

Pupil Premium plan and 2021/22 Outcomes for Governors



Our disadvantaged figures this year are disappointing compared to previous years. Our pastoral and academic support of our disadvantaged students was effective but some of the students' needs were not able to be met by a mainstream secondary school:

- Students with significant mental health difficulties unable to engage with any form of education (either hospitalised or under CAHMS at home)
- Students with significant and ongoing trauma.
- Students that were medically unable to attend.
- Students that were attending alternative education; where being a good member of the community was prioritised over academic qualifications.
- Students that were in part of alternative education with criminal activity.

Our plan for Pupil Premium is not only focussed on Year 11 outcomes but tries to address a range of different measures. We have made good progress on each of the areas identified in our 3 year plan. The plan is unchanged from last year as the aspects of school that we are investing PP money in will make a difference to the outcomes of our disadvantaged students as evidenced by the Education Endowment Fund.

Questions:

1. Have you identified students that are going to struggle to attend or continue in mainstream provision in Year 11?
2. How are you ensuring that PP students are making the maximum use of the school's resources?
3. How are we engaging with our disadvantaged learners and families to ensure attitudes to teachers improve?
4. How are we going to reduce the reliance on in-house wellbeing counselling when the money from Recovery Premium goes?

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Shenley Brook End School
Number of pupils in school	1867
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December '22
Date on which it will be reviewed	September '23
Statement authorised by	Chris Holmwood, Headteacher
Pupil premium lead	Gareth McCluskey, Deputy Headteacher
Governor / Trustee lead	Heather Pugh Louise Rennolds (co-chairs of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256 895
Recovery premium funding allocation this academic year	£TBC
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	£TBC

Part A: Pupil premium strategy plan

Statement of intent

We will ensure that Pupil Premium funding is spent on the target group. We are aware that within our target group there are a diverse range of needs – both existing and emerging. We will thoroughly analyse which pupils are under-achieving and endeavour to work out why. We will use evidence to allocate funding to big-impact strategies. We will be relentless in our pursuit of high-quality teaching, not interventions to compensate where teaching is not secure. We will use achievement data to check interventions are effective and adjust where necessary. We will have a senior leader with oversight of how Pupil Premium funding is being spent. We will ensure that teachers know which pupils are eligible for Pupil Premium. We will endeavour to demonstrate impact. We will have a named governor who will oversee and challenge our use of the Pupil Premium.

Our school is in a very diverse socio-economic area. We serve areas of deprivation alongside some very affluent areas. From recent PASS surveys we found that our PP students self-assessed themselves significantly lower for each of the following:

- Feelings about school.
- Preparedness for learning.
- Attitudes to attendance.
- General work ethic.

We want the best for all of our students. We aim to be achieving progress above similar schools nationally. There should be no difference between the progress of disadvantaged students and their non-disadvantaged peers. Success will be if we ensure that:

- Student behaviour for learning in lessons and around school is exemplary.
- Students make outstanding progress.
- Attendance is excellent.
- Students will be well equipped to achieve great results in both English and maths.
- Student engagement in the extended curriculum is high.
- Students will have high aspirations about their futures and achieve fantastic destinations.

Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged pupils is generally lower than that of their peers.

	For students that have completed official end of KS2 assessments 19% of disadvantaged students have not made age expected progress compared to 12% of students of non-disadvantaged students.
2	<p>Assessments and observations with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>For students that have done completed end of KS2 assessments 23% of disadvantaged students have not made age expected progress compared to 12% of students of non-disadvantaged students.</p>
3	<p>Lockdown has had a negative effect on the progress of some disadvantaged students.</p> <p>Students in disadvantaged households have fallen behind in their understanding of the Basics (maths and English) compared to non-disadvantaged students.</p>
4	<p>The PASS survey indicates that our students have a high satisfaction with most areas of the PASS survey. Some of our disadvantaged students have a moderate satisfaction (a lower score) with 'feelings about school', 'attitudes to teachers' and 'attitude to attendance' than their peers.</p> <p>Lockdown has increased the frequency of referrals to safeguarding for high level referrals, concerns around mental health and feelings of isolation. Referrals for mental health have tripled since the lockdown. During this year 1483 referrals have been made for safeguarding concerns. 361 of these referrals are for mental health reasons.</p>
5	39% of disadvantaged pupils have been 'persistently absent' in 2021 compared to 29% of their peers during that period.
6	<p>The poor behaviour of a small minority of students within lessons adversely affects the progress of our disadvantaged students.</p> <p>Students with a significant number of negative behaviour points (over 30 in a full school year) for disadvantaged students is 17% of the disadvantaged students compared to 5% of their peers.</p>
7	Some of our students who are disadvantaged are not as self-regulated as their peers. These students would benefit from greater understanding of metacognitive strategies to aid learning. Some of our disadvantaged students find talking about their learning more challenging.
8	The proportion of disadvantaged students engaging in extra-curricular or trips is not as high as their peers.

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
Improved progress of disadvantaged students across the curriculum, with a focus on English.	By the end of our current plan in 2024/25, English Progress 8 score for students should be positive. 2019's P8 for English was -0.2.
Students can speak about what they are learning and understand where they are in terms of the plan, action, review metacognitive cycle. Teachers make metacognitive strategies explicit in lessons.	Use of metacognition is evident in 50%+ of all lesson observations.
Students are given opportunities to explain, discuss and debate in all lessons.	Use of oracy is evident in 50% of all lessons observations.
Students will develop comprehension and a greater vocabulary through targeted time limited support.	Progress of students that have worked with the reading TA to lessen the gap with age expected reading skills. Make expected progress within the more literacy-based subjects such as English and history.
Raise aspirations around careers and future pathways.	No 'NEET's and university or equivalent applications are similar for PP and non-PP students. Positive survey results from our disadvantaged students around CEIAG in school.
Student behaviour for learning in lessons and around school is exemplary.	Behaviour statistics improve in terms of FTE, observation of excellent behaviour in lessons and feedback from staff, students and parent survey. Positive behaviour statistics increase for both disadvantaged and their peers.
Improved student wellbeing.	The number of students requiring intervention decreases from current high demand. PASS reflects increased scores for the PP students within 'feelings about school', 'attitudes to teachers' and 'attitude to attendance'.

<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 20% lower than their peers.</p>
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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: £120 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic reading and comprehension assessments. Training will be given to staff who are carrying out assessments.	We want standardised tests to diagnose the issues around reading and comprehension. Completing these tests annually will measure the impact of our interventions in reading and comprehension. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 6
Developing metacognitive skills in students through explicit teaching in all lessons. Training days for all teaching staff around metacognitive strategies to use with their students.	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: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 3, 7
Staff to develop through whole school training positive relationships with students in their classes by using positive behaviour management.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6
Staff to continue to develop, through whole school training strategies, to improve oracy in lessons.	It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1, 2, 3

Overstaff and reduce class sizes in maths, English and Science.	Reducing class size has a small positive impacts of +2 months, on average. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running small group sessions for students for a period of 10 weeks to work on improving specific identified gaps in knowledge	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5, 6
Students will be targeted for tuition through our acceler8 tutoring company.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5, 6
Pupil Premium Champion responsible for raising achievement in mathematics through 1:1 and small group interventions.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 5, 6
Providing a 50% discount on all trips within the school for disadvantaged students. Providing music tuition free of charge for disadvantaged students. Providing the ingredients for food technology lessons.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	4, 5, 6, 7

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

Budgeted cost: £80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of school counsellors to develop student resilience and improve mental wellbeing of all students.</p>	<p>A large body of evidence from the UK and abroad suggests that CBT can have a relatively large desirable impact.</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>All</p>
<p>The behaviour coaches will support, challenge and improve the behaviour of our most challenging students to enable all students to learn in lessons.</p> <p>To train our own behaviour coaches in school and develop staff in psychodynamic therapies.</p> <p>The Team Leader for Inclusion to run bespoke packages for our most challenging students</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>

Total budgeted cost: £300 000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our disadvantaged figures this year are disappointing compared to previous years. Our pastoral and academic support of our disadvantaged students was effective but some of the students' needs were not able to be met by a mainstream secondary school:

- Students with significant mental health difficulties unable to engage with any form of education (either hospitalised or under CAHMS at home)
- Students with significant and ongoing trauma.
- Students that were medically unable to attend.
- Students that were attending alternative education; where being a good member of the community was prioritised over academic qualifications.
- Students that were in part of alternative education with criminal activity.

Success Criteria 1: *By the end of our current plan in 2024/25, English Progress 8 score for students should be positive. 2019's P8 for English was -0.2.*

The gap between our disadvantaged and non-disadvantaged has grown this year for the first time. Our disadvantaged students are achieving below the national average for disadvantaged students.

Table showing the progress of disadvantaged against non-disadvantaged.

Groups		A8	P8
English	Disadvantaged	9.01	-0.52
	Non-Disadvantaged	11.20	0.26
Maths	Disadvantaged	8.06	-0.44
	Non-Disadvantaged	10.47	0.24
EBacc	Disadvantaged	11.51	-0.59
	Non-Disadvantaged	15.73	0.35
Open	Disadvantaged	11.74	-0.82
	Non-Disadvantaged	16.06	0.25

Success Criteria 2 and 3: *Use of metacognition/oracy is evident in 50%+ of all lesson observations.*

- 63% of Teaching staff have a Metacognition or Oracy based performance management target (will be able to review success rate of these being 'met' in September 2022).
- Team Leader lesson observation feedback shows strategies consistently being used by 100% of Team Leaders.

Success Criteria 4: *Progress of students that have worked with the reading TA to lessen the gap with age expected reading skills. Make expected progress within the more literacy-based subjects such as English and history.*

Training has now been completed with TA, SENDCO and deputy SENDCO to run Lexonik intervention for the whole of Year 7 in 2022/23 onwards.

Success Criteria 5: *No 'NEET's and university or equivalent applications are similar for PP and non-PP students. Positive survey results from our disadvantaged students around CEIAG in school.*

99% in employment or education (2 students awaiting appeal and working with council to find a suitable pathway). Over 90% of our students replied that they strongly agree or agree with the statement 'my school provides me with information about my next steps'.

Success Criteria 6: *Behaviour statistics improve in terms of FTE, observation of excellent behaviour in lessons and feedback from staff, students and parent survey. Positive behaviour statistics increase for both disadvantaged and their peers.*

The behaviour coaches have increased the number of students they work with, reaching out to up to 80 students across the academic year for one of three types of intervention. This could be through 1-1- support in lessons, group work or through our Pause Reflect Progress programme. The Inclusion Centre has moved into a purpose-built intervention for students to receive guidance and support, behavioural support, and academic support all in one place. 45% of the visitors to Inclusion are Pupil Premium. Both interventions in the groups that have used them have seen a decrease in FTE (Suspensions) with only 4% of the Pupil Premium group having more than 1 FTE during this academic year and we are pleased to report zero permanent exclusions in this area.

Success Criteria 7: *The number of students requiring intervention decreases from current high demand. PASS reflects increased scores for the PP students within 'feelings about school', 'attitudes to teachers' and 'attitude to attendance'.*

Table showing the number of referrals to the wellbeing hub during 2020- 2022

STUDENTS REFERRED FROM SEPTEMBER 2020 TO END MARCH 2021		STUDENTS REFERRED FROM SEPTEMBER 2021 TO END MARCH 2022		% INCREASE OR DECREASE
YEAR GROUP	NUMBER STUDENTS REFERRED	YEAR GROUP	NUMBER STUDENTS REFERRED	Total
7	27	7	42	56%
8	38	8	50	32%
9	24	9	37	54%
10	44	10	20	-55%
11	23	11	31	35%
12	5	12	18	260%
13	4	13	12	200%
TOTAL	165	TOTAL	210	27%

We are still noticing an increase on the number of students requiring intervention from counsellors.

Table showing the percentile score for 3 aspects of the PASS survey

	Autumn 2021		Autumn 2022	
	Disadvantaged	All	Disadvantaged	All
Feelings about school	20.4%	33.7%	TBC	TBC
Attitudes to teachers	13.3%	36.2%	TBC	TBC
Attitudes to attendance	25.9%	36.3%	TBC	TBC

* A low percentile score indicates that a cohort of students is unhappy with what the school does if it is red or a moderate satisfaction with a score that is yellow. Green shows that the students are happy with their school experience.

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
Unifrog	
Lexonik	
Accelerate Tutoring	