Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Shenfield High School
Number of pupils in school	1174 + 386 in 6th form
Proportion (%) of pupil premium eligible pupils	16.5% in Year 7 to 11
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 2021
Date on which it will be reviewed	October 2022
Statement authorised by	C. Costello, Headteacher
Pupil premium lead	J.Martin, Deputy Headteacher
Governor / Trustee lead	D. Churchill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,980
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,269
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	£188,869

Part A: Pupil premium strategy plan

Statement of intent

Objectives;

1. High levels of progress in literacy for students requiring support.
2. The gap between PP and Non-PP outcomes in English and Maths at GCSE is narrowed.
3. Students identified as having low numeracy skills make progress and have improved engagement in Maths.
4. PP students' attendance is in line or better than National.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment, as we do for all students. Our objective is that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Our strategy is based upon the fact that the vast amount of students' progress comes from quality first teaching and therefore the curriculum, lessons and assessments are devised and delivered to support students' learning and progress. While the school respects individual teaching style, behavioural expectations are the same across the school. All teaching staff are expected to use the principle that the curriculum is the model of progress. Thus, all departments have determined the sequencing of the curriculum, which is published. Work continues on ensuring that, beyond topic identification, the sequencing of the curriculum takes into account the necessity to build knowledge and understanding, and that key concepts are returned to and enhanced. Retrieval practice is a key part of learning across the school.

We are developing a culture of early intervention for addressing student need, using an evidence informed, tiered model of teaching and learning, academic intervention and wider approaches. A key driver to this is ensuring students have the literacy skills necessary to access the curriculum hence the implementation of Thinking Reading, Future Writers, Accelerated Reader and Bedrock vocabulary.

We have a programme of Catch Up Numeracy to support students who have been identified as requiring additional support in order to access their current scheme of learning.

Staff, teachers, parents, carers and students understand the causal link between attendance and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Some students' low literacy levels making access to the curriculum challenging.

Year Group	% with RA -2 according to STAR Test
7	21.2%
8	31.9%

9	32.6%	
10	40.7%	

students are tested further with the NGRT2 to ensure that young people are forensically targeted. A 3rd standardised assessment is completed (Probe Test) that links reading ages to the thinking reading programme.

No More Marking (Secondary Schools Writing project)

2020 - 2021 (current Year 8) – All schools writing Age 9y7m our school 9y4m

PP 8y3m, Non-PP 9y7m National PP 9y0M

2021 – 2022 (current Year 7) – All schools writing Age 11y4m our school 11y2m

PP 10y7m, Non-PP 11y4m National PP 10y0m

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2 — Some students' low numeracy skills affecting access to and engagement in Maths

Year Group	% Poor Progress (<25%)	Students WRAT5 tested
7	15.2%	15 – 12 scored very or extremely low
8	13.0%	8 – all scored very or extremely low
9	18.5%	12 – 5 scored very or extremely low

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3 — The gap between PP and Non-disadvantaged outcomes in English and Maths GCSE

2019 PP 38% Grade 4 English and Maths, Non PP 69% National 65%

PP 23% Grade 5 English and maths, Non PP 40% National 43%

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4 — PP attendance and levels of persistent absence

2018-19 Ever6 FSM Absence 10.7% National 8.2%, PA 37.6% National 24.7%

(Gov.UK Analyse School Performance)

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
All students can read and write to their chronological age or better.	Thinking Reading Programme will show progress or reading ages of PP students in line with non-disadvantaged peers.
	Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4
	Future Writers will show enhanced writing skills and students will be able to extend their writing so that it is well structured and appropriate and ensure precise grammar is used reducing errors.
	Accelerated Reader will encourage reading and assess comprehension
Improved outcomes for PP students in English and Maths at GCSE	The gap between PP and Non-PP students is narrowed in terms of their GCSE English and Maths outcomes.
Students identified as having low numeracy skills make progress and have improved engagement in Maths	Maths assessments show progression and student voice and engagement observed in lessons shows an improved engagement in Maths.
Improved attendance	PP students attendance is in line or better than National.

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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff with regards to language skills of pupils	Following CPD by Essex Disadvantage Champion training and our own school focus on students' language we plan to deliver CPD to staff on this identified need. How to improve the oral language skills of disadvantaged pupils (schoolsweek.co.uk)	1, 3
Numeracy Strategy *New for 2022-2024*	Numeracy strategy has been established by the Maths department and is working across KS3 and some of KS4 to withdraw students from Maths for small group intervention. They will follow the same content in the lesson just in a small group setting so that appropriate support whether that be scaffolding or further stretch and challenge can be given. Small group tuition, with subject specialists and high level TAs have a strong evidence base for producing outcomes of over 4 months per student (EEF, July 2021)	2

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

Budgeted cost: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking Reading	Thinking Reading is phonics-based, and uses Direct Instruction and Precision Teaching methods to ensure rapid learning to fluency, leading to maintenance of gains. Each student's programme includes reading, spelling, comprehension and extended writing. Students continue on the programme until their reading age matches their chronological age. This will ensure students can access the curriculum. https://www.thinkingreading.com/ According to https://www.theschoolpsychologyservice.com/what-works/thinkingreading/ "The results showed a remarkable gain in reading accuracy."	1, 3
English one to one tutoring	Experienced, specifically trained tutor employed to deliver one to one English sessions to identified students.	3

	"On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas." https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	
Club 100 – Year 7 English	Students identified through 'No More Marking.' Identified weakest writers are given direct instruction lessons to help them be secondary-ready. Small group tuition format. According to https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year."	1, 3
Future Writers – Year 8	Students are identified in the second round of the Secondary Writers project. Weakest 10% follow a direct instruction programme- "Expressive Writing" The research that has informed this programme is The Writing Revolution by Judith Hochman and Natalie Wexler and The Research Ed guide to Explicit and Direct /Instruction edited by Adam Boxer This is being undertaken in small groups as https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year."	1, 3
Bedrock Vocabulary	The use of this programme is based on the Alex Quigley Vocabulary gap and writing gap and the identified issue of students use of tier two words, preventing students from getting grades 7 to 9 because they were unable to communicate their ideas clearly enough. Vocabulary gap is larger generally with PP students. According to https://bedrocklearning.org/uk-schools/?gclid=EAIaI-QobChMIqP_96Jfn8QIVU_hRCh2Wyg8mEAMYAiAAEgIGhfD_BwE "A student's ability to understand a text largely depends on their ability to understand the language used. Research suggests that as a student progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with challenging texts across the curriculum."	1, 3
Mentoring and PP Passports	According to https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/ "Some studies have found more positive impacts for pupils from disadvantaged	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour."	
KS3 Numeracy Support	Numeracy intervention teacher and learning tutors are delivering the Catch up Numeracy programme. "Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners." "Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy" Catch Up Numeracy - Catch Up "Learners in Years 7 - 10 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 15 months (a mean ratio gain of 3.0)." Catch Up Numeracy - Catch Up	2
Accelerated Reader	The star tests in this programme identify students' reading ages. This informs the first level of identification for the Thinking Reading programme and enables the English Department to choose the right texts for students so that they are appropriate to reading age. The quizzes measure student comprehension and frequency of reading. According to https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ "The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress."	1, 4

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Selected enrichment opportunities for disadvantaged students	According to Arts participation	EEF (educationendowmentfoundation.org.uk) "There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment."	4, 2

Extra Curricular opportunities	According to [Physical activity	EEF (educationendowmentfoundation.org.uk)](educationendowmentfoundation.org.uk) "The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year."	4, 2
Overcoming barriers to attendance and encouraging attendance to school	Bespoke student interventions based on student need to encourage student attendance and overcome barriers that may prevent them attending school.	4

Total budgeted cost: £189,000

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 pupils in the 2021 to 2022 academic year.

Our internal assessments during 2020/21 suggested that some students needed support to make progress with their Literacy. We introduced the Thinking Reading programme to aid targeted students to be able to read to their chronological age or better. Our current average progress of the students on the Thinking Reading program is 2.8 months per session. The national average for the program is 2 months per session, therefore as a school we are slightly above average. We also introduced Future Writers to our Year 8 curriculum following our participation in the No More Marking project to help students to enhance their writing and extend their writing so that it is well structured and precise grammar is used with a reduction in errors.

Bedrock vocabulary has also been introduced to aid students understanding of the texts they are exposed to within their curriculum. We currently have an active engagement 81% for pupils completing at least one activity a week, 72% completing two tasks a week. On average pupils pre-tested at 69% (the all schools average was 66%). After one year our pupils have improved by 14% on the post-test to have average of 83% (this is compared to 79% in all schools). In terms of Pupil Premium students specifically Pre test PP – 68% and Post test PP 80%.

English 1 to 1 tutoring – the tutor has worked with 7 Year 11 students a week and we have seen an improvement in their Mock results and in-class assessments since having these sessions. The 1 to 1 tutoring helped 15 students to achieve the grades they got. 86% of the students who had this tutoring gained a 9 to 4 and 36% achieve a 9 – 5 grade.

Given that 2022 results cannot be compared with previous years it cannot be determined whether the gap has narrowed between our PP and Non PP students in terms of their English and Maths performance but our PP English and Maths results in comparison the Essex data is higher. Our 9 – 5% in English and Maths was 36% and Essex was 25.5% and our 9 - 4% in English and Maths was 56% and Essex was 44.9%

Attendance for disadvantaged pupils for 2021/22 was 89.3% and the whole school was 92.4%. Attendance of disadvantaged pupils is still continues to be an area of focus.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thinking Reading	[Thinking Reading](#)
Accelerated Reader	[Accelerated Reader - Overview	Renaissance](#)
Bedrock Vocabulary	[The Online Vocabulary Curriculum For Schools	Bedrock Learning](#)
Catch Up Numeracy	[Catch Up Numeracy - Catch Up](#)