Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Henley Bank High School
Number of pupils in school	824
Proportion (%) of pupil premium eligible pupils	33.25
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023-2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	
Statement authorised by	Stephen Derry Headteacher
Pupil premium lead	Hayley Benfield
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205, 816
Recovery premium funding allocation this academic year	£ 60,858
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£266, 674

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every student, irrespective of their background, makes excellent progress. Not only through achieving the highest academic outcomes as a result of the High-quality teaching across our curriculum, but also in terms "of their personal character, achieving colours through our co-curricular offer which together make up our Legacy.

The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals regardless of the challenges they face in their personal lives. We pride ourselves in knowing our families and community well. Within the school we triangulate information to ensure that our vulnerable children needs, including those who are young carers, have a social worker or who also have a SEND to ensure that we can take a personalised approach when necessary to remove any potential barriers to our students achieving success.

High-quality teaching together with an excellent curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected. As well as providing all disadvantaged students with excellent resources and training so they are fully equipped and confident to prepare for, and succeed in their assessments, tutoring is carefully targeted to ensure maximum impact.

Our approach is responsive to common challenges as well as individual needs of our students and their families. Through regular analysis of diagnostic data, including attendance and behaviour as well as reading ages and academic progress across the curriculum we will:

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

Challenges

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

Challenge number	Detail of challenge
1	Below is our 3 year attendance % over the last 3 years:

All Students

Year	Sept 22 to July 23	Sept 20 to July 21	Sept 19 to July 20
7	91.82	94.7	95.3
8	92.01	92.0	94.1
9	90.62	89.6	93.6
10	89.32	89.0	82.3
11	84.92	95.2	93.2
Total	90.4	92.2	91.7

Pupil Premium

Year	Sept 22 to July 23	Sept 20 to July 21	Sept 19 to July 20	Sept 18 to July 19
7	88.35	91.5	93.4	92.7
8	87.25	87.8	91.3	92.4
9	85.84	86.2	93.1	92.6
10	84.24	86.5	81.0	90.0
11	89.32	94.6	91.6	91.6
Total	86.45	88.8	90.1	91.9

Persistently Absent All Students

Year	Sept 22 to July 23	Sept 20 to July 21	Sept 19 to July 20	Sept 18 to July 19
7	22.65	16.5	12.7	17.9
8	30.98	26.6	20.5	20.3
9	29.63	34.9	19.4	24.6
10	32.26	36.8	78.6	30.8
11	35.53	16.7	18.4	16.7
Total	29.42	26.3	29.9	22.1

Persistently Absent Pupil Premium Students

Year	Sept 22 to July 23	Sept 20 to July 21	Sept 19 to July 20	Sept 18 to July 19
7	26.89	29.8	23.0	33.3
8	22.12	42.1	39.4	32.4
9	32.01	46.7	25.0	32.1
10	28.43	41.9	89.3	45.2

11	31.53	27.3	25.0	22.6
Total	28.19	37.6	40.3	33.1

| 2 | Having analysed the breadth and quality of the curriculum previously on offer, it was recognised and accepted that because of small year groups, the number of GCSE options financially viable to run was historically limited.

Over previous years we have worked to broaden our KS3 curriculum, and now, as a result we are now in a position to offer a broader suite of qualifications at KS4. With rapidly growing numbers, we aim to further broaden our curriculum, offering additional Humanities and MFL subjects as well as increasing the range of Foundation subjects both at KS3 and KS4.

Disadvantaged students are disproportionately affected by curricular that are less carefully sequenced and with less thought given to the core knowledge that children have to remember. We aim to continually improve the curriculum intent in all areas of the school to ensure that all students leave school with a broad range of knowledge that allows them to participate in society, as well as achieving excellent outcomes. |
|---|---|
| 3 | Our termly assessments, including reading age, analysis shows that the average literacy and language ability of disadvantaged students is below that of non-disadvantaged which clearly impacts on their academic progress across the curriculum, particularly in the EBACC subjects. In addition, this cohort is more liable to be removed from lessons after working through the behaviour system further impacting their progress through the curriculum.

On entry to year 7 in the last 3 years, 29-35% of our disadvantaged students arrived with a reading age well below their age-related expectations, in comparison with 7-18% of non-disadvantaged.

50% of disadvantaged students on the SEND register have an identified Communication and Interaction Need.   Students with communication difficulties struggle more than other students to attend school regularly, further impacting on their academic and wider outcomes. It is widely recognised that there is a high correlation between language and communication needs and people entering the judicial system.

https://shura.shu.ac.uk/10341/2/Bryan%20-%20IJDLC__paper_amends%20march%20%2015.pdf

This analysis is supported by the Bercow report which identified that disadvantaged students are more likely to have a widening language gap in comparison to their non-disadvantaged peers.
http://www.bercow10yearson.com/wp-content/uploads/2018/03/Bercow-Ten-years-On-recommendations.pdf |

| 4 | The permanent exclusion rate for pupils eligible for FSM is 0.12, around four times higher than for those not eligible, at 0.03. https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england |

This data is mirrored in our analysis of behaviour incidents for 2021-22 (referrals through the school's APC system)

Year group	PP Totals	PP %
TOTAL	1274	51%
7	208	41%
8	506	59%
9	260	48%
10	300	53%
11		63%

Of 66 suspensions in the academic year 2021-22, 45 were received by disadvantaged students indicating a disproportionate number of suspensions for our disadvantaged cohort, 43 of which were received by disadvantaged students with an identified special educational need, predominantly those with Speech Language & Communication needs or Social, Emotional and Mental Health.

Due to the disproportionate number of disadvantaged students that end up receiving sanctions through the school behaviour policy it is vital to use the Class Charts system to provide timely collection of data, and the tools to analyse where the most impactful support should be allocated.

| 5 | Our analysis of student destinations has identified that our disadvantaged students are less likely to apply for excellent 6th form providers to study A levels and to apply in the future to Russell Group universities.   In recognition of this, the school works with GROWS and has appointed an independent CAIG member of staff.

Analysis of destination data shows that in previous years, 7% of disadvantaged students have moved onto academic 6th form places in comparison with 16% of non-disadvantaged students. Our destination data for 2022-23 has shown that disadvantaged students are still less likely to apply for excellent 6th Form providers and will sign up for courses that are below what they are capable of.

It has been researched by the Careers and Enterprise Company, through their Behavioural Insights Team in 2021, that young people do not see the relevance of career support to real life. This was, in part, thought to be due to disadvantaged young people facing obstacles related to basic needs, such as |

	poverty, trauma, crime and poor wellbeing. These competing pressures and concerns limit the time and attention available for engaging with career support. A consequence of this can be that career support is deprioritised, which means students are less aware of what their options are, what support is available to them, and when decisions are needed. This is supported by the academic literature. Qualitative research suggests students from disadvantaged backgrounds lack awareness of the relevant timelines around when they need to make these decisions and start exploring the options available to them at a later stage.2 By organising Careers Fairs for students to attend in school as well as arranging trips to Universities such as University of Gloucestershire, Royal Agriculture University, Oxford University and Exeter University, we have allowed students the chance to explore these options within school. This is also why we have invited guest speakers from a range of industries such as animal care, security, healthcare and academia. By allowing students to explore these options during school hours, we are able to open the discussions for students earlier and when they are more able to process and discuss information. https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf
6	It is widely accepted that a person's level of cultural capital is a huge indicator of how well they can succeed academically and engage in wider society and that this is a primary barrier for many disadvantaged students achieving future success. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes. https://www.tes.com/news/what-does-ofsted-mean-cultural-capital Through our Character education, all students are encouraged to participate in a broadening co-curriculum offer and work towards their half and full Legacy colours which summarise our values; Ambition, Confidence; Creativity; Determination and Respect. According to the Jubilee Centre for Character Education, 'Character education is about helping pupils grasp what is ethically important in situations and how to act for the right reasons, so that they become more autonomous and reflective in the practice of virtue' https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf Through the Legacy offer, all students are able to explore the 3 elements of taught, caught and sought character education. The introduction of the co-curricular clubs has also included a Brilliant Club, specifically designed to engage disadvantaged students in Higher Education as well as developing their ambition, confidence and determination. In 2021-22, 12 students were successful in completing the Club in which all were disadvantaged students. The impact of The Brilliant Club in schools nationally can be viewed here: https://thebrilliantclub.org/about/ Last year, 26% of our disadvantaged students participated in our Legacy offer in comparison to 41% of our non-disadvantaged students. This year 29% of

	our disadvantaged students participated in comparison to 45%. This is an area that we will be focusing on for the following year.
7	Our analysis of our student voice (including the use of PASS, Pupil Attitude to Self and School), discussions with families and external professionals, as well as the significant increase in our internal SEND referral process have identified social and emotional issues for many pupils, such as anxiety, low self-esteem and depression (diagnosed by medical professionals). There has also been an increase in request for support from parents as well as children themselves, for help. In May 2022, the SENCo reported to the governing body about the SEMH need, support and impact of our interventions. The table below shows statistics for students on the SEND register with SEMH as their primary need, the numbers are higher due to the high prevalence of anxiety and other SEMH disorders in neuro-atypical children such as those with dyslexia, autistic spectrum disorder and ADHD. May 2022 | Cohort	Numbers of children	% of cohort
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Year 7	15	8.4%
Year 8	17	10.5%
Year 9	21	13.6%
Year 10	22	27.2%
Year 11	17	24.6%
Whole school	92	14.3%	 This is partly driven by concern about catching up lost learning and exams as well as being the impact of the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, with disadvantaged students being referred to our school counsellor/Emotional well-being teacher as well as referrals made to the Trailblazer service.
8	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and Maths.
9	Due to the impact of Covid Lockdown's and subsequent raised social anxiety, students have lost two years of being able to go on trips and visits thus narrowing their opportunities to develop Cultural Capital. There was a marked reduction in students' take up of co-curricular clubs including year 9 students participating in the Duke of Edinburgh Award Scheme. Whilst there has been an improvement, especially in the uptake of the Duke of Edinburgh Award Scheme, there is still some way to go in reducing the participation gap between PP and non PP students.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/34 demonstrated by: ● the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. ● the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Improved language and literacy among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the standardised scores of disadvantaged pupils and their non-disadvantaged peers. Reading and literacy assessments demonstrate that students at Henley Bank High School are phonetically secure. Teachers should also recognise this improvement through engagement in lessons, particularly through the routine use of Turn and Talk opportunities across the curriculum.
To further improve pastoral data collection throughout the school, to allow analysis to be deeper and more efficient, so that patterns and trends can be identified quickly, and acted upon appropriately.	By enhancing our data collection and analysis tools, we will be able to identify any gaps in achievement both pastorally and academically for all groups of students, and seek to support the closing of said gaps through timely targeted intervention and support. By having access to Class Charts, we are much more readily able to access data, to analyse for a range of different patterns, from specific subjects, teachers, time of day etc. This then allows the pastoral team to identify a source of concern for students and be able to support said student with

	ways to manage, or possible adaptations to the provision/curriculum to reduce/remove any negative influences. Class Charts has been hugely impactful for us collecting and analysing this data, as it collects student information from the MiS, and populates automatically - allowing more efficient access and analysis when required. This has supported students with PP, as if they are removed from a classroom due to behaviour, at the click of a button ket staff and stakeholders can identify any and all patterns that may be forming, and provide appropriate intervention early.
	There will be no gap between the behaviour incidents of disadvantaged students and their peers within three years, During the academic year 2023-24, the ratio of behaviour incidents involving disadvantaged students compared to their peers will decrease.
	There will be no gap between the positive awards for disadvantaged students and their peers.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2023/24, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBACC). In the current KS4 cohorts 20-29% of disadvantaged students are entered for the EBacc qualification.
	2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve an Ebacc Progress 8 score of at least +0.5 and it is in line with the progress of non-disadvantaged students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by:
	● qualitative data from student voice, student and parent surveys and teacher observations.
	● analysing and acting swiftly upon any actions arising from the school's Mental Health Audit being carried out by Young Minds Matter.
	● a significant increase in participation in our co-curricular offer, particularly among disadvantaged pupils.

Improved numbers of students who move onto excellent post-16 pathways, including those studying A levels and applying to excellent Level 4 qualifications.	By the end of our current plan in 2022/23, 40% or more of disadvantaged students apply for excellent academic post-16 provision ● analysis of post-16 destinations ● analysis of students applying for university courses Destination data for 2021-22 was: Apprenticeship 9.7% College 61.3% Sixth Form 25.8% Military 3% NEET 0%
Improved engagement with our Legacy offer in order, with no gap between the engagement of disadvantaged and non-disadvantaged students.	By the end of our current plan in 2022/23, the gap between disadvantaged and non-disadvantaged students is reduced % of disadvantaged to trips/visits Club attendance and analysis indicates no gap between groups.
Improved engagement with parents	There is no gap in the engagement of parents to information evenings or Academic Review events. Through the implementation of Class Charts, parents/carers will gain access to their child's positive pastoral report, further engaging parents with their child's school life. There is an increase in numbers in the engagement of parental workshops and parent peer support groups, including disadvantaged families.

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

Budgeted cost: £ *125,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD focus on curriculum and formative assessment	In Ofsted's research on curriculum, Prof Daniel Mujis highlights that a poorly sequenced and structured curriculum can lead to knowledge and skills gaps in students. He also highlights that this is particularly acute for disadvantaged students. We have therefore ensured that we have put a lot of CPD time and focus into having a well sequenced curriculum, with carefully selected knowledge. We have also ensured that departmental CPD time is focussed on the improvement of subject knowledge. Research for education inspection framework (publishing.service.gov.uk	2,3,4,5
	To ensure that our students are remembering the key parts of our curriculum, high quality formative assessment is vital. Without good assessment, misconceptions may not be addressed and the structures in long term memory that are so vital for success may not be built.	
	High quality formative assessment allows teachers to adjust their teaching according to the needs of their students.	
	The Education Endowment Fund has also highlighted that high quality feedback has a large impact on pupil progress.	
	Whole School CPD this academic year will focus on how teachers collect information about student learning, how they provide high quality feedback to students and adjust their teaching accordingly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

Increased staffing, to ensure broadening curriculum. offering a wider suite of subjects at KS4 (computing, music and spanish) as well as supporting the opening of a Sixth Form in September 2024.	Ofsted's research on curriculum is clear that having a narrow curriculum disproportionately affects disadvantaged students. [Research for education inspection framework (publishing.service.gov.uk)](publishing.service.gov.uk) For example, disadvantaged students are less likely to study the EBACC suite of qualifications. The school is now in a position to expand our curriculum offer to a key stage 5. This will ensure that there is a post 16 pathway available for our students and will support our disadvantaged students with their options at post 16. The whole school focus for CPD will be on oracy. The teaching of good oracy is particularly important for students that are disadvantaged. The APPG report cites the importance of teaching students good oracy particularly to catch on oracy skills that were lost during the pandemic. https://oracy.inparliament.uk/files/oracy/2021-04/Oracy_APPG_FinalReport_28_04%20%284%29.pdf The EEF also cite that oracy interventions can be a key tool in closing the disadvantage gap, for relatively low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Voice 21 states that there is a significant disadvantage gap in oracy when students enter secondary school and this should be addressed through structured teaching of oracy. https://voice21.org/why-oracy-matters/	3,5
On-going review of staff deployment and workload to ensure that High Quality first teaching continues to improve, ensuring that the curriculum embeds knowledge and skills across all subject areas. All teachers and support staff engage with the school's Developmental	The EEF's Pupil Premium guidance states that students experiencing high quality teaching is vital for ensuring that all students achieve well and can participate in society when they leave school. As a school we have therefore minimised work that detracts from teachers focussing on the quality of teaching, for example: - Centralised behaviour system - No written reports - Subject specific feedback policies	3,4,5

Drop-ins (DDI's). The quality and effectiveness of in-class support is monitored through the MITA DDI process.	- Tutor Time Reading Programme https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants Due to a successful recruitment drive in 2022-23, we now have an additional member of the safeguarding team who works on early support for our most vulnerable. We have found that by creating a tighter link between our Pastoral and Safeguarding teams, our Pupil Premium students are being picked up and dealt with more swiftly. We have also been in the position to recruit a full time member of First Aid so that more students are encouraged to stay in school rather than going home poorly. This is to ensure that we reduce our absence rate, especially with our disadvantaged students. Another piece of recruitment has been in a Behaviour Teaching Assistant. This member of staff is specifically working with our disadvantaged students, through mentoring, support with uniform and in running our school detentions. This means that our disadvantaged students are always equipped and ready to learn and those that are missing lessons due to frequent time in APC are being supported to get back to lessons. This has been further supported in the appointment of our APC manager.	
Further embedding of the MITA (Maximising Impact of Teaching Assistants) through the distributed leadership of SEND to Heads of Curriculum	There is a disproportionate number of disadvantaged students with an identified Special Educational Need. The Education Endowment Foundation has clearly advocated and proven the effectiveness of school's embedding the MITA processes as best practice in developing student resilience as learners and maximising academic and wider outcomes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants?utm_source=/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=Maximising	2,3,4,7,8

As a school, we have a significant number of disadvantaged students on the SEND register who benefit from having their needs met through quality first teaching, supported through our MITA process.

	SEND	PP	SEND/PP
7	**27.48%**	**21.05 %**	**11.11%**
8	**30.51%**	**29.94 %**	**12.99%**
9	**28.98%**	**32.95 %**	**13.07%**
10	**28.67%**	**35.33 %**	**14.67%**
11	**24.67%**	**36.00 %**	**9.33%**
Whole School	**28.16%**	**33.25 %**	**12.26%**

Continued introduction and development of Curriculum readers in all areas of the curriculum in KS3. Tutor Time Reading, in addition to exposing students in years 7-10 with daily high-quality texts, in addition broadens students' cultural awareness, background knowledge and reading fluency through the choice of challenging and thought-provoking texts.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) FDE focus on course readers and literacy	3

Targeted academic support

Budgeted cost: £ *70,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained weekly provision of school speech therapy, including two days a week speech therapist, alongside the purchasing of Speech link to ensure that all new students in year 7 and through the in year admission process have their language skills assessed so that early intervention can be put into place.	Narrowing the language gap between disadvantaged and non-disadvantaged students was a key message of the original Bercow report and its review '10 years on'. https://www.bercow10yearson.com/ The further impact of two periods of Lockdowns has already been an identified consequence of Covid-19. https://cdn.literacytrust.org.uk/media/documents/Updated_COVID-19_Literature_Review.pdf	1,2,3,4,5
A significant proportion of funding is used to supplement the ingredients for students to use during Food Science lessons, particularly in this time of the 'cost of living crisis' this ensures that 100% of KS3 students are able to learn to make low cost, nutritious meals.	There is clear evidence that supports students to make healthy food choices and wider life outcomes. In addition, learning to cook 'from scratch' using seasonal and local foods are better for the environment as well as enables our students to be able to feed themselves and their families nutritious and low cost meals. https://www.foodforlife.org.uk/schools/benefits/ofsted	2,6

Continued embedding of a graduated behaviour pathway which identifies clear processes and systems to ensure early, targeted interventions so that learning time lost due to behaviour incidents is reduced. A more in depth working of Class Charts, which works alongside the SEND Provision Map, to provide in depth analyses of positive and negative behaviour incidents. A big focus this year will be on the tracking of praise and positive behaviour incidents to help measure the use of praise on intrinsic motivation, especially for our disadvantaged.	Reducing behaviour incidents to the school's APC room and external suspensions will keep children in the classroom, raise their attendance and ultimately their academic and wider outcomes. https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/Using_Data_to_Raise_Achievement-Good_Practice_in_Schools_2013.pdf https://www.teachermagazine.com/au_en/articles/pastoral-care-a-10-step-action-plan https://pubmed.ncbi.nlm.nih.gov/12206194/	
Continued deployment of maths tutor two days a week to support disadvantaged students in years 7-11.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	5,8
Ensuring that students who have no/limited access to appropriate IT devices and internet are able to fully engage with homework and revision tasks. To continue to source and provide devices to ensure that all students are able to access and complete the remote learning curriculum if necessary.	Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning, it is important for schools to consider how home learning can be supported Homework that is linked to classwork tends to be more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,8

	https://www.childrenscommissioner.gov.uk/2020/08/18/children-without-internet-access-during-lockdown/	
All homework tasks are internet based and aim to underpin the curriculum content. ● KS3 homework club run by teaching and support staff. ● PLC KS4 working breakfast and lunch ● KS4 working lunch staffed daily ● Year 11 Champions hour staffed by SLT.		

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

Budgeted cost: £ *71,674*

Activity	Evidence that supports this approach	Challenge number(s) addressed
New pastoral team appointed with focus on attendance and emotional wellbeing, supported through training by the Mental Health Lead and Trailblazer staff. <u>Development and embedding of a shared whole school SEMH pathway.</u> <u>PSHE and Character assemblies develop a whole school approach.</u> Development of a more cohesive and whole school approach of PSHE, Citizenship and Character across the whole school. This will include work on the PSHE Curriculum, Assembly Programme, Roll	Keeping Children Safe in Education paragraph 41-45 clearly indicates the importance of schools having a clear understanding and robust procedure for identification and referral to professional support and advice. Offering consistent routines and a calm environment because of a clear behaviour policy supports the well-being for most students. At times it is important to recognise the signs that students need additional support by triangulating attendance, behaviour and progress data. As a school our CPD is focusing on developing a 'Oracy' which aims to increase student participation ratios in their classroom learning and thereby raising their self esteem as learners (monitored through PASS data). Through the introduction of Class Charts, we are able to bring together our	1,4,6,7

Call Messages and DEAL programme. Continued involvement with the Trailblazer and GHLL programme; staff to run training and group sessions with identified students <u>Targeted interventions identified through Sims app and Boxall profile which offer diagnostic tools to identify best interventions.</u> Renew subscription and use of Class Charts, which links to Edukey Provision Map, to further develop our identification of children with additional needs, whether long term or temporary. With the current cost of living crisis, family stresses are high impacting on student well being. Increased capacity of SEMH provision by maintaining the increased hours available weekly of our school counsellor and emotional well-being specialist in line with our previous academic year.	Legacy and Character Education through the introduction of positive reward points, awarded specifically to develop our student's Confidence, Ambition, Creativity, Determination and Respect. https://teachlikeachampion.org/blog/building-a-culture-of-error-a-tlac-3-0-excerpt/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.nesta.org.uk/press-release/cost-of-living-crisis-pushing-worried-parents-to-the-edge-with-2-in-3-concerned-about-paying-for-essentials/ EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk)	
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Appointment of an additional attendance team member to support the attendance officer with vulnerable families and ensure persistent absenteeism reduces.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Our Attendance Graduated Pathway has been designed to ensure that all students struggling to attend school are given the same support and are not at a disadvantage to other students in the school. Such strategies include running a minibus service for disadvantaged students struggling to get into school in the morning, bus passes and uniform who may find this as a barrier to attend school as well as regular	All

Implement and monitor attendance strategies designed to support and reward students for good attendance through a whole school attendance graduated pathway. This will include the introduction of our 100 Club Attendance raffle, Have a Night Off Attendance Award, supportive early intervention workshops.	home visits from our attendance officer. We have also recruited an additional member of staff in the attendance team to support with administration and thus allow our attendance officer to spend more time with parents and students. The appointment of a specialist Behaviour Support Staff to work alongside our pastoral team to ensure all students have a positive start to their morning and support throughout the day to remain in school.	
All students are encouraged to participate in a broadening co-curricular offer including trips and visits. A substantial portion of Pupil Premium funding can be requested for disadvantaged students to participate in our new Legacy Ladder offer to ensure that every student is exposed to a trip or external speaker every term. Any disadvantaged student will have their place on this trip supported by funding if needed. Other such opportunities may included the Duke of Edinburgh and other cultural trips and visits.	Having experienced a very turbulent period where schools have been able to run trips and visits was stopped. Our students' have had a far more limited exposure to Cultural Capital opportunities. https://www.tes.com/magazine/archive/what-does-ofsted-mean-cultural-capital	1,6,7,9
Continue to develop and increase the co-curricular offer which aims to increase student cultural capital and wider opportunities within the school to develop interests and provide opportunities that disadvantaged students might not otherwise experience and be exposed to in the community. This opportunity will also include our new student leadership programme,	Paragraphs 4-8 of the DfE's framework guidance on Character Education clearly state the importance of providing 'an outstanding personal development' programme. The work on the GATSBY benchmarks within schools ensures that all students are exposed to members of the community who can offer insight into future careers and industry. Such opportunities will include a focus on disadvantaged	5,6,9

which will be open on a 12 week cycle, to all students to help them understand what qualities it takes to be a successful leader. Made part of directed time for non P6 teachers. Student voice on clubs to engage staff and students	'Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing. https://www.gov.uk/government/publications/character-education-framework https://www.tes.com/news/what-does-ofsted-mean-cultural-capital file:///Users/rhianwilliams/Downloads/Pupil-Premium-Case-Studystoke-newington.pdf	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set an increased amount of funding aside to respond quickly to needs that have not yet been identified, particularly in these times of cost of living crisis.	All

Total budgeted cost: £ *266,674*

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 2022-2023 academic year.

Academic outcomes

As a result of our strategic Pupil Premium Spend, our KS4 academic outcome data showed that the gap between our disadvantaged students and their peers was smaller than the national average. Our disadvantaged students Progress 8 results are significantly above the national average of 0.17 for non disadvantaged students.

	Whole Cohort	Disadvantaged Students
Progress 8	+0.92	+0.42
4+ English and Maths	81%	68%
5+ English and Maths	51%	32%

Destinations

The destinations for disadvantaged students over the past three years are summarised in the table below. From this data, it appears that we may be going backwards in our destination routes. What is notable however is the difference in disadvantaged students choosing A Levels or Higher Level courses at College which has risen substantially from previous cohorts. In 2022, College applications for A Level rose to 42%

	2021	2022	2023
Apprenticeship	8.3%	9.7%	6.25%
College	75%	61.3%	81.25%
Sixth Form	12.5%	25.8%	6.25%
Military	0%	3%	0%
NEET	4.2%	0%	3.2%
Alternative Provider	NA	NA	3.2%

Attendance

Attendance of our disadvantaged students is now our top priority within the attendance team due to the drop in attendance and engagement and rise in persistently absent pupils. It has been noted that this is the picture nationally and continues to be a challenge for schools across the country. In all year groups, there was a rise in persistently absent students. Our attendance officer now works full time within the department to ensure that families whose children struggle to get into school receive their full support.

The school continues to proactively collect students, predominantly our disadvantaged students, every morning in the school minibus. This has been further supported by the provision of taxis for our most disadvantaged and vulnerable Year 11s to ensure they can receive our full Year 11 offer. In addition, the SENCo continues to run our very well attended parent workshops to support parents to support their anxious child which have had positive reviews and feedback from parents/carers who have attended.

We have been working alongside the rest of Greenshaw Learning Trust to implement strategies to engage struggling families with school. This year we have developed a rewards system for attendance alongside increased CPD and exposure to the wider staff body to ensure that attendance is a whole school approach. We will continue with this this year.

Wider outcomes

Legacy

In comparison to last year, we have had another increase of 36.7% of our disadvantaged students achieving a half or full colour in comparison to 42.1% of their peers.

The area that continues to have see a significant increase of participation has been in the peripatetic music programme. This saw that 33% of our 49 students studying an instrument for more than 2 terms were disadvantaged students. We also introduced the DEAL time for all students. The focus on DEAL and instrumental lessons came from research on people who listen to music or play music improve their concentration, cognition and memory exponentially. Indeed according to the John Hopkins Trust, listening to music can improve our ability in the following areas:

1. Reduces **stress**
2. Lessens anxiety
3. Improves exercise
4. Improves **memory**
5. Eases pain
6. Provides comfort
7. Improves cognition

This year we have also seen more whole year group activities under the Legacy umbrella which has had a big impact on the number of disadvantaged students accessing culture capital opportunities. Such opportunities have included work experience in Year 10, the

Year 7 pantomime trip, a Year 8 history of Gloucester guided tour and a theatre in education performance for Year 9. Our continued support of the Scholars Brilliant Club also had a full pass rate with all of the 25 students who took part from a disadvantaged background. we will be continuing with this opportunity this year for 2 cycles in order to double the chances for students to take part.

SEMH and emotional well being

Following the period of Covid -19, the numbers of students with identified mental health or well-being difficulties have continued to rise. In response, the school has continued to use Pupil Premium funding to increase our SEMH offer, using a range of SEMH well being scales to measure impact.

The table below summarises the progress made through the following interventions:

- Mindfulness
- Year 11 yoga
- In house ELSA support

Year group	Gender	Progress 0 = expected
7	Female Male	+0.67 +0.5
8	Female Male	+0.78 +1.0
9	Female Male	+1.0 +0.2
10	Female Male	+1.0 +1.0
11	Female Male	+1.0 +1.0

Trips and Visits

Funding was allocated to ensure that our disadvantaged students were not in any way prevented from participating in last year's trips and visits, including the trip to Barcelona, and Borneo.

31% of the children who enjoyed visiting Barcelona in the Summer and 25% of students attending Borneo were Pupil Premium.

This last year, we have also been able to ensure that all students in Year 7 and 8 have had the opportunity to attend a trip. The success of this has now led to the launch of Legacy Ladder this year which will see this increasing to 3 opportunities a year for every student.