Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Settle College
Number of pupils in school	551 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2023
Date this statement was published	13/12/22
Date on which it will be reviewed	01/12/23
Statement authorised by	Gareth Whitaker, Headteacher
Pupil premium lead	Jenny Nutter, Assistant headteacher
Governor lead	Rebecca Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,335
Recovery premium funding allocation this academic year	£21,252
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
COVID catch-up funding carried forward from previous year	£6,800
NTP Mainstream funding grant	£12,798
Total budget for this academic year	**£120,185**

Part A: Pupil premium strategy plan

Statement of intent

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to not only secure outstanding progress and achievement for all, including disadvantaged students, but to also develop confidence, independence and resilience in our learners.

The focus of our pupil premium strategy is to support disadvantaged students to acquire the knowledge and skills required to succeed at each stage of their education, allowing them to access their chosen career path in later life. We aim to develop the aspirations for all our students, regardless of their background. Our strategy identifies the challenges faced and the strategies in place to support the progress of all. In line with our whole-school priorities, literacy is a key focus within the strategy to ensure that literacy is not a barrier to success during their education, but also in later life. We will also continue to act to minimise the impact of the pandemic on students' progress.

Challenges

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

Challenge number	Detail of challenge
1	Literacy levels below the age-expected standards, adding extra challenge for students in accessing the entire curriculum. Three PP cohorts average below the secondary-ready threshold at KS2, with generally lower KS2 outcomes than their peers: <table><tr><td>Year group</td><td>Average PP KS2 reading score*</td><td>Average non-PP KS2 reading score*</td></tr><tr><td>7</td><td>102</td><td>104</td></tr><tr><td>8</td><td>99</td><td>102</td></tr><tr><td>9</td><td>98</td><td>101</td></tr><tr><td>10</td><td>103</td><td>103</td></tr><tr><td>11</td><td>98</td><td>105</td></tr></table> *For years 8 and 9, these scores are based on CAT4 testing, as KS2 SATs were not completed.
2	Disproportionately high lost-learning for pupil premium students as a result of the COVID-19 pandemic when compared to non-pupil premium students. When monitoring students' engagement with remote education, the pupil premium students had a lower attendance to online learning in every year group:

Year group	**Number in PP cohort**	**Average attendance %**	
		PP	**Non-PP**
9	24	82	90
10	19	85	87
11	11	65	85

For years 7 and 8, they completed the remote education at primary school, so there is no data available for those year groups.

3	Lower attendance for disadvantaged students in most year groups compared to their peers. Data for 2021-22:

Year group	**Attendance %**	
	PP	**Non-PP**
7	94.0	94.7
8	91.3	92.3
9	88.7	91.0
10	82.5	89.1
11	89.8	88.1

4	Increased levels of mental health difficulties amongst young people as a result of the COVID-19 pandemic, with difficulties from accessing external support.
5	Lower aspirations of disadvantaged students, especially the higher attaining, often due to lack of experience, self-belief or awareness of future options.
6	Fewer opportunities for liaison work with feeder primary schools during the pandemic, meaning that incoming Year 7 students are less familiar with the school and therefore less confident on arrival.

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.

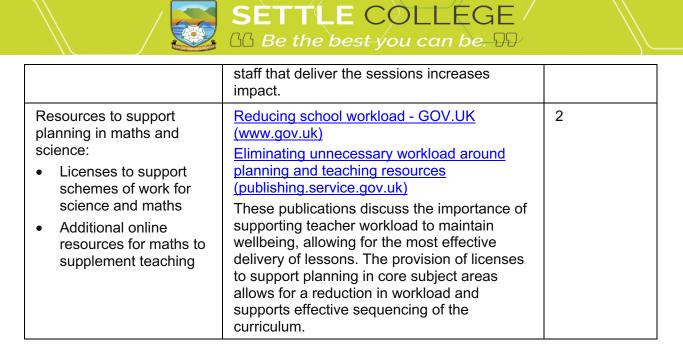| Intended outcome	Success criteria
Students' literacy skills will improve, especially for those entering with below age-expected literacy levels, giving all students access to the entire curriculum.	Reading assessments will show an accelerated rate of improvement. Disadvantaged students will make progress in line with their peers.
Disadvantaged students will have access to the curriculum, through targeted interventions, TA support and good attendance.	Disadvantaged students will make progress in line with non-disadvantaged students nationally.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged, as well as promoting extra-curricular activities to support their cultural capital.	Qualitative data from student voice, student and parent surveys and teacher observations indicate high levels of wellbeing.

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: £46,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to support improved literacy across the curriculum: • Funding for professional development for staff • Additional leadership within the English department • Lexonik license to support whole-school literacy, focusing on decoding of words to support comprehension • Texts to support reading lessons in English	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers, including decoding words. A wide range of strategies and approaches can be successful, but many pupils need to be taught these skills explicitly and consistently. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) This is further recognised in the EEF's research into the impact of improving literacy in secondary schools.	1, 2, 5
Additional learning support hours: • TA support in lessons, with more support in core lessons for lower ability students • Standardised testing (for example WRAT5) to identify students in need of intervention • TA support for small group interventions depending on need identified in testing • Licenses and CPD courses for training for TA staff	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) This research discusses the positive impact of TA interventions. It highlights that these are the most effective when they are used to support specific needs that have been identified, ensuring that pupils do not receive less input from teachers. Small group tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition has an average impact of four months' additional progress over the course of a year. This is most effective when it is targeted at pupils' specific needs, which is supported by the use of standardised tests. This also states that providing training to the	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	staff that deliver the sessions increases impact.	
Resources to support planning in maths and science: • Licenses to support schemes of work for science and maths • Additional online resources for maths to supplement teaching	Reducing school workload - GOV.UK (www.gov.uk) Eliminating unnecessary workload around planning and teaching resources (publishing.service.gov.uk) These publications discuss the importance of supporting teacher workload to maintain wellbeing, allowing for the most effective delivery of lessons. The provision of licenses to support planning in core subject areas allows for a reduction in workload and supports effective sequencing of the curriculum.	2

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

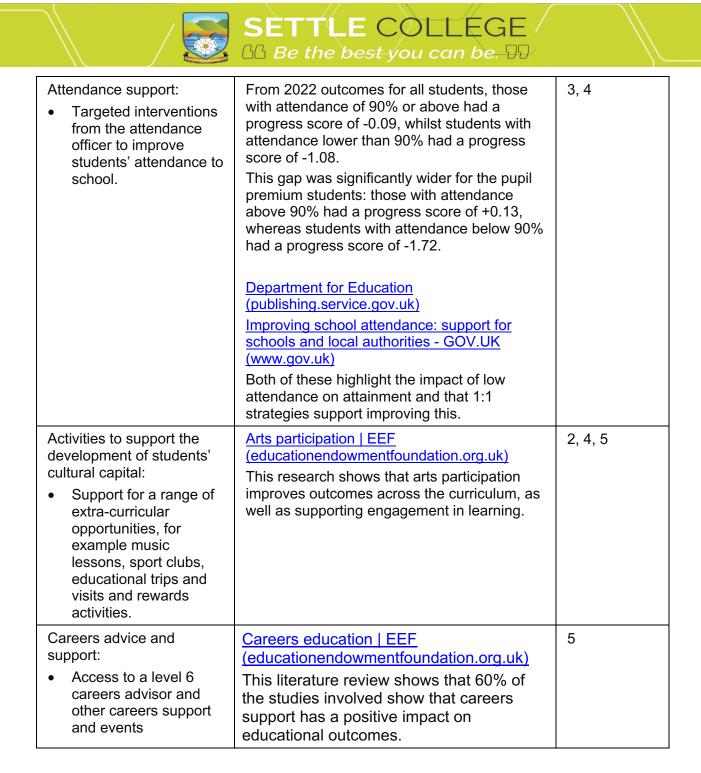Budgeted cost: £45,850 *(includes NTP funding and recovery premium funding)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group maths and English intervention (supplemented by mainstream grant for NTP): • Small group intervention sessions for maths and English to support disadvantaged students of all abilities • IDL license to support interventions for reading	Small group tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition has an average impact of four months' additional progress over the course of a year. Reading comprehension strategies | EEF (education endowmnetfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). For this to be effective, it also requires effective diagnosis of reading difficulties and needs interventions to support a range of needs, for example decoding, understanding vocabulary and understanding language structures used.	1, 2
Resources and staffing to support revision: • Staffing for revision sessions for KS4 students during holiday periods (Easter, half term) • Resources to support revision, including GCSEpod	Small group tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition has an average impact of four months' additional progress over the course of a year. From feedback from students, it is difficult for some students to find a quiet place or time to revise, as well as being able to organise their time. Providing a structured revision schedule within school will support this.	1, 2

• Staffing for KS3 after school clubs, to build a culture of engagement with school beyond the school hours		
Brilliant club: • To promote high aspirations for high ability KS3 pupil premium students	Programme Overview - Schools - The Brilliant Club Students develop key skills, such as critical thinking and written communication which are important factors for academic success and in later life. Scholars Programme graduates are almost twice as likely to progress to highly-selective universities, demonstrating aspirations from the students involved.	5
Summer school *(recovery premium funding)*: • To support transition into Year 7, with academic sessions to support identification of pupils' needs and non-academic sessions to promote engagement and to give opportunities that may not be otherwise possible.	Summer schools	EEF (educationendowmentfoundation.org.uk) Summer schools have a positive impact on average (+3 months). The impact is higher when using teachers from the school. Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.	3, 6

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

Budgeted cost: £21,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor: • To support students' mental health and wellbeing with the provision of a school counsellor and mental health interventions through the Mindscreen programme *(the license for this is being funded from the carried forward COVID catch-up premium)*.	Damage to children's mental health caused by Covid crisis could last for years without a large-scale increase for children's mental health services	Children's Commissioner for England (childrenscommissioner.gov.uk) The impact of the COVID-19 pandemic on the mental health and well-being of children and young people - Cowie - 2021 - Children & Society - Wiley Online Library There is significant research to indicate the impact of the pandemic on students' mental health and that support is not always readily available.	3, 4

Attendance support: • Targeted interventions from the attendance officer to improve students' attendance to school.	From 2022 outcomes for all students, those with attendance of 90% or above had a progress score of -0.09, whilst students with attendance lower than 90% had a progress score of -1.08. This gap was significantly wider for the pupil premium students: those with attendance above 90% had a progress score of +0.13, whereas students with attendance below 90% had a progress score of -1.72. Department for Education (publishing.service.gov.uk) Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Both of these highlight the impact of low attendance on attainment and that 1:1 strategies support improving this.	3, 4
Activities to support the development of students' cultural capital: • Support for a range of extra-curricular opportunities, for example music lessons, sport clubs, educational trips and visits and rewards activities.	Arts participation | EEF (educationendowmentfoundation.org.uk) This research shows that arts participation improves outcomes across the curriculum, as well as supporting engagement in learning.	2, 4, 5
Careers advice and support: • Access to a level 6 careers advisor and other careers support and events	Careers education | EEF (educationendowmentfoundation.org.uk) This literature review shows that 60% of the studies involved show that careers support has a positive impact on educational outcomes.	5

Total budgeted cost: £114,640

Further information

Additional activity
As a small school that knows its students as individuals, we have additional strategies to support disadvantaged students achieving their best:

- Pupil interviews – students in each year group have termly meetings with either the pupil premium lead or their head of year to discuss their academic performance, as well as anything they or the school can do to improve their outcomes. This ensures that these students have an opportunity to voice any concerns and that they know the support they have access to within school.
- Teaching and learning planned to support disadvantaged students' needs – teaching staff focus on ensuring that teaching and learning for their classes is planned to consider the needs of the disadvantaged students in their class.
- Embedding retrieval practice within lessons – staff have been provided with training to support the retrieval of knowledge during lessons to help students remember more.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

DFE guidance: *We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

KS4 outcomes – 2021-22

Please note that the table below only contains the outcomes from the 2022 summer exams, and therefore does not count the options and RS qualifications gained in year 10 through the teacher assessed grades.

Measure	PP outcomes	Non-PP outcomes
Number of students	19	88
P8	-1.31	-0.58
P8 – English	-1.44	-0.48
P8 – maths	-0.66	-0.11
P8 – EBacc	-1.40	-0.65
P8 – open	-2.02	-0.89
A8	28.29	40.82
Basics 9-4%	47.4%	65.9%
Basics 9-7%	5.3%	3.4%

From these outcomes, the progress of the pupil premium cohort was below the progress made by the non-PP students, although the gap between the two cohorts was

roughly in line with the national gap of 0.70 (our gap is 0.73). This gap is significantly wider than the gap from 2019 (the most recent year with exam results prior to the COVID pandemic), where the PP students had a P8 score that was 0.2 high than the non-PP students. This is in line with our monitoring of the access to online education from this cohort (PP attendance to online learning was 64%, compared to 80% for non-PP students). However this gap did close from the predictions made at November 2021 by over 0.1. This shows that the interventions put in place as part of this strategy did have some effect over the course of the academic year.

The figures above were hugely impacted upon by six students who did not attend school for the majority of their exams. For these six students, there was extensive pastoral support in place, including external agencies supporting all students, with three accessing alternative provision in year 11. For the remaining PP students (this includes students where there were also significant pastoral concerns, but that did attend for their exams), the average P8 was -0.28, which was higher than for the non-PP cohort.

Externally provided programmes

Programme	Provider
Lexonik Advance	Lexonik – Sound training for reading
IDL Literacy	IDLS Group
CAT4	GL assessments
WRAT5	Pearson
Mindscreen	Mindscreen