



## **Pupil Premium Strategy Statement 2025-2028 Ponteland High School**

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium students (PP).

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for PP students last academic year.

### **School overview**

<b>Detail</b>	<b>Data</b>
Number of pupils in school (Y7-11)	1264
Proportion (%) of pupil premium eligible pupils	15%
Academic years that pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2024
Date on which it will be first reviewed	December 2025
Statement authorised by	Mr S. McElwee
Pupil premium lead	Mr M. Warland
Governor / Trustee lead	Dr N. Twelves

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£218,590
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£218,590

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to ensuring that students who are eligible for Pupil Premium funding achieve their full potential at Ponteland High School and leave our school as confident, well rounded and successful individuals. We want our PP students to benefit fully from the high quality provision offered at Ponteland High School and to be able to access all of the opportunities that are available.

Our provision for PP students is aimed at overcoming common challenges as well as responding to individual needs. It is rooted in robust diagnostic assessment of students' academic and pastoral needs.

To ensure that our approaches are effective we are working to:

- develop a school culture where all staff take responsibility for the welfare and academic progress of PP students by ensuring that they are well known in school with all areas of their school life tracked and information shared amongst key stakeholders.
- ensure that teachers have the highest of expectations for PP students. That they are challenged in every lesson and have the opportunity to regularly experience success.
- intervene early at the point of need for all PP students in all year groups.
- provide PP students with bespoke enrichment opportunities that help develop the key character traits of dedication, resilience, being involved, respectfulness and compassion.

This strategy details a plan for how this intention will be achieved. It is based on the principles of outstanding teaching and pastoral care, targeted academic support, regular monitoring, and effective intervention. It also recognises the importance of excellent attendance, participation in wider school activities, particularly sport and the arts, and high levels of parental engagement.

## Challenges

Some of our PP students face significant challenges, which makes engaging in school and their learning difficult. At the same time, we have some students with very specific and individual needs whilst others face very few challenges at all. In order to support our PP students we have identified a range of potential challenges but we are acutely aware that these are not unique to PP students and additional challenges may emerge throughout the year.

Challenge number	Detail of challenge
1	Poor attendance and becoming persistently absent
2	Significant mental health, emotional and pastoral needs
3	Managing their behaviour in lessons and conduct around school
4	Challenging family situations or personal circumstances that detract from a focus on school

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5	Low levels of literacy and numeracy
6	Lack of aspiration or idea of what the future might look like, and where education fits into this
7	Lack of access to suitable technology, i.e. laptop and wifi
8	Lack of access to cultural and social experiences such as residential school trips
9	Gaps in subject knowledge arising due to poor engagement in lessons and homework completion, inconsistent teaching, low teacher expectations and/or poor attendance.
10	Unable to walk home and lack of transport preventing attendance at after school activities such as sporting clubs and revision sessions.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of this PP strategy plan in 2028**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8 Score	Progress 8 score for disadvantaged pupils at PHS to continue to be significantly higher than the national disadvantage score.
Attainment 8 Score	Attainment 8 score for disadvantaged pupils at PHS to continue to be significantly higher than the national disadvantage score.
Percentage of Grade 5+ in English and maths	Percentage of disadvantaged pupils at PHS attaining a grade 5+ in both English & Maths continues to be significantly higher than the national disadvantage score.
EBacc entry	Percentage of disadvantaged pupils being entered for EBacc subjects is consistently higher than the national percentage for disadvantaged pupils.
Attendance	Ensure attendance of disadvantaged pupils at PHS is in line with their peers nationally

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## Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of students	<i>Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment. (EEF, 2024)</i>	1, 3, 9
<p>School wide focus on checking for understanding and questioning. CPD sessions, lesson observations, Action Research and evidence gathering used to improve consistency of highly effective practice throughout school.</p> <p>Teachers instructed to identify PP students on seating plans and ensure that along with SEND students their understanding of both the task and their learning is checked by the teacher regularly.</p>	<i>“Great teachers also have strategies for checking the responses of all students. Asking meaningful and appropriate questions that target essential learning, collecting and interpreting a response from every student, and responding to the results, all in real time in the flow of a lesson, is hard to do well, but great teachers do it and it is probably a skill that can be learnt.” (Hattie, 2012)</i>	1, 3, 9
<p>Improve the literacy and numeracy standard of PP students by utilising a system of early identification and input where appropriate.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Maintaining the whole-school literacy strategy focused on disciplinary literacy, intervention and life-long reading.</li> <li>• Bespoke intervention programme to support identified phonics gaps, fluency and comprehension needs.</li> </ul>	<p><i>Reading comprehension strategies have been shown to have a very high impact for a very low cost (EEF, 2024)</i></p> <p><i>Oral language interventions have been shown to have high impact for a very low cost (EEF, 2024)</i></p>	5

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<ul style="list-style-type: none"> <li>• Primary trained additional teachers in English and Maths to support underperforming KS3 learners.</li> <li>• Development of literacy and numeracy schemes in years 7 and 8 to build strong foundations from the early secondary school years.</li> <li>• Maintaining smaller class sizes in KS4 English.</li> <li>• Staff training to aid teachers supporting weaker readers</li> </ul>	<p><i>Additional Maths &amp; English teachers allowing for smaller class sizes increasing student-teacher interaction during lessons. Around a third of the students in the intervention classes are PP.</i></p> <p><i>Small group tuition has been shown to have a moderate impact for a low cost (EEF, 2021).</i></p>	
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## Targeted academic support

Budgeted cost: £8, 590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that Target 5+ En. &amp; Ma. PP students are instructed to attend 4 hours of additional English and Maths 'Drop Down' lessons occurring 4 times a year.</p>	<p><i>Small group tuition has been shown to have a moderate impact for a low cost (EEF, 2021).</i></p>	<p>1, 4, 9, 10</p>
<p>Ensure that PP students who are underperforming in the Year 11 GCSE subjects are instructed to attend before school, lunchtime and after school intervention sessions occurring during the Spring Term. Remove barriers for non attendance such as transport.</p>	<p><i>Small group tuition has been shown to have a moderate impact for a low cost (EEF, 2021).</i></p>	<p>1, 4, 9, 10</p>

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Ensure that underperforming KS4 PP students are offered additional tutoring through funded private tutors.	<i>One to one tuition has been shown to have a high impact for moderate cost (EEF, 2021).</i>	4, 9, 10
Ensure that all PP students have access to their own computer for use at home. Where this is not the case students will be issued with a loan Chromebook.	<i>Homework has been shown to have a high impact for very low cost. (EEF, 2021)</i>  <i>Sixtyfour Chromebooks were issued to Y7-11 students last year demonstrating need.</i>	7
Provide educational materials, where relevant, at no cost including textbooks and revision material as well as access to visits and trips that are run to enhance the curriculum.	<i>Arts participation has been shown to have moderate impact for very low cost to the school. (EEF, 2022)</i>	2, 4, 8

## Wider strategies

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y7 Cultural Experience Week  Twenty Y7 students identified to participate in an offsite expressive arts project focused on local history and heritage. The result is a performance, which is delivered to friends and family members.	<i>Arts participation has been shown to have moderate impact for very low cost to the school. (EEF, 2022)</i>  <i>Feedback from students who participated in the project last year was very positive with many saying that it was the highlight of Y7.</i>	2,6,8
Y8 & 9 Extended Arts Project  Twenty Y8 students to participate in an extended arts project.	<i>Arts participation has been shown to have moderate impact for very low cost to the school. (EEF, 2022)</i>	2,6,8

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<p>Working with local artists, students will develop a film which will be shown at a local cinema. Students will take part in 12x2hr sessions during the school day occurring in the Spring &amp; Summer term.</p> <p>Five Y9 students will participate in an extended arts project. Working with local artists, students will develop a film which will be shown at a local cinema. Students will take part in 12x2hr sessions occurring in the Spring &amp; Summer term. The sessions will be run as an afterschool club.</p>		
<p>Y7 - 10 1-2-1 mentoring sessions</p> <p>Weekly 1-2-1 mentoring sessions for identified students. Sessions allow students to speak with an adult for a half hour session each week. Discussion focuses on students' areas of interest and how that links to what is being taught in school. The sessions aim to improve students' engagement in learning and their emotional regulation.</p>	<p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year.</i></p> <p><i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p>	<p>2,6,8</p>
<p>Closely monitor the attendance of PP students in all year groups.</p> <p>Half-termly welfare and attendance meetings</p>	<p><i>Research has found that poor attendance is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF Rapid Evidence Assessment)</i></p>	<p>1</p>

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<p>with all Pastoral Managers to review the attendance of PP students in each year group.</p> <p>Termly prize draw just for PP students who have improved their attendance compared to the previous term.</p>		
<p>Closely monitor the behaviour and effort of disadvantaged students to ensure they are fully engaging with school. Tutors to provide feedback at half-termly pastoral meetings. Where issues are identified Pastoral Leaders contact parents and students are placed on report.</p> <p>To ensure that under performing KS4 PP students are identified at RAG meetings with Subject Leaders instructed to propose and implement interventions.</p>	<p><i>Behaviour interventions have been shown to have moderate impact for low cost (EEF, 2021).</i></p> <p><i>Parental engagement has been shown to have moderate impact for low cost (EEF, 2021).</i></p> <p><i>Ensuring that Pastoral Leaders and Raising Achievement Leaders are informed regularly of PP pupil progress maintains focus on this key group of students.</i></p>	2, 3
<p>Ensure that PP students are provided every year with high quality careers guidance and one-two-one support with their KS4 and Post-16 option choices.</p>	<p><i>Mentoring has been shown to have low impact for moderate cost (EEF, 2021)</i></p> <p><i>Write-up from careers advisor displayed on PP register ensured all staff were aware of students aspirations</i></p>	6
<p>Ensure that parents are informed termly of the support available to help with the cost of schooling. This includes free breakfast, uniform, music lessons and subsidised school trips.</p>	<p><i>Parental engagement has been shown to have moderate impact for low cost (EEF, 2021).</i></p>	4

**Total budgeted cost: £218,590**

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## Part B: Review of the previous academic year

### Outcomes for Pupil Premium students

We have analysed the performance of our school's 37 Year 11 Pupil Premium students during 2023/24 academic year using their final GCSE results and published Key Stage 4 performance and data.

For 2024, the Progress 8 score for our PP students (which is a measure of how much progress students at PHS made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) was -0.03. This was a significant improvement on the -0.72 achieved in 2023 and the -1.03 in 2022. The Progress 8 score achieved in 2024 was also higher than the national score of -0.56.

For Attainment 8 (which is a measure of GCSE attainment across eight subjects) the value in 2024 was 49.49. This again was a significant increase on 39.4 achieved in 2023 and 40.9 in 2022. The school Attainment 8 score was also significantly higher than the national score of 34.5 pts for disadvantaged students.

The main headline figures for the percentage of PP students who achieved at least a strong pass (grade 5+) in both English and Maths was 41%. This was a significant increase from 21% in 2023 and compares to 26% for the national figure. For at least a standard pass (grade 4+) this figure was 68%, which again was significantly higher than the 2023 figure of 50% and the 2024 national figure of 47%.

EBacc entry for PP students at PHS for 2024 was 32%. This was below the 42% entry last year due to fewer students selecting History and/or Geography as an options subject. The entry is still higher than the national 2024 figure of 29%. The average grade achieved by our PP students in their EBacc subjects was 4.32, which was higher than the 3.46 in 2023 and the 2024 national average score of 2.97.

In conclusion, the data from 2024 shows a noticeable improvement in outcomes across all of the main KS4 headline measures, apart from Ebaac entry, compared to 2023 for our PP students. The attainment of PP students at Ponteland High School continues to be noticeably better than the peers nationally.

For more information about KS4 performance measures see [DfE guidance](#).

The attendance of students at PHS receiving free school meals was 87.2%, this was 2% lower than the 2022/23 figure but was still +1.8% higher than the national free school figure for attendance of 85.4%.

We continue to recognise that the gap in attendance between students receiving free school meals and those that do not is too large. We have therefore prioritised improving attendance of PP students as a target for the 2025-28 PP plan.

In terms of progression from PHS, all 35 PP students in 2023/24 remain in meaningful education with 13 students remaining at PHS in our Sixth Form, 17 students enrolling on courses at Newcastle College, 1 student taking up an apprenticeship, 1 student at Gateshead College, 2 students at Newcastle Sixth Form College and 1 student at NACRO Education Centre.

## Externally provided programmes

Programme	Provider
Online Tutoring in Core Subjects	TutorDoctor
One-2-One student mentoring	Brian Wade
In school music lessons	Various private peripatetic teachers and Northumberland Schools Music Service.
Arts & culture experience	Hand Of Education Charity
1-2-1 Mentoring Sessions	Hand Of Education Charity

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## Appendix A - Pupil Premium Plus Spending for 2025- 28

### Background Information

#### What is the money for?

The DfE has said that it intends the funding to be spent on: ‘...helping adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.’

The focus on children’s social and emotional and wider needs is in contrast to the Pupil Premium for children who are either eligible for free school meals or have been in the past 6 years, which is focused on closing the attainment gap. The money is not ring fenced and does not have to be spent on the individual child. The DfE has said that it has introduced this flexibility so that schools can get maximum impact from the funding and so that children who change schools are not disadvantaged. In deciding how to use the Pupil Premium Plus funding, schools will want to understand and take account of the particular needs of looked after and previously looked after children, as these may be additional to or different from the needs of children who attract the Pupil Premium because they are from financially deprived family circumstances; for example, financial subsidies such as school trips and clubs may not address the needs of previously looked after children.

The DfE has clearly said that the funding should not be used to supplement the general school budget, or to support other groups of pupils such as those with special educational needs or who are low attaining. Some children who are eligible for Pupil Premium Plus will have special educational needs or low attainment, but these are needs which should be met through the usual or additional funding streams available to the school.

The DfE encourages schools to use robust evidence when making decisions about how to spend the funding to support previously looked after children and recommends seeking advice from the local authority, the virtual school and the designated teacher for looked after children, as the impact of abuse, neglect, trauma and loss does not disappear overnight. The DfE says that schools are also encouraged to seek advice from national organisations that specialise in adoption support

#### Who decides how the funding is spent?

It is up to each individual school to decide how to spend the money. The DfE has clearly stated that it is good practice to consult parents and guardians when making the decision. Some schools are consulting with individual parents and guardians, while others have invited adopters and special guardians to group consultations or task groups about how to spend the funding. Schools must act transparently and publish their pupil premium spending on their websites. We strongly recommend that schools separate their pupil premium and pupil premium plus spending in these breakdowns, since the needs of the two groups are different.

#### Additional Support for PP+ Cohort

In addition to the support outlined via our Pupil Premium Support Strategy and Spending, we have identified the following needs within our cohort of Looked After and Post Looked After children as well as those children with a named social worker (PP+).

- Nurture and relationships
- Scaffold children's social skills and peer relationships

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- Support for emotional literacy and emotion regulation
- Support children to cope with transitions
- Develop children's executive functioning skills
- Address barriers to information sharing and joint working

The following outlines the additional offer we have for our PP+ cohort under these identified needs.

## **Additional Offer for pupils eligible for PP+**

### **1. Provide nurture and relationships through:**

- A breakfast club which allows children to settle into the school day
- Providing meet and greets for children at the start of the day, where required.
- A Safe Space area which is supervised by trained staff
- Training and supporting staff to provide key attachment relationships with regular 1:1 'attachment time' built into children's timetables

### **2. Scaffold children's social skills and peer relationships, for example through:**

- Social skills groups
- Supported Lunchtime clubs with opportunities to practise social skills
- Friendship groups
- Facilitating friendships e.g. through a buddy scheme or peer mentoring initiative

### **3. Support emotional literacy and emotion regulation through:**

- Emotional literacy and emotion regulation groups, including anger management
- Enhanced Pastoral Care through regular tracking and check-ins
- Providing alternatives to detention and isolation which focus on understanding and repairing what went wrong
- Access to lower class sizes for practical lessons and some core subjects.
- Signposting/referring young people to specialist services where required

### **4. Support children to cope with transitions and change by:**

- Providing additional structure during break and lunchtimes
- Providing safe spaces for children to come to throughout the school day

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- Appointing a transition worker to support children through the Year 6 to Year 7 transition
- Identifying a group of staff who can provide cover for absence, reducing the need for external supply staff
- Spending time preparing children for change in advance e.g. using social stories or visual timetables
- Liaising closely with parents and guardians who can help their children prepare for and cope with change

#### **5. Develop children's executive functioning skills through:**

- Training staff in understanding and supporting executive functioning skill development in the classroom and during social time.
- Providing individual and group sessions which focus on scaffolding the skills needed
- Providing coaching for children who struggle to plan and organise e.g. check-ins to ensure they have books and equipment, have recorded the homework etc.

#### **6. Address barriers to information sharing and joint working by:**

- Developing policies and procedures which ensure that key information about children's needs is shared with all key staff coming into contact with them.
- A designated teacher to support and promote the needs of this cohort and communicate with parents/ Carers and agencies involved in the care of the student.
- Identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress when required.