

Pupil premium strategy statement – Shenfield High School

School overview

Detail	Data
Number of pupils in school	1502 inclusive of 307 in 6 th form
Proportion (%) of pupil premium eligible pupils	16.3% in Year 7 to 11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 – 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	CCO
Pupil premium lead	DBA
Governor / Trustee lead	D.Churchill

Guidance documentation and linked policies

[Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Diagnostic Assessment Tool.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Diagnostic_Assessment_Tool.pdf)

[Pupil premium 2023-24: conditions of grant for academies and free schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Pupil Premium menu evidence brief.pdf.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_menu_evidence_brief.pdf.pdf)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,720
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>	£ 55, 476
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 5, 981
Total budget for this academic year <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>	£ 260, 177

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in core subjects which safeguard their opportunities post 16. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers (12.65%).

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Demographics of Disadvantaged at Shenfield High School 2023

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Overall
	241	239	238	240	238	168	139	1503
Number PP	41	46	60	35	30	16	17	245
% total cohort	2.73%	3.06%	3.99%	2.33%	1.99%	1.06%	1.13%	16.30%

% year group	17.01%	19.25%	25.21%	14.58%	12.61%	9.52%	12.23%	
PP with SEND need	18 5 = E 12 = K 4 = N	19 6 = E 11 = K 4 = N	15 3 = E 12 = K 2 = N	13 1 = E 11 = K 4 = N	15 2 = E 12 = K 4 = N	0%	1 = E 10 = N	103 18 = E 57 = K 28 = N
PP Boy/Girl divide	16 girls 25 boys	21 girls 25 boys	21 girls 25 boys	13 girls 22 boys	13 girls 17 boys	8 girls 8 boys	8 girls 9 boys	104 girls 141 boys
PP ability band	L = 17	L = 18	L = 19	L = 20	L = 9		L =	L = 83
	M = 15	M = 24	M = 36	M = 11	M = 18	M = 7	M = 11	M = 122
	U = 6	U = 2	U = 5	U = 4	U = 3	U = 5	U = 6	U = 31

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-7% lower than for non-disadvantaged pupils.</p> <p>49% of disadvantaged pupils have been 'persistently absent' compared to 18.1% of their peers during that period this is a gap of -31.4% for the 2022-2023 academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	The entry points for disadvantaged students is significantly lower than that of their peers.

In Year 7 41% of PP students are low prior attainers.

	Average Scaled Score			Student with less than 100			% of cohort with less than 100		
	PP	Non PP	Gap	P P	Non PP	Gap	PP	Non PP	Gap
KS2 Reading Scaled Score	100.4	105.8	-5.4	18	25	-7	47.4	17.9	29.5
KS3 Maths Scaled Score	100.3	104.8	-4.5	17	41	-24	44.7	20.9	23.8
KS2 Average Scaled Score	100.3	105.3	-5	17	36	-19	44.7	18.4	26.3

3

Our assessments, observations, internal referrals and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.

Teacher referrals for support remain high. Disadvantage pupils remain the most consistently represented demographic that are highlighted through our safeguarding and intervention tracking. The highest single category for disadvantaged students is SEMH, this category is consistent across all year groups with Anxiety being higher in exam year groups.

4

Disadvantaged students have a disproportional representation across our behaviour tracking systems. This is true of low-level incidents which escalate due to a lack of self-regulation. Furthermore, there is wider impact on peers in terms of interrupted learning opportunities because of classroom removals or escalating incidents. Though our internal data demonstrates fewer external suspensions and exclusions compared to national figures (include data) there is a still a disproportionate representation of disadvantaged students overall.

	R1	R3	Overall
Overall (Y7 to 11)	1.74	0.39	3.51
PP	1.74	0.88	6.52
Non PP	1.48	0.29	2.86
Gap	0.27	0.59	3.65

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Interventions targeted and provided for higher attaining students serve to raise the attainment of all higher attaining students not just those who are disadvantaged.

6	Lower aspirations of disadvantaged students' impact in turn by lack of parental engagement and cultural capital.
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2026 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 20% lower than their peers.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on ensuring pupils secure English <i>and</i> Maths.	<p>Narrow A8 gap between disadvantaged and non-disadvantaged students to below -0.5.</p> <p>Progress 8 score for disadvantaged students to be better than 2019 figures.</p> <p>Our overall targets for KS4 students include the improved performance of disadvantaged students, these overall targets are:</p> <ul style="list-style-type: none"> An overall Att8 figure of 50 45% students achieving English and Maths 9-5 – reduce PP gap to below 10% 70% of students achieving English and Maths 9-4 – reduce PP gap to below 10%
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate a positive improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. We identify all</p>

	students who have a reading age that is 2 years lower than their chronological reading age. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.
An ambitious and aspirational cultural capital and enrichment programme	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Supported by a planned offer of enhanced careers interviewers, trips and visits, parental engagement and extracurricular activities.

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: £ 189, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investigate and embed standardised diagnostic and information sharing system to ensure all staff are aware of profile of all students	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2
Professional development on	Supporting continuous and sustained professional development (PD) on evidence-based classroom	2,3,4,5

evidence-based approaches	approaches is important to develop the practice of teachers. The content of PD should be based on the best available evidence. Effective PD will require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	
Mentoring and coaching	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective	All
Recruitment and retention of specialist staff	Recruitment of specialist staff to work with disadvantaged, SEND and SEMH students.	1,3

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

Budgeted cost: £ 101, 300

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."	2,3

<p>KS3 Numeracy Support and KS4 Functional Skills</p>	<p>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."</p> <p>"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</p> <p>"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</p>	<p>2</p>
<p>Accelerated Reader</p>	<p>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.</p> <p>According to https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p> <p>"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."</p>	<p>2,3</p>
<p>Engaging with the National Tutoring Programme and/or other local offers to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by</p>	<p>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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>"On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an</p>	<p>2,3</p>

the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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/	
Future Writers	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.”	5
Curriculum adaptation	Redefining core offer to allow for differentiated starting points and complex need of students, including those who are disadvantaged. Development of nurture pathway, adapted provision and alternative KS4 curriculum offer	All

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

Budgeted cost: £ 27, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE’s guidance on working together to improve school attendance . Staff training and release time to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Family focused roles to increase engagement, informed by “Let’s	123

<p>implement procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>talk...we miss you” Essex County Council best practice guide.</p>	
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This is particularly important to overcome barriers to attendance.</p>	<p>123</p>
<p>Invest in and embed Govox survey to provide proactive overview of wellbeing concerns</p>	<p>Provide systematic and ongoing diagnosis which can be used proactively support wellbeing issues before they impact on attendance and attainment.</p> <p>The EEF suggests that Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully</p>	<p>3</p>
<p>Positive impact centre</p>	<p>Developing a regulation space and adaptive curriculum offer to support disadvantaged students at risk of permanent exclusion or becoming NEET.</p>	<p>3,4,6</p>
<p>Extracurricular activities</p>	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources</p>	<p>1,3,4,5,6</p>
<p>Breakfast club</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour</p>	<p>1</p>

	<p>and school attendance. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF has independently evaluated the Magic Breakfast programme. <p>This is a universal provision as not to identify or discriminate disadvantaged students</p>	
Transition Support	Clear programme of transition support into school and at key points such as progression to KS4 pathways	6

Total budgeted cost: £ 317, 300

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

The Thinking Reading programme was introduced and was used to aid targeted students to be able to read to their chronological age or better. Over half the selected students graduated with a reading age at least in line with their chronological age. The national average for the program is 2 months per session, therefore as a school we are slightly above average at 2.7 months per session. It took on average 31 sessions to graduate the programme.

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. 15 sat Level 1 English (equivalent to a GCSE grade 1-3 pass). 2 pupils passed the Reading component. 13 pupils passed the Speaking and Listening component. 9 pupils passed the Writing component. 9 pupils have achieved a level 1 English award. 1 pupil will re-sit the writing paper in Year 10 through C8 provision. In the 2023-2023 academic year 11 pupils are currently working towards a Level 1 English award. The Reading paper is scheduled for Tuesday 7th November. Results will be released in January. The Speaking and Listening component will be submitted in February 2024 and the final Writing component will be sat in May 2024.

Bedrock vocabulary was introduced to aid students understanding of the texts they are exposed to within their curriculum. In 2022-2023 there was active engagement of 72% of pupils completing at least one task a week, 54% completing two tasks a week. Although this is a drop from 2021_2022, there were two additional year groups (Year 9 and 10) participating thus decreasing the average. With a change in approach to PREP and falling engagement we have moved away from Bedrock.

No more Marking – Results from the 2022-2023 year demonstrate on average our students are one month ahead of other schools within the programme. The no more marking data from 2022-2023 informed the next cohort of future writers students to further enhance their development and progress.

English 1 to 1 tutoring – the tutor has worked with 29 Year 11 students a week and we have seen an improvement in their Mock results and in-class assessments since having these sessions. Of those who received tutoring 31% went on to achieve at least a standard pass and 27.6% students to secure a good pass or higher in English. Overall, 57.6% of disadvantaged

students achieved a standard pass in English, which is above the 53.5% in Essex. 48.5% of disadvantaged students achieved a good pass in English compared to a figure of 36.9% in Essex. Average attainment for PP students for the English was 4.24 compared to 4.95 for non-disadvantaged students.

Maths Support – 23 students in total benefitted from additional Maths support - this helped 39% of those supported to secure a at least a standard pass and 30.4% secure a good pass. 66.7% of disadvantaged students achieved a standard pass in Maths compared to 47.6% in Essex. 30.3% of disadvantaged students achieved a good pass which is marginally above the 27.3% figure for the whole of Essex. The average attainment of disadvantaged students for the Maths it was 3.82 compared to 4.39 for non-disadvantaged.

Disadvantaged students accounted for 14% if of our cohort, an increase from the 2021-2022 academic year. Furthermore, not all of these students were included in the end point measurements. The disadvantaged gap remained in the 2023 result series. There is a -0.6 gap disadvantaged gap. The percentage of students achieving a grade 4 or above in English and Maths was 54.5%, this is well above the Essex figure of 41%. The percentage of students achieving a grade 5 or above in English and Maths was 24.2%, this is above the Essex figure of 22.2%. This compares to 37.6% of other students achieving the same good pass in English and Maths. When looking at the percentage of GCSE's secured at a 7+ our disadvantaged figure of 21.8% is well above the Essex figure of 8.9%.

Attendance for disadvantaged pupils for 2022/23 was 89.3% and the whole school was 92.4%. Attendance of disadvantaged pupils is still continuing to be an area of focus.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.