

Pupil premium strategy / self- evaluation

| 1. Summary information | | | | | |
|------------------------|---|----------------------------------|----------|--|-----------|
| School | Notley High School and Braintree Sixth Form | | | | |
| Academic Year | 2020-21 | Total PP budget | £168,558 | Date of most recent PP Review | Sept 2019 |
| Total number of pupils | 1466 | Number of pupils eligible for PP | 180 | Date for next internal review of this strategy | July 2021 |

| 2. Current attainment | | |
|-----------------------------------|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 score average (2020) | n/a* | n/a |
| Attainment 8 score average (2020) | 34.6 | 50.2 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|--|
| Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A | Being able to access high-quality teaching and learning personalised to the needs of DA students |
| B | Poor student revision skills |
| C | Lack of locations for study |
| D | Poor attendance of PP students |
| E | Low aspirations |
| F | Financial difficulties leading to lack of opportunities |
| G | Higher prevalence of mental health issues evident with this student group |

* The Progress 8 data has not been published but

| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
|--|---|--|
| A | Ensure that every teacher is supported to keep developing and to plan and deliver effective lessons which are accessible for all. | Positive outcomes from QA monitoring via faculty and whole school processes |
| B | Teach students revision skills to study independently outside of the school day | PP Student attendance at Pomodoro sessions |
| C | Provide a location for student study independently outside of the school day | PP Student attendance at Pomodoro sessions |
| D | Reduce the gap between PP and non-PP attendance. | Reduce Gap between PP and Non PP attendance compared to 2018-19 (ignore 2019-20 due to school closure) |
| E | To raise aspirations and self-esteem amongst PP Students and provide access to Higher Education institutions. | PP student involvement in Brilliant Club |
| F | Provide access to extra-curricular activities, trips and visits. | Uptake of Project Aspire |
| G | Provide facilities to help student cope with and manage mental health issues | PP Student uptake in services provided |

5. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|---|---------------------------------|--------------------------------------|
| <p>To allocate additional staff time for Planning, Preparation, Assessment and CPD</p> <p>To deploy additional associate staff to support the learning of all.</p> | <p>Ensure that every teacher is supported to keep developing and to plan and deliver effective lessons accessible for all, including PP students.</p> <p>Teachers are able to direct Learning Mentors to create more time to focus on disadvantaged students.</p> | <p>High-quality teaching with high expectations of all students is likely to have a large effect on the progress of the student.</p> <p>EEF Guide to PP [2019-06] <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”</i></p> | <p>Quality of teaching and learning monitored via faculty and whole school quality assurance processes.</p> | <p>PTA</p> | <p>July 2021</p> |
| <p>To provide intervention support for PP students aimed at improving attainment and progress.</p> | <p>Majority of PP students are making progress in line with flight paths (Years 7-8) or FFT20 target (Years 9-11)</p> <p>Reduce the number of PP students on the C system Behaviour & Learning Hub.</p> | <p>PP students who achieve and attain in line with non-PP students have better life chances post 16.</p> | <p>Faculty/subject meetings</p> <p>SLT link meetings</p> <p>Achievement Board meetings</p> | <p>Heads of Subject/SLT/CCU</p> | <p>July 2021</p> |

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| To provide support for basic and subject specific resources to ensure that this is not a barrier to learning. | Ensure that any barriers preventing students from accessing the curriculum have been removed | It is important that students feel like they belong and have the resources, equipment, uniform needed to support this. | Both tutors and teachers are able to identify where there are needs and address them in a sensitive way through conversation with pastoral or curriculum leaders. Monitor PP attendance and participation. | Heads of Subject/Raising Standards Leaders | July 2021 |
| Total budgeted cost | | | | | £68,558 |

| ii. Targeted support | | | | | |
|--|---|---|---|---------------------------------------|---|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To implement after School Y11 Study Support Sessions | Students have access to a positive learning environment with resources to support them | Historically PP students do not make enough progress from mocks to final exams. Increased support with independent study and revision will address this. <i>Ofsted 2013: "Where schools had successfully begun to narrow the gaps in achievement [...] reflected on ways in which they could better support older pupils to study independently outside of the school day"</i> | Monitor PP attendance of sessions Chase PP students who do not attend | AHT KS4/ Y11 RSLs | June 2021 |
| To improve whole school PP attendance | Reduce the gap between PP and non-PP attendance. With all students on average having at least 95% attendance | 'Improving attendance at school', Charlie Taylor (DfE, 2010) clearly states that poor attendance has an adverse effect on attainment. Students with 95% attendance or higher are significantly more likely to underachieve. | Regular attendance meetings with RSLs focussing on PP attendance. PP attendance is a standing-item on the SLT agenda | GRO/ RSLs/ tutors/ Attendance Officer | September 2021 |
| To raise aspirations and self-esteem amongst HPA. | Successful attendance by some PP students at the Brilliant Club and providing an insight into university studies. | Sutton Trust: <i>"Bright but disadvantaged students [...] chances of gaining good A-level results are significantly improved when they experience academic enrichment activities at home from the age of eleven –including going on trips to museums and galleries, and reading for pleasure."</i> | Monitor student attendance and engagement and student voice | VBA | June 2021 |

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| To increase the cultural capital of all students via reading for pleasure | <p>Enrol in schemes to increase reading for pleasure:</p> <p>Participate in the Y7 Book Buzz scheme which allows students to select a reading book.</p> <p>Use Accelerated Reader programme with Y7 & Y8 students</p> | Sutton Trust: <i>“Bright but disadvantaged students [...] chances of gaining good A-level results are significantly improved when they experience academic enrichment activities at home from the age of eleven –including going on trips to museums and galleries, and reading for pleasure</i> | <p>Feedback report from English department</p> <p>Student voice surveys on student reading for pleasure</p> | Librarian / Director of English | July 2020 |
|---|---|--|---|---------------------------------|-----------|

Total budgeted cost £58,000

iii. Other approaches

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|---|-------------------|---|
| To increase opportunities for FSM students with the Cultural Curriculum (Project Aspire) | Ensure that disadvantaged student get the same cultural opportunities (trips & visits) as non-disadvantaged. | <p>Outdoor Education Advisers’ Panel (OEAP): <i>“Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure, help to improve the lives of young people.”</i></p> <p>Sutton Trust: <i>“the role of schools as places of cultural and social as well as academic learning has become even more critical [...] schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most”</i></p> | <p>Ensuring that FSM students are aware of and access project aspire.</p> <p>Regular promotion of cultural opportunities through removal of barriers to attendance.</p> <p>Termly monitoring of project aspire.</p> | CCU | July 2021 |

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| To support students with mental health issues. | Provide onsite counsellors and mentors | School Counsellor & Mentors help students become motivated learners and encourages them to discuss concerns with their parents or carers. When students work through their social and emotional issues with the help of their parents or carers and the counsellor, they are able to devote attention and energy to the intellectual tasks at school. | Monitor the termly take up and impact of the counselling /mentoring provision. | CWA/RSLs | July 2021 |
| To provide the opportunities for students to be creative in the learning. | <p>Music tuition and performance</p> <p>Participation in RSC Schools</p> <p>Drama productions</p> <p>Extra-Curricular clubs</p> <p>Jack Petchey Speak Out!</p> | Students' self-confidence and motivation will improve and this will be reflected in attendance and outcomes. | Monitor PP participation and attendance in extra-curricular and cultural opportunities. | Heads of Subject/RSLs | July 2021 |
| Total budgeted cost | | | | | £42,000 |

Review of expenditure 2019-20

Previous Academic Year

i. Quality of teaching for all

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|--|--|--|---|---------|
| Allocate additional staff time for Planning, Preparation, Assessment and CPD | Ensure that every teacher is supported to keep improving and to provide engaging lessons | <p>Teachers were allocated additional non-contact time on their fortnightly timetable to give additional time to planning, preparation and assessment.</p> <p>Program of CPD session in place throughout the year</p> <p>Due to school closure there was no reliable metric of achievement & attainment gaps</p> | Allocation of additional time on staff timetables will continue into 2020-2021 but the number of non-contact hours has reduced. | £51,100 |

| ii. Targeted support | | | | |
|---|--|--|--|---------|
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| To implement after school Y11 study support sessions | Students have access to a positive learning environment with resources to support them | The action was implemented using the "Pomodoro Technique". This taught student ways to manage their time for revision whilst also giving them the time and location to revise. Due to school closure there was no metric the impact could be assessed against | The decision has been made not to continue using the Pomodoro revision sessions, however there will be some supervised y11 study sessions after school. | £20,000 |
| To improve whole school PP attendance | Reduce the gap between PP and non-PP attendance. With all students on average having at least 95% attendance | Non-PP attendance 94.8% but PP attendance was 90.6% | The gap (up to end of Feb 2020) was of 4.2% and therefore this needs to remain a focus for the coming year | £24,500 |
| To raise aspirations and self-esteem amongst HPA. | Successful attendance by some PP students at the Brilliant Club and providing an insight into university studies. | Due to school closure the Brilliant Club was postponed. Before its postponement 12 students were part of the program, 7 of which were disadvantaged | We are continuing with the Brilliant Club but with a different cohort, which includes a majority of disadvantaged students. | £1920 |
| To increase the cultural capital of all students via reading for pleasure | Enrol in schemes to increase reading for pleasure: Participate in the Y7 Book Buzz scheme which allows students to select a reading book. Use Accelerated Reader programme with Y7 & | All year 7 students received a free book from the Book Buzz scheme in December. Uptake of books in year 7 was up almost 50% and 80% in year 8 with the push on Accelerated Reader within English lessons. Due to COVID this could not continue past lockdown. | Book buzz has been completed for this year. Books for year 7 will be delivered before Christmas. Accelerated Reader could not take place this year in its normal format due to year group bubbles and the library being repurposed. However, click and collect has been started, with over 120 requests from year 7 in the first week. The library staff are also taking a book trolley to lessons. | £4530 |

| | Y8 students | | | |
|--|--|---|--|---------|
| iii. Other approaches | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| To increase opportunities for Free School Meals (FSM) students with the Cultural Curriculum (Project Aspire) | Ensure that disadvantaged student get the same cultural opportunities (trips & visits) as non-disadvantaged. | The fund provided assistance to FSM students for trips, revision guides for Y11 students, peripatetic music lessons, ingredients for food technology lessons as well as Uniform for students in need. | The ability to provide students and parents with access to a fund to help ensure FSM students have the same opportunities as Non-FSM students has been well received by eligible families. | £10,000 |
| To support students with mental health issues. | Provide onsite counsellors | 42% of students seen by the school counsellors were PP whilst PP makeup 14% of the schools cohort | A successful outcome with all PP students able to see counsellor promptly, when needed. To increase access to counsellors we will be introducing group sessions in 2020-2021 | £30,000 |