

# 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	Presdales School
Number of pupils in school (Y7-11)	898
Proportion (%) of pupil premium eligible pupils	11.9% (107)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (Year 3 of 2021-2024)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Matt Warren
Pupil premium lead	Sylvia Jennings
Governor / Trustee lead	Steve Cove & Emma Flawn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£102,005
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	£102,005

## Part A: Pupil premium strategy plan

### Statement of intent

Our objectives for our disadvantaged students are the same as for all our students: to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential and to leave Presdales equipped with the skills, values and attributes to empower them to lead happy and successful lives.

We recognise that there are circumstances in life that present our most vulnerable students with additional challenges, so the purpose of our pupil premium strategy is to identify those challenges particular to our cohort of eligible students and overcome them together.

We follow the Education Endowment Foundation (EEF) guidance on implementation to focus on “fewer, strategic choices and pursue these diligently”. Our current pupil premium strategy plan takes the three tiered approach recommended by the EEF to support student progress. In addition to wider research, evidence and guidance from the EEF, the DfE and specialist local networks (e.g. Hertfordshire Virtual School and HfL) we use a range of tracking and monitoring tools and means of communication (e.g. internal assessment tracking data, feedback from students’ class teachers, work scrutinies, learning walks, teacher meetings, student and parent/carer surveys and conversations to inform our approaches and to continue to evaluate our approach and adjust our plans.

We prioritise high quality teaching and learning for all. We aim to recruit, retain and continue to develop our teachers who are subject experts, and skilled in teaching to support the needs of all learners. We target specific academic support and wider support strategies where these are most needed. Our strategy focuses on:

1. **Quality first teaching and access to a broad and carefully planned curriculum:**
  - Whole school teaching and learning programme implements Rosenshine’s principles of instruction, with a focus on supporting learners with retrieval, checking for understanding, modelling new material, scaffolding, planning to address error and adaptive teaching.
  - Continue focus on literacy and oracy including explicit vocabulary teaching, enhanced reading programme and digital literacy with the continued roll-out of BYOD now across all KS3
  - Extend experiences for eligible students to develop the cultural capital to access and enrich curriculum learning, including through clubs and off-site visits as well as in-school theatre.
2. **Targeting academic support:**

- Continue working with our NTP partner to provide bespoke tutoring for eligible students where needed and ensure targeted support complements in-class work
- Support diverse student needs in-house, including those of our growing cohort of EAL learners with support needs

### **3. Supporting wider development and well-being**

- Promote attendance, social and personal development and support, rewards and aspirations including careers. The new team of staff championing eligible students will support this at a regular individual level.
- Promote participation in the super curriculum for eligible students to develop personal development and aspirations
- Support anxieties and wider mental health needs, including those arising from the pandemic, support for CLA and previously looked after families and for children known to a social worker.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attendance: 40% of our eligible cohort had attendance below 90% in 2022/23. Causes vary among the individuals in the cohort, including disruption to routines and changes in life at home during and following the Covid pandemic, EBSA, family pressures in the cost of living crisis, medical issues and anxieties.
2	Gaps in prior learning from disruption to education (e.g. during the Covid pandemic, low prior attendance) incurring lower levels of literacy, oracy and numeracy. These potentially impede access to the curriculum, regular reading and cause difficulty accessing exam and assessment questions.
3	Reduced background knowledge in relation to peers (gaps in cultural capital and wider reading) which can hinder access to the curriculum and wider skills for success in life, and confidence to participate in extracurricular clubs and experiences
4	Lack of confidence and guidance in independent work and revision skills
5	EAL, where students have relatively recently begun using English for their curriculum learning and are facing the double challenge of learning English while learning curriculum content, being assessed in English and facing significant wider challenges.

## 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
Attendance improvement for all students eligible for PP with 22/23 attendance below 90%	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to have reached or exceeded the national attendance target (92%)</li> <li>• AHT PP, Pastoral team, Form Tutors and PP champions are supporting individual students to address factors which have previously contributed to low attendance. Qualitative data from student voice, teacher and parent/carer feedback.</li> <li>• Student voice reflects improved student confidence, diminished anxieties, increased resilience.</li> </ul>
Gaps in prior learning are diminished or eradicated	<ul style="list-style-type: none"> <li>• Assessments on target areas show progress.</li> <li>• End of year assessments are in line with/ exceeding benchmarks</li> <li>• At Y11 progress 8 for disadvantaged students is in line with or closing the gap with peer group.</li> </ul>
Increase the cultural capital of PP eligible students	<ul style="list-style-type: none"> <li>• Tracking of participation in extracurricular clubs, experiences and super curriculum shows engagement matches or exceeds peer group.</li> <li>• PP spending is monitored to ensure effective support.</li> </ul>
Ongoing building of metacognition in the classroom and through explicit workshops and materials translates to student confidence in independent work and revision skills.	<ul style="list-style-type: none"> <li>• Learning walks, learning conversations and work scrutinies show regular input to build student revision skills.</li> <li>• Full cohort participates in Glia learning workshops and subject specific sessions focussing on exam technique, such as walking talking mocks.</li> <li>• Students are equipped with revision guides and “how to” guides.</li> <li>• Students can articulate the revision methods which work for them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment performance results</li> </ul>
<p>English proficiency for students with EAL</p> <p>Targeted academic support</p> <p>Guidance for next steps</p> <p>Support with wider issues</p>	<ul style="list-style-type: none"> <li>• EAL assessment shows rapid improvement relative to starting point and on track to reach/ at level E in all four skills</li> <li>• Student attainment at Y11 shows strong progress relative to starting point and equips student for appropriate high quality destination</li> <li>• Student voice reflects integration in the school community, friendships and experiences</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 57,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning INSET for all teaching staff focusing on Rosenshine's Principles of Instruction (retrieval, checking for understanding, modelling and scaffolding) and planning for students' misconceptions, misunderstandings and errors.	<a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine</a>  These principles also develop students' metacognition which can advance student progress significantly as EEF research has shown: <a href="#">Metacognition and self-regulation</a>	All
INSET for all staff to develop as Attachment awareness and trauma informed school with the Herts Virtual school toolkit	<a href="#">Herts Virtual School Attachment aware and trauma informed toolkit</a>	1, 5
Literacy leads continue to embed work on explicit teaching of key words across all disciplines .  Move to Accelerated Reader and Reading Plus to accelerate student reading fluency	The <b>Improving Literacy in Secondary Schools</b> <a href="#">evidence report</a> (EEF) highlights the importance of a focus on prioritising 'disciplinary literacy' across the curriculum providing explicit vocabulary instruction to help students access and use academic language  The EEF toolkit evidences <a href="#">Reading comprehension</a> strategies have a high impact, on average +7 months in the secondary phase.	2-5
Reduced teacher:student ratio Maths/ English/ Science groups (KS3/4)	<a href="#">Reducing class size</a> (EEF) The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive, including increased <a href="#">verbal</a> feedback	All

Extra - curricular trips and off-site visits with curriculum content/ links	This evidence relates particularly to <a href="#">arts participation</a> (EEF) and references its intrinsic value, which should be considered beyond maths or English outcomes, and to improve academic attainment it is important to identify the link between the chosen enrichment activity/intervention and the outcomes you want to improve. The enrichment and curriculum linked trips and off-site visits are important in developing students' cultural and social capital.	3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
One:one/two tuition (NTP and in-house)	The <a href="#">DfE guidance for schools on the NTP</a> states "Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress."  Presdales student voice has shown students attributed improved grades and increased confidence and motivation to their NTP tuition and to one:one/ small group Easter revision sessions.  EEF research on <a href="#">One to one tuition</a> finds it to be very effective at improving pupil outcomes.	1, 2, 4, 5
Easter Revision school - NTP/ Presdales staff		2, 4
Extra small groups (Maths & English) at KS3 and KS4	<a href="#">Small group tuition (EEF)</a> has an average impact of four months' additional progress over the course of a year.	All
Additional specialist staff (Maths & English) on Y11 additional (study support) group for smaller group work		All
Targeted EAL support	Research published by the DfE and <a href="#">The</a>	5

for relatively recently arrived learners to the UK	<p><a href="#">Bell Foundation</a> has indicated that pupils who use EAL were amongst those whose learning was most impacted by the pandemic.</p> <p>International Rescue committee and HfL training recommend support for newly arrived learners includes a safe space, buddy and mentor, visual orientation and timetable, regular interactions with a key adult, building English through the curriculum language and language needed for social interactions.</p>	
Homework club provision after school & homework support (Study support group)	<p>The EEF have shown homework to be one of the low additional cost, high impact activities: <a href="#">Homework</a></p> <p>Some pupils may not have a quiet space for home learning – home learning can be supported (e.g. through providing homework clubs for pupils).</p>	4
Metacognition and revision skills with Glia learning	<p>Explicitly teaching strategies to help plan, monitor and evaluate specific aspects of students' own learning can be effective in advancing student progress 7 months, EEF research has shown: <a href="#">Metacognition and self-regulation</a></p>	4
YC Herts additional careers support	<p>The Gatsby Benchmarks highlight the importance of addressing the needs of individual students and facilitating encounters with further education and careers</p>	3
Equipment for learning/ curriculum access: including devices for learning; revision guides and learning equipment; departmental resources to provide for students eligible for PPG support	<p>This equipment facilitates self study, building metacognition, cited above, and devices for learning support the retrieval practice and self-quizzing which can increase retention of key ideas and knowledge. <a href="#">Using digital technology to improve learning</a> (EEF Guidance report)</p>	All



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

Budgeted cost: £ 17,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for all students is monitored weekly and followed up with the appropriate action or intervention	These attendance approaches are outlined in the DfE's <a href="#">working together to improve school attendance guidance</a>	1
Key adults and mentors including time with SLT Inclusion lead, Pastoral AHTs and HOYs, Form Tutors and Champions	The EEF's <a href="#">REA on Attendance interventions</a> identified targeted approaches specifically to the needs of individual pupils were found to be effective.	1, 4
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	<p>The importance of: the key adult, knowing the students, working through attendance issues and other barriers to progress, and, where appropriate, sharing key insights for individual students with school staff, as well as improving the intangibles, such as a student's sense of belonging are all highlighted in <i>Narrowing the Attainment Gap</i>, Daniel Sobel.</p> <p>Extra-curricular enrichment activities are important contributors in developing students' cultural and social capital. And exclusion from these key experiences can cause isolation. (<a href="#">Turning the page on poverty</a>, Child Poverty Action Group)</p>	3
Reading books for KS3 reading groups and super curriculum to support literacy development	<a href="#">Improving literacy in secondary schools</a> (EEF)	3
Counselling and SEMH support	<p><a href="#">State of the nation 2022: children and young people's wellbeing</a> (DfE) found Secondary-age pupils eligible for FSM reported lower wellbeing than those not eligible for FSM early in the 2021/22 academic year</p> <p>Support for students in their self-</p>	1

	management of emotions and social and emotional learning can also impact progress according to the EEF Toolkit: <a href="#">Social and emotional learning</a>	
Music - instrumental lessons	EEF work on <a href="#">Arts Participation</a> reports links between music and spatial awareness as well as wider benefits of well-being and a positive attitude to learning besides the moderate impact on academic acceleration.	3
Nurture group	EEF work on <a href="#">Social and emotional learning</a> also indicates there is particular promise for approaches that focus on improving social interaction between pupils	1, 3, 5
Uniform and other required equipment for learning equipment, including breakfasts, and the BYOD chrome book	Where a uniform is in place it is important to consider how to support families who are not able to afford uniform as well as required equipment for learning and how to eliminate economic exclusion. ( <a href="#">Turning the page on poverty</a> , Child Poverty Action Group) The introduction of the BYOD chrome book for students can support organisation (e.g. in place of many different textbooks). Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. <a href="#">Using digital technology to improve learning</a> (EEF Guidance report)	1, 4, 5

**Total budgeted cost: £ 102,005**

## 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 2022 to 2023 academic year.

*The Progress 8 figure below is from the provisional DfE performance data.*

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

We aim to achieve a positive progress 8 for each cohort. This was achieved in 2022. In 2023 the group progress 8 score is -0.22. In a small group (15 students) there were students who significantly exceeded benchmarks and students with particularly difficult individual circumstances at the time of examinations, notwithstanding provision and support. We are pleased that each has been able to progress to their desired next step, with five students continuing to Presdales sixth form, five students starting post-16 in a new school, four have begun a college course, one an apprenticeship.

Teaching & Learning development work 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 revisited throughout the year, with a supporting 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.

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. We have worked with our tutoring partner and students to refine approaches, timing, grouping, monitoring attendance and progress, and communication with class teachers and students to ensure learning is focused on priority areas.

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. Twenty-seven blocks of NTP tutoring were commissioned across the year. The cohort consisted of students across Years 7-11, working on Maths, English and/or Science. 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. GCSE students commented *1-1 worked best for me as I could focus on what I struggled on and could see my improvement*. All students in Y11 achieved GCSE grades 4 or 5 in the subjects where they had received NTP tuition.

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. English interventions were cited as particularly helpful by PP eligible students attending but these did not reach all. Increased in-class revision is

planned to support lower attaining students in English in 2023-4. Maths interventions were very successful, including targeted interventions in small groups, walking talking mocks and additional sessions focusing on exam technique and a parent/carer information evening to support home engagement with revision.

The clubs fair for students has been established by the pastoral lead, alongside parent information such as the clubs schedule to ensure Year 7 and 8 take up the opportunity to attend at least one extra curricular club from the wealth of in-school clubs at no cost to the students. Edulink registers are used to track participation in extracurricular clubs, with follow-up work with students to identify reasons for non-attendance and clubs they would like. Attendance to extracurricular clubs across the whole school year 2022-23 was in line with whole school figures for pupil premium eligible students.

Participation in extracurricular visits and enrichment experiences, such as the Duke of Edinburgh's Awards has continued to be supported with the pupil premium funding subsidies. Tracking has been effective in narrowing the participation gap so that over 80% of disadvantaged students in all year groups have participated in the extracurricular programme, though this is still a lower percentage than their peer group and an ongoing target area for the cultural capital these activities afford.

The school mental health support offer has continued to develop, led by the DHT Pastoral as the Mental Health lead for the school and a growing team of mental health professionals, as well as our mental health ambassadors in school. Our principal counsellor has completed training to ensure counselling provision for previously looked after students and supervises trained therapists to extend the team's reach and reduce the waiting time for students.

Attendance was a significant barrier to achievement for our pupil premium eligible students in 2022-2023 where 40% of our 107 students had attendance below 90%. In addition to the robust tracking, creative individual support and application of stages of action by the pastoral team we have intervened to solve specific economic barriers to attendance e.g. transport. We have recruited a team of staff champions for regular support for individual students with attendance below 90%, working from September 2023 to identify areas where we can support as a school and optimise our students' school experience and their learning outcomes.

## Externally provided programmes

Programme	Provider
Study skills workshop	Glia learning

## Further information

For information on applying for free school meals please visit [here](#) to check your eligibility and apply.

To discuss Pupil Premium in relation to your child at Presdales, please contact [sjennings@presdales.herts.sch.uk](mailto:sjennings@presdales.herts.sch.uk)