

Elthorne Park High School Pupil Premium strategy statement

The following strategy statement has been informed by:

- Interviews with, and observations of, our Pupil Premium students
- FFT vulnerability indicators
- School and national level data
- Review of previous year's strategy and subsequent outcomes
- National research and evidence of best practice
educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ and
educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EEF_Metacognition_and_self-regulated_learn
- https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

School overview

School name	Elthorne Park High School
Pupils in school	1212 Year 7-11
Proportion of disadvantaged pupils September 2020	225 Year 7-11 19.8% PP
Pupil premium disadvantaged allocation this academic year	£214,875
Academic year or years covered by statement	2020/2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Eliot Wong
Pupil premium lead	Katy Reeves
Governor lead	Nancy Van Den Broeck

Disadvantaged pupil performance overview for last academic year. NO NATIONAL STATISTICS THIS YEAR

Progress 8	-0.06 (2019 -0.19)
Ebacc entry	10%
Attainment 8	+4.4 (2019 3.6%)
Percentage of Grade 4+ in English and maths	English and Maths - 68% (2019 31%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	<i>TBC once data set is created following November PPE exams</i>	August 2021

Attainment 8	<i>TBC once data set is created following November PPE exams</i>	August 2021
Percentage of Grade 4+ in English and maths	<i>TBC once data set is created following November PPE exams and in line with national expectations (yet to be confirmed)</i>	August 2021
NEET (Not in Education, Employment or Training)	100% of Year 11 students who are eligible for Pupil Premium will not fall into the NEET category	September 2021
Ebacc entry	<p>Current number of students eligible for Pupil Premium on EBACC pathway</p> <p>Year 11 - 20% PP 51% non PP (please note out of 55 students 26 students are LA and 98% have full option range)</p> <p>Year 10 - 19% PP 56% non PP (please note out of 48 students 20 are LA)</p> <p>Target for Year 9 cohort 20%</p>	September 2021

Teaching priorities for current academic year

Measure	Activity
<p>Pupil premium students' progress to improve in English</p>	<ul style="list-style-type: none"> ● Maintaining smaller classes to provide personalised teaching and to support metacognition and self-regulation. Smaller classes specifically for low attainers. ● Teaching staff to know who their PP students are and to use their data to inform teaching & planning to ensure student progress ● Ensuring the KS3 curriculum prepares students for KS4 including amending the year 9 curriculum in English to prepare students for the GCSE content. ● Embedding and reviewing of schemes of work including SLT review ● Staff development in subject areas through JDP and a focus on Pupil Premium and literacy ● English departments creation of reading ladder and assessment for reading ● Differentiated resources for low attaining students to access the new KS4 curriculum ● Curriculum –a portion of each department's capitation used to target disadvantaged pupils (With the aim of improving their cross curricular literacy?)
<p>Continue to improve literacy skills and increase reading ages for all students eligible for pupil premium.</p>	<ul style="list-style-type: none"> ● Maintaining smaller classes to provide more personalised teaching to support the development of metacognition and to improve self-regulation ● Teaching staff to know who their PP students are and to use their data to inform teaching & planning to ensure student progress ● Ensuring the KS3 curriculum prepares students for KS4 ● Embedding and reviewing schemes of work specifically to promote our school wide Communication Friendly Strategies ● English lessons with increased focus on reading and reading comprehension ● Use of reading and writing ladders to support students' understanding of how to make progress ● Additional classes in Year 7 and 9 in English
<p>Students with SEND are over represented amongst students eligible for pupil premium and this is an additional barrier to learning.</p> <p>Improve rates of progress across all year groups for students eligible for pupil premium who also have other vulnerability factors eg SEN</p>	<ul style="list-style-type: none"> ● Increase awareness to all staff of our Pupil Premium and SEN crossover students through the creation of SPARROW ● Use of Communication Friendly strategies ● Focus on quality first teaching and teaching standards ● CPD whole school focus on High Level SEN and Pupil Premium crossover

Barriers to learning which these priorities address	<ul style="list-style-type: none"> ● Low literacy levels and assessed reading ages at starting point ● SEN on admission ● Large percentage of PP are low attainers ● Access to reading at home including active meta- reading strategies ● Ofsted Guidance provides a link between poverty and language. By the age of 3, a child from a professional family will have double the vocabulary of a child from a welfare background ● School partial closure or attendance of individual students due to contact tracing
Projected spending	£45000

Targeted academic support for current academic year

Measure	Activity
Continue to improve literacy skills and increase reading ages for students eligible for pupil premium.	<ul style="list-style-type: none"> ● Accelerated Reader: Students across KS3 with reading ages lower than 10 access accelerated reader ● Communication Friendly Commitment – all staff are expected to teach and use key and academic vocabulary ● UP Curriculum – support pupils in making rapid progress to narrow the gap in KS3. Prepare students for the literacy content at GCSE. Provide support for improved continuity for those who struggle with transition. (English, humanities, maths, science) ● Reading intervention Group Year 10 for hard to engage learners ● Reading Comprehension weekly sessions for students with a reading age between 10 and 12 in Year 8. ● Targeted interventions for Pupil Premium students in Year 11 (Champions Day) ● Extra English lessons (BEAMS) in Years 10 and 11 ● Increase in TA and/or additional adult support english ● An additional class in KS4 english to promote personalised curriculum for GCSE. Specialist teacher taking class ● Use of enrichment to provide literacy intervention ● Increase library interventions eg book buzz, summer read ● Move to online Accelerated Reader Programmes
<p>Students with SEND are over represented amongst students eligible for pupil premium and this is an additional barrier to learning.</p> <p>Improve rates of progress across all year groups for students eligible for pupil premium who also have other vulnerability factors eg SEN</p>	<ul style="list-style-type: none"> ● SEND students assessments to be more targeted to identify needs ● All SEND students have a 'Pupil Profile' with the needs of the student, the impact on their learning, recommended strategies and student's comments - to be emailed to teachers and accessible on SIMS. ● All SEND interventions to follow Assess, Plan, Do, Review Cycle ● NURTURE – small group curriculum focussing on personalised targets to support a student removing the barriers to their learning

	<ul style="list-style-type: none"> ● CPD including action research – to develop staff in understanding the barriers associated with disadvantaged students and build strategies to meet their needs ● Review of curriculum and provision offering for all EHCP students who are eligible for Pupil Premium. If applicable, the request for additional agency support or funding where appropriate will be applied for. ● Specific key workers for EHCP students who are eligible for Pupil Premium to be trained in Development Trauma
<p>Students eligible for Pupil Premium become more organised in their own learning. Students become aware of how they can access support to manage their learning at home. (Reduction in HL Logs for student eligible for Pupil Premium)</p>	<ul style="list-style-type: none"> ● Pupil Premium Library: a collection of books and resources from all departments to support pupils in accessing materials outside of the classroom ● Home learning Club: students are supported with homework and independent study ● GCSE Champion Summer Programme. All students eligible for Pupil Premium attended a workshop on study skills. Parental contact took place and Summer Holiday support work was given. ● IT equipment made available for Pupil Premium students with no access at home ● Intervention Class focussed on Pupil Premium students (one group KS3 and one group KS4) for how to access online platforms eg SMHW and google classroom ● Support for additional purchases: including educational activities, uniform, music lessons and equipment.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Low literacy levels and assessed reading ages at starting point ● SEN on admission, large percentage of Pupil Premium are low attainers ● Access to reading at home including active meta- reading strategies ● Ofsted Guidance provides a link between poverty and language. By the age of 3, a child from a professional family will have double the vocabulary of a child from a welfare background ● School partial closure or attendance of individual students due to contact tracing ● Disadvantaged home environment means that pupils eligible for Pupil Premium do not have access to the same levels of support as other students ● Institute for Fiscal Studies notes Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lesson
<p>Projected Spending</p>	<p>£12000</p>

Wider strategies for current academic year

Measure	Activity
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<p>COVID Recovery - Our school aim is to ensure all our students feel safe and happy to be at school. Through our identification of students who will benefit from COVID Catch Up Programme there is a crossover with students eligible for Pupil Premium</p> <p>Primary focus to support mental health and resilience</p>	<ul style="list-style-type: none"> ● Clinical Psychology weekly therapeutic sessions to focus on specific social, emotional or mental health needs ● Well Being Practitioner to support low level anxiety ● Alternative Curriculum Provision for disadvantaged students including a variety of vocational qualifications carried out off-site, on site, the inclusion facility and call in. ● All staff to be trained in emotional coaching strategy ● To ensure Pupil Premium Students are eligible and aware of COVID Catch UP(Bounce) Programme ● Connexions Advisor Support – targeted support of Connexions advisor to provide IAG on appropriate further study and careers pathways ● Trip to University open days and workshops (if allowed or remotely) ● All parents and students made aware of Pupil Premium funding and how they can access further support through Year Ahead meetings and school website ● Pastoral Support Workers (PSW) support students in each year group. PSWs support students who are academically under-performing or have attendance and behaviour issues that are impacting on their progress. Their role also includes the increase in parental engagement. PSW lead mentoring sessions on a focussed area of need, in this academic year these include organisation, mental health needs, anger management and anxiety reduction ● Reach Programme and Level Best run by the Assistant Year Leaders to target all ‘on track’ Pupil Premium students to ensure they benefit from on-going mentoring, leadership tasks, enrichment opportunities and tracking ● Departmental bids for Pupil Premium funding for a specific cohort of students within the school/dept/year group
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● School partial closure or attendance of individual students due to contact tracing ● Disadvantaged home environment means that pupils eligible for Pupil Premium do not have access to the same levels of support as other students ● Institute for Fiscal Studies notes Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day’s lesson
<p>Projected spending</p>	<p>£50000 - with potential to increase</p>

Monitoring and implementation

Area	Challenge	Mitigating action
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Teaching	<ul style="list-style-type: none"> ● Potential closure, student/staff absences ● Ensuring staff have enough time to plan and take part in CPD 	<ul style="list-style-type: none"> ● Support through remote platforms ● CPD Mondays and Quality Assurance Calendar has timetabled events for Pupil Premium Students
Targeted support	<ul style="list-style-type: none"> ● Potential closure, student/staff absences ● Prioritising of students for different interventions 	<ul style="list-style-type: none"> ● Pupil Premium monitors students access and attendance ● Set referral dates are within the Quality Assurance Calendar for interventions
Wider strategies	<ul style="list-style-type: none"> ● Potential closure, student/staff absences ● Engaging the families facing most challenges 	<ul style="list-style-type: none"> ● Our most vulnerable students will continue to attend school ● Working closely with our parents and external professionals to ensure all students receive support

Review: last year's aims and outcomes

Aim	Outcome
Pupil Premium students' progress to improve in English in comparison to 2018-2019	<p>August 2019 Results</p> <p>English Language 4+ = 52%. An increase from August 2019 results</p> <p>August 2020 Results</p> <p>English Language 4+ = 76%. An increase from August 2019 results</p>
Reading Ages of students exposed to reading intervention increases	Unable to ascertain accurate figures due to partial closure.
Students who are eligible for Pupil Premium and SEND will have made expected progress against their pathways from KS2 starting point	<p><i>Data tbc</i></p> <p>4 students impacted data of the above due to personalised curriculum and alternative provision</p>
To reduce the exclusion rate of students eligible for pupil premium	Unable to ascertain accurate figures due to partial closure.
Reduction in behaviour logs for organisation for pupil premium students	Unable to ascertain accurate figures due to partial closure.
An increase in extra curricular activities, clubs and events across all year groups	Unable to ascertain accurate figures due to partial closure.