

## Pupil Premium review September 2023

### Review

#### 2022-2023 Objectives (SIP)

- Continue focus on Literacy and oracy for disadvantaged students ensuring STAR words explicit vocabulary policy (see above) impacts on disadvantaged students, and targeted support complements in-class work
- Use NTP bespoke tutoring for targeted support for disadvantaged students, in addition to school-led targeted support available in-house
- Extend experiences for disadvantaged students to develop the cultural capital to access and enrich curriculum learning.
- Promote participation in the Super Curriculum for disadvantaged students Y7 to develop personal development and aspirations
- Support anxieties and wider mental health needs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22-23	£89,655
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,965

### 2022-2023 Spend

2022-2023		
Tier 1 Teaching & Learning		Tier 1: T&L £67,291
Contribution to staffing of: reduced teacher: student ratio Maths/Sci/Eng (KS3/4)(£40,690) and additional small group teaching, pastoral inc counselling	£50,965	
Extra curricular trips / off-site visits with curriculum content/links	£16,326	

Tier 2: Targeted academic support		Tier 2: Targeted academic support £26,700
One:one/two tuition (NTP and in-house)	£17550*	
Easter revision	£1620	
Additional specialist staff (Maths) on Y11 additional (study support) group for smaller group work		
Small group teaching KS3 and Core intervention ( Y11)		
Homework club provision after school & homework support (Study support group)		
Support worker (English) for 1:1, small group work, oral language interventions and reading comprehension strategies		
Metacognition and revision skills with Glia learning	Included above in T&L	
Equipment for learning/ curriculum access: including devices for learning; revision guides and learning equipment; departmental resources to provide for students eligible for PPG support	£355	
	£7175	
Tier 3: Wider strategies		Tier 3: Wider strategies £6,816
Super Curriculum books (library) and digital access (“not all screen”) to support literacy development		
Counselling	£4500 (included in staffing above)	
Music - instrumental lessons	£4521	
Nurture group and social and emotional learning group	£940	
Key adults and mentors including time with SLT Inclusion lead, Pastoral AHTs and HOYs	£5775 (included in staffing above)	
Extra - curricular trips and off-site visits relating to pastoral and personal development and integration in the school community and experiences, prom / equivalent & leavers hoodies	£1012	
Uniform and other required equipment for learning equipment, including breakfasts (BYOD 2022-3 = 5500 included in T&L above)	£343	
		£100,808

\*this figure may reduce from NTP subsidy.

## Outcomes

	2022	2023
Y11: Number of disadvantaged pupils	18	15
Y11: % of year group disadvantaged	10.1	8.3
Progress 8 score	+0.01	-0.22
Attainment 8	42.78	45.73
Students achieving grade 4 or above in English and Maths (%)	56%	73%
Students achieving grade 5 or above in English and Maths (%)	28%	33%
Students entering the English Baccalaureate (%)	44%	73%
Students achieving the EBacc at grade 4/C or above (%)	28%	27%
Students achieving the EBacc at grade 5/C or above	22%	20%

While we aim to achieve a positive progress 8 for our cohort the group is made up of 15 individuals, and in a small group those students with particularly difficult individual circumstances impact that figure. Our case studies show the provision and support as well as the challenges facing individual students. We are pleased that each has been able to progress to their next step, with five students continuing to Presdales sixth form, four students starting sixth form in a new school, six have begun a college course, one an apprenticeship and one has begun a year abroad in a boarding school. For more detail of our individual student performance please see accompanying slides.

## Teaching & Learning

Inset working through Rosenshine's principles of instruction has continued, led by the DHT curriculum and AHT Teaching & Learning, with a focus on retrieval, modelling and scaffolding, low stakes formative assessment and adaptive teaching. This has been regular throughout the year, with a Google site of explanation and models. Learning walks have shown teachers interacting with their disadvantaged students with insight, awareness of who those students are

and their needs, and the consistency of practice reflecting Rosenshine is evident from the review of practice across the departments.

## **Targeted academic support**

### **NTP**

We have built our tutoring partnership with Learning Academies since the establishment of the National Tutoring Programme (NTP), in addition to school-led tutoring, to give targeted academic support to disadvantaged students. Learning Academies is run by Matthew and Sacha Brakenbury, both NPQH, with leadership experience in secondary schools and special schools and a team of tutors across the core and EBacc subjects.

Tuition blocks are in units of fifteen hour-long sessions, though these can be adapted. They are mostly 1:1 or some 1:2 sessions online and are largely scheduled during supervised study periods, 3.30pm from school or at the student's home in the evening. Students' class teachers share targets with LA tutors at the start of the block of tutoring. Students are also encouraged to share any gaps, areas of concern, questions or difficulties with homework, learning points from assessments and current class focus, to ensure learning is focused on priority areas.

- In 2020-2021 forty-eight students had tutoring from the government's National Tutoring Programme (NTP) for presenting issues reported in Tracking Points and arising from discussion with students to support recovery from the impact of the pandemic.
- Round 2 of NTP continued to be heavily subsidised by the government's recovery support, and was offered to all disadvantaged students in September 2021. Students completed sixty-nine blocks of tutoring in 2021-2022. £13,703 was spent on NTP in this period.
- This year, round 3 of NTP focused on a smaller cohort in 2022-23 in addition to our school-led interventions. Costs incurred by the school for tutoring increased as the government subsidy decreased. We targeted students with greatest needs. These were identified across the tracking schedule as well as with individuals when meeting to review their progress. In some cases this has been identified as a subject the student was struggling with or needed to improve to be able to go onto their desired destination; in other cases there was an anxiety that had impacted attendance so tutoring was implemented to support the student in that area. In 2022-2023 twenty-seven blocks of NTP tutoring were commissioned. In response to a student voice survey all respondents said the tutoring has been meeting their needs. When asked the main benefit of their tutoring, the most popular response was: *I can tell my tutor where I have gaps in my*

*learning and then catch up on them. Going through exam questions has been the most appreciated activity. 100% of respondents said the tutoring has helped them make progress, evidencing this by: grades went up in Chemistry and I am understanding and remembering things better and I really like my tutor she helps me understand things a lot better and she explains it well, I can also go over things as many times as I need.* Some students requested a second block of tutoring with the same tutor, some have been with their tutor for the three years up to GCSE.

All students in Y11 achieved GCSE grades 4 or 5 in the subjects where they had received NTP tuition.

This year the cohort consisted of:

Year	Maths	English	Science	Total
7	1 student	1	1	3
8	1	1	2	4
9		1		1
10	1	4 (EAL)	5	10
11	6		6	9 (3 blocks were Maths & Science combined)
	9	7	14	27

Sacha Brakenbury, who runs Learning Academies, commented on our return in September: "What I love about Presdales is the way you work at such a 'child centred level'... there are genuinely not many schools that do that as well as Presdales!"

### **School-led tutoring**

In-house tutoring has been provided by Presdales staff in maths and English, including the SEND team at KS3, and department staff giving additional English and maths tutoring for Y11. Easter revision sessions were provided during the Easter break across the curriculum (history, physics, chemistry, maths, art, sociology, drama, English language and English literature) for GCSE students, in addition to the many regular term time lunchtime and after

school revision clinics run for all students, with a focus on those needing intervention following mock examinations.

## **Wider strategies**

### **Attendance**

#### **Attendance 2022-2023**

<i>Year</i>	<i>Attendance % All</i>	<i>PP</i>
<i>7</i>	94.3	88.01
<i>8</i>	93.3	88.02
<i>9</i>	94.7	89.41
<i>10</i>	92.9	88.08
<i>11</i>	89.7	85.4
<i>12</i>	93.8	82.43
<i>13</i>	93.8	90.12

Attendance figures show a prevalence of persistent absence in our disadvantaged group. In addition to the robust tracking and application of stages of action by the pastoral team we have intervened to solve barriers to attendance e.g. transport. Regular meeting of pastoral leads and AHT PPTakes place to review stages of action and look at earlier triggers for disadvantaged students where applicable. See below re the recruitment of a team of pupil premium champions to target this group for regular support.

## **Objectives 2023-2024**

### **Improve outcomes for disadvantaged students 2023-4**

- Establish a team of pupil premium champions to contribute to improving attendance and participation for disadvantaged students.
- Use NTP bespoke tutoring for targeted support for disadvantaged students in line with new arrangements for 2023-2024, in addition to school-led targeted support available in-house
- Continue focused learning walks to observe disadvantaged students and the impact of T&L strategy (Rosenshine, including metacognition and reading fluency)
- Develop tracking of experiences for disadvantaged students across their Presdales experience for the cultural capital to access and enrich curriculum learning and aspirations.
- Support anxieties and wider mental health needs, with a particular focus on the pathway

and support for previously looked after children (access counselling, HWSV and Education Hub as appropriate)

- Implement developments to support disadvantaged EAL students following visit to colleagues in other schools (Woodbridge High)

**To closely monitor the attendance of all students including the vulnerable groups of students. (SM, ELS, KMC, OT, SJ, RCS)**

- To analyse the attendance data of PP students and provide early intervention in addition to school procedures (SJ)

The objectives have been revised to reflect our stage in the 3-year plan.

## **Notable developments for 2023-2024**

### **Teaching & Learning**

The continued input and embedding of Rosenshine's principles of instruction is at the core of maximising our disadvantaged students' learning in the classroom. This year in learning walks we have observed increased explicit explanation e.g. of why we do regular retrieval practice. This has significant benefit to students' metacognition which is shown to impact achievement. There is also an increased emphasis on adaptive teaching, which responds to the understanding and needs of the class.

### **Tracking of participation in cultural capital enrichment and experiences**

2022-2023 has seen a renewed programme of enrichment activities and experiences after the hiatus of Covid. AHT and the trips lead in finance are tracking participation of the pupil premium eligible students and strategies to ensure students take part early in their time at Presdales with the first residential trip abroad have been successful with high uptake, in addition to prioritising the key experiences for subsidy from the PPG.

### **Attendance**

In addition to the established pastoral approaches to tracking attendance and stages of action, we have launched an initiative involving Pupil Premium champions for 2023-2024. Thirty members of staff are working with an individual student as their champion, to meet regularly as their key adult, talk through key areas of school life and beyond, including explicit review of the student's attendance, intervene on their behalf and action support. The pupil premium eligible students with low attendance are the group prioritised for allocation of a champion.

### **EAL**

The profile of this group has developed in the last couple of years and a significant group of students with greater EAL needs are also FSM eligible.

Our HoD Russian is working with four of our Ukrainian students to give specialised support in conjunction with class teachers and departments' key words for accessing the curriculum, as well as holistic support.

AHT has visited colleagues at Woodbridge High and STAGS to develop a programme of support. We have bought into Flash Academy to ensure we have an assessment of our students' level of proficiency and identify those who need most support. The programme offers curriculum materials to support students as well as identifying proficiency across the four skills. Student and parent voice has been surveyed so that experiences and insights can inform the next steps and be shared with the teams around the students.

SJ

September 2023