

# Pupil Premium strategy statement 2023-2024

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This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

## School overview – November 2023

Detail							Data			
School name							West Hatch High School			
Number of pupils in school							1502 (22/09/23)			
Proportion (%) of Pupil Premium eligible pupils							21% (Years 7-11)			
Year 7	Year 8	Year 9	Year 10	Year 11	Year 7 - 11	Year 12	Year 13	SIXTH FORM	TOTAL	
249	249	249	246	248	1241	157	113	270	1511	
49	55	54	47	50	255	17	10	27	282	
20%	22%	22%	19%	20%	21%	11%	9%	10%	19%	
Academic year/years that our current Pupil Premium strategy plan covers.							2021-2024			
Date this statement was published							13 <sup>th</sup> November 2023			
Date on which it will be reviewed							28 <sup>th</sup> March 2024			
Statement authorised by							Dan Leonard			
Pupil Premium lead							Simon Langton			
Governor / Trustee lead							Suhail Lodhi			

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£256,080

Estimated recovery premium funding allocation this academic year (2023-24)	£66,930
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil Premium strategy plan

## Statement of intent

### Our objectives

As an inclusive comprehensive school, we want to:-

- Improve all students' life chances irrespective of their background.
- Provide a high quality careers' service, in part biased to disadvantaged pupils.
- Provide a mentor for all disadvantaged pupils and prioritise those in greatest need.
- Identify barriers to learning and to do something about such barriers.
- Reduce/eliminate any progress gap at Year 11.
- Increase pupils' language development and comprehension so that they can best access learning from Year 7.
- Develop pupils' confidence.
- Provide Quality First teaching for all pupils as far as possible.
- Provide intervention where progress does not meet expectations.
- Reduce gaps in cultural capital by encouraging enrichment opportunities both within the school and outside.

### Our current Pupil Premium strategy plan

The main focus of the School's Pupil Premium approach is to improve outcomes for our most vulnerable pupils in order to ensure that they can achieve their aspirations and progress to the next stage of their education. We want our disadvantaged pupils to achieve results in-line with their non-disadvantaged peers.

The strategy as detailed below is based on national research coupled with an understanding of the needs of pupils at West Hatch. It draws upon the excellent research conducted by Marc Rowland and therefore follows many of the guiding principles detailed in *'Addressing educational disadvantage in schools and colleges, the Essex way, 2021 Marc Rowland.'* In addition, the strategy has been influenced by Beck et al (Bringing words to life, robust vocabulary instruction).

It is also informed by our own observations of Pupil Premium pupils, see below.

Our Pupil Premium work focuses on improving the quality of teaching and learning, we call this 'Quality First' teaching.

We also focus on different curriculum models including alternative provision for those pupils who are unable to access the full school curriculum within school for a range of reasons.

### Key principles/Focus of our spending

Our main focus is to concentrate on Quality First teaching for all pupils thereby ensuring that Pupil Premium pupils receive the best learning experience possible.

In order to raise achievement in English and Mathematics, the school has invested in extra staffing within both of these departments. The direct result of this has been to reduce class sizes across all year groups so that pupils receive more support from teaching staff within lesson times.

Supplementary staffing has also been added to these departments who sit above the curriculum and remove small groups of pupils for extra support. The school's regular progress check tracking systems ensure that Pupil Premium pupils are specifically identified for this support.

Our mentoring programme for disadvantaged pupils in Years 7 to 13 is a key aspect of our strategy. This involves most teaching staff having a relatively small number of pupils that they mentor on a termly basis. The objective of such mentoring is to identify pupils' key barriers to their learning and then critically, to try and overcome such barriers. As far as possible staff are matched to pupils to provide a best fit. After the 1<sup>st</sup> term, attention is focused on those in greatest need.

Senior leadership positions are organised at key stage 3, 4 and 5 with the purpose of early identification of pupils who are underachieving. These raising standards' leaders (RSL) look at timetabling, class configuration and interventions to narrow the gap between their current attainment and their expected levels of progress.

Disadvantaged pupil progress is monitored via progress checks and discussed in subsequent meetings.

CPD has been delivered to staff in order to develop awareness and subsequent action, for example in September 2021, staff received training on the importance of communication and oracy in the class room. In September 2022, we further developed our mentoring programme to include a coaching aspect so that mentors can provide more in-depth mentoring. In September 2023 training has been provided on a whole school basis and then tailored CPD for SEND and new staff.

Key staff meet to identify underperformance (partly via our RAP meetings). Some pupils who are identified as underachieving receive personalised tuition in our learning support unit. HTLA's are employed within the LSU to manage the area and lead the intervention.

A small number of students are placed on alternative education programmes. This enables these students to learn valuable skills and qualifications outside of the school environment. The school identifies pupils who would benefit from this type of support which gives certain pupils access to further education and provision beyond 16.

Pupils with poor attendance or punctuality receive specific support from the school's Attendance and Welfare Officer and the Heads of Year. Closing the gap in attendance is a specific target for our Attendance Officer and a range of strategies are put in place to address issues.

For those pupils who need extra support, specifically where behaviour is impacting upon their learning, the school employs behaviour support staff.

The school also employs a counsellor. Pupils are able to self-refer as well as being recommended by staff or parents. Pupils can receive one off sessions or longer programmes of support.

Other interventions include:

- Targeted intervention specified by the pupils' subject teacher following diagnosis of need, delivered in the Learning Support Unit. Students are assessed prior to the intervention and following it to determine progress and how effective it has been.

- Mentoring by the majority of teaching staff including Heads of Year, Form Tutors and the Behavioural Team.
- Subject mentoring.
- Alternative educational provision is put in place to best meet the learning needs of a small number of pupils.
- Pupil Premium students receive clear careers' guidance. They are prioritised in Year 10 particularly in the Autumn Term. This leads into their CV and interview workshop and work experience; which is a 2-week programme held at the end of the Summer Term in Year 10.
- Disadvantaged pupils are part of the Achievement Plus programme; which is designed to push pupils academically. They are also targeted as part of our careers-related visits, such as the Y.E.S. Partnership's Motivation Conference in Year 9 and a World of Work Conference in Year 10.

## Challenges

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

Challenge number	Detail of challenge
1	Having a strong understanding of pupil premium pupils leading to subsequent intervention of underperforming disadvantaged pupils at Key stage 3, 4 and 5.
2	Pupils' language development, communication and reading.
3	Developing pupils' social capital in order to improve their self-confidence and aspirations.
4	To overcome career uncertainty and lack of understanding and awareness regarding progression opportunities.
5	Maintaining attendance at/close to the school average and providing attendance intervention when required.
6	Ensuring that disadvantaged pupils' negative behaviour is actioned.
7	Ensuring that disadvantaged pupils have the necessary equipment, access to trips and after school activities and that they have opportunities for quiet study.

## 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
To reduce and eliminate any progress gap in Year 11 as far as possible between the disadvantaged and their non-disadvantaged peers.	Analysis of P8 and ALPs gaps.

To identify key pupils who are not making suitable progress.	Intervention by year teams, departments and KS3, 4 and 5 raising standards' leaders and subsequent analysis of progress checks. There will also be class observations of selected pupils and focus groups to examine any emerging issues.
To develop language and communication skills and reading ability for disadvantaged pupils, with an initial bias in Year 7.	Via learning walks to assess the level of disadvantaged pupil involvement in class discussion including the depth of responses.
To ensure that disadvantaged pupil attendance is in line with the school average as far as possible and where not to ensure that action is taken.	Analysis of attendance gaps.
To encourage greater participation in extra curricula activities in order to build disadvantaged pupils' cultural capital and confidence.	Analysis of the percentage of disadvantaged pupils engaging in extra curricula activities.

## 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: £ 102,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear identification of Pupil Premium pupils	<p>It is vital that staff know our disadvantaged pupils but also that such pupils are not made aware of this in order not to create any negative self perceptions.</p> <p>Staff must now their disadvantaged pupils to ensure that questioning and mentoring is targeted and that appropriate intervention such as mentoring, attendance and behaviour support can be best managed.</p> <ul style="list-style-type: none"> <li>• The SIMS registration page includes disadvantaged pupils as well as their reading ages.</li> <li>• Class teachers to also know their characteristics such as SEN, ability levels, behaviour and attendance issues.</li> <li>• The SEN Team also focuses on Pupil Premium achievement and need to know who such pupils are.</li> <li>• All class seating plans to identify Ever 6 pupils in every class. Details are also placed on Edu-Link One.</li> <li>• Mentors receive details of their respective mentees in September. Training is provided regarding the mentoring programme</li> </ul>	1

<p>Quality First teaching, monitoring and feedback.</p>	<p>This is a vital area of our work as we believe that all pupils deserve to receive consistently high levels of teaching. As 20% of the school's 7-11 pupils are disadvantaged this therefore represents a clear area of focus.</p> <p>At West Hatch we believe in an evidence informed approach to teaching and learning. Each year we have a collective focus.</p> <p><b>The school's teaching and learning expectations</b></p> <p>At West Hatch, we expect teachers to plan and deliver lessons in a style that is most suitable for the learners in their class and the topic being taught. We do not prescribe a specific method of delivery; however, we do have a set of guiding principles that seek to support staff in delivering lessons which develop pupils love for learning and ensure pupils make exceptional progress.</p> <p><b>We expect teachers to:</b></p> <ul style="list-style-type: none"> <li>• Have consistently high expectations of what all pupils can achieve, regardless of their background or ability, and as a result plan lessons that challenge all learners.</li> <li>• Have a seating plan for <b>every group</b> they teach which identifies a range of information about learners including group information i.e. disadvantaged, and target data and put this on 'Edulink'.</li> <li>• Establish safe and stimulating environments in which they ensure, through high expectations, clear rules and routines, that pupils consistently display positive attitudes, values and behaviour for learning.</li> <li>• Have excellent subject knowledge and, where they do not, utilise CPD opportunities and seek out support to develop their own knowledge and understanding of a subject or topic.</li> <li>• Use a wide range of teaching styles and resources to engage pupils, bring their subject to life, foster pupils' interest and engagement in their subject and develop pupils' ability to work independently and with others.</li> <li>• Provide pupils with the time to reflect upon their work using feedback, verbal and/or written, to ensure they know how to improve their work and are then given the opportunity to do so.</li> <li>• Utilise a range of formative assessment techniques to check pupils understanding, skilfully identifying misconceptions and adapting lessons to alleviate them or support pupils when they fall behind.</li> <li>• Plan, within sequences of lessons, to develop pupils' mastery of a subject, ensuring they make significant progress over time.</li> </ul>	<p>1,2,5,6,7</p>
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- Develop resilient learners, encouraging pupils to ask and answer questions, scaffolding these skilfully to ensure pupils do not give up.
- Provide action-based feedback and set challenging homework in line with the school and department policies.
- Embed reading, writing and communication and, where appropriate mathematics, equipping all pupils with the necessary skills to make progress within their subject and across the curriculum.
- Plan for, and take, opportunities within lessons to explore aspects of SMSC and develop pupils' understanding of British Values; celebrating diversity; challenging stereotypes and derogatory language swiftly should they occur in any lesson.
- Use praise effectively and regularly provide pupils with rewards.
- Plan to ensure that other adults within the room are used successfully to support all pupils making progress, involving them in the planning process wherever possible.
- **At all times adhere to the expectations as set out in the West Hatch T&L Expectations document.**

#### **Marking and Feedback**

Marking and feedback is an essential part of supporting students to make outstanding progress over time. Staff are required to follow individual departmental policies which are based on the whole school key principles below:

- The key purpose of feedback and marking is to promote progress and learning.
- Teachers will use a range of strategies to assess pupils' learning and feedback on how to improve for example questioning in lessons, peer assessment, group work, marking in books etc.
- Summative assessment and formative assessment must be used as appropriate. The criteria for assessment should be shared and understood by all.
- Students must be given the opportunity to reflect upon their own and others' work, suggesting ways in which that work can be improved.
- Feedback on 'next steps' must be specific and personalised and must lead to some kind of action by the students if it is to lead to learning and progress. Teachers must not provide grades (KS3) within their marking so that pupils reflect upon the feedback and understand how to improve their work.
- Feedback (blue) sheets must be used each term to show how well students are progressing towards



	<p>their personal targets. They must also be given closing the loop tasks to show they understand and have improved as a result of the feedback provided.</p> <ul style="list-style-type: none"> <li>• Time must be given in lessons for students to reflect upon feedback and consider how they will make progress in the future. Student responses to feedback must be completed in green pen.</li> <li>• Literacy is key to students accessing learning and must be supported through feedback and marking. Students must present their work neatly and clearly underlining titles and date consistently.</li> <li>• The frequency and types of marking will be consistent within teams and in line with departmental policy.</li> </ul> <p>The quality of teaching, marking and feedback will be monitored termly by Heads of Department and by the Senior Team.</p>	
<p>Identification of disadvantaged pupil under-performance at Key stages 3, 4 and 5.</p>	<p>Pupil Premium pupils underperform at GCSE when compared to their non-disadvantaged peers. Therefore, we want to break this cycle starting from Year 7.</p> <ul style="list-style-type: none"> <li>• Review data at SLT following progress checks where we identify the causes of the underperformance and plan to address underperformance.</li> <li>• At KS3 we correlate CATs/SATs data to the modal average of the mastery descriptors to look at progress over time, differentiating the data on the most underperforming, disadvantaged and SEN. This leads into a RAP meeting process where specific disadvantaged pupils are highlighted.</li> <li>• Monitor via Learning walks, Pupil voice/Pupil RAP meetings.</li> <li>• At KS4, subject withdrawals are strategically planned. Students to be selected based on a number of factors but primarily, under performance in Core subjects.</li> <li>• We run a variety of revision clubs</li> <li>• At KS5 we have Impact meetings with departments that are cause for concern</li> <li>• Subject improvement plans</li> <li>• 6<sup>th</sup> form improvement plans</li> <li>• 6th form contracts for underperforming pupils</li> <li>• We also monitor underperforming depts. and pupils that are cause for concern</li> <li>• Feedback to teachers/HODs for intervention</li> <li>• Meeting with pupils and parents following meetings</li> <li>• Catch up tuition lessons for underperforming pupils</li> </ul>	1,2,5,6
<p>Year 6 transition</p>	<p>In house research shows us that the majority of our Year 7 pupils come from 4 main feeder schools, although there are around 50 in total.</p>	2,3,7

	<p>We want to work with primary feeder schools to identify need and address issues so that the transition to Year 7 is as smooth and well-informed as possible.</p> <p>This will feed into the Year 7 pupil induction event, SEN team, and the Year 7 parents' information evening.</p>	
Language development, communication and reading	<p>DFE research shows that by the age of 7, disadvantaged children know 4,000 fewer words than their non-disadvantaged peers. They don't have the foundation knowledge to make sense of new information, disadvantage pupils are half as likely to get 5 good GCSE grades and the opposite is true for the non-disadvantaged pupils.</p> <p>Therefore, there is a need to ensure that pupils' reading ability is as strong as possible so that they can best access the curriculum from Year 7. This will be a main focus for academic Year 2023-2024, building on the current main focus which centres on assessment. <b>See further information below.</b></p> <p>Non disadvantaged pupils are more likely to have richer experiences in terms of holidays, museum trips, family meal times etc. They may present themselves as confident, appear more willing, are better organised and as a result receive more attention in class.</p> <p>Staff need to be made aware of such unconscious bias.</p>	2, 3

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

Budgeted cost: £ 76,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school mentoring programme.	The research evidence is based on the need to form strong relationships with disadvantaged pupils and where possible to maintain the mentoring relationship so that cultural capital and trust is developed.	2, 3, 4

	<p>The intention here is for all disadvantaged pupils to have a mentor who they meet on a regular basis and formally once per term. During the formal meeting, notes are made and the focus of the meeting is looking to see if the pupil is on track, to identify any barriers to learning and to overcome such barriers.</p> <p>The programme is personalised and includes discussions regarding academic progress as well as wider issues. It is personalised because relationships matter (M. Rowland), the mentor, teachers and the school environment need to be the added support needed.</p> <p><b>The mentor needs to develop positive relationships with their mentees so that each pupil has an individualised approach, specifically:-</b></p> <ul style="list-style-type: none"> <li>• Mentoring meetings take place with all Pupil Premium pupils on a termly basis. These will focus on their progress and determine any barriers to their learning. <b>The main focus being to overcome any identified barriers.</b></li> <li>• Progress is monitored via an on-line process.</li> <li>• KS3 intervention in maths, English and science. This is co-ordinated by key staff in each core department.</li> <li>• Raising Standards Leaders and Heads of Year are clearly involved. An Assistant Headteacher takes overall responsibility for Ever-6 progress. However, most staff are involved in the mentoring programme.</li> <li>• Following progress checks, leadership staff receive details regarding underperformance in order to clearly show pupils/areas that require intervention.</li> </ul>	
<p>Monitoring pupils' progress and providing intervention.</p>	<p>Pupil tracking takes place following every progress check. At Year 11 pupils are tracked against their P8 scores and at KS3 they are monitored against their mastery descriptors and will now be compared to their starting points (SAT scores).</p> <p>All teaching staff need to focus on disadvantaged pupils' progress, trying to ensure that their results are as strong as possible. This fits with the school's Quality First teaching approach.</p> <p>Learning walks take place to observe class progress highlighting specific disadvantaged pupils who have been identified as underperforming and seeing how they contribute to the class.</p> <p>Heads of Year and departments to be involved with intervention. Progress data to be provided following every progress check.</p> <p>In addition, there will be focus groups where identified underperforming pupils will be asked questions regarding their</p>	<p>1, 2, 5, 6, 7</p>

	progress, the objective being to identify any common themes which can then be addressed.	
To reduce the cultural capital deficit.	<p>In house research suggests that disadvantaged pupils do not get access to as many opportunities as their non-disadvantaged peers. As a result, we track attendance at clubs and societies as well as for educational visits, comparing disadvantaged involvement with whole school figures.</p> <p>Reading forms part of this. During Aspirations' Day in 2021, we noted that non disadvantaged pupils had an average reading age of 10.45 as compared to a disadvantaged reading age of 8.36. The reading score (1:5) for non-disadvantaged was 2.72 as compared to 2.21 for disadvantaged.</p> <p>When asked "Do you enjoy/are engaged with reading" non-disadvantaged pupils' average response was 3.17 and disadvantaged was 3.14.</p> <p>We want disadvantaged pupils to have the opportunity to engage with educational visits and other events that will enhance their subject understanding and general education. For 2023/24 reading and oracy remains a key focus.</p>	3, 4
Careers' interventions	<p>Careers' interventions are vital for developing confidence so pupils can access strong opportunities. Our careers' process starts in Year 7 via our Aspirations' Day process.</p> <p>The career map as provided below details our careers' activities however it is worth noting that in Year 10, the career's interventions are very heavily biased towards disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Students have access to a qualified Careers Advisor, with the ability to request a Careers Meeting throughout the year. All Pupil Premium students are focused on, with an initial bias towards Year 10. The Sixth Form Team also prioritise Pupil Premium students for discussions regarding Careers, Apprenticeships and University, during their ILP Meetings.</li> <li>• There are various events throughout the year, where Pupil Premium students are targeted to attend; such as the Y.E.S Partnerships Motivation Conference and Jack Petchev's Speak Out Challenge!</li> <li>• There is a tailored programme run for all students in Year 7 and 8, which focuses on developing and understanding employability skills.</li> <li>• All options are discussed with students: Apprenticeships, College, Sixth Form, and University.</li> <li>• We also run a careers' workshop focusing on pupils' CV preparation. They then get the opportunity to be interviewed by someone from the local business community; the interview being based on their CV. This process then</li> </ul>	3, 4

	<p>feeds into to their forthcoming 2-week work experience at the end of Year 10.</p> <ul style="list-style-type: none"> <li>As part of our programme for raising aspirations and challenging our Most Able Students, we include Pupil Premium students who do not necessarily meet the initial criteria for inclusion, in the hope that it will raise their aspirations and encourage them to achieve.</li> </ul> <p>See careers map – below.</p>	
Aspirations' day	<p>Every year during the Autumn Term, we hold a 2-day Aspirations' Programme, the objective of which is to set all pupils' aspirations at the start of their secondary school journey.</p> <p>This involves a careers' process as well as meeting a senior member of staff. Disadvantaged pupils are allocated for interview by senior members of staff. They complete their careers activity before the event to inform the conversation.</p>	3, 4, 5, 6, 7

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

Budgeted cost: £ 76,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p>We know that disadvantaged pupil attendance is below non disadvantaged pupils' attendance. Without strong attendance, cumulatively the impact grows and progress falls.</p> <p>Therefore, attendance is closely monitored and appropriate action taken when pupils are not in school.</p>	5
Behaviour	<p>Ensuring that classes are purposeful are key aspects of work for all staff. We have a strong pastoral processes and staff in place to facilitate this, back up with a duty rota for every teaching period.</p>	6
Financial help	<p>Our main expenditure is focused on improving the progress and outcomes of our pupils. However, we recognise that financial help for matters directly related to the curriculum are sometimes required. For example, books and educational visits.</p> <p>Students and parents can apply for financial support via the appropriate form in the Finance Department. This process is overseen by the Business Manager.</p>	7

Promotion of disadvantaged pupils	<p>We feel that it is very important that disadvantaged pupils get opportunities to be actively involved in whole school activities to build confidence and improve their cultural capital.</p> <p>Therefore, we target Year 8 pupils to run the Year 7 Aspirations' Day event from the perspective of pupil organisation, making sure pupils are in the right place at the right time. In addition, pupils have similar opportunities during our open evenings and music events such as the Christmas early morning carols and piano in the foyer.</p>	2, 3
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**Total budgeted cost: £ 256,080**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

The GCSE results for 2022/23 were good, particularly as this cohort was heavily impacted by Covid and the disproportionate impact that this has on disadvantaged pupils.

57% of disadvantaged pupils achieved 4+ in English and maths, 72% whole school

37% of disadvantaged pupils achieved 5+ in English and maths, 47% whole school

This shows an improvement from 2019 (pre-covid) where 46% achieved 4+ and 15% achieved 5+ in English and maths.

The respective ALPs grades whilst slightly below whole school figures are still relatively high (9 being low, 1 being the best).

GCSE ALPs	2017	2018	2019	2020 (CAGS)	2021 (TAGS)	2022	2023
Whole school	4	4	5	4	3	3	4
PP	7	5	5	5	4	4	6

The following shows the progress (P8) gap between disadvantaged and all pupils at GCSE: -

- 2017 P8 gap -0.52
- 2018 P8 gap -0.16
- 2019 P8 gap -0.03
- 2020 P8 gap -0.45 \*CAGs/unofficial
- 2021 P8 gap -0.56 \*TAGs/unofficial
- 2022 P8 gap -0.39
- 2023 P8 gap -0.50 (disadvantaged was -0.42 and whole school +0.08)

However, during 2022/23 we had 9 pupils with poor/non attendance where we could not effectively impact on their grades. If these pupils are removed from our calculations, the disadvantaged figures are as follows:-

P8 2023 becomes -0.33, with a whole school gap of -0.41

4+ in English and maths becomes 69%, with 45% of disadvantaged pupils achieving 5+.

The profile of disadvantaged pupils has changed over the last 5 years: -

	All pupils 2022/23	Disadvantaged 2022/23	Disadvantaged 2018/19
High level prior achievement on entry	17%	14%	14%
Medium level prior achievement on entry	59%	51%	67.40%
Low level prior achievement on entry	20%	33%	18.60%

The trend has been that we have a far higher proportion of disadvantaged pupils from a lower academic base and fewer from a medium academic base.

### Externally provided programmes – (being updated)

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Parents Evening	School Cloud
Accelerated Reader	Renaissance Learning
Show my Homework	Teachercentric
Careers tracking	Morrisby careers
EduLink	Overnet Data
Mathswatch	MathsWatch Ltd
CPOMs	CPOMS
Seneca	Seneca Learning
GCSE POD	Soundbite Learning
DPR	Axle learning



## Further information (optional)

### Language development and comprehension

This is central to the strategy for 2022-23. We are aware that if pupils cannot access information, they will not be able to access the curriculum, their progress will suffer and there will be a cumulative impact on their progress during the following years. Quality First teaching needs to develop to include a lesson-by-lesson personalised approach to our disadvantaged pupils.

Research regarding the importance language development and comprehension has been collated from a number of sources, namely: -

- *Addressing educational disadvantage in school and colleges, The Essex Way, Marc Rowland 2021*
- *Bringing words to life, Beck, McKeown and Kucan, 2013*
- *Accountability Talk Sourcebook, University of Pittsburgh, 2016*

We also have internal research to back up the need to develop language, communication and reading ability.

There are a number of elements here:-

1. Identification of reading levels via reading age tests (we also use SAT's/CATs and accelerated reader).
2. Targeted reading, questioning and answering. **The Matthew Effect** (Education Endowment Foundation) discusses the cycle of poor reading, communication skills and the cumulative impact of such unconscious bias from Year 7. Namely pupils who present themselves as confident and willing to learn receive more attention. If disadvantaged pupils lack confidence, they are subsequently less likely to speak up in class, therefore teachers must be pro-active in encouraging debate, key reading and sentence construction. There is also a need to halt '**desk top truancy**', those pupils who don't cause a fuss but do very little else, perhaps due to confidence.
3. **Robust vocabulary instruction** could be the key to unlocking disadvantaged pupils' potential and develops from word exposure (Beck et al, adapted):-  
Introducing new words through explanation, context/empathy
  - Getting pupils to interact with ways that words can be used through activities
  - Interesting examples of how words are used
  - Rewards for the use of new words
  - Language tiers (x3). Tier 1 are those typically found in spoken language, Tier 3 are subject specific words, Tier 2 are everything in between.
  - Bringing words to life – key words for classrooms, p68 (M Rowland).
4. To develop a literacy spine model and all subject reading – see attached, model to be developed by all subjects for all year groups – literacy cannot only be English.
5. Developing pupils' ability to think (meta-cognition) so that they develop the independent learning skills so that they can self-regulate their progress. The more independent pupils become will encourage development, L. Resnick et al describe this as '**accountability talk**', in essence taking ownership of thoughts, the quality and depth of such thoughts and having the confidence to express such thoughts.
6. Careers interventions (see below) tie in here by developing a growth mind-set that is aspirational.
7. Year 6 transition and awareness of reading ages and the impact of the new Head of Year 7. The need to get into feeder primary schools and identify key issues/pupils.

8. Class observation research, looking for issues to do with organisation, participation, communication, seating plans, teachers' directed questioning and subsequent development. Observations have so far centred around Year 7 low, mid and high ability on entry and also on pupils with identified behavioural issues. The main findings are that whilst teachers do engage pupils in questioning and answering, this is not directed therefore disadvantaged pupils are not getting the subject based language development and comprehension required.

### Careers' map

YEAR	INTERVENTION
Year 7	Students have access to a qualified Careers Advisor and Careers Centre. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Aspirations Day – Students begin conversations about careers and the future. There is a focus on building employability skills, through a dedicated skills curriculum.
Year 8	Students have access to a qualified Careers Advisor and Careers Centre. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Students continue to build their employability skills, during their dedicated curriculum hour. Option workshops and guidance is provided to help students make appropriate subject choices.
Year 9	Students have access to a qualified Careers Advisor and Careers Centre. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Option workshops and guidance is provided to help students make appropriate subject choices. Invitations to the Y.E.S.s' Motivation Conference is weighted in favour of Pupil Premium students.
Year 10	All Pupil Premium students attend a one-to-one Careers interview, with qualified Careers Advisor. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Invitations to the Y.E.S.s' World of Work Conference is weighted in favour of Pupil Premium students. Students take part in CV Workshops and Mock Interviews. Students take part in a two-week Work Experience placement.
Year 11	Students have access to a qualified Careers Advisor and Careers Centre. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Students are offered additional support in applying for Apprenticeship, College, and 6 <sup>th</sup> Form.
Year 12	Students have access to a qualified Careers Advisor and Careers Centre. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Students attend UCAS and Apprenticeship workshops throughout the year. Futures Day/Week provides and insight into their various options and routes post-Year 13. Pupil Premium students are targeted for Open Day and Insight Events; including Oxbridge Summer Schools.

Year 13	Students have access to a qualified Careers Advisor and Careers Centre. Invitations to talks by guest speakers are weighted in favour of Pupil Premium students. Students have access to our UCAS Coordinator, ensuring applications are submitted early.
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### Pupil Premium key specific responsibilities for 2021-2024

Position	Responsibilities
Chair of Governors	To receive progress reports at Governing Body meetings
Headteacher	To meet with Assistant Headteacher
Assistant Headteacher and KS3 RSL	To oversee all Pupil Premium activities To update the strategy and report on the School website. To lead of the school's mentoring programme for disadvantaged pupils. To monitor the progress of all students, notably via the KS3 RAP meetings. Conduct interviews with students to identify barriers to learning.
Business Manager	To allocate funding in line with the limitations as stated below. To liaise with the Headteacher in the event of funding disputes.
Pupil Premium Co-ordinator	Work closely with SLT lead for Pupil Premium. Allocate pupils to mentors and make timely adjustments when pupils and mentors change and to communicate such changes. To help to co-ordinate RAP meetings with core KS3 subjects following progress check data. Identify staff who have not completed their interviews and establish why this is. Monitor after school activities and track the proportion of disadvantage pupil attendance.
KS5 Raising Standards Leader	To monitor the progress of Pupil Premium students in Year 12 and 13. To continue to create and monitor ILP's for such students. To monitor their progress following every progress check. To liaise with the Careers' Co-ordinator regarding the students that require active and sustained intervention regarding apprenticeship opportunities.
KS4 Raising Standards Leader	To monitor the progress of all students, provide intervention and track progression line with their P8 progression.
School safeguarding lead	To monitor issues concerning Pupil Premium welfare including bullying, attendance and punctuality.
Careers' co-ordinator	To provide interviews and interventions to all Pupil Premium students on an annual basis, focused initially on Year 10.  To provide high quality careers programme for all pupils, see above.
Heads of Year	To track the progress of Pupil Premium students notably the poorest performers per year, meeting students and parents on a regular basis. There needs to be a strong focus on attendance and behaviour.

Learning support and SEN team	To provide group and one to one intervention support for such pupils.
Teachers	<p>To ensure that Pupil Premium students' achievements are in line with class averages.</p> <p>To ensure that all Pupil Premium students are clearly identified on documents such as seating plans.</p> <p>To be proactive regarding implementing the school's literacy policy and that pupils have clear and targeted opportunities to be questioned and to answer.</p> <p>To ensure that such pupils are focused upon, notably for areas such as educational visits and that funding is not an obstacle to their participation. The key point here being confidence building.</p>
Catering Manager	To monitor Pupil Premium spend and spot check types of foods consumed.
Behaviour team	To ensure that Pupil Premium behavioural issues are followed up via the respective Head of House and, where necessary home.