

# Pupil premium strategy statement – Notley High School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1274
Proportion (%) of pupil premium eligible pupils	16.31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	M Barrow, Headteacher
Pupil premium lead	A Cunningham, Assistant Headteacher
Governor / Trustee lead	A Hartshone-Abbott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,040
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£229,040

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils make excellent progress and achieve high levels of attainment across the curriculum, regardless of their background and their starting points. The focus of our Pupil Premium strategy is to support disadvantaged students to achieve that goal, including progress for those that are already high achievers in order that their achievement, including attendance, is at least in line with the PP-non PP national residuals.

We will ensure that barriers to learning are removed through careful monitoring of the progress of all students and providing scaffolding and additional support and interventions to accelerate progress for those who are underperforming. This will include engagement in parents.

High quality teaching, through the development of the effective habits of the Notley High School, is at the heart of our approach, and evidence shows that this is the most effective way to close the gap between disadvantaged students and their peers. We recognise that any effective strategy to address educational disadvantage needs to avoid being a short-term fix, and instead be an embedded part of our everyday school life for all students in all classrooms.

A newly implemented approach to develop the character values of all students with the driving force being to enjoy, enrich, achieve and aspire. Alongside this, students will be working to achieve 'Heart' points, with rewards for students demonstrating high expectations, high levels of effort, active listening and learning skills, high levels of respect and teamwork.

Our approach will be based on common challenges and supporting individual needs, using frequent diagnostic reporting to ensure the students are able to excel regardless of their starting point.

We will be adopting whole school approaches that all staff will take responsibility for; we will be acting quickly to intervene when a need is identified; and we will be looking after the whole child – their mental health and well-being as well as their academic success.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>There is a variation in the progress of students that are eligible for Pupil Premium and those that are not.</b></p> <p><i>The variation is clear across all year groups. This year's exam results highlighted a difference of -0.51 between PP and non-PP students.</i></p>
2	<p><b>Develop whole-school approach and awareness of PPG teaching and learning strategies e.g. 'PP 123 456'</b></p> <p><i>Whole school approaches to be consistently seen across each subject and member of teaching staff. Strategies to be introduced and embedded and then further quality assured through both learning walks and book checks.</i></p>
3	<p><b>Improve attendance of all Pupil Premium students.</b></p> <p><i>Attendance for PP students during 2023/24 was at 86.23%, with non-PP achieving 93.01%. The loss in attendance contributes to an increase in gaps in knowledge of students and loss of consistency with their school life. PA is higher than national for the second successive year.</i></p>
4	<p><b>Promote positive behaviour for learning.</b></p> <p><i>A higher percentage of PP students receive both suspensions, time in the Hub, permanent exclusions, and negative behaviour comments within their reports, when compared to their non-PP counterparts within the school and nationally (suspensions, PA).</i></p>
5	<p><b>Improve reading of Pupil Premium students.</b></p> <p><i>A significant number of PP students have a reading age of below their biological age, with stronger evidence of impact at KS3 than KS4.</i></p>
6	<p><b>Develop high aspirations for all Pupil Premium students.</b></p> <p><i>PP students often lack the high aspirations shown by many of their non-PP peers. In 2024, with KS2 PA of 101:</i></p> <ul style="list-style-type: none"> <li>• 6% 7+; 2% 7+EM; 2.87 Ebacc APS.</li> <li>• P8 English (PP): -0.33; P8 Maths (PP) -0.57.</li> </ul>
7	<p><b>Develop cultural capital across all students</b></p> <ul style="list-style-type: none"> <li>• 2.79% Ebacc PP entry</li> <li>• 10% of PP students have participated in an extra-curricular activity at least once in the academic year.</li> <li>• 299 positive behaviour points (PP) representing the school vs. 1004 for non-PP.</li> </ul>

## 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
1. Improved progress among disadvantaged students across the curriculum at the end of KS4. (E/M cross-over, APS, Ebacc APS) Improved progress of all PP students.	- Year 11 PP students perform at least in line with non-PP students nationally. - Notley Teaching habits embedded across at least 90% of all classrooms. - At least 80% of PP students are on track to reach targets grades in English and Maths, and across all subject areas.
2. A consistent and whole school approach to delivering PP strategies including 'PP 123 456'	- 'PP 123' embedded across all classrooms. - 'PP 456' embedded across English, Maths and Science (minimum).
3. Improved attendance for PP students	- Attendance and PA are at least in line with national averages (PP-non PP).
4. Higher number of PP students receive Expected and Outstanding learning behaviours and a decrease in compliant and reluctant learners	-At least 80% of PP students receive Outstanding & Expected learning behaviours at each review point (at least termly).
5. Continue to reduce the number of PP students reading below their biological age.	-At least 75% of PP students to be working at their biological reading age.
6. Increase aspirations of all PP students across the school.	-There is an increasing number term on term, from a starting point of 10%, of PP students participating in at least one extra-curricular activity/opportunity provided by the School. The most disadvantaged students consistently benefit from these. -Parent/carer apprehensions identified and addressed.
7. Improved awareness of cultural capital and the impact it has on society	- At least 80% of PP students participate in Rewards Trips and 90% of PP students participate in at least one Notley Aspire event. -PP Ebacc entry in line with target.

## 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: £ 33,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on whole school PP strategies, with learning walks and book checks to support	'A Pupil Premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset' EEF Guide to the Pupil Premium	2, 4, 6
PP students monitored and tracked through Achievement panel	'An effective Pupil Premium strategy needs clear goals underpinned by the short-, medium- and long-term outcomes needed to reach them' EEF Guide to the Pupil Premium	1, 6
Use of Bedrock learning to improve/extend vocabulary in Year 7 and 8	The language gap and links to socioeconomic disadvantage are well documented'. (OECD, 2002)	5
Use of Lexia for students in year 7 – 10 with specific reading issues	"Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM.  The evaluation also found that the programme had a positive effect on skills that are important for further literacy development." EEF	5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor time interventions with the whole Year 11 cohort receiving targeted support in English, Maths and Science	Evidence consistently shows the positive impact that targeted academic support can have'. EEF Guide to Pupil Premium.	1, 6
Revision guides, texts and equipment	"Income inequality is likely to be pushed up by higher rates of unemployment and underemployment, which will leave	1, 6

purchased for PP students	more families reliant on benefits. The huge disruption to schooling has affected all children, particularly those from poorer families, with long-term effects on their educational progression and labour market performance.” IFS Deaton Review	
Academic mentoring for Year 11 students with Year 13	“Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.” EEF Peer tutoring report	1, 4, 6
Period 6 invitational revision sessions, with PP students receiving priority for all GCSE subjects	The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. EEF toolkit	1, 6

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

Budgeted cost: £180,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with outside agencies (Pet-Xi, My-Tutor) to support gaps in knowledge for students	‘Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress’ EEF Targeted academic Support	1, 2, 6
PP students will have priority access to careers interviews	‘High-quality careers advice can make a real difference to young people’s outcomes after school’ EEF	6
Assisting with the cost of extra-curricular clubs and trips	‘Opportunities to take part in enrichment and extracurricular activities are also affected by gender, ethnicity and geographic location but household income has the largest impact.’ LiveMoreYHA	6, 7
Termly parent/carer surveys sent home to ascertain schools’ current strengths and	‘By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these	3, 6, 7

areas for further development	causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' EEF - Parental Engagement	
Emotional wellbeing support through improved in-school provision (The Bridge, Well-being, Forest School, Counselling, Mentoring)	'Social. Emotional and mental health (SEMH) was consistently raised [...] as an issue that was disproportionately impacting on disadvantaged pupils' <i>Addressing Educational Disadvantage in Schools and Colleges</i> M Rowland (ed)	4, 6

**Total budgeted cost: £ 229,040**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 11 outcomes:

	PPG 2024	Non- PPG 2024	GAP 2024
Progress 8	-0.53	-0.08	0.45
Attainment 8	34.94	46.6	11.66
% Grade 4 + Maths/En	32%	69%	37%
% Grade 5+ Maths /En	23%	43%	20%
% Grades 9-7	6%	15%	9%

- The Summer results of 2024 saw PP students receive an overall P8 score of -0.53 and an A8 score of 35, compared with a whole school P8 of -0.17 and A8 score of 44. PP students achieved a P8 score of -0.33 in English, compared to a P8 score of -0.65 in 2023. There was no improvement in the P8 score in Mathematics.
- 16% of our PP students have moved from Notley and into Braintree 6<sup>th</sup> Form, this is down by 7% on 2023.

#### Reading:

- The reading buddy intervention for Years 7 and 8 saw 26 students achieve an average gain of 9 months in 4 months.
- At the beginning of the 2023-24 academic year, there were 110 students in KS3 who had a reading age of at least 2 years below their chronological age. Through interventions – Lexia, paired and group reading, Reading Buddies, phonics schemes and comprehension intervention within learning support – this has reduced to 55 students.

#### Attendance and absence:

- Overall attendance: 83.35%.
- PA: 55%.
- No improvement on 2022-2023.