

# Pupil Premium Strategy Statement - William Edwards School 2021-24

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	1226
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 – 2021-24 Currently in Year 2
Date this statement was published	31.10.22
Date on which it will be reviewed	31.10.23
Statement authorised by	S Bell
Pupil premium lead	A Wood
Governor / Trustee lead	V Northall (Trustee)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,805
Recovery premium funding allocation this academic year	£58,788
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
School Led Tutoring Grant	£34,506
CLA PPG funding via virtual schools	£7200
<b>Total budget for this academic year</b>	<b>£310,299</b>

<p><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></p>	
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## Part A: Pupil premium strategy plan

### Statement of intent

*Our aim is for all pupils to achieve their full potential – academically, socially and emotionally – and enjoy their learning experience. We know from research that a focus on quality first teaching has the biggest impact on our most vulnerable learners, and so our commitment to ensuring that all teachers are teaching good lessons every day is central to the improved progress of both disadvantaged and non disadvantaged pupils at WES.*

*Our staff training model is designed to achieve optimum learning for all pupils as staff reflect on practice and develop their skills through our Instructional Coaching programme, as well as by adhering to our consistency guide, using well researched classroom methods to ensure good behaviour management, adaptive teaching and secure safeguarding. Our Teaching & Learning hub enables our staff to engage with the latest research and educational methodology in a consistent and productive way. Development to the KS3 curriculum in particular has focused on making it knowledge rich and clearly planning for academic rigour.*

*Our quality assurance model focuses staff on their responsibility to disadvantaged learners and monitors their provision.*

*We aim for the differential in outcomes for disadvantaged and non to be as reduced as much as possible, as a result of pro active and effective interventions, opportunities and support mechanisms. It is important that our Pupil Premium Strategy is an embedded and cohesive aspect of education provision at WES, and for it to be adapted to meet changing needs at regular intervals.*

*Our strategy is built on diagnostic assessment that identifies pupils facing barriers academically, socially and emotionally. Data is reviewed regularly, and adaptations to provision made where relevant.*

*Our key principles (delivery of a high quality curriculum by staff who know their pupils well and have positive relationships with them, with appropriate support around the child in a safe, engaging learning environment), reflect our school values and thereby develop resilient, respectful, conscientious and curious learners.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><i>The long term and far reaching impact of the pandemic upon the learning and emotional wellbeing of vulnerable pupils.</i></b></p> <p><i>Internal baseline assessments reveal that 'lost learning' has contributed to progress stalling for PP pupils due to the lockdown. Last year's interventions have made some positive impact in reversing this trend, but this remains a core focus of the 3 year plan.</i></p> <p><i>Increased numbers of pastoral referrals, and discussions with pupils, have revealed that many disadvantaged pupils are experiencing SEMH difficulties following the pandemic and last year's return to fulltime schooling. A loss of resilience in particular has impacted upon learning and emotional regulation. These difficulties present across the age range, and waiting lists for external services are often over a year, if possible at all.</i></p> <p><i>6 pupils in the new Year 7 are candidates for EHCP request for assessment – 3 of whom are PP. These pupils have suffered from the impact of the pandemic cutting across their SEND provision, and as a result they have transitioned to secondary without having been through this process.</i></p>
2	<p><b><i>The impact of the cost of living crisis on some families affecting their ability to provide basic uniform and equipment for school, and parents/carers' ability to access support regarding pupils' learning and wellbeing that is only available at a cost.</i></b></p> <p><i>Increased numbers of parents have approached the school directly to request support with basic needs such as uniform and food bank vouchers. In addition we have noted that pupil requests for sanitary products have increased considerably, and there has been a 100% increase in counselling referrals.</i></p>
3	<p><b><i>Delayed progress in literacy and numeracy skills in certain target groups which impacts upon progress across the curriculum.</i></b></p> <p>a) <i>New year 7 entry – 83 pupils (33% of the cohort) entered the school with a reading age between 1 and 4 years below chronological, with 27 (11% of the cohort) being PP. Of those PP pupils only 4 had a reading age above 9 years.</i></p> <p>b) <i>Years 8&amp;9 who received additional support last year but made less than expected progress – 27/84 (32% of the initial cohort)</i></p> <p>c) <i>Years 7 &amp; 8 – 41 pupils identified with numeracy age more than 2 years below chronological</i></p> <p>d) <i>CATs testing in Yr 7 demonstrated significantly higher rates of very low and below average for all areas (verbal, quantitative, non verbal &amp; spatial)</i></p>

	<p>against national average, and significantly lower rates for average (from standardised score of 97), above average and very high.</p> <p>e) Year 8 progress data shows the greatest gap between PP and non PP outcomes</p>
4	<p><b>Limited access to opportunities for personal development and wider cultural and 'real life' experiences.</b></p> <p>Discussions with pupil voice and analysis of pupil feedback suggest that many of our pupils lack adequate access to cultural capital, which is confirmed by research to have a positive impact on a pupil's learning &amp; development. Whilst difficult to quantify exact measures of cultural capital, the feedback suggests that this is an area that the school needs to address.</p>
5	<p><b>The impact of reduced services for pupils with wellbeing, mental health and/or safeguarding concerns.</b></p> <p>Reduced services have led to an increase in absence. Attendance figures for 2021-2022 show a 4.3% gap between disadvantage and non, with attendance being weakest in years 10 and 11. This is an area for focus this year – the current Year 10 have started strongly and are out performing national FSM figures and reducing the gap (currently at 3.35%) but Year 11 is less strong (gap of 4.6%) and is a priority area.</p> <p>Increased referrals to the EP last year, particularly in lower school, supported the school in personalising provision for 15 disadvantaged pupils. The reports and impact have been reviewed, and further non statutory referrals made for this year to support 12 pupils across years 7-9.</p> <p>A review of pupil behaviour and referral logs has led us to conclude that the reduced access to external providers has had a negative impact on some young people's learning and development, particularly where disadvantage is also a factor. In addition, 8 families have been referred to PASS and then declined support which has left the pupils concerned without external support and relying on school intervention.</p>
6	<p><b>Local context: vulnerability of a small group of identified pupils to CCE in the community.</b></p> <p>We work closely with professionals linked to the Thurrock Safeguarding Forum and local authority services for young people. Feedback from these sources, and our own safeguarding protocols, has helped us to identify young people who need additional support in keeping themselves safe in the community.</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.

We are currently in Year 2 of our 3 Year Strategy. The headings in bold are taken from the 'Menu of approaches' listed in the DfE guidance document.

Intended outcome	Success criteria
<p><b>HIGH-QUALITY TEACHING</b></p> <p><i>To ensure high quality teaching for all pupils in a calm, focused learning environment, using 'adaptive teaching' as appropriate.</i></p> <p><i>To ensure that appropriate support is in place alongside quality first teaching to support pupils' social, emotional and learning needs.</i></p>	<ul style="list-style-type: none"> <li>• More effective use of progress data by staff to plan effective learning opportunities for pupils – evidenced through the new QA process.</li> <li>• Additional professional development on evidence-based approaches : whole class feedback; reading comprehension &amp; phonics; instructional coaching; pedagogy</li> <li>• Enhanced focus on agreed T&amp;L methodologies through T&amp;L hub – to develop learner ability to recall and apply knowledge across a series of lessons, and show progress over time in terms of specific skills – evidenced through the QA process which will give data regarding use of agreed pedagogy.</li> <li>• Ensuring that development of staff subject knowledge is an appraisal objective.</li> <li>• Staff to embed trauma and attachment based approaches (CPD September 2021 with staged 'follow ups during the last year) to support pupil engagement in lessons &amp; provide a safe learning environment. To be evidenced through BrightMinds survey equivalent (funding has ceased for this survey from SWS). Case studies to demonstrate 40% decrease in lesson disengagement for identified pupils with past trauma as evidenced by behaviour data.</li> <li>• Pupil referrals to EP to be prioritised for the disadvantaged, supporting teacher planning / adaptive teaching.</li> </ul>
<p><b>TARGETED ACADEMIC SUPPORT</b></p> <p><i>Targeted support to ensure that knowledge gaps are significantly reduced for cohorts of pupils identified as being disadvantaged / vulnerable and at risk of under performing due to lost learning and significant gaps in disciplinary knowledge.</i></p> <p><i>Targeted reading interventions impact upon reading age</i></p>	<ul style="list-style-type: none"> <li>• Year 11 – 100% of disadvantaged pupils to attend Impress the Examiner / external provision for additional revision &amp; exam preparation (minimum 15 hrs)</li> <li>• Yr 10 resilience / remembering learning workshops in place with specific workshops for PP pupils.</li> <li>• Years 7 – 9 : all pupils with reading ages below chronological age to receive at least one time limited intervention this year. Disadvantaged pupils to receive an additional</li> </ul>

	<p>intervention to support vocabulary acquisition.</p> <ul style="list-style-type: none"> <li>• All PP pupils to attain a reading age of 9.00+ or increase by at least 2 months per 1 month chronologically.</li> <li>• Years 7 &amp; 8 – at least half of the cohort 2+ years below chronological to meet chronological age.</li> <li>• 41 pupils with numeracy age more than 2 years below chronological to receive small group intervention and meet chronological age within the academic year.</li> <li>• Progress data Years 7-10 APS to reflect reduction of gap by 0.2 per term – but with significantly higher reduction in Year 8 (at least 0.5)</li> <li>• To have the new reading strategy embedded across the curriculum – evidenced in QA feedback.</li> </ul>
<p><b>WIDER STRATEGIES</b></p> <p><i>Attendance – to support pupil progress and the acquisition of key disciplinary knowledge by improving attendance figures for the disadvantaged, and having personalised plans in place for persistent absentees.</i></p> <p><i>To ensure all disadvantaged pupils have access to all basic needs requirements.</i></p> <p><i>To ensure all disadvantaged pupils have priority access to social skills interventions that support behaviour management and personal development.</i></p>	<ul style="list-style-type: none"> <li>• To increase average PP attendance rate by 4% - thereby exceeding national average and reducing the gap in school, alongside ambitious targets to increase whole school average attendance during 2022/23.</li> <li>• To increase current Yr 11 PP attendance in particular, making at least a 6% increase.</li> <li>• For all disadvantaged pupils to be in full uniform and with access to any equipment/resources they may need within school.</li> <li>• Referrals to in school programmes and support such Forest Schools, Learning through Sport, Youth Worker all reflect priority being given to disadvantaged pupils.</li> </ul>
<p><b>WIDER STRATEGIES</b></p> <p><i>Student Voice &amp; Extra Curricular</i></p> <p><i>Mental Health &amp; Wellbeing</i></p> <p><i>To ensure that disadvantaged pupils have at least the same opportunities as other cohorts to develop leadership skills, independence and self esteem.</i></p> <p><i>To support the learning of disadvantaged pupils by ensuring that they can build their contextual learning at the same rate as other cohorts through experience of cultural, social and extra curricular activities.</i></p>	<ul style="list-style-type: none"> <li>• At least 60% of PP pupils actively participate in Student Voice and extra-curricular activities.</li> <li>• All PP pupils attend at least one school trip / cultural experience this school year.</li> <li>• To gather feedback from a BrightMinds style survey (funding has ceased from SWS), MALS and PSHE feedback which reflects increased pupil wellbeing, self-esteem and readiness to learn.</li> </ul>

<p><b>WIDER STRATEGIES</b> Communicating with and supporting parents</p> <p>To provide parents with opportunities to undergo similar training from external providers as staff, and also to receive signposting and support advice from staff, which helps them support their children and keep them safe.</p>	<ul style="list-style-type: none"> <li>For a group of at least 20 targeted parents to attend the SWS 'Anxiety Gremlin' training on site, and provide feedback for other parents on the website.</li> <li>Provide termly information sessions for targeted parents – how to support your child's academic progress</li> <li>For a group of parents to attend an information session with St Giles' Trust regarding CCE, and provide feedback for other parents on the website.</li> </ul>
<p><b>WIDER STRATEGIES</b> Reducing the risk of CCE</p>	<ul style="list-style-type: none"> <li>For disadvantaged pupils identified as being at risk to be prioritised for referral to St Giles' Trust mentoring.</li> </ul>

## 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: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop the skills and knowledge of the teaching staff through high quality CPD in instructional coaching, whole class feedback, reading and adaptive teaching	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text; teachers who understand how to teach reciprocal reading strategies will be well placed to improve learner outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a></p> <p>Instructional coaching training completed by WES staff, provided by John Hutchinson at the REACH Foundation, has informed the development of peer development of pedagogy. Instructional coaching is a well recognised approach to developing the skills of teachers, and thereby the outcomes for pupils.</p> <p>Whole class feedback is recognised as an effective and value for money model for providing pupils with feedback that is understood and applied.  <a href="http://www.teachertoolkit.co.uk/2020/08/16/whole-class-feedback-loop">www.teachertoolkit.co.uk/2020/08/16/whole-class-feedback-loop</a></p>	1,3



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a>  Adaptive teaching, as outlined in the Early Career Teacher Framework, is a model for maintaining challenge whilst supporting learning needs for disadvantaged pupils. <a href="https://www.gov.uk/government/publications/early-career-framework">https://www.gov.uk/government/publications/early-career-framework</a>	
Supporting pupils with emotional trauma by providing staff CPD regarding trauma based approaches, emotional dysregulation, and contextual safeguarding.	Thurrock Virtual School and our School Wellbeing Service have promoted trauma based approaches to supporting young people's learning, development and wellbeing since the March 2020 lockdown. Understanding pupils' responses to the lockdown, as well as wider trauma, and the contextual safeguarding issues that affect our community, is key to staff being able to teach, support and safeguard our pupils effectively. <a href="http://www.ac-education.co.uk">www.ac-education.co.uk</a>  Improving Behaviour in Schools (EEF) – <a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a>	5,6
Improving literacy standards through the development of a TLR role to promote and embed the reading strategy across the curriculum.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>  <a href="http://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>  <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>	3
Embedding rigorous use of data by staff - use of progress tracker software & staff training	Data driven planning is a proven method of driving up pupil progress.  <a href="https://educationendowmentfoundation.org.uk/.../school-planning-support">https://educationendowmentfoundation.org.uk/.../school-planning-support</a>	1,3
Further develop the impact of the Vulnerables' Team on the	Increasing capacity for support around SEMH benefits all pupils, but especially the disadvantaged. Our recent safeguarding audit from 'Anchored Schools' recognises the positive impact of the breadth and depth of the approach.	1,5,6

increasing number of pupils referred for support / intervention.	<a href="http://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools">www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £156,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Carrying out Year 7 CATs testing as additional baseline assessment to support intervention</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,3
<i>Providing revision / additional support sessions for Year 11 across all subjects, using external professionals where possible and appropriate, using after school &amp; holiday time.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>	1
<i>Providing small group and one to one reading recovery teaching for pupils in Years 7 to 9 who have been identified as target cohorts.</i>  <i>Providing small group and one to one numeracy catch up for pupils in years 7 to 9 who have been identified as target cohorts.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="http://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>  <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>	1,3

<i>(School Led Tutoring grant - £34,506)</i>	<a href="http://www.catchup.org/interventions">www.catchup.org/interventions</a>	
<i>Providing Learning through Sport and Forest Schools sessions for disadvantaged pupils who are demonstrating literacy and / or social skills difficulties. Year 8 – analyse reasons behind weak progress rates and identify 3 priorities for improvement. Use metacognition approaches to address these, &amp; review termly.</i>	<p>Giving pupils opportunities to experience outdoor activities and well managed risk taking is well documented as a method of developing pupils' social skills and emotional regulation. <a href="http://www.forestresearch.gov.uk">www.forestresearch.gov.uk</a></p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	4,3
<i>Ensuring that CLA support packages link directly to PEPs</i>	<p>CLA pupils will often have additional needs that require a very personalised approach which can be achieved through the PEP process.</p> <p>The school always adheres to the guidance materials issued by Thurrock Virtual School.</p>	2,4,5
<i>Developing the use of the Accelerated Reader programme to focus on reading for pleasure and raising confidence this year, and pilot a new approach based upon taught methods of reading as outlined in the reading strategy.</i>	<p>The research carried out by the EEF suggests that the AR programme has its limitations. Review of WES outcomes has exposed a decline in AR's impact since the lockdown and subsequent return to school. As a result, whilst completing the final year of our purchased package this year, we will also be piloting a new approach to using the reading lesson more directly taught reading strategies. <a href="https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school">https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</a>  <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	1,3
<i>Bringing in additional external providers for PSHE/RSE to enhance the curriculum, engage pupils and maximise learning.</i>	<p>Adding capacity and professional expertise is an obvious means of improving the offer for our pupils. These professionals work alongside our own staff so they are an additional resource rather than a replacement. Providers include Brook Health, School Wellbeing Service, Backflips against Bullying, Thurrock Council, St Giles' Trust.</p>	1, 4

	<a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a>	
	<a href="https://www.gov.uk">https://www.gov.uk</a>	

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

Budgeted cost: £102,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing a breakfast for every PP pupil daily to ensure readiness for learning.</i>	Maintaining pupils' basics needs is crucial is ensuring that they are ready for learning. <a href="https://www.gov.uk/government/news/national-school-breakfast-club-programme">National school breakfast club programme - GOV.UK (www.gov.uk)</a>	2
<i>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.  Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,5
<i>Developing the Base facility to further provide individualised support for disadvantaged pupils, especially those with low prior attainment.</i>	Studies of individualised instruction with older pupils of secondary age tend to show higher effects.  <a href="https://www.eef.org.uk/publications/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1,3
<i>Adding capacity to behaviour &amp;</i>	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their social	1,5

<p><i>wellbeing support by embedding the role of Mental Health Lead and making further referrals to EP a priority for disadvantaged pupils.</i></p>	<p>and physical health, and their mental wellbeing in adulthood.</p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)</a>  <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	
<p><i>Duke of Edinburgh Award Scheme – funding an offer for all Year 9 PP.</i></p> <p><i>For those who decline, engaging them on the Schools Enterprise award instead.</i></p>	<p>The University of Northampton research outcomes suggest that pupils who experience the DoE award scheme develop self esteem, make a positive contribution to their community, and remain engaged in positive activities. It also establishes that the award is highly valued by employers and educational establishments.</p> <p><a href="#">Impact of the DofE - The Duke of Edinburgh's Award</a></p>	4,5
<p><i>Maintain the Youth Worker role, and develop a young carers group.</i></p> <p><i>Continue to embed the St Giles' Trust initiative; increasing the range of pupils gaining benefit by adopting some small group / cohort practice as well as one to one.</i></p>	<p>The National Youth Association research from 2013 states, “we are absolutely clear that youth work is a skilled profession requiring a distinctive set of skills which are not found as a whole in the teaching profession.” The 2022 follow up report has not yet been published but when it is we will review our practice against it.</p> <p><a href="#">Review of the role and contribution of Youth Work with Schools (2022) – NYA</a></p> <p>St Giles Trust provides us with mentors with ‘lived experience’ who have undergone rigorous training so that they can support pupils, staff and parents in understanding contextual safeguarding issues.</p> <p><a href="https://www.stgilestrust.org.uk">https://www.stgilestrust.org.uk</a></p>	5,6
<p><i>Maintain and develop the subsidised educational opportunities protocol.</i></p> <p><i>GCSE activities such as theatre trips for Drama and field trips for Geography to be subsidised. Also trips for Creative Curriculum in Yr 7.</i></p>	<p>There is much evidence to suggest that accessing cultural capital is crucial to pupil's learning &amp; development.</p> <p><a href="http://www.globalschoolalliance.com/education/building-cultural-capital-in-schools/">www.globalschoolalliance.com/education/building-cultural-capital-in-schools/</a></p>	2,4

<p><i>Yr 7-9 catering costs to be funded for disadvantaged pupils, and any other individual needs met on a pupil by pupil basis.</i></p> <p><i>All disadvantaged pupils to be funded to attend one trip this year, and other targeted opportunities to be funded to address specific needs – eg. Travel training for vulnerable pupils.</i></p>		
<p><i>Refer as appropriate to Mable, the online speech therapy service</i></p>	<p>Pupils with inhibited speech and language skills are less able to access the curriculum than their peers. By engaging a Mable therapist pupils are able to address specific weakness and increase their achievement across the curriculum.</p> <p><a href="https://speechandlanguage.org.uk/about-us/our-evidence">https://speechandlanguage.org.uk/about-us/our-evidence</a></p>	1
<p><i>Providing additional mock interview / CIAG opportunities for disadvantaged pupils to reduce the risk of NEET.</i></p>	<p>There is good evidence that more learning which differs from traditional schooling – both in style and location – is vital for creating pupil enthusiasm and commitment, especially in at-risk categories.</p> <p><a href="https://www.sec-ed.co.uk/how-secondary-schools-can-effectively-tackle-neets">How secondary schools can effectively tackle NEETs (sec-ed.co.uk)</a></p>	1,4

**Total budgeted cost: £310,906**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

*Our school assessments and public exam results indicate that progress has been made in reducing the gap between PP and non PP pupils. Evaluating this first year of the three year plan has led to making adaptations, and also streamlining some of the interventions in order that it is even sharper and more focused in 2022-23*

*Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations and we understand that whilst we are highly ambitious, the catch up is going to take longer than we had hoped for.*

*The outcomes for PP pupils were in line with / better than the 2019 outcomes – the last year in which standard examinations were sat.*

PP	Cohort	E/M4+	E/M5+	E/M7+	APS	2 Sci	EBacc 4+
2022	27 (11%)	59%	30%	4%	3.8	52%	15%
2019	39 (16%)	49%	26%	3%	3.8	46%	18%

Non PP	Cohort	E/M4+	E/M5+	E/M7+	APS	2 Sci	EBacc 4+
2022	216 (89%)	71%	47%	12%	4.7	59%	27%
2019	203 (84%)	77%	50%	15%	5.0	71%	49%

*Positive outcomes :*

- The gap for E/M4+ has reduced 28% to 12%.*
- The gap for E/M5+ has reduced from 24% to 17% (Nat gap is 27.3%)*
- The gap for E/M7+ has reduced from 12% to 8%*
- The gap in APS has reduced from 1.2 to 0.9*
- The gap for science has reduced from 25% to 7%*
- The gap for EBacc4+ has reduced from 31% to 12%*

*The school's average P8 score is in line with Thurrock at -0.44%. The disadvantaged figure of -0.96% is lower than the local average, and below the national average of -0.55%. However, statistical factors have to be considered here as only 11% of the intake were PP. The fact that the school has significantly more boys than girls (with girls*

outperforming boys nationally by 0.35), and that our biggest cohort is the group that nationally perform least well (white working class boys) places this in some context. The school's P8 gap is 0.52. The national gap is 0.7.

Year 11 destinations data reflects that one PP pupil is NEET this year. The school has proactively contacted the family and referred the pupil to Thurrock Careers, who are in monthly contact with them as we feel our commitment to our pupils does not stop at the end of year 11

EBacc entry for disadvantaged pupils was 44%, which is similar to previous years. It compares very favourably to the national figure of 26.9%.

Absence among disadvantaged pupils was 4.3% higher than their peers in 2021/22 and persistent absence 11% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is an enhanced focus of our current plan.

Targeted intervention for reading fluency and comprehension was implemented to address a marked loss of learning, due to the pandemic, when pupils were tested in April 2021.

Outcomes from this intervention (targeted at those with reading ages more than 18 months below chronological) were :

Year 7 reading intervention : 71% made 2+ years progress in reading age

Year 8 reading intervention : 62% made 2+ years progress in reading age

Year 9 reading intervention : 83% made 2+ years progress in reading age (small cohort)

In house data reflects a wider gap for disadvantaged pupils in Year 8 than Year 9, which will drive the focus of some aspects of the strategy this year.

Year 8	Eng APS	Maths APS	EBACC APS
PP	3.27	4.37	3.95
Non-PP	4.95	6.37	5.66
GAP	-1.68	-2	-1.71

Year 9	Eng APS	Maths APS	EBACC APS
PP	3.87	5.14	4.45
Non-PP	4.67	6.22	5.51



GAP	-0.8	-1.08	-1.06
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*Our analysis of behaviour logs and feedback from pupils indicate that the impact of the pandemic last year resulted in significant behaviour, wellbeing and mental health issues on the return to school in September 2021. The impact was particularly severe for disadvantaged pupils, who were overly represented in isolation and exclusion data, and in the small but significant cohort of pupils causing concern regarding potential CCE. A strong focus on supporting these pupils, in particular through the St Giles' Trust initiative and the introduction of Forest Schools, led to a reduction in issues during term 3, and this is a focus that continues this year.*

*These results and outcomes mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.*

*Our evaluation of the strategies we employed to improve the attendance of disadvantaged pupils suggest that a considerable number of vulnerable pupils made significant improvements. The focus for this year is to make a more comprehensive impact upon targeted cohorts through the analysis of our data and other intelligence from our strategy in 2021-22. Please see below for a detailed account of the rationale for our revised approach in 2022-23.*

## 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
Revision & coaching sessions	Impress the Examiner
Speech & Language online therapy	MABLE
Home tuition service	Equal Education
Safeguarding	National Online Safety

## Further information (optional)

*Our Pupil Premium Strategy will be supplemented by other intervention and support that is not being funded by the pupil premium or recovery premium. This will include:*

- Embedding more effective practice around feedback, including an initial review of the whole class feedback initiative we have implemented. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- Having secured the DfE training grant we are training a senior mental health lead, a member of the SLT team, and have an action plan in place for improving our support of the mental health needs of our pupils.*
- Giving our pupils extensive opportunities beyond the classroom, including cultural trips and visits, residential, Student Voice activities and community liaison. Disadvantaged pupils will be encouraged and supported to participate.*

*In planning the second year of our 3 year plan, significant adaptations have been made in light of the new DfE guidance. We have used the significant body of material made available through the EEF to ensure that our decisions are based on sound evidence, and have used the families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We will use the experience of other schools to guide further development this year.*

*We have used in house assessment data, QA information and observation / feedback to analyse the challenges faced by our pupils and address them. We will continue to monitor using as wide a range of data as we can, and make changes according to what the evaluation tells us on a regular basis.*

*A range of research papers and texts regarding the impact of disadvantage on education outcomes have been studied, alongside research on meta-cognition, adaptive teaching, mental health & wellbeing, and the impact of the pandemic on education.*