

4Pupil 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:	Notley High School
Number of pupils in school:	1104
1	18
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	M Ryan, Head Teacher
Pupil premium lead	R Gee, Assistant Head
Governor / Trustee lead	N Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208553
Recovery premium funding allocation this academic year	£55,614
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	£264,167

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. 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. Some disadvantaged students are still affected by the return to school after lockdown and the disruption of Covid, and therefore we are ensuring that they have access to extra tuition and teaching to try to close the widened gap.

High quality teaching 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. Within this, CPD will be focused on improving those areas within teaching that have the most impact on the progress of students: Metacognition, Reading comprehension and high-quality feedback and checking for understanding.

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 Improve progress of PP students	There is a variation in the progress of students in receipt of PP, and those who are not. This variation is visible across all year groups. In 2023, there was a variation in progress of -0.56 between PP and non-PP students. However, in part this was due to a small number of students who, despite the school's best effort and support, sat no exams, or did not sit their exams with us. Without considering the outliers (4 students), the difference falls to -0.19 .
2 Improve attendance	The attendance was 85% for PP students across the school in 2022/23 compared to 92% for non-PP students. This contributes to the loss of progress

of PP students	as students develop an increase in gaps in knowledge and lose their sense of belonging to the school community, which further affects progress.
3 Improve Reading of PP students	PP students have, on average, a drop of 11 months in reading age in comparison to the non-PP students.
4 Promote behaviour for learning	A higher percentage of PP students receive suspensions than non-PP, and a higher percentage of PP students receive Compliant and Reluctant in their learning behaviour reports than non-PP
5 Address specific gaps and promote accelerated progress	PP students continue to be more adversely affected by the ongoing legacy of school closures, as reported by our assessments and internal data, as well as national studies.
6 Promote good mental health	Our assessments and observations have shown a large increase in students requiring help achieving good mental health and wellbeing, and a large increase in the students suffering with social and emotional issues such as social anxiety and depression.

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
Improved progress among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2024-25 PP students perform at least in line with non-PP students nationally.
Improved progress of all PP students,	PP students are on track to reach their target grade, based on KS2 entry levels or FFTD based on CATs. The reading age of PP students is in line with non-PP students by the end of year 9
Decrease in behaviour incidents involving PP students, specifically the number of suspensions	An ongoing reduction in behaviour incidents involving PP students, so that they are at least in line with non-PP students and that it is an improving picture, with behaviour improving across the school.
Higher number of PP students receive <i>Expected</i> and <i>Outstanding</i> learning behaviours and a decrease in <i>compliant</i> and <i>reluctant</i> learners	Microscopic analysis of LBs with the use of positive reporting and target setting to support PP students in fulfilling the requirements of Expected and Outstanding learning behaviours. At each data drop there is an improvement in % of PP students with Outstanding & Expected learning behaviours, with at least

	80% of students regularly exhibiting these behaviours.
Improved attendance for PP students	Attendance levels are in line with national average of all students for our PP students

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: £160,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust-wide CPD on Metacognition	'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)' EEF	4
Use of Bedrock Learning to improve/extend vocabulary in Year 7 and 8, Use of Lexia for students in year 7 – 10 with specific reading issues	The language gap and links to socioeconomic disadvantage are well documented'. (OECD, 2002) "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. ¹ The evaluation also found that the programme had a positive effect on skills that are important for further literacy development." EEF	1, 3
CPD focus on whole school PP strategies , with learning walks and book checks to ensure implementation	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils EEF Guide to Pupil Premium.	1
PP students monitored and tracked through Achievement and Inclusion panel	'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.. EEF Guide to pupil Premium	1, 4, 5
Recruitment of Excellence Leads to develop teaching staff and curriculum in core subjects	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.' EEF guide to Pupil Premium	1,5

Embed whole school approach to reading up to and including sixth form, including the use of ongoing CPD delivered by EEF contributor	‘Every moment in school needs to be a language development and comprehension moment’ <i>Addressing Educational Disadvantage in Schools and Colleges</i> M Rowland (ed) ‘Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status’ (OECD, 2002).	3
Develop tutor time reading programme of DEAL time and track and monitor its progress through the use of reading champions	‘Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text...through guided oral reading instruction’ EEF Improving Literacy guidance	3
Employment of staff member to mentor and develop positive learning behaviours within year 11	“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” EEF	4
Develop role of RAPs in EBACC subjects to monitor and ensure progress of students, including developing interventions	‘Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support’ EEF Guide to Pupil Premium	1, 5
Purchase SENCA Premium for all students to use	‘Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.’ EEF Digital Technology Guidance report	1, 5

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

Budgeted cost: £ 68,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision guides, texts and equipment purchased for PP students	“Income inequality is likely to be pushed up by higher rates of unemployment and underemployment, which will leave 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	1, 4, 5

	and labour market performance.” IFS Deaton Review	
Academic mentoring for year 11 students with year 13 and Reading Buddies for year 7 and 8 students with year 9 and 10 buddies, with training from R Everett. PP students have priority	“Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.” EEF Peer tutoring report	1, 3, 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of students will be PP	‘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 and small group tuition’ EEF Toolkit	1, 5
Tutor time targeted intervention for 6 week blocks in English, Maths and Science	The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. EEF toolkit	1, 5
Period 6 invitational revision sessions, with PP students receiving priority for all subjects at GCSE	Evidence consistently shows the positive impact that targeted academic support can have’. EEF Guide to Pupil Premium.	1, 5
Elevate education sessions to teach students how to revise, with follow up sessions in tutor and specific mentoring of students by staff. PP students given priority	“The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.” +7 months EEF Toolkit	1, 4, 5

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

Budgeted cost: £34,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance officer’s hours to provide	Importance of a more nuanced approach to understanding non-	2

more outreach support & focussed interventions with RSLs	attendance of disadvantaged students – see 4 categories that need to be identified and addressed: mental-health related, physical-health related, attitudinal/systemic, school behaviour related. <i>Addressing Educational Disadvantage in Schools and Colleges</i> M Rowland (ed)	
Emotional wellbeing support through The Orchard – Staff time, training & resources	‘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)	1, 2, 4, 6,
To provide mentoring programmes for students who are not demonstrating the correct learning behaviours across the school	‘Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.’ <i>Addressing Educational Disadvantage in Schools and Colleges</i> M Rowland (ed)	4, 5
Assisting with the cost of extra-curricular clubs and trips	‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported’ EEF Toolkit – Arts participation	4, 5, 6
Training of staff around how to support students with poor mental health and employment of school counsellor	Importance of a more nuanced approach to understanding non-attendance of disadvantaged students – see 4 categories that need to be identified and addressed: mental-health related, physical-health related, attitudinal/systemic, school behaviour related. <i>Addressing Educational Disadvantage in Schools and Colleges</i> M Rowland (ed)	2, 6

Total budgeted cost: £264,167

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 2022 to 2023 academic year.

Year 11 strategy: Individual and small group tutoring; targeted revision sessions; mentoring; purchasing of equipment and revision materials; access to sessions on how to revise; Breakfast revision sessions; peer tutoring. In 2023, there was a variation in progress of -0.56 between PP and non-PP students. However, in part this was due to a small number of students who, despite the school's best effort and support, sat no exams, or did not sit their exams with us. Without considering the outliers (4 students), the difference falls to -0.19 . This is considerably lower than the National picture of 2022, where the difference was -0.7 in progress 8 between PP and non-PP students. The peer tutoring saw an increase from the original predictions in their subjects of 1.5 grades, with an eventual progress 8 for those subjects of 0. The subjects chosen were ones the students were below target in at the end of year 10. For those students who regularly attended the period 6 sessions (50% of students), their progress 8 was $+0.28$. Those students who were part of the NTP programme for Maths tuition saw a 50% pass rate at a 4 or above.

Uptake of PP students into the sixth form saw 21% of our PP students in year 11 attending the sixth form at Braintree in 2023, up from only 4% the year before, and a further 11% going on to study A levels at other establishments.

Whole school interventions targeting PP students: Reading Buddies saw a rise of 18 months in reading age in 4 months. Lexia saw a rise of 4 months in comprehension and word recognition in 3 months. Pupil voice showed a positive attitude towards pastoral support, with 100% of students asked able to positively discuss the impact members of staff had had on their wellbeing within school. PP students were supported on all trips and visits that took place this year, including reward trips, to ensure further access to cultural capital.

All behavioural and counselling interventions showed positive outcomes for PP students.

Attendance saw a gap of 7% between PP and non-PP students last year, but figures for the school were in line with National Average and the July Ofsted visit commented positively on the measures put in place to support students into school. Introducing incentives for attendance at KS4 saw an improvement of 3% for the PP students

overall during the time of the trial, and therefore this is something that will be running out across the school this year.