

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The County High School, Leftwich
Number of pupils in school	1012
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Full Local Governing Body
Pupil premium lead	Mrs M Yates
Governor / Trustee lead	Mrs J Whitby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,227
Recovery premium funding allocation this academic year	£25,303
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,530

Part A: Pupil premium strategy plan

Statement of intent

At The County High School, Leftwich, our approach to supporting our disadvantaged students (*students supported by the Pupil Premium*) is to provide a focus on ensuring they maximise their academic potential by development of their knowledge and skills, character and creativity and imagination, regardless of socio-economic background.

We follow a three-tier strategy to overcome the challenges faced by our disadvantaged students. Firstly, and most importantly, we are committed to delivering quality teaching and learning experiences throughout the school, creating consistent classroom experiences delivered in a calm, purposeful environment for students to learn and thrive. Secondly, targeted academic support to improve progress across the spectrum of achievement with a specific focus on recovery from the impairments of the Covid-19 pandemic. Our final tier supports the non-academic barriers to success in school, for example, attendance, behaviour and social and emotional support.

This Pupil Premium strategy directly contributes to focusing on supporting students less advantaged than their peers and thus demonstrating the significant impact on their outcomes to help them succeed.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of disadvantaged students at the end of KS4 are lower than non-disadvantaged students
2	Impact of imperfect learning journey as a result of self-isolation and school closures over the course of the Covid-19 pandemic
3	Impact of irregular attendance of disadvantaged students
4	Some students are not always 'exam-ready' with access to appropriate resources and support
5	Implications of restrictions of the Covid-19 pandemic on mental health and wellbeing and its impact on engagement with school, attendance and learning
6	Potential low aspirations of disadvantaged students and reluctance to participate in joyous and rewarding activities to broaden their knowledge and skills, creativity and character development

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 and progress of disadvantaged students at KS3 and KS4	<ul style="list-style-type: none"> • Disadvantaged students to achieve in line, or above, national averages for all students. • Disadvantaged students will demonstrate learning behaviours conducive to being 'ready to learn, respectful and safe, and embracing opportunities.' • All disadvantaged students will be "exam ready" with the resources (particularly KS4) and preparation support they need for formal assessment periods
Academic recovery of learning from the impact of Covid-19 closures and self-isolation periods	<ul style="list-style-type: none"> • Disadvantaged students across all years, whose progress is of concern, will be identified and a 'catch-up' plan implemented for English and Maths. An additional focus will be on Years 7 and 11.
Improved attendance of disadvantaged students	<ul style="list-style-type: none"> • Ensure attendance is in line or above national averages for all students.
Continued and focused support for mental health and wellbeing across the school community	<ul style="list-style-type: none"> • Reduction in students unable to participate fully in learning, developmental opportunities to build character and positive mental health and wellbeing
Impact of raising aspirations via increased engagement with enrichment opportunities across the school	<ul style="list-style-type: none"> • Engagement with the school's Achieving Excellence programme demonstrating achievement of tangible, fully-inclusive personal goals

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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD focus on delivery of Quality First Teaching	High Quality Teaching – EEF Diagnostic Assessment - EEF	1,2,4
Continued focus on KS3 and KS4 Progress Support	DfE Guidance for School Leaders Teaching and Learning Tool Kit – EEF	1,2,3,4
Continued focus, monitoring and accountability for less advantaged students, across all teaching staff	DfE Guidance for School Leaders Teaching and Learning Tool Kit - EEF	1,2,3,4
Further development of whole-school literacy programme	Improving Reading Secondary Schools – EEF	1,4,6

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

Budgeted cost: £125,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, subject-specific in-class interventions	Teaching and Learning Tool Kit - EEF	1,2,4
Year 7 targeted, small-group tutoring to address imperfect learning of Maths and English. 20 students in total, including 12 disadvantaged students	DfE Recovery Premium The Sutton Trust: Fairness First: Social mobility, Covid and Educational Recovery	1,2,4
Year 11 targeted, small-group tutoring to address imperfect	The Sutton Trust: Fairness First: Social mobility, Covid and Educational Recovery	1,2,4

learning of Maths and English as a direct result of the Covid-19 pandemic. 20 students in total, including 17 disadvantaged students		
Year 7, 8, 9 and 10 targeted small-group tutoring to address imperfect learning of Maths and English as a direct result of the Covid-19 pandemic. First wave of tutoring includes: 18 Year 7 students, including 4 disadvantaged students; 23 Year 8 students, including 10 disadvantaged students; 23 Year 9 students, including 17 disadvantaged students and 22 Year 10 students, including 13 disadvantaged students.	DfE School-Led Tutoring Funding	1,2,4

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance focus including parental engagement by ESW	Teaching and Learning Tool Kit - EEF	1,2,3
Social and Emotional Learning Support for students with complex needs dedicated ESW-led support	Teaching and Learning Tool Kit – EEF Teaching and Learning Tool Kit – The Sutton Trust	4,5
Improved aspirations, application of individual fund and launch of Achieving Excellence reward programme	Teaching and Learning Tool Kit – EEF	6
Northwich Youth Rowing Initiative 10 Yr 8 students, accompanied by Year Leader engage with weekly rowing coaching to form CHSL's first KS3 Rowing Squad.	Teaching and Learning Tool Kit – EEF	5,6

Total budgeted costs: £210,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

However, the strategic priorities last year continued to positively address some of the challenges that disadvantaged students face. For example, there is evidence that the school's approach to maintaining a first-class curriculum and achievement for all, whilst incorporating online learning and 'Live' online tutorials supported the temporary home-working processes. Carefully considered adaptations to the curriculum delivery followed evaluation of any gaps in knowledge, skills and understanding imposed by extended periods of self-isolation and enforced time at home. Professional development ensued following mastery of various online learning platforms, deployed to continue to provide uninterrupted access to education and support students to reach their academic potential.

The summative collation of progress data continued to identify individuals of concern with interventions delivered in small groups by specialist teaching staff (KS4) and Learning Support Assistants (KS3).

Ensuring disadvantaged students were provided with a greater access to IT devices and resources alongside access to a wealth of lesson materials made certain that students felt best prepared for the Assessment Opportunities which led to the awarding of Centre-Assessed Grades.

Exploration and procurement of a variety of alternative provisions, on and off-site, supported a small number of disadvantaged students to maintain their academic engagement and focus in an environment which met their needs.