

UHS 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1361
Proportion (%) of pupil premium eligible pupils	Year 7 31.20% Year 8 36.86% Year 9 35.65% Year 10 33.91% Year 11 34.93% Total 33.16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L Seymour
Pupil premium lead	J Gingles
Governor / Trustee lead	E O'Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£440,265
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>	£110
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>	£550,265

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. Despite its causes are entrenched and complex, as a school, we know that we can make a difference. At Uxbridge High School, our ethos of a Gold Standard Curriculum for all engenders a principle of equity for all students. At the heart of this is excellent teaching and careful planning of a broad, inclusive curriculum with adaptive teaching at the forefront of our delivery. In line with EEF's guide and recommendations, we acknowledge that by taking a tiered approach to Pupil Premium spending teaching and learning is our top priority.

As such, we use the Pupil Premium Funding to offer targeted training and support to ensure that all teaching staff have the skills to deliver our curriculum to all students no matter what their need. This also considers implementing strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. We also acknowledge the fact that a large number of our PP students are not low attainers, so we continue to support all including our most-able disadvantaged students.

As an inclusive school, our ultimate goal is that no child is left behind socially or academically because of disadvantage. Therefore, we strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous assessing, tracking, careful planning and targeted support and intervention, providing all students the access and opportunities to enjoy academic success. Research has found that disadvantaged students have been worst affected by partial school closures, and that the attainment and literacy gap has grown as a result of national lockdowns. The economic impact of Covid-19 and subsequent cost of living difficulties have also led to higher numbers of students qualifying for pupil premium nationally. It is therefore more important than ever that we focus on support for our disadvantaged students but also acknowledging that not all disadvantaged students qualify for PP and we are monitoring closely and supporting students and families where appropriate. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel with PP students in recent external exams performing in line with their Peers. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low literacy and comprehension levels at point of entry prevent some PP students from fully accessing the curriculum. PP students with SEN face additional challenges. Of the students who started Y7 with 6 months or more deficit in reading, 31.9% are PP. This is in line with the % of PP students we have in school but a larger proportion, 43%, were MAP or HAP ability compared to non PP peers. This compares to Y8 where 71% of the lowest readers are PP students.
2	The overall attainment of disadvantaged students is generally becoming more in line with that of their peers, however, this is still an area of focus. In most recent GCSE exams, we have a -0.53 P8 score compared to the full cohort. In Maths, the subject APS was 5.4 with PP students achieving 4.79. In English, the cohort APS was 4.86 with PP students achieving an APS of 4.79.
3	Attendance and Punctuality below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success. This can be a significant barrier to learning for many disadvantaged students.
4	Aspirations for disadvantaged students may not be on a par with their non-disadvantaged peers in terms of further education and careers.
5	Lack of access to wider educational and cultural experiences limiting exposure to cultural capital and the wider curriculum.
6	Impact of the cost-of-living crisis on PP families in equipping students for all aspects of their education.

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
1: Low Literacy Improved reading comprehension and fluency levels across all disadvantaged students in KS3 bringing them in line with their Peers by the end of Year 9. Year 7 – 31% more than 6 months below RA are PP. Year 8 – 43 % are PP Year 9 – 41%	Closing the tier 2 vocabulary gap in Years 7 and 8 using Bedrock learning. Student outcomes by the end of this plan will be in line with the full cohort. NRGT teasing in Year 8 and Year 9 will provide accurate current reading ages so monitoring and intervention can be ongoing.
2 Attainment Gap With our disadvantaged students achieving an average of 4.79 compared to the national average of 3.95, we have already made headway in closing our attainment gap. By the end of this strategy plan, all PP students	Student outcomes will be measured by external exam success at the end of KS4. Monitored and reviewed after each PPE in Years 10 and 11 to ensure interventions are put in place for students not in line with achieving their targets.

will achieve the same outcomes as their non-disadvantaged peers.	
3 Attendance and punctuality Despite being on average, 4.2% higher for PP students than the average for all secondary schools, there is a gap of 4.2% between PP and non-PP students in years 7-11. Our target over the term of this plan is to reduce this gap by 50%.	Attendance is robustly monitored by a dedicated team who then offer support to targeted students.
4 Academic and personal aspirations We want to ensure that all of our students feel that they can have the same academic and success both within school and when they leave for the next stage of their education.	Not all aspirations are academic, and we provide both a broad curriculum and extra curriculum to accommodate students whose aspirations are to pursue an apprenticeship or are within sport. However, with a growing, successful 6 th form, and a proactive careers service, we aim to see an equal representation of our disadvantaged students aspiring for third level education in quality Universities.
5 Accessing the wider curriculum We have created an extensive wider curriculum that is open to all students. It is our ultimate goal that all students will become involved in at least one wider curriculum activity.	Our wider curriculum activities are, at present under attended by PP students. By the end of this plan, we aim to have at least prorate representation.
Impact of the cost-of-living crisis on PP families in equipping students for all aspects of their education. Many of our students above those noted as PP are finding finances are a barrier to education. We aim to ensure all students who need a hot breakfast or support with uniform and equipment are provided with that support.	With a thriving breakfast club already in operation, we provide students with a warm place to start their day well. However, with more students than ever experiencing poverty and struggling to buy basics needed for school, we are providing equipment to more students than ever. Our aim is to develop this further over the next three years in order to support all students who are disadvantaged.

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: £218,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils UHS Curriculum: Review all curriculum maps annually and SOW regularly to ensure the content and delivery meets the needs of all our students. Students know more and remember more. There is a culture where all members of the community value all aspects of the curriculum equally.</p> <p>The UHS Way – We develop the whole student in a safe, inclusive and supportive environment with a focus on adaptive teaching this year.</p> <p>A school which consistently nurtures students' ambitions ensuring all are PROUD of their success.' All students confidently access all aspects of the school curriculum. Introduce DPR system and track its delivery and impact on student progress. Lessons include opportunities for both guided practice and independent practice. Guided practice includes teacher to student and student activities. The wider curriculum: Opportunities are sign posted on all curriculum maps, they then happen and/or the impact on learning and enjoyment is reviewed. Transition Curriculum: Ensure our Y7 curriculum follows the learning at primary school and prepares students for the demand of the UHS curriculum. Review the current Y7 maps based on feedback from primary schools. Ensure all PP students complete the Y6/7 transition work during the summer and at the start of</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm</p> <p>https://www.gov.uk/government/pu</p> <p>https://educationendowmentfoundation/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1237
<p>Professional development on evidence-based approaches, for example adaptive teaching, metacognition, reading comprehension, phonics or mastery learning</p> <p>The UHS Way: Ensure all staff understand The UHS Way, believe in The UHS Way and deliver: Create whole school behaviours that ensure all staff honour their role and want to be the best versions of themselves.</p> <p>Use September training days to share this vision, ensure colleagues gain an understanding of the mantra and the key knowledge required to generate a feeling of trust, optimism, positivity and belief.</p> <p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Leaders will insist that there is equality of opportunity for all across the school. Feedback to focus on ensuring Pupil Premium students are making progress. High quality feedback to Pupil Premium students will help with learning/catch-</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20Can%20Improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcomes</p>	1237

<p>up and progress. Timely assessment and feedback methods are used to motivate and encourage progress.</p> <p>The 3 principles of effective feedback are applied in all lessons and adaptive teaching, monitored via DPR has an instant impact on engagement and progress. Using school data to identify PP Haps and make sure that these students are challenged at all times. Use of CPD sessions to promote latest research in classroom practice to enhance the quality of teaching and learning. For example – the GROW teacher model, the early careers framework, the National College. This also includes the UHS curriculum recommended reading and research. Examples include The CPD Curriculum by Zoe and Mark Enser and Running the Room by Tom Bennett. Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all PP students.</p> <p>A range of appropriate leadership opportunities / CPD training made available each academic year to staff. The teaching and learning team ensure the consistency of The UHS Classroom in every lesson, every day. LPT become visible leaders of this CPD raising the profile of them as experts, disseminating latest research.</p> <p>LPT to deliver high quality training to ECF1, ECF2, TF devise and apply a success criterion for what good training involves. This is shared with all staff responsible for delivering training. Lead practitioners are linked with curriculum areas to support the monitoring of teaching and learning. All leaders focus on improving the success of all students within their curriculum area by having the highest 'gold' expectations for all students.</p> <p>Use of Teacher WalkThrus as ongoing CPD for colleagues – inclusion of this into CPD curriculum, Teaching and Learning newsletter and on desktops.</p> <p>ASPIRE sessions to include:</p> <ul style="list-style-type: none"> • adaptive teaching • curriculum planning • Ambitious Leadership • Mentoring <ul style="list-style-type: none"> • Attitudes to learning <p>Trustees Work with and support Trustees so that they can actively support their role as the lead for Pupil Premium.</p>		
<p>Mentoring and coaching</p> <p>GROW teacher – culture of coaching where everyone seeks to improve. Fully implement effective GROW model building on foundations</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	

<p>of last year. Careers in Teaching, 1:1 interviews for ECT1s and ECT2s Provide training in how to give high quality feedback. Mentors and mentees take ownership over record keeping. Mentors and those with mentoring/coaching responsibilities feel confident challenging fellow colleagues to be the best they can be. Mentors to receive training on having difficult conversations.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p>	
<p>Recruitment and retention of teaching staff Pay structures – consistency and monitoring. Review and benchmark all pay and allowances. Look at teacher contact hours to ensure the focus is productivity with students.</p> <p>Review the TLRS to ensure they are representative of the role and in line with other schools. Develop and review flexible working model and policy to ensure productivity from all staff. Review the contracts of all support staff and compare 52-week contracts with term time contracts to ensure efficiency.</p> <p>Use benchmarking tools effectively to plan for succession planning and sustainability. Create opportunities for staff to consider their health and well-being. Ensure well-being is a focus of all we do, consulted on and a joint responsibility between colleagues and the school.</p> <p>Additional staff recruited across all subject areas to enable subject specialists to deliver the curriculum. In departments where recruitment is difficult, we work with recruitment agencies who find teachers.</p> <p>Leadership opportunities are created in line with whole school priorities to ensure that excellent teachers are retained.</p>	<p>https://educationendowmentfou/</p>	

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

Budgeted cost: £110,652]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of Academic Mentors to close the knowledge gap post Covid. We have, to date, employed three academic mentors, one for each core subject. The effects of Covid are recognised as having impacted most on disadvantaged students. By employing mentors who can work with small groups or one to one, students have been given an equitable opportunity to close this knowledge gap.</i></p>		1234

<p>Interventions to support language development, literacy, and numeracy The recovery premium will be used for specific activities to support PP students to recover lost learning, in line with the curriculum expectations for the next academic year. Year 7 & 8 Literacy intervention form.</p> <p>A personalised learning plan is put in place for each student that meets their individual needs. There is a love for reading as students read widely and often, both on their own and in pairs. Review early reading research. Use catchup funding effectively to meet the needs of students. Ensure staff are provided with regular information on PP students' progress, in order to identify areas of underachievement. To promote and enhance a love of reading for all students at UHS, implement and evaluate various events/clubs and initiatives such as World Book Day activities, inclusion of 'reading promotion' in assemblies, visiting author events, promote staff/student book club Re- introduce and run a book swap library. Use live school data to identify our weakest readers and to provide targeted literacy intervention.</p> <p>Each student to receive a personalised intervention programme. Monitor the impact and review provision on an ongoing basis. Examples of intervention programmes include; phonics, AR, vocabulary boxes, senior student reading buddies,</p> <p>Year 8 and 9 reading champions, NGRT, Tier2 and Tier 3 vocabulary spelling tests. Closing the vocabulary gap with Year 7 using the Bedrock Learning platform. A love of reading to be supported by E-platform e-library. Set up and run a vocabulary enrichment intervention programme. Introduce simple but effective strategies for teaching of Tier 2 vocabulary ensuring that current research into the science of memory are deployed. To include the use of knowledge organisers as a supportive learning tool. Spelling Tests to be completed every week reinforce these concepts. Develop a range of wider curriculum/ reading and writing initiatives. Students in Years 7-9 to participate in writing competitions each term.</p>	<p>https://www.oup.com.cn/test/word</p> <p>https://www.readingrockets.org/art</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1234567
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND Regular reviews of our students' needs so that they can confidently access the full curriculum. Continue whole school use of the SEND Handbook in developing consistent quality first teaching. All Curriculum action plans include action for SEND delivery. To replace human scribes by using speech recognition technology for SEND PP students with specific learning difficulties in year 7-10</p>	<p>https://www.gov.uk/government/news/high-tech-products-to-level-the-playing-field-for-disabled-pupils</p>	1237

Teaching assistant deployment and interventions Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources. Making Best Use of Teaching Assistants 15 Teaching Assistants have timetables that support all learners within the class/identified groups. Targeted school and homework clubs, Phonics interventions with support from Speech and Language Therapists. Continued training for TA's.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1237

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

Budgeted cost: £111,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Curriculum and Cultural Capital: PP Students have access to all trips and equipment regardless of social and economic situation. 40% of students going on all trips should be PP. Increased numbers of PP students accessing extra-curricular opportunities through the wider curriculum. For example, the student leadership team and school council. Increase experiences of activities beyond the school day. Eg STEM club, art club, photography club, music club, drama club. Get feedback via student voice. Students provided with opportunities to demonstrated <i>or delete rows as needed</i> .	https://www.early-education.org.uk/cultural-capital https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5
Supporting Attendance: Analysis of PP students' attendance to track and monitor absence and persistent absence daily and weekly. Pastoral team follow up and act on information immediately. Pastoral team carry out home visits and liaise with alternative education providers to address barriers for learning. Strategy for attendance interventions	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

<p>to target at risk students who have gaps/issues with absence at all levels to be implemented so that the school can intervene before it becomes PA. For example, attendance war boards. Improve communication with all parents using an attendance text message system. Increase the profile of absence with staff, students and parents to improve attendance, particularly disadvantaged students to be in line with all other students – target: ≥97% Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment. Attendance strategies, including home-school liaison, learning mentors, Breakfast club, and rewards for good attendance</p>	<p>https://www.researchgate.net/figure</p>	
<p>Extended school time, including summer holidays Transition Day & Summer school PP students and families who are making the transfer from primary education to secondary education are supported so as to make the transition as easy and as informative as possible. Opportunities are given to tour the school and get acquainted with new surroundings. The Transition Day in and the Summer school will give PP students the opportunity to get to know their new peer group better and to find out what they will experience when they actually start school in September. Extra-curricular activities to be run across all curriculum areas at lunch time and after school at various stages across the academic year.</p>	<p>https://educationendowmentfoundation/</p>	<p>5</p>
<p>Supporting Pupil's social emotional and behavioural needs: Analysis of class charts, on call, number of seclusions and exclusions - and the reasons why to identify patterns in students' behaviour. Personalised curriculum adaptations to support PP students at risk of underperforming/exclusion. Give them access to alternative provision to ensure they achieve appropriate qualifications. FLC to work collaboratively with individual departments to ensure appropriate reasonable adjustments are in place to support PP student needs. FLC to support with the launch and embedding the Behaviour Support Plan as a resource that teachers must use for supporting PP students with SEMH difficulties. Wellbeing: Support PP students who have a lack of esteem and self-confidence. Mental Health Leads and ambassadors set up to support students with mental health. Work with external agencies that support PP students and parents understanding issues that surround mental</p>	<p>https://www.gov.uk/government/consultations/behaviour-management-strategies-in-school-units-and-managed-moves-call-for-evidence</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf</p> <p>https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/</p>	

health. Meet with Services PP students so as to ensure their needs are understood and met. The school will be a safe place for all students		
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Total budgeted cost: £440,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Measure	GCSE Results 2021-2022	GCSE Results 2022-2023
	P8 Overall	0.46	0.01
Outcomes KS4	P8 English	0.41	0.19
	P8 Maths	0.69	0.23
	P8 Disadvantaged Students	0.01	-0.52

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
The Brilliant Club	https://thebrilliantclub.org
Bedrock Learning	https://bedrocklearning.org/
Lucid reading and comprehension Test	https://www.gi-assessment.co.uk/assessments
DPR Education	https://dpr.education
The National College	https://thenationalcollege.co.uk/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
Services students received the same support that we offer our PP students. In addition to this, they receive extra pastoral guidance so as to monitor their progress and needs on a regular basis.
The impact of that spending on service pupil premium eligible pupils

Removed barriers to learning and gave personalised social support.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate in as many of these opportunities as possible.