

School Overview

Detail	Data
Number of pupils in school	581
Proportion (%) of pupil premium eligible pupils	30.1% (175)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	C Kenny
Pupil premium lead	R Dillon
Governor / Trustee lead	A Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£280, 350
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>	£0
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	£280, 350



Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of intent

Our main purpose is to raise the attainment of disadvantaged students of all abilities and to support them academically and emotionally so that they can reach their full potential as students and as members of the community. We are aware of the challenges faced by our most vulnerable pupils, including not only disadvantaged students but also children on CSC, LAC or young carers regardless of their PP status, and we are committed to providing the support they need to succeed in school and beyond, and the opportunities they require to have a positive experience of secondary education, and to accrue a rich and varied cultural capital.

We believe in high-quality teaching as the main tool to improve students' outcomes and reduce the attainment gap. We also think that supporting students' wellbeing and providing guidance in regard to building confidence, resilience and self-esteem are key factors of a successful strategy plan. Removing barriers to learning is another important aspect of our approach.

We have looked at our cohort and drawn up a multi-faceted plan based on evidence highlighted by a rigorous diagnostic assessment. The main points of the plan are:

- Early intervention
- Parental engagement
- High expectations
- Whole-school collaboration

Challenges

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

Challenge number	Detail of challenge
1	67% of Y7 disadvantaged students arrive with low prior KS2 attainment or no prior data.
2	The data we received from primary schools and our own tests indicate that reading ages for our Y7s on arrival to secondary school are significantly lower for disadvantaged students than for their counterparts 6.8 vs 10.3
3	Whilst in line with National, attendance for disadvantaged students continues to be lower than their peers.
4	Across the school, 58% of our lower attainment cohort come from disadvantaged backgrounds, as opposed to 29% of our higher prior attainment cohort.
5	Observations, data and discussions with families and other professionals in school suggests that the wellbeing of disadvantaged students continues to be affected by the economic crisis to a greater extent than that of other students. This is compounded by a high rate of mobility in which 15% of students cross the school are midyear admissions. Many of our disadvantaged students have been identified as having SEMH issues as a result of austerity measures.
6	More than half of our SEND cohort comes from disadvantaged backgrounds. (56%)
7	Our data shows that the attendance of disadvantaged students is lower than that of their peers (-0.5%).

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
Improving attainment of disadvantaged students	GCSE results evidence PP A8 and P8 scores are in line with their peers. Basic measures are in line with National.
Improving literacy and reading skills	Progress of PP students in KS3 English are 85% “at” or “above”. Observations and book scrutiny show greater engagement in English and higher levels of literacy all around. A higher proportion of PP students attend extra-curricular reading and writing clubs.
Enhancing our support for students who struggle with self-regulation	Records demonstrate that with a range of interventions including Boxing Clever, 1-1 mentoring, access to guided programmes, a reduction in FT exclusions and withdrawn internal exclusions are reduced. Quantitative data evidence a significant decline in behaviour incidents for disadvantaged students, and an increase in merits and rewards. Qualitative data (interviews with teachers, pupil- centred meetings, reports) indicate an improvement in disadvantaged students’ ability to self-regulate.
Improving parental engagement	Disadvantaged families’ have attended a range of workshops from cooking classes to learning English as an additional language guidance. Check in calls and opportunities for both online and face to face meetings with key staff such as tutors have supported in increasing opportunities for parents to engage with school. Attendance to Parents Evenings continues to improve within key groups, and there’s an increase in parental contact through the introduction of the Arbor parent portal. Our records demonstrate a higher parental engagement with school life for disadvantaged students, including frequency and quality of communication, and cooperation with school procedures. This communication has been further strengthened through the introduction of a weekly family bulletin and coffee mornings, afternoon teas.
Enhancing our wellbeing provision and support to reach all our students, especially those who are disadvantaged	Climate walks carried out as part of school reviews, data, observations and teachers’ feedback indicate wellbeing of disadvantaged students is a priority. Interviews with students and Student Voice demonstrate a solid awareness of the support mechanisms that we have in place to ensure pupils’ welfare. Surveys evidence all students feel happy at school most or all of the time last term. Both staff and students show an acute understanding of the school’s safeguarding systems and processes and use them regularly and effectively.
Improving support for SEND students	Our data shows a reduction in the gap between the progress and attainment of SEND students and those of their peers. This includes a significant increase in the attainment of SEND students at GCSE so that these align with their peers. Staff CPD feedback indicates an increase in the level of understanding of SEND needs among our professional body. Climate walks,



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	observations and DDIs demonstrate an improvement in the effectiveness of the collaboration between the SEND department and the rest of the school.
Improving attendance	Attendance figures show a reduction in the number of PA among disadvantaged students and that attendance for these students is above National and in line with their peers.

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Upskilling staff in regard to differentiation and scaffolding through Inclusion-based CPD</p> <p>Recruiting Lead Practitioners as part of teaching staff to deliver continuous support in developing the teaching practice of colleagues</p>	<p>Research indicates that high quality teaching is the most effective tool to close the attainment gap. Retrieval practice, metacognition techniques and scaffolding are proven methods to help students to become more confident learners.</p> <p>EEF guide to the Pupil Premium at https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>S. Choudry, 2021, Equitable Education, Critical Publishing, Essex</p>	1, 3, 6
<p>Enhancing staff awareness of how trauma impacts students' learning through staff Mental Health training, Culture and Ethos CPD and Behaviour Workshops</p>	<p>Research shows that a trauma-informed approach to teaching and safeguarding supports students' wellbeing, confidence and ability to self-regulate. There's evidence to suggest that Covid-19 lockdowns have had a significant impact on the mental health of disadvantaged students. Understanding the emotional processes of pupils affected by trauma is paramount under the current circumstances.</p> <p>Inclusive Schools in Waltham Forest – guidance handbook</p> <p>Anna Freud Foundation: https://www.mentallyhealthyschools.org.uk/</p>	5, 7, 3



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

Budgeted cost: £150,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular and Targeted Mentoring support for students who struggle in school delivered through access to Academic Mentors	<p>Research indicates that bespoke intervention, advice and guidance for students supports academic success and emotional wellbeing. Students develop independent skills and the ability to self-reflect and manage stressful situations.</p> <p>M. Allen, 2021, Leading Inclusion in a Secondary School, Routledge, London and New York</p>	3, 5, 7, 4
Literacy Enhancing Reading Programmes (Lexia, Accelerated Reader)	<p>Evidence demonstrates that literacy is key to learning across all subjects and a strong predictor of outcomes later in life.</p> <p>Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1, 2, 3, 6
A broad range of extra-curricular activities before, during and after school	<p>Studies have found strong positive associations between participation in extra-curricular activities and socio-emotional outcomes. Attendance to clubs also reinforces affiliation to school and prevents absenteeism.</p> <p>The Social Mobility Commission, An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility,</p>	5, 7
Targeted in-school intervention programmes	<p>Research indicates that homework clubs and after-school revision sessions improve students' confidence and encourage effective study skills. They are also linked to higher educational aspirations.</p> <p>EEF guide to the Pupil Premium at https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3, 6
Access to technology such as chrome books, laptops and targets	<p>There is evidence to suggest that access to technology enhances the learning experience and improves engagement, as well as providing opportunities for personalised learning. There are strong indicators that this is a trend that will continue in the coming years, so it is important to prevent students from falling behind.</p> <p>Covid-19 and the Disadvantage Gap, Uk Parliament.</p>	1, 2, 4
Access to other resources (revision books)	<p>Revision books can support the learning when used effectively and in conjunction with other revision strategies. Guidance from teacher is advised.</p>	1, 2, 4



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	B. Blackbourn, 2019, Rigour and Differentiation in the Classroom, Routledge, New York.	
City Year	In school mentors offering 1-1 mentoring, academic interventions and a wide range of extracurricular provisions.	2, 5, 7

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health support providers (Place2Be and CAMHs)</i>	Evidence shows that mental health is a strong predictor of future academic performance and professional success. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4443903/ mentallyhealthyschools.org.uk (Anna Freud National Centre for Children and Families)	3, 5, 6, 7
<i>Coffee mornings for parents</i>	There are clear indicators that parental engagement with school improves attendance, social skills and self-esteem. It also facilitates collaboration and co-production. https://www.learningliftoff.com/how-parental-involvement-benefits-the-entire-educational-process/ M. Allen, 2021, Leading Inclusion in a Secondary School, Routledge, London and New York	4, 7
<i>Breakfast club</i>	Research shows that a nutritious meal before school can boost students' performance in class and have a positive impact on their long-term attainment. https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds	7
<i>Attendance group interventions</i> <i>Educational Welfare Officer support.</i>	Chronic absenteeism has been linked to low attainment, social disengagement and feelings of alienation. There are also strong correlations between absenteeism and mental health problems. Absences also negatively affect socioemotional development. https://edpolicyinca.org/publications/effects-absenteeism-academic-and-social-emotional-outcomes https://www.cresp.udel.edu/wp-content/uploads/2018/07/P18-002.5_final.pdf Keeping Children Safe in Education (DfE)	7

Total budgeted cost: £280, 350



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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantage Pupils

Intended outcome (2023/24)	Success criteria	Impact
Improving attainment of disadvantaged students	GCSE results of PP students match those of non PP students in regard to average attainment and progress.	Increase in A8 for PP in comparison to 2022-23 figures (+5.07) with increase in PP students securing 5+ and 4+ Basic measures (+3.2% and +9.9%)
Improving literacy and reading skills	Progress of PP students in KS3 English are 85% “at” or “above”. Observations and book scrutiny show greater engagement in English and higher levels of literacy all around. A higher proportion of PP students attend extra-curricular reading and writing clubs.	Greater proportion of KS3 secured working at and above within English (81%). Above average growth nationally within Star Reader assessments with over half of students securing high growth.
Enhancing our support for students who struggle with self-regulation	Our records demonstrate a decrease in FT exclusions and RR placements of PP students (65% decrease). Quantitative data shows a decline in behaviour incidents for disadvantaged students, and an increase in merits and rewards. Qualitative data (interviews with teachers, pupil- centred meetings, reports) indicate an improvement in disadvantaged students’ ability to self-regulate.	68% reduction in FT exclusions for PP students. Reduction in behaviour incidents across the school (42%) with increased merits awarded to PP with this now in line with peers.
Improving parental engagement	Disadvantaged families’ attendance to Parents Evenings improves, and there’s an increase in parental activity on The Lammas app. Our records demonstrate a higher parental engagement with school life for disadvantaged students, including frequency and quality of communication, and cooperation with school procedures. This communication has been further strengthened through the introduction of a weekly family bulletin and coffee mornings, afternoon teas.	Parent’s evenings are well attended with most (average 60%) PP families in attendance in addition to attending meetings relating to targeted support. Data shows 72% of PP families regularly access the school app. Parent survey indicates parents feel communication between home and school has improved year to date.
Enhancing our wellbeing provision and support to reach all our students, especially those who are disadvantaged	Climate walks, data, observations and teachers’ feedback indicate wellbeing of disadvantaged students is a priority. Interviews with students and Student Voice demonstrate a solid awareness of the support mechanisms that we have	Surveys and reviews indicate all students are able to identify support available for them and state they have someone they can go to if they need support.



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	in place to ensure pupils' welfare. Both staff and students show an acute understanding of the school's safeguarding systems and processes and use them regularly and effectively.	
Improving support for SEND students	Our data shows a reduction in the gap between the progress and attainment of SEND students and those of their peers. This included a significant increase in the attainment of SEND students at GCSE with 56% attaining Grades 9-5 in Maths and 44% in English Language. Staff CPD feedback indicates an increase in the level of understanding of SEND needs among our professional body. Climate walks, observations and QAR demonstrate an improvement in the effectiveness of the collaboration between the SEND department and the rest of the school.	A8 scores for SEND students improved from 22/23 outcomes (+9.2) and greater proportion of students securing Grades 9-5 in both English and Maths (9.4%). The refining of processes such as inclusion executive and TAC meetings have secured improvements in the effectiveness of the collaboration with SEND department and this is evident in climate walks, observations and staff voice.
Improving attendance	Attendance figures show a reduction in the number of PA among disadvantaged students.	Attendance figures evidence a reduction in PA across the school with PP students accounting for 27% of PA students. The gap in attendance between PP and their peers was narrowed (-0.7%)

Externally Provided Programmes

Programme	Provider
Accelerated Reader	£16,083.60 over a three-year period