

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 students in school	Total - 1225 Primary - 421 Secondary - 805
Proportion (%) of Pupil Premium eligible students	Total - 19.69% Primary - 16.15% Secondary - 21.54%
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 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Senior Leadership Team
Pupil premium lead	Dominic O'Driscoll Assistant Head Teacher - Director of Inclusion
Governor leads	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,324
Recovery premium funding allocation this academic year	£55,152
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£349,376

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 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 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: £155,280

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 additional needs core offer</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 core offer for students with additional needs, including those identified as being disadvantaged. This core offer outlines a number of lesson adaptations we expect to be in place to support students in every lesson, every day. Once fully embedded, the GH5 and additional needs core offer 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>Reading and writing 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</p>	1, 3, 4, 5, 6	Primary/Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	<p>phases, for example Lexia; Touch Type Read Spell; Boosting Reading Potential; Reading Comprehension Group; KS3 Literacy intervention group.</p> <p>Oracy 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. Year 10 students will complete in the Jack Petchy Speak Out Challenge.</p> <p>Numeracy Doodle Learning and Numbots will be used within the primary phase to support students who require additional numeracy support. Hegarty Maths will be used across the secondary phase, with Let's Go Maths being used as a small group Maths intervention.</p>		
<i>Progress Mentor</i>	<p>The school will engage with the DfE National Tutoring Programme. Progress Mentors will be requested for disadvantaged KS4 students who are working significantly below progress in relation to their starting points. In addition, the school will investigate the possibility of employing a specific Progress Mentor, however this action will only be considered when we are able to fully evaluate the potential impact of the DfE National Tutoring Programme.</p>	1, 3, 4, 5, 6	Secondary
<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</p>	7, 8	Primary/Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	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.		
<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.	1, 3	Primary/Secondary
<i>Literacy resources</i>	Our intention is to ensure that all students can read at an age appropriate level. In our 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.	5	Secondary
<i>Pupil Profiles</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 are working more than two grades below their benchmark in five or more of their subjects will complete a Pupil 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 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.	4, 6, 7, 8	Primary/Secondary
<i>Extra-curricular activities</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. Students who are in receipt of the Pupil Premium will be able to have a proportion	7, 9	Primary/Secondary

	of visit costs met through the Pupil Premium funding.		
<i>Hardship fund</i>	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.	7	Primary/Secondary

Total budgeted cost: £350,000

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 2021 to 2022 academic year.

Academic year 2021-22 was the first year of our new Pupil Premium strategy. In summary, whilst there were some successes, much work remains to be done during the current academic year to improve the support in place for our disadvantaged students.

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 Expected/Exceeding Progress (%)	Reading Expected/Exceeding Progress (%)	Maths Expected/Exceeding Progress (%)
Disadvantaged	50	64	50
Non-disadvantaged	78	84	79
Gap	28	20	29

KS2 SATS

The data in general shows that the KS2 results are below the national average last year. This likely means that our PP data will be below the national averages, although this data is not available.

	Writing Expected/Exceeding Progress (%)	Reading Expected/Exceeding Progress (%)	Maths Expected/Exceeding Progress (%)
Disadvantaged	46	62	31
Non-disadvantaged	66	74	60
Gap	20	12	29

Secondary phase

Our KS4 progress and attainment gap was above the national average last year. Regrettably, a number of disadvantaged students did not attend school at all during Year 11 as a result of complex SEND and/or safeguarding issues. They did not sit any examinations in summer 2022. This had a sizeable impact upon our headline data. Contrastingly, a number of our disadvantaged students achieved very high Progress and Attainment 8 scores.

KS4 Attainment 8

	GILDREDGE HOUSE	NATIONAL AVERAGE
Disadvantaged	30.08	37.50
Non-disadvantaged	50.20	52.60
Gap	20.12	15.10

KS4 Progress 8

	GILDREDGE HOUSE	NATIONAL AVERAGE
Disadvantaged	-0.64	-0.53
Non-disadvantaged	0.07	0.15
Gap	-0.57	-0.38

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

Lesson monitoring identified inconsistencies across the school in regards to teaching and learning practice. CPD focussed on adaptive teaching strategies was delivered to all staff, with some elements of this beginning to become embedded into everyday teaching practice. The SLT teaching and learning team developed the Gildredge House 5 and core offer for students with additional needs. This will be launched during academic year 2022. In addition, the school's lesson and monitoring cycle have been revamped for academic year 2022-23. This will provide more robust information in regards to the implementation of the Gildredge House 5 teaching and learning strategies.

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

Primary phase

All students were assessed in Reading, Writing and Maths at the end of each term. The data was analysed to ensure that the correct students are accessing the right interventions. Within Years R-3 interventions were classroom based (this includes daily readers). 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 ensure that the interventions have had an impact.

Secondary phase

A whole school Literacy Coordinator was appointed to oversee a range of literacy interventions. Unfortunately due to unforeseen circumstances the coordinator was only in post for a short period time. As a result, many of the initiatives planned for academic year 2021-22 did not take place. They will be launched during the current academic year. All students were assessed for reading age using the New Group Reading Test. This data is available to all staff through the Inclusion Register. Students will be retested during the summer term of the current academic year to establish the impact of literacy interventions.

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

Attendance

PHASE	DISADVANTAGED	NON-DISADVANTAGED
Primary and Secondary	89.22	92.92

Behaviour Points

PHASE	DISADVANTAGED	NON-DISADVANTAGED
Secondary	8,783	10,872

NB - The Primary phase does not use the same system as the Secondary phase to log behaviour incidents.

Rewards

PHASE	DISADVANTAGED	NON-DISADVANTAGED
Primary and Secondary	17,499	71,259

Externally provided programmes

Programme	Provider
N/A	

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.

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.

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.