

Pupil premium strategy statement – Pleckgate High School

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

Detail	Data
Number of pupils in school	1356
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	A.McGinty (Headteacher)
Pupil premium lead	K.Ferguson (Asst Headteacher)
Governor / Trustee lead	I.Hussain (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	355,425.00
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>	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <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>	355,425.00

Part A: Pupil premium strategy plan

Statement of intent

- This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Exam Results</p> <p>Gap between disadvantaged pupils and non-disadvantaged pupils increased (summer 2024 results) but achievement is still above national overall.</p> <p>Progress 8 data:</p> <ul style="list-style-type: none">• Non disadvantaged: 0.0• Disadvantaged: -0.30• Gap: -0.30
2	<p>Attendance</p> <p>Although overall attendance for all pupils at Pleckgate (including disadvantaged pupils) continues to be above FFT Aspire national average on all headline measures (overall attendance being 92.5%), the gap between disadvantaged and non disadvantaged pupils' attendance levels is currently -3.6%</p> <p>The two year groups who are a priority are year 11 and Year 10</p>
3	<p>Reading</p> <p>Disadvantaged pupils achieve a mean SAS of at least 100 across all year groups, narrowing the gap with non-disadvantaged pupils to below 2 points in each year group.</p> <p>Disadvantaged pupils in KS3 show slower progress in reading than their non disadvantaged peers despite a positive increase in progress in their SAS scores, there is still a gap. Pupils are benefiting from high quality teaching and learning, bespoke interventions for reading comprehension would support in closing this gap</p>
4	<p>Culture Capital / enrichment</p> <p>To further improve the opportunities and participation of disadvantaged and SEND pupils in extra curricular and pupil leadership roles.</p>

5	<p>Behaviour Incidents</p> <p>Although the number of behaviour incidents for disadvantaged pupils remains low and the number of FTE is significantly below the national average, we aim to further decrease the number of behaviour incident for disadvantaged pupils</p>
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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
Exam Results	To further reduce the gap between the outcomes (exam results) of non-disadvantaged and disadvantaged pupils.
<p>Attendance</p> <p>To further improve the attendance of disadvantaged pupils, specifically Year 11 and boys in Year 10</p>	For 2024-25 attendance of disadvantaged pupils to continue to be above national average in all year groups, with a reduction in the gap between disadvantaged and non-disadvantaged pupils in year 11 and year 10 boys.
<p>Reading</p> <p>To close the reading standard age score (SAS) gap between disadvantaged and non-disadvantaged pupils across in Year 8 and 9 ensuring disadvantaged pupils make accelerated progress in reading.</p>	Disadvantaged pupils achieve a mean SAS of at least 100 across all year groups, narrowing the gap with non-disadvantaged pupils to below 2 points in each year group.
<p>Culture Capital / enrichment</p> <p>To further improve the opportunities and participation of disadvantaged and SEND pupils in Pupil Leadership roles within the curriculum and as enrichment activities.</p>	<p>Increased numbers of opportunities for pupil leadership roles.</p> <p>Increased participation of disadvantaged and SEND pupils in pupil leadership roles.</p>
<p>Behaviour</p> <p>To further decrease the number of behaviour incidents for disadvantaged pupils.</p>	A reduced number of behaviour incidents for disadvantaged pupils.

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) £240,628

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Curriculum leaders to lead ,evaluate and revisit subject curricular and assessment to ensure pupils with the biggest gaps in their knowledge (disadvantaged, SEND and boys) are able to make better progress</p>	<ul style="list-style-type: none"> • Formative assessment is a regular feature of teaching and learning that contributes positively to the process of learning quality assurance shows that formative assessment is a key feature of high-quality teaching and learning across all curriculum areas. • We are following the guidance of the EEF Evidence Research, indicating that high quality teaching is the most powerful way for schools to improve pupil attainment particularly for socio-economically disadvantaged pupils. Micro routines are a key part of CPD to ensure that all staff are consistently using formative assessment to check understanding of all pupils, particularly disadvantaged • Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. The EEF has trialled 'Embedding Formative Assessment' in English schools and found a positive impact, on average. See Link • Best practice is shared with Curriculum Leaders to allow them to plan effective Department CPD. • Participation in the SSAT Formative Assessment Programme has resulted in teachers being able to adapt materials to the needs of pupils in their classes. We have TLC (Teaching and Learning Communities) as part of our regular CPD for the next two years 	<p>1</p>
<p>Curriculum leaders model how to provide bespoke feedback to pupils so it is timely, hugh quality and impactful.</p>	<ul style="list-style-type: none"> • EEF evidence is that when done well feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. • The EEF guidance report below, focused on the principles of feedback rather than the specific methods of delivery, is based on international evidence and a review of current practice, refined through consultation with teachers and other experts: See Link • Micro routines of high-quality feedback have been shared with all staff following the principles of the EEF Evidence and robust quality assurance demonstrates these principles are embedded as part of high-quality teaching and learning routines. 	<p>1</p>
<p>Curriculum leaders ensure there is a distinct reading offer and disciplinary reading strategies are taught successfully allowing subject vocabulary to be a key feature of curriculum thinking documents that is explicitly taught by staff in each department.</p>	<ul style="list-style-type: none"> • Teachers have been trained in Reciprocal Reading strategies to use in decoding academic texts. • Through staff CPD staff are supported with disciplinary literacy instruction; there is a disciplinary literacy leader for each subject area who leads best practice • Reading data is shared on all marksheets and on data-rich seating plans, and used by teachers to plan accessible yet challenging lessons • Tutor-led reading is incorporated into weekly pastoral activities for all tutors to boost comprehension and culture capital. 	<p>1,3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) £101,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pleckgate reading strategy using the 'decision tree' following NGRT Screening to support pupils with a SAS of 85 or below, with further diagnostic assessment and appropriate interventions	<ul style="list-style-type: none"> • EEF toolkit 'Reading Comprehension Strategies' explains that the reading comprehension strategies focus the learners' understanding of written text. • Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. See link 	1,3
Tuition	<p>Year 11 pupils have been identified, using school data focussing on underachievement in maths, English and science). These pupils are receiving tuition through MyTutor, which was one of the leading tuition partners of the National Teaching Programme, and we have continued to work with them.</p> <ul style="list-style-type: none"> • Pupils receive intervention from trained and experienced tutors once each week for a period of 12 weeks, at which point impact will be reviewed. • The Department for Education's evaluation of the National Tutoring Programme states that the advantages of small group tuition may be particularly relevant for disadvantaged pupils. See Link 	1
Teaching Assistant (TA) support	<p>TA's are deployed in school to support pupils to maximise their impact as per the EEF guidance Link to guidance report and the Department for Education research and analysis report see reports here</p> <p>TA's have received additional training in reading strategies including phonics and York Assessment of Reading for Comprehension (YARC) to further support pupils identified as having the greatest need.</p> <p>TA's have received additional training in how to support pupils with their handwriting development</p> <p>TA3 are delivering bespoke interventions in tutor time in speech and language development and reading and handwriting.</p> <p>TAs receive ongoing training from the SEND Support service to ensure they are delivering high quality interventions.</p>	1 3
EAL Support	<p>Following the assessment of pupils English Language proficiency identified pupils will receive EAL support via a graduated approach.</p> <p>Wave 1 = 6 week programme for those with little or no English</p> <p>Wave 2 = 1 or 4 hour intervention programme depending upon individual needs</p> <p>Wave 3 - Monitored and supported in classes by classroom</p>	1 3

	<p>teachers (and any additional TA if present in those classes).</p> <p>EEF evidence reports that small tuition has an average impact of four months additional progress over the course of one year, and is most likely to be effective if it is targeted at pupils' specific needs) See EEF link</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) £59,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reviewed and further updated attendance staged responses are in place - these prioritise safeguarding and disadvantaged pupils. <i>(Including first day absence calling, home visits, attendance clinics, links to achievement and rewards, external agency support)</i></p>	<p>Pleckgate employ strategies that have been based on EEF research and Department for Education guidance</p> <p>EEF documentation Department of Education statutory guidance</p>	1,2
<p>Consistently high expectations for standards of behaviour with a focus on a well designed and adapted curriculum to engage and motivate pupils.</p> <p>Increased staff CPD - micro-routines that support all pupils but particularly those who are disadvantaged.</p>	<p>EEF 'Behaviour in schools' makes 5 key recommendations that we use within our behaviour policies and practices:</p> <ul style="list-style-type: none"> • Know and understand pupils and their influences • Teach learning behaviours alongside managing behaviour • Use classroom management strategies to support good classroom behaviour • Use simple approaches as part of regular routines • Tailor targeted approaches to meet the needs of the individuals in the school, See Link 	1,5
<p>Broad and varied extracurricular and enrichment programme opportunities are provided to engage all pupils, with disadvantaged pupils participation and attendance being monitored and followed up.</p> <p>We support disadvantaged pupils with funding towards attending trips, clubs and uniform.</p>	<p>Research indicates that participation in extracurricular activities positively correlates with pupils' development both academically and personally.</p> <ul style="list-style-type: none"> • Pupils who participate in extracurricular activities have greater academic success, greater character development, especially in the areas of time-management and leadership skills, more positive social development, and greater interest in community involvement. • Following consultation with pupils and parents extra-curricular offers are improved and systems for monitoring participation. • All pupils are encouraged to attend and we offer financial support for disadvantaged pupils to ensure the activities are accessible to all. See Link 	1,2,4
<p>Breakfast club - open at the earlier time of 7.30am to 8.20am every day. Provides supervision in a warm and</p>	<ul style="list-style-type: none"> • The Food Foundation's Broken Plate report 2023, describes the negative impacts on children's health as a result of the challenges of eating healthily and sustainably. See Link 	

<p>safe area with access to a range of free food to ensure they have a nutritious start to the day.</p> <p>Pupils can also complete homework with the support of HLTA</p>	<ul style="list-style-type: none"> • Lack of nutritious food during childhood and adolescence can affect physical, mental and social wellbeing. It can also have a negative impact on educational attainment with lasting lifetime consequences. See Link • The 17,840 children in low-income families in Blackburn with Darwen constitute 18.1% of the Lancashire-14 total of 98,320. • Pleckgate has successfully submitted a bid for a grant to support vulnerable pupils for the Breakfast Club and provide free ingredients for food technology. • PSHE is a regular lesson taught by subject specialists and allows all pupils to learn about healthy eating and essential nutrition. 	
<p>Breaktime food provision to continue - pupils have the opportunity to purchase food to allow any who have not had the opportunity to eat breakfast</p>	<ul style="list-style-type: none"> • The Department for Education states “It is important for pupils to start the day with a nutritious breakfast. See documents here • Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour” • Parents were contacted in July to register (re-register) their child for the breakfast club as from September 2024. • Adjustment to an earlier opening of 7.30am, raised awareness to parents/carers of breakfast club is part of our ongoing strategy to support disadvantaged pupils 	
<p>Reflection room - newly appointed full-time behaviour manager who is providing a consistent approach to curriculum delivery and bespoke behaviour interventions.</p>	<ul style="list-style-type: none"> • EEF recommendation - Tailor targeted approaches to meet the needs of the individuals in the school, See Link 	1,5
<p>Homework club - accessible daily 3-4pm (disadvantaged pupils are prioritised) to allow pupils to have a quiet and safe place to focus and complete independent studies and homework in a supervised environment</p>	<ul style="list-style-type: none"> • EEF states that this high impact (for low cost) support can support pupils in achieving up to 5 months progress. See link here 	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

AIM	MEASURE	OUTCOME																																																						
Continue to improve the attainment and achievement of disadvantaged pupils to further reduce the current gap	2023-24 KS4 outcomes for disadvantaged pupils show improved achievement and a further reduction in the gap between the attainment of disadvantaged and non-disadvantaged pupils (as was seen in 2023 exam results)	<p><i>The gap between disadvantaged pupils and non-disadvantaged pupils increased (summer 2024 results)</i></p> <ul style="list-style-type: none"> • Progress 8 data all:0.0 • Non disadvantaged: 0.12 • Disadvantaged: -0.303 • Gap = 0.426 																																																						
To further improve the attendance of disadvantaged pupils, specifically in Year 8 and 11	2023-24 attendance of disadvantaged pupils will continue to be above national average in all year groups, with a reduction in the gap between disadvantaged and non-disadvantaged pupils particularly in Year 8 and 11.	<p>The attendance of our disadvantaged pupils is above FFT comparison data. Year 8 and year 11 pupils were a priority group in 2023/24. When compared to the previous academic year, year 8 disadvantaged pupils improved their attendance by 0.8%, year 11 disadvantaged improved by 1.7%. In 2022-23 overall difference on FFT was -4.3 compared to 2023-24 -3.6.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>2022-23</th> <th></th> </tr> <tr> <td></td> <th>Pleckgate</th> <th>FFT</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>92%</td> <td>90.70%</td> </tr> <tr> <td>Disadvantaged</td> <td>88.70%</td> <td>85.30%</td> </tr> <tr> <td>Non disadvantaged</td> <td>93.00%</td> <td>92.60%</td> </tr> <tr> <td>Year 7 Disadvantaged</td> <td>88.90%</td> <td>88.70%</td> </tr> <tr> <td>Year 7 Non disadvantaged</td> <td>94.10%</td> <td>94.40%</td> </tr> <tr> <td>Year 10 Disadvantaged</td> <td>85.80%</td> <td>83%</td> </tr> <tr> <td>Year 10 Non disadvantaged</td> <td>91.90%</td> <td>91.70%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <th>2023-24</th> <th>FFT</th> </tr> <tr> <td>Whole School</td> <td>92.50%</td> <td>90.80%</td> </tr> <tr> <td>Disadvantaged</td> <td>89.70%</td> <td>85.40%</td> </tr> <tr> <td>Non disadvantaged</td> <td>93.30%</td> <td>92.80%</td> </tr> <tr> <td>Year 8 Disadvantaged</td> <td>89.70%</td> <td>86.20%</td> </tr> <tr> <td>Year 8 Non disadvantaged</td> <td>93.60%</td> <td>93.30%</td> </tr> <tr> <td>Year 11 Disadvantaged</td> <td>87.50%</td> <td>82.80%</td> </tr> <tr> <td>Year 11 Non disadvantaged</td> <td>92%</td> <td>91.30%</td> </tr> </tbody> </table>	Attendance	2022-23			Pleckgate	FFT	Whole School	92%	90.70%	Disadvantaged	88.70%	85.30%	Non disadvantaged	93.00%	92.60%	Year 7 Disadvantaged	88.90%	88.70%	Year 7 Non disadvantaged	94.10%	94.40%	Year 10 Disadvantaged	85.80%	83%	Year 10 Non disadvantaged	91.90%	91.70%					2023-24	FFT	Whole School	92.50%	90.80%	Disadvantaged	89.70%	85.40%	Non disadvantaged	93.30%	92.80%	Year 8 Disadvantaged	89.70%	86.20%	Year 8 Non disadvantaged	93.60%	93.30%	Year 11 Disadvantaged	87.50%	82.80%	Year 11 Non disadvantaged	92%	91.30%
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To improve the reading ages of disadvantaged pupils	2023-24 reading comprehension assessments demonstrate improved reading and comprehension skills for disadvantaged pupils	<p>Improved SAS Across Year Groups: Disadvantaged pupils in all year groups demonstrated positive progress in reading, as indicated by gains in SAS from September 2023 to July 2024.</p> <p>Each year group showed a notable reduction in the SAS gap, with mean SAS scores approaching or exceeding the national average.</p> <p>Comparative Performance with Non-Disadvantaged Pupils:</p> <p>SAS Growth and Gap Closure: Disadvantaged pupils demonstrated</p>																																																						

		<p>consistent growth rates, closing SAS gaps with non-disadvantaged pupils by as much as 1 to 2 points across year groups, indicating improvements in reading attainment.</p> <p>The reading standard age score (SAS) data shows a clear gap between disadvantaged and non-disadvantaged pupils. While both groups have made progress over the last two years, disadvantaged pupils continue to perform below their non-disadvantaged peers across most year groups.</p>
To maintain 0% NEET data for 2023-24 pupils, including disadvantaged pupils.	2023-24 data shows 0% NEET	Current NEET figure for 2023/24 is 4. These pupils are being supported by new directions in finding appropriate further education or employment. We aim for this to continue to be 0% NEET once the final data has been collated.

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.

Programme	Provider
Homophobia Workshop- Year 8 pupils	The Anne Frank Trust UK
Voices for Equality- Year 8 pupils	The Anne Frank Trust UK
Anne Frank Ambassadors (Year 9)	The Anne Frank Trust UK
Peace Builder's Tour (Year 10)	Solutions not Sides
The Message Trust (All years)	No More County Lines Tour
The Message Trust (All Years)	Respect Me (PSHE Workshops)
Migration and Refugees workshop (Year 7)	Red Cross
Schools Linking Project (Year 7- class of 30)	BwD
Periods Workshop (KS3)	Teach First and Sweaty Betty
Spirited Arts Competition (KS3)	NATRE
Essay Writing Competition (Year 10)	SMSJ
Show Racism the Red Card Competition (KS3)	Show Racism the Red Card
Cathedral Trip (Year 10)	Blackburn Cathedral
Wasted Lives (Year 10)	Lancashire Fire and Rescue
The Young Driver's Live Session (Year 11)	The Riot Act/BwD
Blackburn Rover Free Football Sessions (weekly)	Blackburn Rovers
SEND Ten Pin Bowling Competition (KS3)	School Sport Partnership
SEND Outdoor Adventure Festival (KS3)	Sporting NRG
SEND Secondary Boccia Competition (KS3)	Sporting NRG
Careers talk	Blackburn College
Apprenticeship talk (Year 9-11)	ASK programme

45 providers attend this event to support	Careers fair

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