

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-22 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	Gildredge House
Number of pupils in school	Total - 1240 Primary - 422 Secondary - 818
Proportion (%) of pupil premium eligible pupils	Total - 20.37% Primary – 17.7% Secondary – 21.6%
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 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Senior Leadership Team
Pupil premium lead	Dominic O'Driscoll Assistant Head Teacher – Director of Inclusion
Governor leads	Michael Gietzen/ Ollie Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,500
Recovery premium funding allocation this academic year	£30,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£53,401
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	£270,351

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. Those fortunate to be born into secure financial circumstances will often make greater academic progress than those born into economic deprivation. The events of the past 18 months have served to further embed, perhaps worsen, this reality. Whilst we do not subscribe to the 'lost generation of learners' narrative, it is reasonable to surmise that many learners who were deemed to be 'vulnerable' prior to the pandemic now find themselves in a more precarious position than ever before. We acknowledge that schools cannot cure all of society's ills, 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 text on this subject, 'Addressing educational disadvantage in schools and colleges – the Essex way'.

- 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 pupils in our school. 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.
- 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 pupils.

Challenge number	Detail of challenge	Phase
1	Whilst regular observations of classroom practice indicate that quality of teaching is generally of a good standard, there is a lack of consistency in regard to class support for students with additional needs e.g., 'disadvantaged', SEND, HPA and EAL.	Primary/Secondary
2	Our assessments, observations and discussions with pupils and families suggest that the academic progress of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported up by several national studies.	Primary/Secondary
3	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
4	Our assessments and lesson 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
5	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
6	Our data indicates that levels of absenteeism are higher for those students identified as 'disadvantaged.'	Primary/Secondary
7	Our data indicates that there is a strong correlation between students identified as 'disadvantaged' and those receiving	Secondary

	the most amount of negative behaviour points.	
8	Our discussions with many students in receipt of the Pupil Premium indicate that they have aspirations which we consider to be below their potential.	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.	KS1, KS2 and KS4 assessment data indicates that the school's progress and attainment gap is no greater than the national average. Data from FFT identifies that we are performing in line 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 at least 90% of lessons observed are deemed to be of an excellent standard.
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, punctuality, behaviour, rewards and extra-curricular participation 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 (for example, CPD, recruitment and retention)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
<i>Recruitment and retention 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.	1, 2	Primary/Secondary
<i>Whole school CPD focus – Meeting the needs of all learners</i>	Numerous studies support the assertion that excellent teaching will lead to an improvement in student outcomes. Throughout this academic year, teaching and learning support staff will attend one half termly CPD session which will focus on meeting the needs of all learners during lessons. The sessions will draw from strategies extolled by notable experts such as Daniel Willingham ('Why don't students like school'), Tom Sherrington (Walkthrus', 'Teacherhead'), Doug Lemov ('Teach like a champion 2.0') and Shaun Allison ('Making every lesson count'). Each session will provide colleagues with at least one easily implementable strategy to make their classroom more inclusive, which will consequently lead to an improvement in student outcomes.	1, 2	Primary/Secondary
<i>Targeted CPD</i>	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	1, 2	Primary/Secondary

	<p>expert, precision teaching. The school is supporting several colleagues to complete a range of CPD programmes. The knowledge gained by completing these programmes will benefit the whole school community and have a positive impact upon the overall standard of teaching and learning.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,901

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
<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; PASS survey.</p>	2, 4, 5	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><u>Reading and writing</u></p> <p>The Education Endowment Foundation Teaching and Learning Toolkit indicates that effectively implemented reading comprehension and literacy interventions have the potential to improve the progress of participating students by up to six months. A range of literacy interventions will operate within our primary and secondary phases, for</p>	2, 4, 5	Primary/Secondary

	<p>example Lexia; Units of Sound; Boosting Reading Potential; Peer to Peer reading programme; Book Club; Decodable phonics books.</p> <p><u>Oracy</u> The Education Endowment Foundation Teaching and Learning Toolkit indicates that effectively implemented oracy interventions have the potential to improve the progress of participating students by up to six months. Selected students within secondary phase will complete the Speak Out Challenge. In addition, the school will participate in the Debate Mate programme, which will give students the opportunity to refine their oracy skills before commencing GCSE English.</p> <p><u>Numeracy</u> Doodle Learning and Numbots will be used within the primary phase to support students who require additional numeracy support. Hegarty Maths will be used within the secondary phase.</p>		
<i>Progress Mentor</i>	<p>The Education Endowment Foundation Teaching and Learning Toolkit indicates that effectively implemented mentoring has the potential to improve student outcomes by up to two months. Post Year 11 mock examinations in November 2021, a group of students who would benefit from academic mentoring will be identified. A member of teaching staff will work with these students to ensure they are prepared for their end of year assessments and attempt to remove any barriers that may prevent them from achieving their potential.</p>	2, 4, 5	Secondary

<i>The Brilliant Club</i>	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 and Year 9 High Prior Attaining students, 70% 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.	6, 8	Primary/Secondary
<i>Study support resources</i>	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.	2	Primary/Secondary

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

Budgeted cost: £75,450

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,	3, 6, 7	Primary/secondary

	the impact of these difficulties on their academic progress may be reduced.		
<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 students by up to three months. Internally generated feedback from the DfE funded summer school programme of 2020/21 indicates that participating Year 7 students managed the transition 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.	3, 5, 6, 7	Primary/Secondary
<i>Music lessons</i>	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.	6, 8	Primary/Secondary
<i>Visits</i>	Students who are in receipt of the Pupil Premium will be able to have a proportion of non-curriculum essential visit costs met through the Pupil Premium funding. The cost of curriculum essential visits will be met in full for students who attract Pupil Premium funding.	6, 8	Primary/Secondary

Total budgeted cost: £239,901

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.

Data from internal assessments collected during academic year 2020 - 21 confirmed that the academic outcomes of our disadvantaged cohort were in general below that of non-disadvantaged students. Our assessment of the reasons for these outcomes point primarily to the ongoing impact of the Covid-19 pandemic. Disrupted teaching in all phase and subject areas had a negative impact upon pupil progress. Some disadvantaged students suffered from challenging circumstances when choosing to work from home, such as lack of space or access to adequate IT equipment. Many parents found supporting their children's learning challenging. Despite the efforts of the school, some students failed to engage in online learning and turned down the opportunity to attend face to face lessons.

When the January 2021 lockdown was announced, our focus turned to ensuring our most vulnerable students continued to receive access to education. All students in receipt of the Pupil Premium were invited to attend face to face lessons during the lockdown. Laptops and other IT equipment was made available to all families who requested it. Furthermore, members of our pastoral and Teaching Assistant teams were allocated families to maintain regular contact with during the period of online learning. Our attendance data for the academic year was 95% for non-disadvantaged students, and 93% for disadvantaged students. Reducing this gap will be a focus during the current academic year.

Due to the ongoing disruption caused by the pandemic, we were unable to fully implement many of the interventions planned for the academic year 2020 – 21. As a result, some of these have rolled forward to the current academic year.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.
- Whole school CPD – Every whole school CPD session begins with a reflection of what staff are currently doing to support our disadvantaged cohort. The names and faces of students in our disadvantaged cohort are displayed.

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. Teaching Assistants and Teachers meet each half term to review their whole class 'Agreed Approach' document, which details how vulnerable students in each lesson should be supported. The needs of our disadvantaged cohort are therefore discussed and reviewed regularly by the members of staff who will have the biggest impact upon their overall progress.

Pastoral Support Assistants

Our Pastoral Support Assistants 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.