

Context of the school and its prior performance

School Metrics		Disadvantaged pupil performance overview for last academic year		
Metric	Data		PP	Non-PP
Proportion of disadvantaged pupils	10.8%	Numbers on roll	88	736
Last Year		Progress 8	-0.29	+0.17
Pupil premium allocation	£113,900	Ebacc entry %	31.6%	41.5%
Covid Catch Up allocation	£66,400	<i>Ebacc pass 5+ %</i>	21.1%	29.2%
Pupil premium allocation this year	£Waiting for Census	<i>Ebacc pass 4+ %</i>	31.6%	36.9%
Covid Catch Up allocation	£Waiting for Confirmation	Attainment 8	50.54	58.97
Academic year or years covered by statement	2020,2021,2022	Percentage 5+ in English and maths	52.6%	68.5%
Publish date	8/7/21	<i>Percentage 4+ in English and maths</i>	68.4%	86.2%
Review date	8/7/22			
Statement authorised by	Andy Scott-Evans (Head Teacher) and Peter Gale (Lead Adviser)			
Pupil premium lead	Sally Trebess			
Governor lead	Chris Savage			

The main barriers to educational achievement faced by our disadvantaged students include:

External barriers	Internal Barriers
<ul style="list-style-type: none"> Impact of Pandemic has been most significant on disadvantaged students. Lower KS2 attainment in every year group for disadvantaged students. Lack of appropriate space to focus, revise and complete work outside of school environment. Higher proportions of disadvantaged families with emotional and social needs. Low attendance impacts negatively on learning. Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature. 	<ul style="list-style-type: none"> New key staff starting in school are going to need swift induction to our standards. These colleagues will need time to embed. <ul style="list-style-type: none"> Designated Safeguarding Lead starting September 2021. New SENCO starting September 2021. New Heads of English and Mathematics starting September 2021. 15 new teachers will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier.

Strategy aims for current disadvantaged pupils.

Aim	Target	Target date
Progress & Attainment of PP students at A Level and GCSE should be (at least) in line with the Main Cohort every year.	For data to show that, despite a very low starting point in 2021, our PP students out-perform the achievement of average students in Essex.	Summer Exams 2021

Learning: teaching priorities for current academic year

Measure	Activity
Close the Gap for PP students	Particularly in exam year groups, but throughout the school, a strong focus on helping PP students catch up. First and foremost, through quality first teaching (smaller class sizes, lower pupil:teacher ratio, seating plans, homework, marking, feedback). Then additional input through 1:1 and small group mentoring, investment in P7/holiday interventions, additional resources (books, IT, subscriptions) and where appropriate additional SEN capacity (2 day per week adviser, additional technician support to create/support one-page profiles - see below).
Book Study	Use the Book Study Initiative to focus particularly on the learning experience of disadvantaged and SEN.
Walk Thrus	Use of 'Walk Thrus' Initiative to ensure high quality teaching provision from all staff for disadvantaged and SEN.
Barriers to learning these priorities address	Rapidly induct 15 new teachers. Low KS2 starting points.
Projected spending	£222k

Learning: targeted academic support for current academic year

Measure	Activity
Targeted curriculum intervention	Whole school focus on putting disadvantaged students first. HODs taking the lead on ensuring: Quality First Teaching, Regular gap analysis, Intervention, High Quality Feedback, Teacher led in class support.
Disadvantaged one-page profiles and 'assess plan do review' (ADPR) process.	Extend the successful programme of APDR from the SEN department across to disadvantaged students. Create one-page profiles for each disadvantaged student who is failing to make good progress and enhance advice for teachers.
Barriers to learning these priorities address	Low KS2 starting points. Impact of the Pandemic.
Projected spending	£11.5k

Wider strategies for current academic year

Other: Initiatives and actions to improve attendance

Measure	Activity
Attendance officer time	Continue to use attendance officer to support rapid routine engagement. Enhance her role by training her to safeguarding level 3.
Find and use an external agency to support with attendance issues	Move away from Essex Local Authority for attendance support. Use the services of an independent agency to ensure better provision for families with persistent absence.
Barriers to learning these priorities address	Low attendance impacts negatively on learning. Impact of the Pandemic. Support new DSL.
Projected spending	£21.5k

Initiatives and actions to improve engagement including emotional and mental health

Measure	Activity
Curriculum Review for social mobility	Through our curriculum review of KS3 (and above) we will ensure that gaps from KS2 are closed so that students can succeed in the Ebacc and through to Sixth Form. Ensuring provision in place to enable students to study a modern foreign language, a humanity and succeed across all Core subjects.
Fewer supply teachers from agencies.	Employ additional staff and reduce teaching loads to provide a bank of free periods that can be drawn upon to provide cover. Thus, PP students are better known and therefore have their needs met more thoroughly. Standard and style of teaching are more consistent.
Resources & Provision to improve engagement and emotional & mental health	Learning mentors, school nurse, school counsellor, Prince's Trust, Lexia, Wave 2 intervention offer, Speech & Language & Communication technician
Barriers to learning these priorities address	Higher proportions of disadvantaged families with emotional and social needs Low attendance impacts negatively on learning Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
Projected spending	£23.3k

Planned expenditure for current academic year.

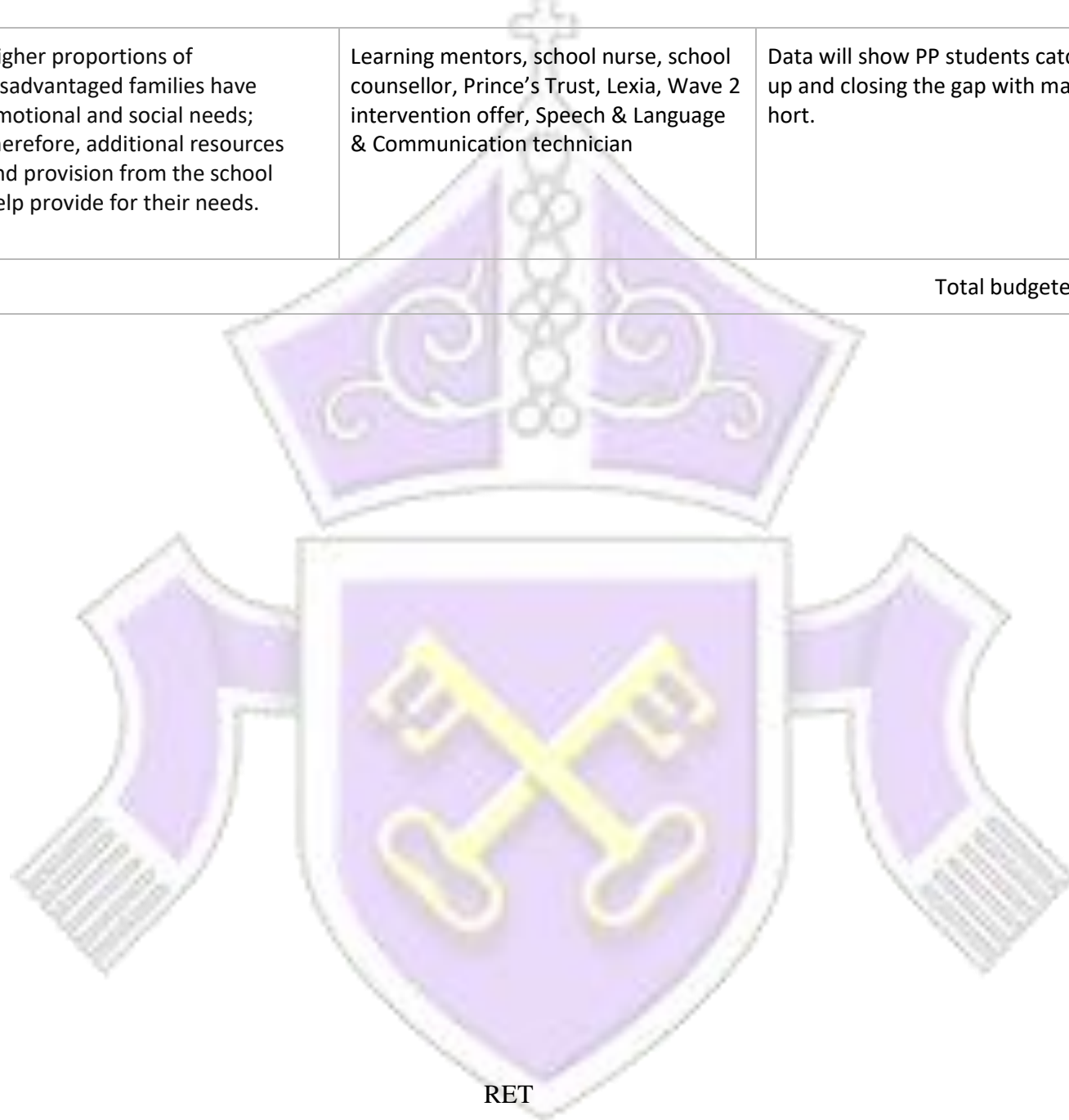
ACADEMIC YEAR				
Learning: teaching priorities for current academic year				Staff Lead: XX
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Book Study	Will help senior staff, governors and RET to look at provision for PP students in detail on a regular and routine basis. Needs will be identified and changes made rapidly where necessary.	Use the Book Study Initiative to focus particularly on the learning experience of disadvantaged and SEN	Data will show PP students catching up and closing the gap with main cohort.	n/a
Walk Thrus	Will help to rapidly induct 15 new teachers to our approach and high standards. Low KS2 starting points for PP students will be addressed through Quality First Teaching.	Use of 'Walk Thrus' Initiative to ensure high quality teaching provision from all staff for disadvantaged and SEN.	Data will show PP students catching up and closing the gap with main cohort.	£2k
Total budgeted cost:				£2k

Learning: targeted academic support for current academic year Trebes and Mrs Sharp				Staff Lead: Mrs
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Targeted curriculum intervention	PP students have Low KS2 starting points and have been adversely impacted by the Pandemic.	Whole school focus on putting disadvantaged students first. HODs taking the lead on ensuring: Quality First Teaching, Regular gap analysis, Intervention, High Quality Feedback, Teacher led in class support.	Data will show PP students catching up and closing the gap with main cohort.	£57k
Disadvantaged one-page profiles and 'assess plan do review' (ADPR) process.	PP students have Low KS2 starting points and have been adversely impacted by the Pandemic.	Extend the successful programme of APDR from the SEN department across to disadvantaged students. Create one-page profiles for each disadvantaged student who is failing to make good progress and thereby enhance advice for teachers.	Data will show PP students catching up and closing the gap with main cohort.	£6k
Total budgeted cost:				£63k

Wider Strategies: initiatives and actions to improve attendance Shields				Staff Lead: Mr
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Attendance officer time	<p>Low attendance of PP students will impact negatively on learning.</p> <p>The Pandemic has had a negative impact on good school habits and routines.</p> <p>Our new DSL will benefit from support to tackle safeguarding and child protection issues – many of which relate to PP students.</p>	<p>Continue to use attendance officer to support rapid routine engagement.</p> <p>Enhance her role by training her to safeguarding level 3.</p>	<p>Data will show PP students catching up and closing the gap with main cohort.</p> <p>Attendance and behaviour data will show that conduct of PP students is improving year on year – fewer exclusions, fewer late, fewer absent and persistently absent.</p>	£15k
Find an external agency to support with attendance issues	Using the services of an independent agency will ensure better provision for PP families with persistent absence.	Move away from Essex Local Authority for attendance support.	<p>Data will show PP students catching up and closing the gap with main cohort.</p> <p>Attendance and behaviour data will show that conduct of PP students is improving year on year – fewer exclusions, fewer late, fewer absent and persistently absent.</p>	£6k
Total budgeted cost:				£21k

Wider Strategies: initiatives and actions to improve engagement including emotional and mental health Trebess				Staff Lead: Mrs
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Curriculum Review for social mobility	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature.	Through our curriculum review of KS3 (and above) we will ensure that gaps from KS2 are closed so that students can succeed in the Ebacc and through to Sixth Form. Ensuring provision in place to enable students to study a modern foreign language, a humanity and succeed across all Core subjects.	Increasing numbers of PP students taking and passing the Ebacc.	n/a
Fewer supply teachers from agencies	Higher proportions of disadvantaged families have emotional and social needs which benefit from staff knowing them well. Use of our staff for cover lessons will help ensure excellent provision at all times.	Employ additional staff and reduce teaching loads to provide a bank of free periods that can be drawn upon to provide cover.	Data will show PP students catching up and closing the gap with main cohort. Fewer conduct issues in cover lessons.	£147k

Resources & Provision to improve engagement and emotional & mental health	Higher proportions of disadvantaged families have emotional and social needs; therefore, additional resources and provision from the school help provide for their needs.	Learning mentors, school nurse, school counsellor, Prince's Trust, Lexia, Wave 2 intervention offer, Speech & Language & Communication technician	Data will show PP students catching up and closing the gap with main cohort.	£45.3k
Total budgeted cost:				£192.3k



Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £113.9k				
Learning: teaching for all				
Initiative	Intended outcome	Impact	Evaluation	Cost
Closing the gaps in maths and literacy	Provision of bespoke learning materials to support students with specific difficulties accessing key aspects of literacy, numeracy and mathematics (specific reference to concrete, pictorial and abstract resources)	Students have not been in school to use them as much as was hoped. However, they have helped students make progress.	Partially achieved, we will continue this project into next year. These projects are well underway.	£16,000
Learning: targeted academic support				
Initiative	Intended outcome	Impact	Evaluation	Cost
Literacy screening and recovery programme	To ensure that students unable to access the curriculum because of reading and writing needs are supported	Students have not been in school to use them as much as was hoped. However, they have helped students make progress when they are in school in reading and spelling.	Partially achieved, we will continue this project into next year. These projects are well underway and are an on-going cost.	£1,000 for screening £6,000 for recovery programme
Prince's Trust	Life skills course for students to improve engagement with learning and a sense of success. The course informs life choices and careers.	All students passed.	Students were highly engaged by the course and much more mature in their attitudes towards learning. This is an on-going project.	£8,000

Wider Strategies: initiatives and actions to improve attendance				
Initiative	Intended outcome	Impact	Evaluation	Cost
Attendance officer time	To improve the attendance at school of all disadvantaged students.	Excellent provision of additional support for our pastoral team.	Hard to evaluate accurately due to Covid lockdowns and students self-isolating affecting attendance data. Worked well enough to continue this and enlarge the role.	£6,400
Support from tutors and heads of year conducting 'back to school' interviews	To intervene quickly with disadvantaged students who have a period of absence.	Disadvantaged students who have been absent are seen by a member of staff on the day of return and reasons for absence explored and areas for support identified.	Hard to evaluate accurately due to Covid lockdowns and students self-isolating affecting attendance data. Now an embedded part of our systems.	£4,700

Wider Strategies: initiatives and actions to improve engagement including emotional and mental health				
Initiative	Intended outcome	Impact	Evaluation	Cost
Inclusion staff – mentors, DSL, SENCO and emotional support mentors including School Nurse.	To provide safeguarding and emotional support directly to enable students to engage effectively in school. Trained tutors, SEN staff and in-school counsellors.	Disadvantaged students have been well supported through the many challenges of this year. They have received emotional, academic and organisational support both in school and at home (during lockdowns and self-isolations) through this model.	Hard to evaluate but TAG data showed that disadvantaged students attained well. However, there was a small gap between the main cohort and disadvantaged students on our internal progress measure. Worked well enough to continue this.	£69,100
Miscellaneous other expenditure	Welfare contributions to individuals towards the cost of uniform and key school trips	Disadvantaged students have been well supported through resources e.g. books, technology, school meal vouchers and curriculum materials.	Hard to evaluate but TAG data showed that disadvantaged students attained well. However, there was a small gap between the main cohort and disadvantaged students on our internal progress measure. Worked well enough to continue this important level of support.	£2,500

Covid Premium – Review

Initiative	Intended outcome	Impact	Evaluation	Cost
Curriculum Modification for Year 10-13	<p>Years 11 and 13 missed significant elements of their examination courses due to lockdown. Students also faced a likely change to the assessment model. Curriculum modification was necessary to ensure that specification content could be covered given the restrictions of lockdown without detriment to student outcomes.</p> <p>There was an impact for years 10 and 12 too as they were unlikely to be able to start their examination courses in the normal way and the impact of this had to be mitigated.</p>	<p>Year 11 and Year 13 achieved well in their examinations and destinations.</p> <p>However, Year 10 and 12 were not able to make the progress that we would have hoped.</p>	The Curriculum Modifications worked for Year 11 and 13, but further development is required for the next cohorts to ensure their success.	£16.1k
Developing the Digital Curriculum	This was to support the initiative above and ensure that a blended learning approach would be successful in the event of students having to self-isolate. In addition, it was to enhance the future delivery of minority and/or hard to staff subjects post-COVID. All students self-isolating benefit from blended learning from our VLE, MS Teams (live teaching) and Show My Homework – our main communication tool.	<p>91% of parents told us in our survey that they were happy with the technologies we were using were suitable.</p> <p>Only 7% were dissatisfied with the remote learning provided.</p> <p>Students were able to continue their learning, but it was not as productive as being in school.</p>	The investment into MS Teams was an important one. We made the move quickly and established our systems in a very successful way. We were ready to go from September 2020 and all staff and almost all students were able to use it very successfully.	£12.9k
Reducing the Gap for Disad-	This has been the most challenging area for our school.	Despite all our effort, in general, Boys, PP students and those with SEND are behind their peers. This is unusual for our school.	We must continue to support these vulnerable groups to enable them to Close the Gap. This	£31.7k

<p>vantaged – digitally, socio-economically, SEND, Y7</p>	<p>Differential engagement in learning and effectiveness of this not only limited all students learning but there was a risk of increased gaps between students and student groups. This presented ongoing challenges. Circumstances for students who must isolate were different to those during lockdown when it applied to all students, and this needed to be accounted for.</p> <p>Even without COVID, the school is always mindful that an attainment gap can develop and grow during secondary education, whether for an individual or a group. A strategic aim is for us to address this and as and when it occurs. COVID required us to work on it now to limit further impact caused by the disruption.</p> <p>SEND students required a great deal of support and intervention during lockdown with many of them being taught in school or with a specific provision provided by staff on a 1:1 basis. Additional new staff have been brought in to assist with this and additional resources have been created. Annual reviews have all included details of how students are coping (or not) and 1-page profiles have been re-written to include new strategies to support staff and students.</p>	<p>However, we draw the conclusion that they would be even further behind if we had not taken the action that we did.</p>	<p>is a focus of our school development plan this year.</p>	
<p>Emotional & Mental Health support for students and staff</p>	<p>Students and staff dealt with a range of emotional stress emerging directly from lockdown or indirectly because of the impact it has had on their families. Identification and support for those who needed it was an important factor on the return to school.</p>	<p>Use of our support programmes for students (counselling, mentoring and intervention workshops) and staff (employee assistance programme and line management structures) have been effective.</p> <p>Students' survey:</p>	<p>In addition to the survey we have received numerous emails of thanks, cards, gifts and compliments from the local community.</p> <p>We are confident that we have upheld our Christian calling to</p>	<p>£5.7K</p>

		<ul style="list-style-type: none"> • Only 5% of students were unhappy with the level of support the school was giving them. • 100% of students said that it was clear how to stay safe on-line. • Only 7% of students said that it had been hard to make contact with staff. <p>Parents' survey:</p> <ul style="list-style-type: none"> • Only 3% of parents felt that the communications from school had not been very clear. • Only 6% of parents thought that it was hard to contact the school when they needed to. <p>Staff survey:</p> <ul style="list-style-type: none"> • No one said that they did not feel appreciated. • No one said that communication from leadership was unclear. • No one was unhappy with the collaboration between the leadership team and the staff during this period. 	<p>'love one another' through this crisis.</p>	
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