

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 pupil premium had within our school.

School overview

Detail	Data
School name	Henry Cort
Number of pupils in school	840
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Ms Claudia Cubbage
Pupil premium lead	Mr Thomas Mitchell
Governor / Trustee lead	Ms Jenny Nutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,73,434
Recovery premium funding allocation this academic year	£24,215
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	£1,97,649

Part A: Pupil premium strategy plan

Statement of intent

Relationship

Improving the **rapport** between staff, **parents** and **students** from disadvantaged backgrounds is paramount to building a successful community. Our **PASS** (Positive Alternative to School Suspension) survey data indicates that pupil premium (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**, to have **ownership** of their educational journey, and enthusiastically **attend** college. We recognise there is a greater need to work with and **listen** to the views of parents and students, to understand what **barriers** they face, and where necessary 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 expectations (including **triple science**, **RE** and **Health & Fitness** qualifications for all, and strong 75%+ uptake of the full **Ebacc**). As a consequence of this, the **progress gap** will narrow between PP students and their counterparts and ultimately reverse so students from these backgrounds achieve the **same levels of attainment**.

Life skills

At its core, all our subjects promote the development of **literacy**, **oracy** and **numeracy**, so 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 academic curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress gap</p> <p>There is an increased gap between disadvantaged students and those that are not eligible for PP funding in the 2021 CAG results. On average (using FFT result comparison service) students' value added score was -1.1, compared to a non-disadvantaged VA score of -0.1. This is a wider gap than that 2020 of -0.5. In English and Maths those achieving 4+ there was a 24% difference, and an Ebacc difference of 21%.</p>
2	<p>Attendance</p> <p>At the time of writing there is a growing attendance gap between PP and non PP students of 7% (November 2021). Last academic year the overall gap was 4% attendance. Furthermore that is evidence that lesson attendance is down for PP along with lateness to lesson.</p>
3	<p>Engagement & Behaviour</p> <p>A significant -0.3 gap in average attitude to learning score (ATL) (equivalent to one standard deviation) from our first impressions data collected September 2021. And some pockets of poor behaviour, with an average conduct gap of 30 (which represents). Approximately 50% of our regular student dismissal (to RTL) was for a PP student</p>
4	<p>Reading and Oracy</p> <p>NGRT and results for year 7 (TBC). Through observation and anecdotal evidence we have seen a fall in student oracy as a consequence of lockdown and a lack of opportunity to read out loud to an audience.</p>
5	<p>Numeracy</p> <p>In CAT testing we have observed significantly lower scores for numeracy when compared to literacy. In KS4 where we have SATs data this trend is continued.</p>
6	<p>Communication</p> <p>Attendance at consultation evenings is lower for PP students compared to their non PP counterparts along SEN and other identified groups (Yvette will pull this data).</p>
7	<p>Destination data</p> <p>As of the information held on 31st October, 3% of the Pupil Premium students had made college applications for September 2022 compared to 10% of other students.</p>

	40% the PP applications are for A Levels compared with 56% of the other students.
8	<p>Education has purpose</p> <p>PP students feel college has purpose. They value education and this is reflected in equal PASS data. Specifically “Feelings about school”, “Learner Self Regard”, “Attitudes to Teachers”, and “Attitudes to Attendance”. 2021 average PP score 35.5, non-PP 46.3.</p>

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
<i>Equal progress score that becomes positive.</i>	Over the next three years our progress gap narrows and becomes positive from our current position of -1.1 (VA)
<i>Equal engagement</i>	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.
Equal Attendance	No attendance gap between PP and non-PP (including period 6 prep lesson). Those students with PA were invited to attend the kick-start (breakfast club) program.
Literacy and Oracy	Narrowing reading age gap (using NGRT).. Participation and implementation of Oracy 21 programme. Students start their journey through our new reading cannon (yr group dependent).

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: £60,000

Activity (what we are you doing)	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching. At its heart our strategy relies upon quality first teaching. Our teaching and learning focussed “quality assurance review” ensures teachers are regularly observed through random drop ins and scheduled focus days. From this further lines of enquiry are establish to focus on particularly aspect of provision (for example questioning, book feedback or stretch and challenge)</p>	<p>Internal “drop in” observation alongside attainment tracking. Attendance figures from parent evenings and reduction in RTL referrals.</p> <p>CPD programme. External references include Isabelle Beck/Alex Quigle.</p>	1,4,5
<p>Coaching groups All staff, as part of their performance management target 2, have been provided the freedom to research a project of interest (linked our College improvement plan) This includes one group focused on disadvantaged students. Projects include:</p> <ul style="list-style-type: none"> ● the value of cultural capital, specifically theatre trips ● the value of cultural capital, specifically the role of families in increasing cultural capital and whether there is a disparity between socioeconomic groups. ● the benefits of a targeted Maths intervention 	<p>Broad range of outside influences and research including ASCL, EEF, TES</p>	all

<ul style="list-style-type: none"> The effect of a targeted reading intervention 		
Oracy Voice 21 https://voice21.org/	lesson drop ins.	1,3,4
Wellbeing and RTL teams Specially trained staff employed to provide group and one to one support to students suffering with emotional and behaviour challenges.	Internal behaviour data collected on class charts and interventions on provisions maps. Further research from CAMHs/trauma informed training.	all

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

Budgeted cost: £60,000 +(£25,000 recovery)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer Mentor/MyTutor. 2021's peer mentor programme has been replaced in 2022 with my tutor virtual programme for select staff.	My Tutor dashboard. EEF.	1
Subject specific TAs A number of TA's have been employed on temporary contracts	EEF	1,5,6,
Mentoring (Life coach/EPB/staff) To raise aspirations, selected year 10 students - mainly PP - are taking part in a mentoring programme with EBP. They meet weekly with a local business person who supports them with personal targets such as how to organise themselves, how to network, how to present confidently.	Internal data and PASS survey	1, 2, 3, 7, 8
Life Coach Year 9 students with low self-esteem, a lack of aspiration/dreams work with a life coach for an hour a week for 10 weeks.		

<p>Academic Mentoring Staff have been released to carry out 1:1 mentoring with year 11 High Priority Students. These sessions guide the students with their progress whilst allowing them to take ownership of their next steps.</p>		
<p>Bespoke Mock Exam Feedback (Horsforth + QLA) After Pre-Public-Exam (PPE) mocks results are feedback to students into specifically subdivided cohorts depending on their level of [progress and perceived effort. For all GCSE subjects all students received a question level analysis that is forwarded to parents and chased by tutors.</p>	PiXL and other question level analysis student forms. .	8
<p>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.</p>	EEF	8,1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Kick Start Breakfast club for PA, vulnerable and disorganised students. Breakfast is provided along with support to start the day off positively, ensuring</p>	Attendance and PASS data	1, 2, 3

uniform and equipment are correct and providing the chance to offload baggage.		
Insync Programme To improve engagement and attitude to school, plus attendance. Includes sessions with parents to realise importance of home-school relationships.		1,8.
Study Support & Prep Staffed drop in provision for students to support with home learning (Study Support) and PP revision (Prep)	Attendance data and survey data.	1,2.
Core Workshops Additional funding for parent/student workshops in Spring term.	Attendance data	1
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	
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. Members of SLT have scheduled drop in clinics hosted in some of our local primary schools.	Survey data	

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 2020 to 2021 academic year.

Our pupil premium money has previously been used to fund bespoke intervention and employ staff to support our student's needs. Each year we review funding and its impact using the Education Endowment Foundation (EEF) PP guide as a framework (<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide>). We used the money in a variety of different ways to ensure that every student makes at least their expected level of progress, if not more. This includes:

- Additional staff to recognise when a student has an issue and to provide the help and guidance needed to overcome the issue such as small group work and 1:1 support. This may also 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.
- Training of staff to identify and meet the needs of all students.
- Financial assistance with curriculum trips and extracurricular activities that add cultural capital, such as music lessons.
- A greater focus on communications between the college and parents/carers to help parents work with us and to increase attendance.
- Summer intervention and additional events to improve the transition process from Primary to Secondary and onto Tertiary education.

Outcomes from last year teacher assessed grade GAP increased. Using FFT 2020 and 2021 results service. On average students' value added score was -1.1, compared to a non-disadvantaged VA score of -0.1. This is a wider gap than 2020 of -0.5. In English and maths those achieving 4+ there was a 24% difference, and an Ebacc difference of 21%.

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
8 week behaviour intervention	Military Mentors
	Oarsome Chance

	Wessex Dance Academy
Life Skills	Matt Lane
Activate Mentoring	EBP Mentoring

Service pupil premium funding (optional) £13,950

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The SPP pays for a dedicated member of staff, our Service Family Coordinator, who tracks the progress of service children and is available for parents and students to contact.</p> <p>The Service Family Coordinator attended CPD sessions on how best to support service families and how to use the recently launched Thriving Lives Toolkit, allowing schools to track and evaluate their provision for Service Families.</p> <p>Covid limited opportunities to utilise the SPP.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Following the sharing of good practice at the CPD events, our service family community is now back in touch with each other via social media - we have 10 members at present and are hoping to double this after our first meeting.</p> <p>An audit of our provision has been carried out and shortfalls identified:</p> <ul style="list-style-type: none"> ● Service Children not proportionally represented on our Student Voice. ● Service Children did not initially have a filter on Power BI but they do now, making tracking of their KS4 data more accurate. ● Service Children have been added to the priority list for careers interviews in year 10/11 ● Lack of feedback from Service Children so a new group has been created for students to air their views.