

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 students.

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	Gildredge House
Number of students in school	Total - 1179 Primary - 416 Secondary - 738
Proportion (%) of Pupil Premium eligible students	Total - 19.8% Primary - 16.6% Secondary - 22.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Senior Leadership Team
Pupil premium lead	Tom Addems Assistant Head Teacher for Inclusion
Governor leads	Firle Beckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,185
Recovery premium funding allocation this academic year	£57,028
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£358,213

Part A: Pupil premium strategy plan

Statement of intent

It is an uncomfortable truth that across British society, a stubbornly strong correlation between wealth and opportunity continues to exist. The Covid 19 pandemic and current 'cost of living crisis' have furthered entrenched this reality. Whilst we do not subscribe to the 'lost generation of learners' narrative, it is reasonable to surmise that many young people who were deemed to be 'vulnerable' prior to these events now find themselves in a more precarious position. We acknowledge that schools cannot cure all of society's troubles, however we are determined to do what we can to ensure our most vulnerable students achieve their aspirations.

Our strategy for supporting students who receive the Pupil Premium is influenced by Mark Rowland's seminal texts on this subject, 'Addressing educational disadvantage in schools and colleges - the Essex way' (2021) and 'A Practical Guide to the Pupil Premium' (2014).

- We wholeheartedly agree with Rowland's view that Quality First Teaching is the most valuable tool in improving the outcomes of all learners, particularly those identified as economically disadvantaged. This is proven to have the greatest impact on closing the disadvantage attainment gap, and concurrently will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- We have high expectations of all students, irrespective of background or barriers to learning.
- We agree with Rowland's assertion that 'Disadvantaged students should not be treated as a homogenous group. There is no such thing as a 'Pupil Premium' child or young person.' We do not label students - our support strategies are individualised and focused on student need.
- We use evidence from reliable sources such as the Education Endowment Foundation to inform our Pupil Premium strategy.
- We share Rowland's view that 'doing a few things well' through well planned implementation is of greater value than following a haphazard, poorly researched approach.

Challenges

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

Challenge number	Detail of challenge	Phase
1	Students in receipt of the Pupil Premium are making less progress in relation to their starting points than those who do not qualify for the funding.	Primary/Secondary
2	In class support for students with additional needs e.g. disadvantaged, SEND, HPA and EAL is inconsistent.	Primary/Secondary
3	Our assessments, observations and discussions with students and families suggest that the academic progress of many disadvantaged students has been	Primary/Secondary

Challenge number	Detail of challenge	Phase
	impacted by partial school closures to a greater extent than for other students. These findings are supported by several national studies.	
4	Our discussions with many students in receipt of the Pupil Premium indicate that many are experiencing complex family issues which require outside agency involvement. These issues cause students to become distracted from their learning whilst in school, which consequently impacts upon their academic progress.	Primary/Secondary
5	Our assessments and observations indicate that a disproportionate number of disadvantaged students within specific year groups lack the necessary levels of literacy and numeracy skills required to access the curriculum.	Primary/Secondary
6	Our data indicates that a significant proportion of our disadvantaged cohort also have additional needs e.g., SEND. As a result, the complexity of their needs is increased.	Primary/Secondary
7	Our data indicates that levels of absenteeism are higher for those students identified as ‘disadvantaged.’	Primary/Secondary
8	Our data indicates that there is a strong correlation between students identified as ‘disadvantaged’ and those receiving the most amount of negative behaviour points.	Secondary

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
The school’s progress and attainment gap is no greater than the national average and comparative to other schools with similar student demographics.	<p>KS4 assessment data indicates that the school’s progress and attainment gap is no greater than the national average.</p> <p>Data from FFT Aspire identifies that school outcomes are comparative with schools with similar demographics of students.</p> <p>KS2 assessment data indicates that the school’s progress and attainment gap is no greater than the national average.</p>

Intended outcome	Success criteria
	Data from FFT Aspire identifies that school outcomes are comparative with schools with similar demographics of students.
A consistently high quality of teaching and learning across both primary and secondary phases.	Lesson monitoring visits will identify that the Gildredge House 5 teaching and strategies and core offer for students with additional needs is embedded. Elements of both will be evident in all lessons. Quantitative and qualitative data will be captured through the lesson monitoring process to evidence to implementation of the strategies.
Students are able to read at an age-appropriate level.	Data obtained through assessments, diagnostic testing and interventions confirms that 90% of students are reading at an age-appropriate level. Students who are more than 12 months below their reading age receive appropriate intervention.
Whole school data regarding attendance, behaviour and rewards indicates that there is no discernible difference between disadvantaged and non-disadvantaged students.	Internally generated data provides evidence to support this intended outcome.

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 (e.g. CPD, recruitment and retention)

Budgeted cost: £158,213

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
<i>Recruitment, retention and training of high-quality teaching and support staff</i>	Numerous studies support the assertion that excellent teaching will lead to an improvement in student outcomes. Ensuring that students are taught by specialist teachers is central to achieving this objective. Upskilling teaching and support staff so they are able to provide a consistently excellent standard of teaching will benefit all students, particularly those with additional needs who require expert, precision teaching. The school is supporting several colleagues to complete a range of CPD programmes. The knowledge gained by completing these	1, 2, 3	Primary/Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	programmes will benefit the whole school community and have a positive impact upon the overall standard of teaching and learning.		
<i>Early years literacy support worker</i>	2 x Fixed Term contract TAs (1 year) have been employed to provide individual and group speech and language intervention on a weekly basis. All students are baselined in September and from this the children are targeted based on level of need.	1, 2, 3, 5	Primary
<i>Whole school CPD and meeting structure</i>	We have amended our whole school CPD and meeting structure to ensure consistent focus on whole school priorities. Subject department and phase meeting time has been significantly increased, allowing for greater discussion regarding the implementation of whole school priorities at faculty/Key Stage level. In addition, secondary Raising Attainment and Progress meetings take place each week between Heads of Department and members of the SLT.	1, 2, 3	Primary/Secondary

Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
<i>Implementation of The Gildredge House 5 and Empowering Every Learner planning and delivery support framework</i>	As Mark Rowlands states in 'A practical guide to the Pupil Premium' (2014), 'If the teaching is not consistently very good at your school, then that should be the focus...any other initiative is a sticking plaster.' Using Shaun Allison's 'Making Every Lesson Count' (2015) as our inspiration, we have created and are implementing The Gildredge House 5 (GH5) lesson	1, 2, 3	Primary and Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	<p>expectations across all phases of the school. The aim of the GH5 is to ensure that consistently high standards of challenge, explanation, modelling, questioning and feedback are in place in every lesson. Alongside the GH5, we have also launched our Empowering Every Learner planning and delivery support framework, for students with additional needs, including those identified as being disadvantaged. This framework works seamlessly with the GH5, outlining explicitly the adaptations we expect to be in place to support students in every lesson, every day. Once fully embedded, the GH5 and Empowering Every Learner framework will result in a consistently high standard of lessons, which in turn will improve outcomes for all students.</p>		
<i>Diagnostic assessments</i>	<p>The school will use diagnostic assessments to ensure that interventions are targeted and purposeful. The following diagnostic assessments will be purchased this year through our Pupil Premium funding: Progress In Reading Assessment KS1/KS2; New Group Reading Test; Boxall Profile; Insights Maths Assessment Tool.</p>	1, 3, 5, 6	Primary/Secondary
<i>Intervention programmes</i>	<p>Students identified as requiring additional support through diagnostic testing and teacher assessments will be invited to participate in an appropriate intervention programme.</p> <p>Literacy The Education Endowment Foundation Teaching and Learning Toolkit indicates that effectively implemented oracy, reading comprehension and literacy interventions have the potential to improve the progress of</p>	1, 3, 4, 5, 6	Primary/Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	<p>participating students by up to six months. A range of literacy interventions will operate within our primary and secondary phases, for example Lexia; Touch Type Read Spell; Boosting Reading Potential; Reading Comprehension Group; KS3 Literacy intervention group.</p> <p>Numeracy Doodle Learning and Numbots will be used within the primary phase to support students who require additional numeracy support. Sparx Maths will be used across the secondary phase, with a small group of students receiving weekly maths intervention sessions utilising the White Rose support curriculum.</p>		
<i>The Brilliant Club</i>	<p>One must avoid assuming that students who attract Pupil Premium are necessarily low attainers. The Brilliant Club will work with a cohort of Year 6, Year 8 and Year 10 High Prior Attaining students, 50% of whom must attract Pupil Premium funding. Participating students will attend two university visits and work with a PhD student to complete a dissertation on a specific topic they will study during six seminar sessions. Participation in the scheme is a positive experience for those students whose exposure to further education may have been limited.</p>	7, 8	Primary/Secondary
<i>Study support resources</i>	<p>Our Pupil Premium funding will be used to ensure that students have the correct resources required to access their learning. For example, students in Year 11 will have revision guides purchased for them in subjects where they are available.</p>	1, 3	Primary/Secondary
<i>Literacy resources</i>	<p>Our intention is to ensure that all students can read at an age appropriate level. In our</p>	5	Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	secondary phase, pupil premium funding will be used to purchase resources which will be used for our whole phase reading intervention, Drop Everything And Read.		
<i>Student Support Profile</i>	It is widely accepted that there is no 'silver bullet' in regards to support for students who are disadvantaged. The support students require is highly individualised. This year after each data collection, secondary phase students who are disadvantaged and whose progress is a concern will complete a Student Support Profile. The profiles will be available to all of the students' teachers, who should adapt their lessons to reflect the information contained within the profile.	1, 2, 3, 4	Secondary

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
<i>Place 2 Be</i>	Since returning from lockdown, the number of students requiring support for their mental health needs has significantly increased. Place 2 Be provide in school counselling for students. Providing students with access to a high standard of mental health support, particularly in light of the current capacity issues in similar external services, enables students to begin to overcome the difficulties they may be facing. As a result, the impact of these difficulties on their academic progress may be reduced.	4, 7, 8	Primary/secondary
<i>Summer school</i>	The Education Endowment Foundation Teaching and Learning Toolkit indicates that an effectively implemented summer school has the potential to improve the progress of participating	4, 6, 7, 8	Primary/Secondary

	<p>students by up to three months. Internally generated feedback from our summer school programme indicates that participating Year 7 students managed the transition from primary to secondary more effectively than those who did not attend. We therefore intend to use a proportion of our Pupil Premium funding to run another summer school this academic year.</p>		
<i>Extra-curricular activities</i>	<p>The Education Endowment Foundation Teaching and Learning Toolkit indicates that arts participation has the potential to improve the progress of participating students by up to three months. Students in receipt of the Pupil Premium who wish to learn an instrument will have funded lessons for the duration of this academic year. Students who are in receipt of the Pupil Premium will be able to have a proportion of visit costs met through the Pupil Premium funding.</p>	7, 9	Primary/Secondary
<i>Hardship fund</i>	<p>Students who are in receipt of the Pupil Premium may need support to purchase basic items, for example clothes, shoes or personal hygiene products. Provision of these items will ensure student wellbeing, which should improve attendance, which will lead to academic progress.</p>	7	Primary/Secondary

Total budgeted cost: £358,213

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 students in the 2022 to 2023 academic year.

Outcome 1 - The school's progress and attainment gap is no greater than the national average and comparative to other schools with similar student demographics.

Primary phase

KS1 SATS

	Writing		Reading		Maths	
	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)
	2022	2023	2022	2023	2022	2023
All students	69	66	72	80	66	86
Disadvantaged	50	56	64	89	50	78
Non-disadvantaged	78	72	84	78	79	75
Gap	-28	-16	-20	+11	-29	+3

Outcomes for our disadvantaged KS1 students improved in all areas this year and compared favourably with the national averages for the disadvantaged cohort, which were as follows - Writing 44%, Reading 54% and Maths 56%. The progress gap between our disadvantaged and non-disadvantaged students was lower than the national average in all assessment areas. The national gap in each assessment area was as follows - Writing 21%, Reading 19%, Maths 19%.

(Source - <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment>)

KS2 SATS

	Writing		Reading		Maths	
	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)	Expected/Exceeding Progress (%)
	2022	2023	2022	2023	2022	2023
All students	62	70	70	80	51	75
Disadvantaged	46	67	62	67	31	58
Non-disadvantaged	66	73	74	83	60	79
Gap	-20	-6	-12	-16	-29	-21

Outcomes for our disadvantaged KS2 students improved in all areas this year and compared favourably with the national averages for the disadvantaged cohort, which were as follows - Writing 58%, Reading 60% and Maths 59%. The progress gap between our disadvantaged and non disadvantaged students was in line with the national averages for the disadvantaged cohort in Reading and Maths. The gap was much smaller than the national average for Writing. The national gap in each assessment area was as follows - Writing 19%, Reading 18%, Maths 20%.

(Source - <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>)

Secondary phase

KS4 Attainment 8

	Gildredge House		National Average	
	2022	2023	2022	2023
All students	47.05	47.26	48.8	46.20
Disadvantaged	30.86	31.41	37.50	34.90
Non-disadvantaged	50.20	52.35	52.60	50.20
Gap	20.12	20.94	15.10	15.30

KS4 Progress 8

	Gildredge House		National Average	
	2022	2023	2022	2023
All students	-0.08	-0.26	-	-
Disadvantaged	-0.73	-0.83	-0.53	-0.57
Non-disadvantaged	0.06	-0.08	0.15	0.17
Gap	-0.79	-0.75	-0.68	-0.74

(Source - 4 Matrix internally generated data 06.10.23)

(Source - <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>)

There were several fantastic results within our KS4 disadvantaged cohort. The attainment 8 score of this cohort improved, and their Progress 8 gap was in line with the national average gap between disadvantaged and non-disadvantaged students. Interrogation of our KS4 results has informed our strategy for improving the results of this year's KS4 disadvantaged cohort. As we enter the final year of this strategy cycle, we are confident that there will be a significant improvement in the results of this cohort in summer 2024.

Outcome 2 - A consistently high quality of teaching and learning across both primary and secondary phases.

Our whole school quality first teaching, Gildredge House 5 (GH5) lesson essentials were launched during academic year 2022-23. The GH5 forms part of our whole school lesson culture. The GH5 essentials are as follows:

- **Challenge** - Students have high expectations of what they can achieve. Students are engaged and motivated to learn.
- **Explanations** - Students acquire new knowledge and skills.
- **Modelling** - Students know how to apply the knowledge and skills.
- **Questioning** - Students are made to think hard with breadth, depth and accuracy.
- **Feedback** - Students think about and further develop their knowledge and skills.

Teachers are expected to ensure that these essentials are present within every lesson.

By the end of academic year 2022-23, there was evidence that the GH5 was beginning to be embedded within lessons. Learning Walks identified that 61% of lessons included all GH5 essentials. Explanation and Modelling have been identified as strengths across the school. The GH5 will continue to be embedded during academic year 2022-23. We are confident that by the end of academic year 2023-24, supported by CPD and increased accountability, staff will be implemented all GH5 essentials during lessons, which in turn will improve the outcomes of all students.

Outcome 3 - Students are able to read at an age-appropriate level.

Primary phase

Students within our primary phase continue to be supported to develop their literacy skills. Little Wandle, Daily Readers, Language Link, Boosting Reading Potential and Lexia were all used last year to support students during additional literacy intervention sessions. Within Years R-3 interventions were classroom based and run by our Early Years Literacy Support Worker. In Years 4-6 the interventions were run by specialist Teaching Assistants who tailored the interventions to the needs of the group. Data was then analysed again the following term to assess impact. During lessons, teachers followed the Word Aware approach to develop student understanding of Goldilocks/Step On words. 'Fridge Words' are sent home to help students develop their literacy skills away from school. Students were encouraged to develop their reading skill through regular use of the Primary Library.

Secondary phase

NGRT Data 2023

	Disadvantaged cohort	Average improvement (months)
Year 8	28	18
Year 9	26	14
Year 10	31	15
Year 11	31	15

All students in the secondary phase completed the NGRT Reading Age assessment during summer term 2023. The results of our disadvantaged cohort were encouraging - on average, their Reading Ages improved at least in line with expectations (12 months) when compared with their 2022 NGRT Reading Age assessment. This is a positive outcome, which reflects our increasing focus in literacy within the secondary phase. A whole school Literacy Coordinator is now in place. Literacy was a strong consideration during the development of our whole school curriculum. Targeted literacy intervention, such as Language Link, was implemented. Form Groups complete weekly whole class reading sessions, during which they all read a chosen text with their Form Tutor. Members of staff are aware of student Reading Ages through our Inclusion Register. CPD has been delivered to staff relating to the Frayer Model and targeted vocabulary instruction. We are excited about the next stage of developing literacy at Gildredge House - our new Library and Multimedia Centre will be opening during academic year 2023-24, which will serve to further increase the focus on literacy across the school.

Outcome 4 - Whole school data regarding attendance, behaviour and rewards indicates that there is no discernible difference between disadvantaged and non-disadvantaged students.

Attendance 2022-23

	YR-Y6	National Average (%)	Y7-Y11	National Average (%)
All students	94.6	94.0	92.3	90.7
Disadvantaged	91.1	88.6 (Primary and Secondary)	86.9	88.6 (Primary and Secondary)
Non-disadvantaged	95.3	93.8 (Primary and Secondary)	93.9	93.8 (Primary and Secondary)
Gap	-4.2	-5.2	-7	-5.2

NB: At the time of writing, national data for disadvantaged cohort attendance specific to school phase e.g. primary or secondary was not available. The disadvantaged/non-disadvantaged national average data above is a combination of primary and secondary schools.

(Source - <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2023-week-29#related-dashboards>)

Attendance of all students in both phases of the school was better than the national average. We are unable to comment on how our attendance data compares to national averages until this data is made available.

A number of approaches were implemented to improve the attendance of disadvantaged students this year. Persistently absent disadvantaged students were prioritised for intervention by our Educational Welfare Officer. We focused on ensuring a smooth transition from primary to secondary school by offering a fully funded Summer School programme. High Prior Attaining disadvantaged students in Years 6, 8 and 10 were invited to participate in The Brilliant Club Scholars Programme. We continued to offer disadvantaged students free music lessons and subsidised places on school trips and events. Our Place 2 Be counselling service continued to be in place for students requiring support with their mental health. All of these initiatives were funded from our Pupil Premium Grant.

ASPIRE Points

Secondary phase

All students	89190
Disadvantaged	15219
Non-disadvantaged	73971

Our whole school ASPIRE values were launched in September 2022. The values are as follows:

- Ambition
- Support
- Perseverance
- Integrity
- Respect
- Empathy

Students receive an ASPIRE Point each time they display one of these values. The ASPIRE Point system was fully embedded in the secondary phase during academic year 2022-23. Of the total ASPIRE Points awarded, 17% of them were awarded to disadvantaged students. Increasing this figure will be a focus of next year's strategy update.

Further information

Identification

A significant part of our strategy for supporting our disadvantaged cohort focuses on ensuring that teaching and support staff are aware of who these students are. We use several methods to achieve this objective:

- Inclusion Register - Our Inclusion Register includes details of every student who attracts Pupil Premium funding. It is sent to all members of secondary phase staff at the beginning of each week.
- Inclusion Briefing - In our secondary phase, all staff receive a weekly briefing which provides details of barriers to learning that students may be facing. This enables staff to adapt their approach to students.

Teaching Assistants

The primary role of our Teaching Assistants is to support the learning of students with special educational needs, particularly those who have an Education Health Care Plan. However, they have also been tasked with providing additional support to our disadvantaged cohort.

Assistant Heads of Year

Our Assistant Heads of Year provide daily support for students who require it. A considerable proportion of these students are vulnerable and found within our disadvantaged cohort. This support enables students to overcome barriers to their learning and subsequently make academic progress.