Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 PP had within our school.

This document uses several terms that may not be familiar to everyone. Please use the key at the end of this document if you need too.

School overview

Detail	Data
School name	Henry Cort
Number of pupils in school	855
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	April 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Ms Claudia Cubbage
Pupil premium lead	Mr Thomas Mitchell
Governor / Trustee lead	Ms Kelly Denton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,315
Recovery premium funding allocation this academic year	£49,404
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	£225, 719

Part A: Pupil premium strategy plan

Statement of intent

Relationship

At Henry Cort Community College we ASPIRE for all students to achieve their best irrespective of backgrounds. Improving the **rapport** between **staff**, **parents** and **students** from disadvantaged backgrounds is paramount to building a successful community. Our PASS survey data indicates that some PP students do not feel they get on as well with their teachers; or are as much a **part of our college** than their non-PP counterparts. Their own confidence as learners is lower too. We want students to feel they **belong** and enthusiastically **attend** college. We recognise there is a greater need to work with and **listen** to the views of families, to understand what **barriers** they face and, where necessary, we should challenge educational **apathy** and **destructive behaviour**.

Purpose

All students, regardless of background, achieve their **potential** and **value** learning. We must ensure students feel that it is their education, that it has purpose, is of a high quality and meets their needs. This includes having the highest academic expectation, including **RE** and **Health & Fitness** qualifications for all and a strong uptake to the full **Ebacc suite**. Because of this, the **progress gap** will narrow between PP students and their counterparts so students from these backgrounds start to achieve the **same levels of attainment**.

Life skills

At its core, all our subjects promote the development of **literacy**, **oracy** and **numeracy** so that all students leave with life-long skills that enable them to progress onto college or other suitable further education. There should be no difference between the final **destinations** between groups. No student from disadvantaged backgrounds should go without high quality **careers** education and end up outside of education, employment, or training once they leave Henry Cort. The college will also be at the heart of the wider **community**, ensuring we take advantage of opportunities to extend students' **cultural** and **ethnic** experiences and have every chance to **represent** the school beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	**Progress** Our data suggests that there is a gap in attainment between PP and non-PP students. Projected grades (spring 2023) indicate the current cohort of year 11 PP students will achieve approximately -0.5 progress 8. Compared to -0.11 for non-PP.
2	**Attendance** At the time of writing there is an attendance gap of -3% between our PP students and the national rate (82.5%, to 85.6%). This is significantly below the national 90.8% attendance of all students (FFT national)
3	**Engagement & Behaviour** There is a significant -0.33 gap in average attitude to learning scores (ATL). There is 31% between the number of PP students attending period 6 (revision) difference between PP and non PP. There are some pockets of poor behaviour, with an average conduct gap of 30 points last year (2021-22) between cohorts.
4	**Reading** 30% of Year 7 arrived at Henry Cort below ARE in reading. The NGRT standardised reading score of PP students is 96.7 (PP) and non-PP 106.16 (Autumn 2022).
5	**Numeracy** There is a marked increase in the gap between PP and non PP students' numeracy scores. <table><tr><td>Year</td><td>CATs numeracy GAP (SAS)</td><td>KS2 standardised score GAP</td></tr><tr><td>2022</td><td>13</td><td>5</td></tr><tr><td>2021</td><td>8</td><td>N/A</td></tr><tr><td>2020</td><td>6</td><td>N/A</td></tr><tr><td>2019</td><td>10</td><td>9</td></tr></table>
6	**Communication/parental engagement**

The nested numeracy table (Challenge 5):

Year	CATs numeracy GAP (SAS)	KS2 standardised score GAP
2022	13	5
2021	8	N/A
2020	6	N/A
2019	10	9

	Our records show that attendance at consultation evenings is lower for PP students compared to their non-PP counterparts. There is also concern that reports of readerships levels of our termly reports and newsletters is less.
7	**Education has purpose.** PASS survey indicates PP students have a less positive attitude to learning that their non-PP counter parts.

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
Equal progress score that becomes positive.	By the end of 2023/24 progress outcomes demonstrate that the gap has narrowed.
Equal engagement	Close the existing ATL gap, and PASS data shows a similar narrowing over the next three years. Students that have been identified as regularly truanting and dismissed to RTL have placed on the restorative programme, led by behaviour mentors.
Reduce attendance gap by Half	No attendance gap between PP and non-PP (including period 6 lessons). Those students with significant persistent attendance have home visits from our outreach officer to provide further support and establish attendance plan.
Students have stronger literacy and oracy skills	Narrowing reading age gap (using NGRT). Students start their journey through our reading cannon (currently reading Noughts and Crosses), and read aloud and debate is common place within lessons.
Increased communication and increased parental engagement	A wider range of opportunities introduced for parents to engage with resulting in an increase in participation, especially vulnerable families.
Education has purpose	Alternative programmes of study for Year 10 girls who have the greatest disparity of PASS results. Alongside new GCSE courses. This will increase the score of the identified elements when the PASS survey is taken again.
A range of intervention programmes to support academic progress and student welfare	Staff are able to recognise when a student has an issue and to provide/ access the help and guidance needed to overcome the issue such as small group work and 1:1 support. This may include additional teachers in Maths and English and the purchasing of additional intervention schemes. The provision of essential equipment to ensure full access to the curriculum. This includes a hardship fund to support with items such as uniforms. Financial assistance with curriculum trips and extracurricular activities that add cultural capital, such as music lessons.

	Summer intervention and additional events to improve the transition process from Primary to Secondary and onto Tertiary education.

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.

Budgeted cost: £ 60,000

Activity (what we are you doing)	Evidence that supports this approach	Challenge number(s) addressed
Teachers are expected to respond to any gaps identified in knowledge and skills at each assessment point. That might take the form of over learning or intervention at student, class or whole subject level as appropriate. Teachers build positive relationships and utilize their knowledge of each student and their learning profile when adapting and developing sequences of learning. The school has adopted the Walkthrus toolkit to support teachers in their thinking and development. Time is given through coaching within each faculty for reflection, exploration of Walkthrus and implementation planning. The quality of teaching and learning is regularly assessed through the Quality Assurance Review process. CPD is the glue that connects the college improvement plan and the outcomes of the quality assurance review processes. The school is moving towards a much more personalised approach to CPD, particularly through the Walkthrus toolkit, empowering teachers to develop further and meet the needs of all students.	Coaching records QAR records CPD: *Scaffold and Stretch input session Sept 22 *Introducing new data management system SMID Oct 22 *Scaffold and Stretch sharing practice across the school Nov 22 *Introducing Walkthrus Jan 22 *Maximising the impact of TAs Feb 22	1,3,4,5,7
Action Research Groups At base level Target 2 projects are teachers researching and experimenting with solutions	Staff Performance Management Target 2 tracking paperwork.	All

within the class, curriculum, subject, faculty, whole school and community level depending on their relative post. For example, the transitions manager this year is specifically experimenting with engaging parents who are hard to engage; including some parents of PP students. Action research groups this year cover: Feedback for progression Interleaving and Retrieval Practice Respecting our Environment Parental Engagement Scaffolding Stretch and Challenge Developing independent thinking and learning	External references come from a broad range of outside influences and research including ASCL, EEF, PIXL,TES.	
Transition, and RTL teams Specially trained staff employed to provide group and one to one support to students suffering with emotional and behaviour challenges. This includes: • ACE Mentoring • Prejudicial Language Programme • Anger Management Programme • Building Self Esteem and Confidence workshops	Internal behaviour data collected on class charts and interventions on provisions maps (included counselling referrals, Barnardo's relationship guidance, attendance plans, and targeted enrichment). External reference: research from CAMHs trauma informed training.	All

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual tutoring. 2022's virtual programme will be directed towards specific students that have high	Teaching Personnel Report.	1

levels of persistent attendance issues, or SEN needs.	External reference: NTP/EEF.	
Subject specific in-school tutors A number of academic tutors have been employed to focus and support select groups of students with their literacy and oracy skills.	Academic mentor tracking External reference: NTP/EEF.	1,4,5
Seneca Learning Whole school licensing of the platform to provide guided learning pathways, particularly for those on attendance plans.	SENECA dashboard External reference: EEF.	1,3
Pen Portraits Time has been allocated for tutors to meet 1:1 with their vulnerable students to complete a Pen Portrait. This includes information such as their preferred method of teaching and strategies that they feel do not help them as well as personal information such as hobbies or anything else the student wishes that staff knew about them.	Pen Portrait's External reference: EEF.	1,3,7

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kick Start Breakfast club for PA, vulnerable and disorganised students. Breakfast is provided along with support to start the day off positively, ensuring uniform and equipment are correct and providing the chance to offload baggage.	Attendance and PASS data	1,2,3
Community liaison Employment of a member of staff to work directly with families and young people to reengage them with education	Attendance of targeted students will increase. Instances of negative behaviours will decrease	1,2,3
Parenting support programmes. Several our PP families are known to social services and struggle to maintain boundaries outside of college. Parents will be invited to join parenting sessions to help manage their child	Attendance of targeted students will increase. Instances of negative behaviours will decrease	1,2,3,6

out of school. A wider range of opportunities for parents to engage will be introduced – including reintroducing coffee mornings at satellite centres.		
Study Support & Prep Staffed drop-in provision for students to support exam revision (Prep & Easter School) alongside study support in the library after school for all other year groups	Attendance data and survey data.	1,2
Broad cultural exposure Students have a varied diet of cultural experience within and outside of college. (Including Christmas Carol performance, visits by local religious leaders, Henry Cort cultural passport)	Attendance data, and satisfaction scores. Increased attendance in extracurricular provision	7
Community engagement and buy-in We recognise where there is a sub-set of parents that are not coming to parents evening or communicating with tutors. Coffee mornings will be organised offsite, but within catchment.	Survey data	1,2,3,7
Mental health support Living in poverty places significant extra pressures on a family's wellbeing. The college will use a back-to-basics approach to look at the whole environment of each child so that there is a joined-up approach to support. Neuro Headway to support 30 students in terms of resilience, anxiety – 6 weeks project	Attendance of targeted students will increase. Instances of negative behaviours will decrease	2,3
Forest School & Duke of Edinburgh To improve participation and wide cultural capital the school has invested in the scheme. Targeting 24 student initially.	Increase resilience and self-confidence evidenced in PASS data. Levels the playing field which is evident by the range of students who engage with the Award.	2,3
NXT A programme of building confidence in students who are struggling to cope with school and education.	Improved attendance and behaviours.	2,3

Total budgeted cost: £ *195,000*

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.

Our pupil premium money has been used in the academic year 2022-23 to fund a combination of both bespoke interventions and to develop the culture of teaching and learning for all students. This has enabled us to develop staff expertise, utilise curriculum time and provide additional support for those students who require it. Personalised CPD has been at the heart of the driving quality first teaching to equip teachers with the tools to respond to the gaps identified in knowledge and skill at each assessment point. The staff have used the Walkthrus to improve the precision of their teaching to improve outcomes and the college and a specific focus on stretch and challenge this has impacted on whole school progress. GCSE results from 2023 show that the whole school Progress 8 figure has increased to -0.22, specifically pupil Premium Progress 8 has improved from -0.85 in 2021/22 to -0.64 in 2022/23 with a significantly larger cohort. Staff coaching logs show that a range of teaching strategies had been explored and implemented to meet the needs of the student cohort. In addition to this, throughout the year a range of CPD opportunities were rolled out to all staff in response to identified needs across the college. These opportunities included maximising the impact of teaching assistants and stretch and challenge.

All staff have had a specific performance management target linked to an action research group. This has been led through a year-long programme of directed time and the impact has been variable from the groups. The Transition Manager has been specifically exploring strategies to engage parents who are hard to engage. This led to a coffee morning being set up off site, but in the catchment, to increase PP parent engagement. It was successful in it is set up but numbers of attendance were low. Staff evaluation was that the quality of the experience for those that attended made this a valuable opportunity to build relationships and now the model has now been piloted it will be rolled out in 2023-24 using multiple meeting dates as the level of engagement of PP parents continues to be a priority. We will be exploring this area of PP development as a priority next year as parental attendance to subject consultations is low and ranges from 50% in Year 11 to 57% in Year 9 for all PP students.

Across the year there has been a range of specific academic interventions that have been put in place across the year groups for PP students. As a College we have learnt from previous years of tutoring and are confident that the most effective tutoring with our PP students is face-to-face and with familiar support staff and we have utilised this model to impact on our PP students. We delivered a total of 536 hours of interventions to 29 students. These interventions covered the core subjects and MFL and were delivered in a combination of face-to-face sessions and online sessions and impacted on our improved PP Progress data. In addition, we have a range of support programmes for students with emotional and behavioural challenges. An example of this is our Championing Every Child programme, which was trialled with a small cohort

of students and proven a success with 75% of them. This programme will be adapted and run Y11 PP students in 2023-24 post PPE.

The Kick Start breakfast club runs every morning, throughout the year and with regular attenders. This group has helped to build relationships between staff and PP students, provide a positive start to the day and provide a free breakfast. The club will continue to run in the future as it is felt that these interactions are helping students to settle into the day and gives an opportunity for a trusted member of staff to check they are ready to learn each morning.

Plans to launch the Duke of Edinburgh award with a focus on PP recruitment have not come to fruition for the last year but administration has now been complete for 2023-24 and will be launched.
We have felt it important that students do have a broad range of experiences outside of the classroom. Pupil premium money has ensured that our disadvantaged students have full access to opportunities that will broaden their cultural capital such as theatre trips and STEM activities. The fund also supports CEIAG (Careers Education, Information and Guidance) activities that allow hands-on experience such as construction workshops and work experience. It also provided opportunities to engage with local employers such as trips to the Boat Show, Get Inspired (Careers Fair) and Seaworks. Trips to universities and/or the transport there, are also funded for our disadvantaged students to ensure that they have the knowledge of every pathway available to them.

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	Providers
8 week behaviour intervention	Military Mentors
	Oarsome Chance
Activate Mentoring	EBP Mentoring
	NXT

Key Terms

- FFT - Fischer Family Trust are a national web service that allows schools to compare the performance of students with other schools and provides aspirational targets for students.
- PP - Pupil Premium is an additional fund that schools receive to support the learning and progress of students from disadvantaged backgrounds. Typically, this is for families that have in the last 6 years been in receipt of universal credit, or it's earlier forms. Child of these families can receive Free School Meals (FSM).
- NGRT - New Group Reading Test (industry standard test for measuring reading ages)
- CAT - Cognitive Ability Test, used as a baseline measure of ability when students start at the school.
- RTL - Ready to learn room is used for students dismissed from lessons.
- HPS - High priority students are identified within every year group as those requiring additional attention and support to meet their potential.
- CPD - continuing professional development.
- SPP - Service pupil premium funding.
- SLT - Senior Leadership Team.
- PASS - Pupil attitudes to school and self.