



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Starbank Secondary School
Pupils in school	897
Proportion of disadvantaged pupils	54%
Pupil premium allocation this academic year	£463,175
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	February 2021
Statement authorised by	Gaetano Ferrante
Pupil premium lead	Adam Wiles
Governor lead	Lisa Crausby

Disadvantaged pupil progress scores for last academic year

Measure	Score
Progress 8	-0.31
Ebacc entry	87.4%
Attainment 8	3.96
Percentage of Grade 5+ in English and maths	26.4%

Strategy aims for disadvantaged pupils

Our aims and expectations for disadvantaged pupils are in line with those for all pupils. There should be no differential between what our disadvantaged students achieve and that of their non-disadvantaged peers.

Aim	Target	Target date
Progress 8	0	September 2021
Attainment 8	4.48	September 2021
Percentage of Grade 5+ in English and maths	40%	September 2021
Ebacc entry	90%	September 2021



Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>English and Maths Personalised Curriculum Reduced class sizes and personalised learning in English and Maths for all year groups.</p> <p>Timetabled intervention classes for all pupils in English and mathematics in Y10 & Y11. Three intervention groups provided for pupils in Y9.</p>
Priority 2	<p>Curriculum Access It is our aim to ensure that disadvantaged students receive/have access to:</p> <ul style="list-style-type: none"> - Free revision books, stationary & electronic resources within Ebacc subjects. - Free access to all intervention. - Access to computers at school after school
Priority 3	<p>Quality First Teaching We aim to allow PP students to be challenged at the same rate as their peers and given every opportunity to be successful. To achieve this, we aim to ensure expert teachers for each and every lesson.</p> <p>To reach this goal we develop our staff by: -</p> <ul style="list-style-type: none"> - Weekly provision of CPD throughout the year. This ensures our staff become expert teachers who can stretch and challenge all pupils. - Instructional coaching for staff who will benefit from this process in refining their teaching practice. - Attending and embedding Trust-wide provided CPD, this includes: classroom culture, Big Teach, Instructional Coaching, Early Careers Teaching and SLT Leading for Improvement.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Improve attainment within maths and english to ensure our disadvantaged pupils are in line with non-disadvantaged pupils. 2. Ensure disadvantaged pupils have the same curriculum access as non-disadvantaged pupils, this will subsequently ensure their experience, enjoyment and academic outcomes are the same as non-disadvantaged pupils. 3. Teachers are experts in their specialism and know how to teach and nurture all pupils, including our disadvantaged pupils.
Projected spending	£203,468



Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Y11 After School Intervention Classes :</p> <ul style="list-style-type: none"> - English Intervention Classes - Maths Intervention Classes - Science Intervention Classes - History/Geography Intervention Classes - Spanish Intervention Classes <p>In-school intervention Classes</p> <ul style="list-style-type: none"> - Extra English and Maths for students at risk of not achieving a grade 5. - Extra English and Maths for low ability pupils to allow them to catch-up and keep up <p>Subject Improvement Leads deployed within core subjects to add capacity to strategic development of progress.</p>
Priority 2	<p>Y11 Performance Review Meetings & Mentoring</p> <ul style="list-style-type: none"> - Performance review meetings between SLT, pupils and parents of students from disadvantaged backgrounds who are underperforming. - Weekly academic mentoring of students from disadvantaged backgrounds who are underperforming.
Priority 3	<p>KS3: Reading and Numeracy</p> <p>We believe that improving the reading and numeracy ability of all of our pupils will allow them to access more of the curriculum they follow.</p> <p>To develop our pupils at KS3 we: -</p> <ul style="list-style-type: none"> - Ensure all students have access to books they can read and that there is dedicated reading time daily for them to improve their reading skills. - Have a library with a librarian which can be accessed by all pupils. - Reading and Numeracy intervention will be given to those who need additional supporting to improve.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Improve attainment within all Ebacc subjects through additional curriculum time. Particular resource is given with maths and English which is a key skill needed for post 16. 2. Mentoring provides a deep understanding of our pupils so we can act quickly and decisively as and when need is identified in our young people. 3. Raising literacy and numeracy is key in developing the confidence and success of our disadvantaged pupils across the school. 4. SEND: A high number of pupils are considered to be of 'double disadvantage' i.e. students who have both SEND and are eligible for Pupil Premium
Projected spending	£154,008



Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To give all students access to education: -</p> <ul style="list-style-type: none"> - Alternate provision is used for any students who are unable to succeed in mainstream school are given the opportunity to succeed in alternate provision with specialist teachers. - Ingredients are provided for disadvantaged pupils within Food Lessons which gives them the tools they need to successfully access the curriculum.
Priority 2	<p>Support the wellbeing of students: -</p> <ul style="list-style-type: none"> - Heads of Year have dedicated time allocated to attendance daily, this includes phone calls and home visits. - Access to safeguarding team for vulnerable pupils, this includes pre-emptive continual monitoring by Heads of Year.
Priority 3	<p>Provide and adequately prepare pupils for post 16 destinations: -</p> <ul style="list-style-type: none"> - KS4 pupils have access and 121 meetings with a careers advisor - Academic mentor supports pupils with college applications - Y11 Academic mentoring is provided for disadvantaged pupils at risk of not achieving their targets. - Y9 pupils have a work experience placement
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. 93% of our school cohort is in the top 30% of deprivation nationally. Therefore, we need to support and protect the well-being of our disadvantaged pupils so they are safe and secure to access education. 2. Strong attendance is linked to strong academic outcomes and our focus on this with our disadvantaged pupils will raise outcomes. At present we have a noticeable gap between PP and Non-PP. 3. Providing clear pathways and guidance on post 16 destinations gives our disadvantaged pupils direction, motivation and ambition to understand the clear link between success in school and their successful future lives. This is important considering the reduced amount of adults in the area who have accessed Higher Education..
Projected spending	£105,699



Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> 1. Class sizes not equitably divided and pupils in wrong sets based on KS2 starting point. 2. Coronavirus and maintaining integrity or year bubbles have necessitated KS3 maths and English groups are reduced to 6 groups. 3. English and Maths intervention lessons differ from the regular curriculum. These lessons focus on intervening in identified gaps. 4. Pupils not attending after school computer club if no computer and/or internet at home. 5. Pupils not received revision resources and stationary if needed. 6. Teachers not aware of PP pupils and monitoring and supporting them within lessons. 7. DoLs not monitoring and acting on assessment data which compares the progress and attainment of disadvantaged students against non-disadvantaged. 8. SLT not monitoring and acting on assessment data which compares the progress and attainment of disadvantaged students against non-disadvantaged. 9. Quality first teaching not taking place within each and every lesson. 10. CPD not prioritised and subsequently embedded by staff. 	<ol style="list-style-type: none"> 1. A half termly audit of class sizes will be undertaken after each assessment point. This will monitor group sizes, the proportion of disadvantaged pupils within groups and KS2 starting points. 2. Additional staff will be deployed within the set 6. This will mean 7 teachers are still deployed within maths and English groups at KS3. 3. Training and support will be provided by SiLs and SLT with these lessons. Additionally, medium term intervention plans will be in place for KS4 which identify curriculum to be taught. 4. Mentors and PRMs in place with Y11s to ensure attendance. Tracking in place which is shared weekly at crossover and SLT meetings. 5. Form tutors aware of disadvantaged pupils and have stationary box in classroom to resource pupils. DoLs monitor and check revision guides have been provided to Y11 disadvantaged pupils. 6. Classcharts used to identify PP pupils. Training delivered on using classcharts to identify these pupils. CPD delivered on effective Wave 1 interventions. 7. DoLs check in regularly with teachers to ensure compliance with school expectations around maintaining class lists, seating plans and Wave 1 interventions. DoLs will meet with SLT links and discuss progress of disadvantaged pupils and actions to subsequently improve their progress. 8. Headteacher meets weekly with SLT lead for PP to



		<p>ensure pupil premium strategy is being implemented. Subsequently, PP lead governor receives regular report on progress.</p> <ol style="list-style-type: none"> 9. Whole school data will be available to all staff on progress of disadvantaged pupils, along with relevant CPD to address any necessitated actions. 10. CPD and instructional coaching needs will be reviewed and a plan created for individuals requiring additional support.
<p>Targeted support</p>	<ol style="list-style-type: none"> 1. Disadvantaged students not attending intervention. 2. Intervention sessions are not specific and relate to pupil developmental needs. 3. PRMs and mentoring does not result in specific and measurable actions which help pupils develop. 4. Pupils not reading library book daily. 	<ol style="list-style-type: none"> 1. Attendance to intervention will be monitored and students chased up who do not attend. 2. DoLs produce medium term intervention plans which identify what is to be covered in intervention sessions based on recent summative and/or formative assessments. 3. English and Maths DoLs to support mentors with action steps for PRM meetings. CPD provided for mentors. 4. Daily curriculum time identified for reading (Form time and between changeover).
<p>Wider strategies</p>	<ol style="list-style-type: none"> 1. Attendance Team not prioritising and protecting daily time linked to attendance and Home Visits. 2. Member of attendance team is absent meaning daily calls do not happen. 3. Careers and post 16 meetings not taking place owing to coronavirus restrictions. 4. Pupils attending alternate provision not making progress. 	<ol style="list-style-type: none"> 1. SLT will ensure that analysis attendance data has a disadvantaged student focus and that attendance time is protected for attendance team. 2. Other HoYs support with that year group on the day. To be directed by SLT. 3. Specific post 16 Teams page has been created and careers advisor is doing virtual meetings with pupils. 4. Frequent contact with alternate providers and support provided as and when required.