusion Manager</li> <li>• 1 x Inclusion Support</li> <li>• 1 x Attendance Officer</li> </ul>	<p>Students' well-being and mental health are vital to be happy and safe in school. This will support greater engagement in school and greater progress in the learning.</p> <p>Non-teaching staff have flexibility to meet students when needed.</p>	<p>1,3&amp;5</p>
<p>Students' aspirations and belief in equality of opportunity is further developed by our Careers, Information, Advice and Guidance Programme, which is bespoke to Preston Manor School and our BAME Excellence programme.</p>	<p>Research indicates that students from a disadvantaged background are less likely to go onto further education than their peers and are more likely to be at risk of becoming</p> <p>NEET after year 11. Focusing on post 16 pathways with, we hope to reduce this risk.</p>	<p>1,3&amp;4</p>
<p>Social Inclusion to develop a programme of extracurricular activities and student leadership opportunities</p>	<p>There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils' mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills.</p>	<p>1&amp;4</p>

**Total budgeted cost: £ [392,134]**

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 2021 to 2022 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.

### 2023 GCSE Grades

There continues to be a gap between PP and non-PP although GCSE grades are well above the national average for pupil premium students

- P8 -0.1
- A8 4.0

- Maths +0.3
- Ebacc Progress 30.8%
- 5+ in Eng and Maths Progress 69.2%

### Tutoring

In 2021-22, 49 PP students received. PP students made up 51% of students receiving tutoring.

<b>KS4 Progress</b> Y11 from progress check 1 to final grades. Y10 from progress check 1 to the end of year exams			
	All Pupils	Tutoring	Impact
Y11 English (Lang)	0.77	0.92	+0.51
Y10 English	-0.53	-0.5	-0.03
Y11 Maths	1.06	2.18	+1.12
Y10 Maths	-0.48	-0.98	-0.5

<b>KS3 Progress</b> Distance from target level (Progress check 1 to progress check 3)			
	All Pupils	Tutoring	Impact
Y9 English	0.01	0.52	+0.51
Y8 English	0.29	0.9	+0.61
Y9 Maths	-0.03	-0.13	-0.1
Y8 Maths	0.08	-0.08	-0.16



**Attendance** for Maths since April, English from Feb half term changes

	<b>Maths</b>	<b>English</b>
Year 11 (A)	69%	75%
Year 11 (D)	81%	83%
Year 10	65%	81%
Year 9	52%	89%
Year 8	76%	84%
Year 8 Literacy	NA	85%

Attendance to Tutoring sessions.

### **Attendance**

There is an attendance gap between PP and their peers which must continue to be addressed through intervention.

Sept'2022- Jul'23 – PP: 88.4% compared with 90.8% for all students. (National average 87%) Persistent Absence 25% compared with 17% for all students

### **Exclusions**

Decrease in the % of total exclusions attributed to PP students

- 2020-21 38% (compared with 66% in 2021-22)

PP students received funding (£2000 per term) to support alternative provision to avoid permanent exclusion

### **Student Well-Being Survey (all students Inc. non-PP)**

- Enjoy attending school - 80%
- Feel safe in school - 80%
- If support is needed the staff at school would deal with it sensitively and effectively - 66%
- Director of Students Development has high expectations - 91%
- The school community respects people from different backgrounds - 87%

### **Alternative Provision**

Students have been funded for Alternative Provision due them being unable to access mainstream education due to either mental health or behaviour issues.

- 3 places at The Jubilee Academy (£4800 per year)
- 3 places at Ashley Gardens (£3251-£4575 per term)

### 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
Step into teaching tutors	Preston Manor school
Connex Education	NTP
Lexia - reading catch up programme	Lexia
Counselling Service	Brent Centre for Young People
Mental Health Support	NHS
West London Zone	West London Zone
Sport and Thought	Brent Centre for Young People

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A