

Pupil premium strategy statement

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

Detail	Data
School name	Featherstone High School
Number of pupils in school	1762
Proportion (%) of pupil premium eligible pupils	25.37% (447)
Academic year/years that our current pupil premium strategy plan covers	2021/22 → 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gerry Wadwa
Pupil premium lead	Kamal Thacker
Governor / Trustee lead	Fay Harras-Gummer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,225.00
Recovery premium funding allocation this academic year	£57,275.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£434,500.00

Part A: Pupil premium strategy plan

Statement of intent

At Featherstone High School it is our intention to ensure that all our pupils, whether or not they are from disadvantaged backgrounds ultimately attain the best possible outcomes for the 8 qualifications across the broad curriculum for which they are entered at age 16.

We have a proud history of making very good progress in supporting our disadvantaged cohort (including the high attainers) in closing the gap in achievement. In 2019 the average attainment 8 for the 32% that were disadvantaged was 5.246 (with a progress 8 score of 0.99) compared to 5.304 for other pupils (with a progress 8 score of 0.95). The overall attainment 8 for disadvantaged pupils was in the highest 20% of all schools in 2019, 2018 and 2017. In 2020 the average attainment 8 for the disadvantaged cohort was 5.324 (compared to 5.536) and in 2021 the average attainment 8 for the disadvantaged cohort was 4.937 (compared to 5.539) illustrating a gap opening up as a result of the pandemic. Soft anecdotal evidence confirms vulnerable cohorts such as the disadvantaged being disproportionately impacted by the pandemic.

Exam year	cohort Disadvantaged	cohort non Disadvantaged	% Disadvantaged	A8 Disadvantaged	A8 non Disadvantaged	Difference in A8	P8 Disadvantaged	P8 Non-Disadvantaged	Difference in P8
2017	100	136	42%	5.2	5.2	0	0.77	0.9	-0.13
2018	98	134	42%	5	5.3	-0.3	0.48	0.96	-0.48
2019	78	163	32%	5.2	5.3	-0.1	0.99	0.95	0.04
2020	85	151	36%	5.3	5.5	-0.2	0.47	0.86	-0.39
2021	52	211	20%	4.9	5.5	-0.6	0.12	0.74	-0.62

While the principal focus of our strategy remains to support the disadvantaged cohort we will support all vulnerable students including those supported by social services and Looked After Children. Clearly, high quality whole class teaching also benefits those who are not disadvantaged.

Our recovery strategy uses the diagnosis, therapy and testing approach so that targeted support can be provided, for example, through additional provision timetabled during the extended day and by using the National Tutoring Programme for the pupils with the widest gaps in their learning. This support is made available to all pupils including non-disadvantaged pupils who have fallen behind as it is based on identified individual needs.

To refine and improve our approach, we will maintain a relentless whole school focus on everyone working together to meet the needs of the disadvantaged as they make up ¼ of the cohort – living up to our motto “together we achieve!”

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>The 9 → 4 English attainment of Year 11 disadvantaged pupils is consistently lower than for non-disadvantaged pupils:</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2021</td> <td>English Language</td> <td>78%</td> <td>81%</td> <td>-3%</td> </tr> <tr> <td>English Lit.</td> <td>83%</td> <td>88%</td> <td>-5%</td> </tr> <tr> <td rowspan="2">2020</td> <td>English Language</td> <td>81%</td> <td>88%</td> <td>-7%</td> </tr> <tr> <td>English Lit.</td> <td>86%</td> <td>88%</td> <td>-2%</td> </tr> <tr> <td rowspan="2">2019</td> <td>English Language</td> <td>73%</td> <td>81%</td> <td>-8%</td> </tr> <tr> <td>English Lit.</td> <td>84%</td> <td>86%</td> <td>-2%</td> </tr> </tbody> </table> <p>Internal data shows pronounced gaps in the performance of disadvantaged students in English bands 8Y, 9Y and 11Y (SEND students)</p>	Year		Disadvantaged	Non-disadvantaged	Difference	2021	English Language	78%	81%	-3%	English Lit.	83%	88%	-5%	2020	English Language	81%	88%	-7%	English Lit.	86%	88%	-2%	2019	English Language	73%	81%	-8%	English Lit.	84%	86%	-2%								
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2	<p>There was an even greater difference in the 9 → 4 maths attainment for Year 11 disadvantaged pupils compared to non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>73%</td> <td>87%</td> <td>-14%</td> </tr> <tr> <td>2020</td> <td>79%</td> <td>87%</td> <td>-8%</td> </tr> <tr> <td>2019</td> <td>76%</td> <td>85%</td> <td>-9%</td> </tr> </tbody> </table> <p>Internal data shows pronounced gaps in the performance of disadvantaged students in maths bands 8Y and 11Y (SEND students)</p>	Year	Disadvantaged	Non-disadvantaged	Difference	2021	73%	87%	-14%	2020	79%	87%	-8%	2019	76%	85%	-9%																								
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3	<p>Significant knowledge gaps in both the disadvantaged (more pronounced) and non-disadvantaged pupils have been identified in subject areas at all key stages as a result of subject leaders' diagnostic assessments prior to drawing up their curriculum recovery plans.</p> <p>Pupils on or above target in 2019 to 2020 (internal data):</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Year Group</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>7</td> <td>59.18%</td> <td>72.53%</td> <td>-13.34%</td> </tr> <tr> <td>English</td> <td>8</td> <td>46.34%</td> <td>55.91%</td> <td>-9.57%</td> </tr> <tr> <td>English</td> <td>10</td> <td>56.32%</td> <td>62.09%</td> <td>-5.77%</td> </tr> <tr> <td>English</td> <td>11</td> <td>63.77%</td> <td>57.46%</td> <td>+6.26%</td> </tr> <tr> <td>Maths</td> <td>7</td> <td>61.22%</td> <td>63.19%</td> <td>-1.96%</td> </tr> <tr> <td>Maths</td> <td>8</td> <td>51.22%</td> <td>67.20%</td> <td>-15.98%</td> </tr> <tr> <td>Maths</td> <td>10</td> <td>56.32%</td> <td>67.58%</td> <td>-11.26%</td> </tr> </tbody> </table>	Subject	Year Group	Disadvantaged	Non-disadvantaged	Difference	English	7	59.18%	72.53%	-13.34%	English	8	46.34%	55.91%	-9.57%	English	10	56.32%	62.09%	-5.77%	English	11	63.77%	57.46%	+6.26%	Maths	7	61.22%	63.19%	-1.96%	Maths	8	51.22%	67.20%	-15.98%	Maths	10	56.32%	67.58%	-11.26%
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Maths	11	60.78%	77.61%	-16.83%
Science	10	64.38%	67.14%	-2.76%
Science	11	63.64%	61.76%	+1.87%
MFL	10	50%	53.33%	-3.33%
MFL	11	45.57%	55.17%	-9.60%

4

During lockdowns, it became anecdotally apparent that many pupils (disadvantaged or advantaged) with medical conditions (275), EAL at stages A to C (234) and SEN needs (184) who were unable to access the on-site provision on offer (56 pupils attended every day (45 of them with SEND and 9 with EAL) and attendance ranged from 56 to 91 from January to March 2021); could not access remote provision either (accessed by 85% of total cohort), despite the distribution of 400 laptops for home use. These pupils were disproportionately impacted by the effects of the pandemic and fell further behind. For example, the overall Attainment 8 of the SEND cohort fell from 38.08 (Progress 8 score of 0.65) in 2020 to 31.00 (Progress 8 score of 0.18) in 2021. Pupils still need support with accessing home learning (2075 negative logs on SIMs for non-completion to July 2021) and with English language induction.

03/09/21 to 13/12/21	Disadvantaged	Non-Disadvantaged	cohort Disadvantaged (13/12)	cohort Non-Disadvantaged (13/12)	points per Disadvantaged pupil	points per Non-Disadvantaged
Missed home learning	818	1804	447	1315	1.8	1.4
negative behaviour points	5782	12016	447	1315	12.9	9.1
Positive behaviour points	147865	358995	447	1315	330.8	273.0
03/09/20 to 18/12/20	Disadvantaged	Non-Disadvantaged	cohort Disadvantaged (18/20)	cohort Non-Disadvantaged (18/20)	points per Disadvantaged pupil	points per Non-Disadvantaged
Missed home learning	826	1698	515	1258	1.6	1.3
Negative behaviour points	7821	14127	515	1258	15.2	11.2
Positive behaviour points	109910	287025	515	1258	213.4	228.2
08/03/21 to 21/07/21	Disadvantaged	Non-Disadvantaged	cohort Disadvantaged (25/06)	cohort Non-Disadvantaged (25/06)	points per Disadvantaged pupil	points per Non-Disadvantaged
Missed home learning	711	1364	504	1255	1.4	1.1
Negative behaviour points	7041	12677	504	1255	14.0	10.1
Positive behaviour points	97749	235014	504	1255	193.9	187.3

5	<p>Data shows the attendance of both disadvantaged pupils (93.75% for autumn 2020 dropping to 88.01% following lockdown for summer 2021) and non-disadvantaged pupils (96.34% for autumn 2020 dropping to 86.31% following lockdown for summer 2021) had suffered as a result of Covid-19 related absences.</p> <table border="1" data-bbox="341 479 1452 703"> <tr> <td>03/09/21 to 13/12/21</td> <td>Disadvantaged</td> <td>Non- Disadvantaged</td> </tr> <tr> <td>Attendance</td> <td>93.98%</td> <td>95.38%</td> </tr> <tr> <td>03/09/20 to 18/12/20</td> <td>Disadvantaged</td> <td>Non- Disadvantaged</td> </tr> <tr> <td>Attendance</td> <td>93.75%</td> <td>96.34%</td> </tr> <tr> <td>08/03/21 to 21/07/21</td> <td>Disadvantaged</td> <td>Non- Disadvantaged</td> </tr> <tr> <td>Attendance</td> <td>88.01%</td> <td>86.31%</td> </tr> </table>	03/09/21 to 13/12/21	Disadvantaged	Non- Disadvantaged	Attendance	93.98%	95.38%	03/09/20 to 18/12/20	Disadvantaged	Non- Disadvantaged	Attendance	93.75%	96.34%	08/03/21 to 21/07/21	Disadvantaged	Non- Disadvantaged	Attendance	88.01%	86.31%
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6	<p>The Pastoral and Social Inclusion teams have reported a noticeable rise in stress and anxiety in pupils some caused by concern over catch up. School Council (December 2021) has raised the lack of the usual calendared enrichment opportunities including careers and educational visits as a cause of concern for pupils. They requested the relaunch of our cultural fusion day to revive celebrations of our diversity.</p>																		

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve level of attainment / progress of disadvantaged pupils to match the attainment / progress of non-disadvantaged pupils across a broad and balanced curriculum.</p>	<p>By the end of the three year plan in 2024/25 the gap in attainment and progress between the disadvantaged pupils and non-disadvantaged pupils will be bridged restoring the pre-Covid -2019 situation. 85% / 90% of disadvantaged pupils to meet FFT20 expectations across the curriculum.</p>
<p>Improve the reading, writing, oracy and numeracy skills of the disadvantaged, so that they are equal to the non-disadvantaged pupils including those with SEN, EAL and medical needs.</p>	<p>Assessment of the reading, writing, oracy and numeracy skills of the disadvantaged cohort will show an improvement that bridges the gap with the non-disadvantaged cohort by 2024/25. That disadvantaged pupils are able, with support to attempt and complete their home learning at the same rate of completion as non-disadvantaged pupils as evidenced by records on SIMS.</p>

	<p>Evidence from learning walks and book scrutiny should illustrate improvement in the acquisition of skills by disadvantaged pupils.</p>
<p>To improve the well-being of all of our pupils including the disadvantaged. To include access to a wide range of extra-curricular activities to develop pupils' cultural capital.</p>	<p>As evidenced by pupil / parent voice surveys (including the Ealing Health and Behaviour Survey) and the increased participation of disadvantaged pupils in extra-curricular, enrichment and careers based activities (quantified).</p> <p>Reduction in the level of support being asked of the Social Inclusion Team with anxiety concerns.</p> <p>The attendance rate of both disadvantaged pupils and non-disadvantaged pupils to return to pre-pandemic levels by 2024/25. With the rate of attendance for the disadvantaged equalling that of the non-disadvantaged.</p> <p>The destinations of disadvantaged pupils show equivalence to those of non-disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Conduct knowledge gap analyses – standardised diagnostic tests to be periodically completed by subjects</p>	<p>Provide evidence into pupils’ strengths and weaknesses and identify correct level and nature of interventions Standardised tests (EEF)</p>	<p>1 → 5</p>
<p>1)Timetable additional class for English 7Y6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p>	<p>Planned and sustained structural changes within the package of implementation strategies (EEF)</p> <p>Includes Recruitment costs</p> <p><u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>“Provide high quality literacy interventions for struggling students – Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in Year 7.”</p> <p>Developing teaching through mastery approaches</p>	<p>1</p>
<p>2)Timetable additional class for maths 7Y6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p>	<p>Includes Recruitment costs</p> <p><u>Improving Mathematics in Key Stages Two and Three: Evidence Review March 2018:</u> https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/</p>	<p>2</p>

	<p>What is the evidence regarding the effect of using collaborative learning approaches in the teaching and learning of maths? Strength of evidence: HIGH</p> <p>To what extent does teaching thinking skills, metacognition and/or self -regulation improve mathematics learning? Strength of evidence (Thinking skills, metacognition and self-regulation): MEDIUM Strength of evidence (Working memory training): HIGH</p> <p>What is the evidence regarding mastery learning in mathematics? Strength of evidence: MEDIUM</p>	
<p>3) Timetable 3 additional double periods in the extended day to facilitate catch up / completion of KS3 programme of learning in history, geography, computer science, cookery and graphics in years 7 and 8. £50 x 6 periods x 19 fortnights = £5700</p>	<p>Includes Recruitment costs</p> <p><u>Teaching of disciplinary literacy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>“Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.”</p> <p>“Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.”</p> <p>“Developing students’ ability to read complex and academic texts – Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.”</p> <p>“Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students’ understanding of ideas.”</p> <p>“High quality talk is typically well-structured and guided by teachers.”</p>	<p>3</p>
<p>4) Timetable additional class for maths 8Y6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p>	<p>Improving Mathematics in Key Stages Two and Three: Evidence Review March 2018:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/</p>	<p>2</p>

<p>5)Timetable additional class for English 9Y6 x 12 periods per fortnight £50 x 12 periods x 19 fortnights = £11,400</p>	<p>Includes Recruitment costs</p> <p>Writing Approaches in Years 3 to 13: Evidence Review EEF – July 2019</p> <ol style="list-style-type: none"> 1. Use of co-operative writing 2. Structured approaches that give students step by step guides to writing in various genres, focused squarely on writing outcomes 3. Programmes that teach students to assess their own and others' drafts, to give students more feedback and insight into effective writing strategies. 	<p>1</p>
<p>6)Timetable 2 additional periods for RE for 9X5 and 9Y5 £50 x (2 x 2) x 19 = £3,800</p>	<p><u>Teaching of disciplinary literacy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p>
<p>7)Timetable 2 additional periods for RE for 10X5 and 10Y5 £50 x (2 x 2) x 19 = £3,800</p>	<p><u>Teaching of disciplinary literacy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p>
<p>8)Timetable 2 additional periods for Spanish and French in 10X band and further 2 for each subject in the 10Y5 band £50 x 2 x 4 x 19 = £7,600</p>	<p>Includes Recruitment costs</p> <p><u>Teaching of disciplinary literacy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p>
<p>9)Timetable 2 additional periods for combined science sets 1 to 3 and 4 additional periods for combined science set 4 in both Year 10 bands.</p>	<p><u>Teaching of disciplinary literacy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p>

<p>£50 x 2(2 x 2) x 19 + £50 x 2(4) x 19 = £15,200</p>		
<p>10)Timetable 2 additional periods for RE for 11X5 and 11Y5 £50 x (2 x 2) x 19 = £3,800</p>	<p><u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p>
<p>11)Timetable 2 additional periods for Spanish and French in 11X band and further 2 for each subject in the 11Y5 band £50 x 2 x 4 x 19 = £7,600</p>	<p>Includes Recruitment costs</p> <p><u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment EEF – July 2020: “In general approaches that are largely meaning oriented, provided rich, authentic and stimulating FL input for students, which increases the involvement load tends to be more successful.”</p>	<p>3</p>
<p>12)Timetable 2 additional periods for combined science sets 1 to 3 and 4 additional periods for combined science set 4 in both Year 11 bands. £50 x 2(2 x 2) x 19 + £50 x 2(4) x 19 = £15,200</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</p> <ol style="list-style-type: none"> 1. Pre-conceptions – build on the ideas that pupils bring to lessons 2. Self-regulation – help pupils direct their own learning 3. Modelling: use models to support understanding 4. Memory: support pupils to retain and retrieve knowledge 5. Practical work: use practical work purposefully and as part of a learning sequence 6. Language of science: develop scientific vocabulary and support pupils to read and write about science 7. Feedback: use structured feedback to move on pupils’ thinking <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science September 2017 “Unfortunately, existing research on pupils’ attainment in science has consistently shown an uneven spread of scientific knowledge. There is a consistent link between</p>	<p>3</p>

	pupils' socio-economic status and their attainment and participation in science learning at school. Pupils who come from higher SES families are more likely to do well in science subjects than less advantaged pupils and to continue to study science after the age of 16 years, when it is no longer compulsory to do so."	
13) Timetable 2 additional maths classes in Year 11 £50 x 2(12) x 19 = £22,800	<u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
14) Timetable 2 additional periods for English classes in Year 11 £50 x 2(10) x 19 = £19,000	Includes Recruitment costs <u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Writing Approaches in Years 3 to 13: Evidence Review EEF – July 2019	1
15) For Year 12 timetable additional 2 periods per fortnight for A levels in Biology (2), Chemistry (2), English Geography, Maths (3), Physics, Psychology (2), Sociology (2) £50 x 14 x 2 x 19 = £26,600	Planned and sustained structural changes within the package of implementation strategies (EEF) Recruitment costs Developing teaching through mastery approaches <u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2,3
16) For Year 13 timetable additional 2 periods per fortnight for A levels in Biology (2), Business, Chemistry (2), Economics (2), English, Further	<u>Teaching of disciplinary literacy:</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2,3

<p>maths, Maths (3), Physics, Psychology (2), Sociology (2) £50 x 17 x 2 x 19 = £32,300</p>		
<p>Timetabled catch up and support for subject disciplinary literacy = £203,000</p>		
<p>EAL induction support for students at stages A to C</p> <p>£50 x 12 x 19 = £11,400</p>	<p>EAL_and_educational_achievement__Prof_S_Strand.pdf EEF – January 2015</p> <p>“It is proficiency in the English language that is a major factor influencing the degree of support an individual student will require.....it is notable that recent arrival....and Black African ethnic groups are associated with much higher risks of low attainment for EAL students.”</p>	4
<p>To renew quality assurance mark with the Educational Development Trust</p> <p>£1664</p> <p>Experience of work and contact with employers</p> <p>£26,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</p> <p>Employer engagement in education to enhance young people’s understanding of jobs and careers</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded by the contemporary labour market</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded for successful school to work transitions</p> <p>Employer engagement in education to enrich education and underpin pupil attainment</p>	6
<p>R&R for a lead teacher to map cross curricular approaches to the development of cultural capital, SMSC and world views across the curriculum.</p> <p>£3450</p>	<p>Using a Distributive Leadership approach</p> <p>To lead training of ECTs and other professionals on the development of high quality cultural capital and “world views” within their lessons.</p>	6
<p>Appoint Raising Standards Leader at KS3 to reform assessment and</p>	<p>Using a Distributive leadership approach</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p>	1,2,3

<p>reporting systems at KS3 to implement new mastery approach. £3450</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</p>	
<p>Metacognition and self-regulation – the development of remote learning strategies and the blended approach to learning. Directed time for re-launch of small group tutorials £3,000 for purchase of webcams & £1949 for visualizers £14,297 for improvement to servers for remote learning £19,393 for Firefly – remote learning portal</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p>Support pupils to plan, monitor and evaluate their learning. Explicitly teach pupils how to organise and effectively manage their learning independently</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils</p> <ol style="list-style-type: none"> 1. Consider how technology will improve teaching and learning before introducing it 2. Technology can be used to improve the quality of explanations and modelling 3. Technology offers ways to improve the impact of pupil practice 4. Technology can play a role in improving assessment and feedback 	4
<p>CPD timetabled into extended school day £8,600</p>	<p>INSET themes include:</p> <ol style="list-style-type: none"> 1. INSET on use of digital technologies and provision of remote learning as part of blended approach 2. Whole school INSET on curriculum sequencing and planning 3. Lead teacher INSET on curriculum recovery 4. Lead teacher INSET on effective home learning 5. Departmental INSET – Acquiring disciplinary literacy <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1 → 4

<p>Home learning club for SEND, EAL and disadvantaged cohort £20 x 5 x 38 = £3,800</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs – assess, plan, do review approach. 3. Ensure all pupils have access to high quality teaching 4. Compliment high quality teaching with carefully selected small group and one to one interventions 	<p>4</p>
<p>Other forms of support including that not timetabled = £97,000</p>		

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

Budgeted cost: £74,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide one to one and small group tutoring. A significant proportion of those pupils in receipt of NTP support will be disadvantaged and a good proportion of those will be high attainers. £57,275 (recovery premium)</p>	<p>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</p>	<p>1 → 3</p>
<p>Targeted support for individual and small groups of students provided through additional “alternative curriculum” timetabled sessions £17,225</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 → 4</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-Launching Curriculum Enrichment Week £40,000 and the Duke of Edinburgh Award £7,000 Support for cooking, food and nutrition £5,500	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment “Enrichment approaches can directly improve pupils’ attainment...” EEF	6
Re-Launching the FHS Science week £4500	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science September 2017 “Bringing students into a science “place” e.g. university or a science museum “Bringing scientists or extra -curricular science activities into schools.”	6
Embedding principles of good practice set out in DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Contingency £3,000	Ad hoc unplanned expenditure to support disadvantaged cohort	1 → 6

Total budgeted cost: £ 434,500.00

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 2020 to 2021 academic year.

Our internal assessments during 2020 to 2021 resulted in an average attainment 8 for the disadvantaged cohort at 4.937 (compared to 5.539 for the non-disadvantaged cohort) illustrating the gradual building up of a gap in attainment since 2019 (when the gap was largely bridged).

Ebacc entry in 2021 was very high at 81% The school remains committed to teaching a broad and balanced curriculum and the Ebacc provides just this type of curriculum:

Academic cohort / Year 11	Numbers following an Ebacc. Curriculum	Percentage
2019	177 / 241	73%
2020	195 / 237	82%
2021	214 / 263	81%
2022	193 / 262	74%
2023	211 / 268	79%

The school had made very good progress in bridging the gap between the disadvantaged and non-disadvantaged in 2019 with a progress 8 score of 0.95 for the disadvantaged cohort compared to 0.96 for the non-disadvantaged. As mentioned above our overall attainment 8 for disadvantaged pupils was in the highest 20% of all schools in 2019, 2018 and 2017.

We believe that the pandemic has disproportionately affected the disadvantaged cohort. Although the quality of the curriculum delivered during closure was high and 85% of our students engaged consistency with on-line learning delivered through the live streaming of lessons using google classroom – a significant minority were unable to engage and have fallen back. This included 11 students with SEND in year 11 that were also given NTP support.

Attendance figures show that especially in the upper year groups there was a growing gap in the rate of attendance between the non-disadvantaged and the dis-advantaged pupils:

Year Group	Attendance – Disadvantaged	Attendance – Non-Disadvantaged
2020 – 2021		

Year 7	94.64%	95.75%
Year 8	94.64%	95.05%
Year 9	90.47%	94.69%
Year 10	88.70%	93.61%
Year 11	77.77%	83.03%
Year 12	88.43%	90.61%

Overall attendance was much lower than in previous years although there has been a recovery since the beginning of the autumn term.

It is also clear, that the lack of enrichment opportunities and the curtailment of the wider curriculum has had an effect on pupil well-being and feelings of contentment and this plan will address those feelings over the next three years.

Further information

Other support for disadvantaged pupils not funded by pupil premium funding since beginning of term September 2021.

Equipment including school bags, stationery and PE kit = £1704

Financial support for purchase of uniform = £200 est.

Financial support for purchase of lunch = £200 est.

Breakfast for disadvantaged pupils = £378

Catch Up Funding 2020 to 2021

Catch Up Premium 11 → 16	£109,120
Catch Up Premium 16 → 19	£13,604
Total	£122,724

Expenditure 2020 → 2021	
50 students in Year 11 received 2 hours of English and maths tutorials over 10 weeks at £22 per session	£22,000
45 students in Year 11 received 15 weeks of NTP tuition at 25% cost	£2,531.25
400 x A level tutorials at £22 per session	£8,800
24 students in Years 12 and 13 received 2 sessions of English and / or maths tutorials at £22 per session	£5,280
NTP Co-ordinator costs	£5,121
Year 7 Catch Up – 2 additional classes for English and maths (12 in total) and 3 additional after school interventions for each subject	£30,400
Headsets and microphones	£1130.40
Carried forward from 2020 → 2021	£47,461

Catch Up Funding 2021 to 2022

Recovery Premium 11 → 16* (refer to targeted academic support above)	£57,275*
Catch Up Premium 16 → 19	£31,225
School Led Tutoring Grant	£47,992.50
Carried forward from 2020 → 2021	£47,461
Total	£183,953.50

Expenditure 2021 → 2022: Autumn term of 2021 only

MyTutor invoice for 1 to 1 support 75% from School Led Tutoring Grant and 25% from Recovery Premium On school site using LRCF on Mondays, Wednesdays and Fridays after school for year 11 and for re-take English and maths in Year 12 Remote provision for A level	£51,497
Headsets X 50	£196.50
NTP Co-ordinator costs	£5,121 (for whole year)
HLTA supervisor staffing costs 4 X 2 hours X 2 days + 3 X 1 hour X 1 day (19 hours per week) X £20 (cost per hour) X 36 weeks	£13,680 (for whole year)
Year 7 Catch Up – 2 additional classes for English and maths (20 periods in total) and 3 additional after school interventions for each subject (12 periods in total) 32 periods X £50 per period X 19 fortnights	£30,400 (for whole year)
Total so far	£100,894.50