



Settle College 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
School name	Settle College
Number of pupils in school	532 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	13/12/23 <i>Updated: 29/05/24</i>
Date on which it will be reviewed	02/12/24
Statement authorised by	Gareth Whitaker, Headteacher
Pupil premium lead	Jenny Nutter, Assistant headteacher
Governor lead	Rebecca Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,340
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>	£21,804
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,265
NTP Mainstream funding grant	£5,467.50
Total budget for this academic year	£122876.50



Part A: Pupil premium strategy plan

Statement of intent

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to not only secure outstanding progress and achievement for all, including disadvantaged students, but to also develop confidence, independence and resilience in our learners.

The focus of our pupil premium strategy is to support disadvantaged students to acquire the knowledge and skills required to succeed at each stage of their education, allowing them to access their chosen career path in later life. We aim to develop the aspirations for all our students, regardless of their background. Our strategy identifies the challenges faced and the strategies in place to support the progress of all. In line with our whole-school priorities, literacy is a key focus within the strategy to ensure that literacy is not a barrier to success during their education, but also in later life. There are also several strategies aimed at increasing aspirations of disadvantaged students, as well as promoting a positive attitude to learning.

Challenges

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

Challenge number	Detail of challenge																		
1 Literacy	<p>Literacy levels below the age-expected standards, adding extra challenge for students in accessing the entire curriculum.</p> <p>Three PP cohorts average at or below the secondary-ready threshold at KS2, with generally lower KS2 outcomes than their peers:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Average PP KS2 reading score*</th> <th>Average non-PP KS2 reading score*</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>100</td> <td>104</td> </tr> <tr> <td>8</td> <td>102</td> <td>104</td> </tr> <tr> <td>9</td> <td>99</td> <td>102</td> </tr> <tr> <td>10</td> <td>98</td> <td>101</td> </tr> <tr> <td>11</td> <td>103</td> <td>103</td> </tr> </tbody> </table> <p><i>*For years 9 and 10, these scores are based on CAT4 testing, as KS2 SATs were not completed. Reading tests showed nearly half had a reading age more than 3 months below their actual age.</i></p> <p>In year 7, 18% (4 out of 22) of the PP cohort are EAL.</p> <p>For the Y11 cohort of 22-23, their P8 for the English element was -0.902 (compared to -0.675 for maths and -0.677 for EBacc. Open omitted from this comparison due to students with empty baskets).</p>	Year group	Average PP KS2 reading score*	Average non-PP KS2 reading score*	7	100	104	8	102	104	9	99	102	10	98	101	11	103	103
Year group	Average PP KS2 reading score*	Average non-PP KS2 reading score*																	
7	100	104																	
8	102	104																	
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<p>2 Attendance</p>	<p>Lower attendance for disadvantaged students in all year groups compared to their peers. Data for 2022-23:</p> <table border="1" data-bbox="363 235 798 519"> <thead> <tr> <th rowspan="2"><u>Year group</u></th> <th colspan="2"><u>Attendance %</u></th> </tr> <tr> <th><u>PP</u></th> <th><u>Non-PP</u></th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95.1</td> <td>95.3</td> </tr> <tr> <td>8</td> <td>94.2</td> <td>95.1</td> </tr> <tr> <td>9</td> <td>91.9</td> <td>94.4</td> </tr> <tr> <td>10</td> <td>82.2</td> <td>93.1</td> </tr> <tr> <td>11*</td> <td>82.9</td> <td>91.3</td> </tr> </tbody> </table> <p><i>*Data until 31/5/23</i></p> <p>Of the students in year 11 for 22-23, the students that were not PA had an average estimated P8 score of +0.05, whilst the PA students had an average estimated P8 score of -2.83.</p>	<u>Year group</u>	<u>Attendance %</u>		<u>PP</u>	<u>Non-PP</u>	7	95.1	95.3	8	94.2	95.1	9	91.9	94.4	10	82.2	93.1	11*	82.9	91.3
<u>Year group</u>	<u>Attendance %</u>																				
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<p>3 Aspirations</p>	<p>Lower aspirations of disadvantaged students, especially the higher attaining, often due to lack of experience, self-belief or awareness of future options. This can lead to a lack of engagement in the opportunities on offer in school, including opportunities to develop cultural capital or for additional academic support.</p> <p>Increased levels of mental health difficulties amongst young people as a result of the COVID-19 pandemic, with difficulties from accessing external support.</p>																				

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
<p>Students' literacy skills will improve, especially for those entering with below age-expected literacy levels, giving all students access to the entire curriculum.</p>	<p>Reading assessments will show an accelerated rate of improvement. Disadvantaged students will make progress in line with their peers.</p>
<p>Disadvantaged students will have access to the curriculum, through targeted interventions, TA support and good attendance.</p>	<p>Disadvantaged students will make progress in line with non-disadvantaged students nationally. Disadvantaged students will be in line with their peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged, as well as promoting extra-curricular activities to support their cultural capital.</p>	<p>Qualitative data from student voice, student and parent surveys and teacher observations indicate high levels of wellbeing. Engagement with Settle College Diploma.</p>

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: £51,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support improved literacy across the curriculum:</p> <ul style="list-style-type: none"> • Funding to cover salary for HLTA for literacy • Funding for professional development for staff • Additional leadership within the English department • Lexonik license to support whole-school literacy, focusing on decoding of words to support comprehension • Texts to support reading lessons in English 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers, including decoding words. A wide range of strategies and approaches can be successful, but many pupils need to be taught these skills explicitly and consistently.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The next stage of the school literacy strategy addresses developing students' oracy, with oral language interventions having a high impact on average (+6 months).</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>This is further recognised in the EEF's research into the impact of improving literacy in secondary schools.</p>	<p>1, 2, 3</p>
<p>Additional learning support hours:</p> <ul style="list-style-type: none"> • TA support in lessons, with more support in core lessons for lower ability students • Standardised testing (for example WRAT5) to identify students in need of intervention • TA support for small group interventions depending on need identified in testing • Licenses and CPD courses for training for TA staff 	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>This research discusses the positive impact of TA interventions. It highlights that these are the most effective when they are used to support specific needs that have been identified, ensuring that pupils do not receive less input from teachers.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. This is most effective when it is targeted at pupils' specific needs, which is supported by the use of standardised tests. This also states that providing training to the staff that deliver the sessions increases impact.</p>	<p>1, 2</p>



<p>Resources to support planning in maths and science and access to the technology and arts curriculum:</p> <ul style="list-style-type: none"> • Licenses to support schemes of work for science and maths • Additional online resources for maths to supplement teaching • Additional leadership within the maths department • Resources to support teaching in DT, catering and art 	<p>Reducing school workload - GOV.UK (www.gov.uk)</p> <p>Eliminating unnecessary workload around planning and teaching resources (publishing.service.gov.uk)</p> <p>These publications discuss the importance of supporting teacher workload to maintain wellbeing, allowing for the most effective delivery of lessons. The provision of licenses to support planning in core subject areas allows for a reduction in workload and supports effective sequencing of the curriculum.</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning managers for each key stage</p> <ul style="list-style-type: none"> • To identify barriers to learning and provide support to students who are not making expected progress 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>The role of learning manager encompasses a wide range of support for students, including those evidenced above. As above, clear identification of barriers to learning allows for effective interventions, which is supported by the learning manager. See strategies below in further information section.</p> <p>The learning manager is also responsible for championing the needs of the pupil premium cohort, ensuring that their needs are met by their teaching staff through high quality teaching.</p>	<p>2, 3</p>
<p>Small-group maths and English intervention (supplemented by mainstream grant for NTP):</p> <ul style="list-style-type: none"> • Small group intervention sessions 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1, 2, 3</p>



<p>for maths and English to support disadvantaged students of all abilities</p> <ul style="list-style-type: none"> • IDL license to support interventions for reading 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months). For this to be effective, it also requires effective diagnosis of reading difficulties and needs interventions to support a range of needs, for example decoding, understanding vocabulary and understanding language structures used.</p>	
<p>Resources and staffing to support revision:</p> <ul style="list-style-type: none"> • Staffing for revision sessions for KS4 students during holiday periods (Easter, half term) • Resources to support revision, including GCSEpod • Staffing for KS3 after school clubs, to build a culture of engagement with school beyond the school hours 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>From feedback from students, it is difficult for some students to find a quiet place or time to revise, as well as being able to organise their time. Providing a structured revision schedule within school will support this.</p>	1, 2, 3
<p>Brilliant club:</p> <ul style="list-style-type: none"> • To promote high aspirations for high ability KS3 pupil premium students 	<p>Programme Overview - Schools - The Brilliant Club</p> <p>Students develop key skills, such as critical thinking and written communication which are important factors for academic success and in later life.</p> <p>Scholars Programme graduates are almost twice as likely to progress to highly-selective universities, demonstrating aspirations from the students involved.</p>	3
<p>Summer school (<i>recovery premium funding</i>):</p> <ul style="list-style-type: none"> • To support transition into Year 7, with academic sessions to support identification of pupils' needs and non-academic sessions to promote engagement and to give opportunities that may not be otherwise possible. 	<p>Summer schools EEF (educationendowmentfoundation.org.uk)</p> <p>Summer schools have a positive impact on average (+3 months). The impact is higher when using teachers from the school. Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.</p>	1, 2, 3

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

Budgeted cost: £29,250



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School counsellor:</p> <ul style="list-style-type: none">To support students' mental health and wellbeing with the provision of a school counsellor and mental health interventions through the Mindscreen programmeTo provide training to staff through educate license	<p>Damage to children's mental health caused by Covid crisis could last for years without a large-scale increase for children's mental health services Children's Commissioner for England (childrenscommissioner.gov.uk)</p> <p>The impact of the COVID-19 pandemic on the mental health and well-being of children and young people - Cowie - 2021 - Children & Society - Wiley Online Library</p> <p>There is significant research to indicate the impact of the pandemic on students' mental health and that support is not always readily available.</p>	2, 3
<p>Attendance support:</p> <ul style="list-style-type: none">Targeted interventions from the attendance officer to improve students' attendance to school.	<p>From 2022 outcomes for all students, those with attendance of 90% or above had a progress score of -0.09, whilst students with attendance lower than 90% had a progress score of -1.08.</p> <p>This gap was significantly wider for the pupil premium students: those with attendance above 90% had a progress score of +0.13, whereas students with attendance below 90% had a progress score of -1.72.</p> <p>Department for Education (publishing.service.gov.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Both of these highlight the impact of low attendance on attainment and that 1:1 strategies support improving this.</p>	2, 3
<p>Activities to support the development of students' cultural capital:</p> <ul style="list-style-type: none">Support for a range of extra-curricular opportunities, for example music lessons, sport clubs, educational trips and visits and rewards activities.	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>This research shows that arts participation improves outcomes across the curriculum, as well as supporting engagement in learning.</p>	1, 2, 3
<p>Careers advice and support:</p> <ul style="list-style-type: none">Access to a level 6 careers advisor and other careers support and events	<p>Careers education EEF (educationendowmentfoundation.org.uk)</p> <p>This literature review shows that 60% of the studies involved show that careers support has a positive impact on educational outcomes.</p>	2, 3



Total budgeted cost: £125,050

Further information

Additional activity

As a small school that knows its students as individuals, we have additional strategies to support disadvantaged students achieving their best:

- Pupil interviews – students in each year group have termly meetings with either the pupil premium lead or their head of year to discuss their academic performance, as well as anything they or the school can do to improve their outcomes. This ensures that these students have an opportunity to voice any concerns and that they know the support they have access to within school.
- Teaching and learning planned to support disadvantaged students' needs – teaching staff focus on ensuring that teaching and learning for their classes is planned to consider the needs of the disadvantaged students in their class.
- Embedding retrieval practice within lessons – staff have been provided with training to understand the developments in cognitive science, including supporting the retrieval of knowledge during lessons to help students remember more.



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

DFE guidance: *Please note that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently.*

KS4 Outcomes 2022-23

In the 2023 cohort there were 10 PP and 91 non-PP students.

The P8 cohort comprised 96 students which included all the PP students. Half the PP students had low prior attainment and the remainder were middle prior attainers.

Measure	PP outcomes	Non-PP outcomes
Number of Students	10	86
P8	-1	0.01
P8 - English	-1.12	-0.17
P8 - Maths	-0.8	-0.19
P8 - Ebacc	-0.86	0.3
P8 - Open	-1.19	-0.02
A8	28.65	45.8
Basics 9-4	40%	63%
EBacc Entry Rate	20%	50%
EBacc achievement grade 4+	0	24%

From these outcomes, the progress of the pupil premium cohort was below the progress made by the non-PP students, with a widening in the gap from 2022 (0.27 wider than previous academic year). The figures above were hugely impacted upon by two students who did not attend school for the majority of their KS4 education. For these two students, there was extensive pastoral support in place, including external agencies supporting both students and both accessing alternative provision. For the remaining PP students (this includes students where there were also significant pastoral concerns, but that did attend school), the average P8 was approximately -0.4, which was much more in line with the non-PP cohort.

ASSESSMENT OF SUCCESS OF OUTCOMES FROM 2020-2023 PP STRATEGY

Whilst the previous strategy did lead to an improvement in each area, they do still remain key improvement priorities for future cohorts and so continue to form the key priority areas of the new strategy statement.

Improvement in Literacy Skills to facilitate Curriculum Access and Progress

The gap between whole-school P8 figure and English P8 figure has narrowed. The Literacy Rainbow is embedded as an indicator and monitoring tool to inform teaching and intervention support. All subjects reference in their curriculum intent documentation



ways in which teaching and assessment impacts literacy improvement. There has been staff CPD around literacy teaching.

Attendance Outcomes

Overall attendance at Settle College is above national average. Accountability of parents is a focus, with letters sent home where attendance is a cause for concern, and home visits by the Attendance Officer and Heads of Year.

Overall absence % reduction:

2021/22: 9.4%

2022/23: 7.1%

Student Wellbeing

The Settle College Diploma has developed successfully with over 220 badges and certificates awarded to students during 2022-23 including 16 platinum awards. Parental feedback has been very positive and student achievement was celebrated in College publications.

Student prefects have been recruited and support school events, and student wellbeing champions are identified for peer support of mental health.

The provision of extra-curricular clubs is good, with monitoring of student attendance evidencing the high uptake by students. There has been a relaunch of Duke of Edinburgh award. Rewards trips and assemblies are enjoyed throughout the year.

Mindscreen is used to work with students to support SEMH, tracked through SEND and HoY teams. The school counsellor continues to be used effectively as well as Young Minds counselling.

The recovery premium has supported summer schools to support the transition of the new Y7 intake to ensure a successful start to Settle College.

Externally provided programmes

Programme	Provider
Lexonik Advance	Lexonik – Sound training for reading
IDL Literacy	IDLS Group
CAT4	GL assessments
WRAT5	Pearson
Mindscreen	Mindscreen