

Pupil premium statement (secondary)

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	Goresbrook School
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Aziza Ajak, Acting Principal
Pupil premium lead	Emma-Louise Sullivan, Assistant Principal
Governor / Trustee lead	Keith Gori

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,803

Recovery premium funding allocation this academic year	£9,393
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	£215,196

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 EBacc subjects.

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. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil Progress: Although pupil premium students make good progress, this progress is lower than their non-pupil premium peers. This issue is more profound for pupils with SEND and PP students who make up 20% of the PP population in year 7, 19% in year 8, 23% in year 9, 20% in year 10 and 18% in year 11. This is significant in subjects where teaching and learning has been inconsistent and where the feedback given to students is variable.
2	Literacy and Numeracy: Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. KS2 SATS reading scaled scores are well below average on entry at approximate 99.85 (vs approx. 104 nationally). In year 8, pupil premium students are approximately one year behind their peers when looking at reading ages. Approximately 40% of pupil premium students arrive below age related expectations. The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.
3	Attitudes to Learning: A large proportion of pupil premium students interviewed in pupil voice surveys complained about school “being too strict” and “not enjoyable”. Pupil premium students are also overrepresented in behaviour data and are more likely to be sanctioned for not following the school's behaviour policy. This over-representation can be accounted for by students with double or triple barriers such as PP, SEND and/or EAL.
4	<u>Metacognition/Self-regulation:</u>

	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies as supported by the EEF, when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
5	Well-being: Our assessments, pupil voice survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Attendance: The attendance of PP students fell by 0.3% to 94.4% (vs 95.6% for non-pupil premium). The percentage of PAs also increased by 3.4 to 21.6% (vs 20.2% for non-pupil premium) students. PP students are over-represented in the proportion of PAs. They make up 43.9% of the population vs 33.8% respectively. Again, students with both PP and SEND barriers are overrepresented in this data. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Teaching and learning precisely tackles misconceptions, maintains high expectations of all students and students make progress that is	• All pupil premium students make the same rates of progress as their peers. • An additional 20% of PP pupils move from grade 4 move to grade 5. • The teaching and learning principles are applied consistently in every classroom. This is evidenced in all internal and external reviews. • All pupil premium books show that misconceptions are tackled ready and that pupils remedy these misconceptions effectively, evidenced by book looks and moderation internally and externally.

in-line with their peers.	All teachers can articulate the interventions that are taking place for students with multiple barriers and the impact of these.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. - All pupil premium students below their chronological reading age either reach their chronological reading age (or 6 months within) 3 years after joining Goresbrook. - Students with multiple barriers make 1.5 times the rate of progress in reading every year. - All pupil premium students who arrived in year at ARE and now below move to ARE by the end of year 8.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	- Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. - Homework completion rates across all classes and subjects improves - Increased engagement in lessons - Decrease in the number of re-routings and navigation entries for pupil premium students
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations shows a sustained improvement in student well-being - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. These include the Goresbrook Guarantee, CCE and DoE. - Decrease in the number of CPOM entries in relation to SEMH. This will be through staff training and working with interventions specifically, around Social, Emotional and Mental Health. - Increased use of outside agencies to provide on-going support for SEMH needs including the use of outside agencies such as ICENA to support staff with dealing with these issues.
All pupil premium students display and embody positive attitudes to learning,	The proportion of sanctions given to pupil premium students is in-line with the average as evidenced by behaviour data including pupils with multiple barriers.

have high aspirations of their futures and are held to account for their progress	• Pupil premium students collect a representative number of mountain guide badges and take on associated responsibilities as a result evidenced by student leadership data. • 80% of pupil premium students report positive attitudes to school and learning in pupil voice surveys. • All flags for pupil premium students embody high aspirations. • All pupil premium students talk proudly of their achievements at the school. • Students with multiple barriers receive impactful interventions that tackle social and academic issues
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The average attendance for PP students is 97%. • The percentage of PP PAs 10% • Parents of pupil premium students with complex needs/multiple barriers engage with the school attendance support plans resulting in improved attendance for these pupils. This is evident in attendance progress data and parent voice surveys.

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: **£134,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ double staffing targeted teaching groups with subject specialists in English and maths.	Teachers can plan to respond to the needs and misconceptions of pupils with multiple barriers, resulting in greater progress for pupils in these groups.	1,2,4
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:	1,2,4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.	1,2

Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Higher high stakes quiz scores for these pupils. Higher number of pupils moving from 4 to 5. Higher number of pupils securing ARE in maths and English	2
Increase the targeted focus on in-class interventions for underachieving pupil premium (and SEND) pupils and training for staff to deliver this.	Significant improvements in teacher planning that result critical students for each class making greater progress.	1

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

Budgeted cost: **£41,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a Fresh Start programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. One to one tutoring through the Brilliant Club	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.	1,2

A robust system of data reporting to students, target setting and working with parents to ensure that pupil know what they need to be working towards and how to do this	Home learning completion, engagement and success increases. Students can articulate their gaps and feel empowered to close these. Outcomes improve for all pupil premium students.	1,2
Interventions are delivered in English and maths to eligible pupils which is facilitated by double staffing.	Progress within interventions is good. Pupils can move out of interventions and be successfully reintegrated in to mainstream lessons	1,2
Daily diet of deliberate practice at home is introduced	Overall literacy and numeracy levels improve as demonstrated by EOY assessment outcomes. Reading ages improve.	1,2,4

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

Budgeted cost: £39,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
An attendance assistant is appointed to support the attendance manager. Attendance support officer will be appointed to improve attendance.	Increase in response time to attendance data daily and over time	6
Attendance and punctuality are used to incentivise students and used as part of attendance plans for the most vulnerable pupils	Attendance figures improve towards 97%. Percentage of PAs reduces. Improved attendance for PP and SEND pupils. Attendance figures improve towards 97%. Percentage of PAs reduces.	6

Absence Support Plans for those at risk of persistent absenteeism who are PP (and SEND) are introduced and regularly updated		
Coaching and house competition offers rewards linked to values and aspirations. This is promoted by the pastoral teams.	Increase in positive attitudes reported their school experience. Rewards and sanctions awarded to pupil premium students are in-line with non-pupil premium students.	6
Contingency fund for acute issues.	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.	All
On-site counsellor employed	Students learn coping strategies to deal with anxiety and depression Students are aware of the signs of poor mental health and the triggers for these Students feel safe having a designated adult to speak to	3,5
Staff Training on 'Positive Behaviour' Support	Staff know how to build relationships with PP with SEND students based on their response to sanctions Less students being sanctioned Positive behaviour is increased	3,5

Total budgeted cost: £215,196

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 2020 to 2021 academic year.

Despite being on track during the first year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Hegerty Math, and teacher-led lessons.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.