Pupil premium strategy statement – Henry Cort Community college

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	860
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2023/2024 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Rice, Principal
Pupil premium lead	Judith Evans, Assistant Principal
Governor / Trustee lead	Carl Stanton, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 167,850
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*	£ 167,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all students is that they feel they belong to the Henry Cort community, want to **attend** and **progress**, and then leave us having achieved their best. This is irrespective of their background and previous history. We acknowledge that this is more difficult for our disadvantaged students. The purpose of our Pupil Premium Strategy Plan is to overcome the barriers these students face which may prevent them from reaching the same attainment levelsof their non-disadvantaged peers and making equivalent progress. They do not lack effort or ability; they lack opportunities, and we are committed to helping address the balance.

Belong

Schools exist to serve their local communities and as such we strive to create an educational setting which enables all students to feel valued and have their contributions recognised. We are working to create a more welcoming, inclusive and collaborative community to improve communication and engagement between college and home and therefore create a genuine community ethos. This will ensure our Pupil Premium students feel as much a part of our college as their non-Pupil Premium counterparts. Additionally, it will solidify relationships, creating a strong triangulation between student-parent-college and a positive learning culture across the college.This will enable all learners to thrive, create lifelong learners and equip students with the skills to navigate the challenges of life after school and beyond, with confidence.

Attend

All Henry Cort students should want to be in school. Our current data shows that the proportion of Pupil Premium Students that are absent is higher than in our non-Pupil Premium Students and this must improve. For students who do struggle to attend, our robust attendance monitoring must ensure we identify patterns of attendance and the barriers that exist. We will then put strategies in place to mitigate them at the earliest opportunity; monitoring and evaluating their outcomes regularly.

Progress

Our aspirational vision of quality first teaching for all in lessons and curriculum design will drive the closing of the attainment gap between our Pupil Premium and non-Pupil Premium students. Targeted, high quality CPD for staff will ensure a common language and a common understanding of the college's priorities to ensure effective teaching and learning for all, through lessons that are challenging, but supportive of individual needs. Whole school assessment systems will show that the academic profile of our disadvantaged students will be raised, including those who do not qualify for the Pupil Premium but are disadvantaged in otherways such as being a young carer or having a social worker. In addition, tutors will take more ownership of collecting and disseminating the needs of the individual, including the sharing of strategies to break down barriers to facilitate more effective learning for our Pupil Premium (PP) students.

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 negative progress 8 gap between the PP and the non- PP students at Henry Cort in most year groups. <table><tr><td>**Current Year Group (Nov 2024SMID data)**</td><td>**Progress 8 Gap between PP and non-PP**</td></tr><tr><td>**9**</td><td>0.32</td></tr><tr><td>**10**</td><td>**-0.09**</td></tr><tr><td>**11**</td><td>**-0.92**</td></tr></table>
2	**Raise the profile of disadvantaged students** There is not a coherent approach for understanding the specific needs of our PP students and what can be done across the college tosupport them to do their best both in and out of school.
3	**High Quality Teaching and Learning** Inspection reports have highlighted that the quality of teaching and learning needs to improve for all students. PP students would benefit most from more scaffolding and modelling, explicit instructions and retrieval strategies that embed learning.
4	**Sense of community and belonging** Rates of participation in extra-curricular activities by PP students at Henry Cort are lower than non-PP. Using data from the Autumn 2024 data collection window, the Key Stage 3 attitude to learning score for Pupil Premium is lower than non-Pupil Premium students in Year 7, 8, 9 and 10 (Yr 7: 3.12, 2.97; Yr 8: 3.06, 2.86; Yr 9 3.02, 2.81; 2.96, 2.83). The attendance of Pupil Premium parents at subject consultation evening is lower than non-Pupil Premium.
5	**Literacy** PP students are more likely to have poor literacy skills and have less access to high quality reading material and word rich conversation. As a result, they are more likely to disengage with learning. Pupil Premium students at Henry Cort have a lower reading standardised score than Pupil Premium.
6	**Attendance for 2024 (compared to 2023)** There is a gap between the persistent absence of PP students and non-PP students. At the time of writing the attendance of PP students with persistent absence is 40% (54%) compared to 18% (17%) of non- Pupil Premium students. Average attendance of all Pupil Premium students is 85.5% (85%), whilst all student attendance is just above national (92.1%, 91.4%).

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
The gap between the progress scores of PP and non-PP students will be smaller.	By the end of 2026/27, the Progress 8 data will demonstrate the gap between PP and non-PP students will have narrowed.
Staff have a greater awareness of who their PP students are and their specific needs.	When spoken to, Pupil Premium students feel they can achieve their best in their learning at Henry Cort. Learning walks, inspection reports and lesson drop-ins will identify specific strategies and approaches used by staff for teaching the needs of PP. Alternative provisions are used where students are unable to access the mainstream curriculum.
Professional discussion and sharing of information and best practice on PP is commonplace at Henry Cort.	PP is a regular focus on the scheduled meeting calendar so that quality information sharing and CPD is delivered. This in turn is recorded in learning walks, inspection reports and lesson drop-ins and is reflected in student attainment. Tutors are fully aware of their PP students through the tutor spreadsheet and are central to the communication around the PP student in the college and with home.
Quality first teaching and learning for all	By the end of 2026/27 the Progress 8 data will demonstrate the gap between PP and non- PP will have narrowed. Staff CPD ensures that teachers are aware of and apply evidence informed teaching approaches to drive the standard of teaching and learning. All students, including PP, will have more engaging and challenging lessons.
Students have stronger literacy and oracy skills.	Narrowing reading age gap using NGRT. Strategies to develop the opportunities for reading and oracy are commonplace within lessons.
Attendance of PP students will be aligned with non-PP students	By the end of 2026/27 attendance data will demonstrate the attendance gap between PP and non- PP will have narrowed. Persistent absence in PP students will have at least halved.
The college has an inclusive and community ethos where PP students feel they belong and contribute.	Increased attendance of PP students to extra-curricular clubs and activities. PP students represented in College Student Leadership Team and student panels.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 94,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD for Staff All teaching staff will have a targeted calendar of CPD to provide training on a common approach to assessment, metacognition, scaffolding, modelling, explicit instruction, retrieval practice, literacy and revision in response to the college improvement plan priorities, alongside SEN and behaviour training. This will empower teachers to develop further and meet the needs of all students and consequently students will enjoy lessons and attend. In addition to this all staff will have a structured calendar of weekly good practise sharing. Specific CPD will directly address any current cohort PP issues.	• External references from EEF • Staff Performance Management • LLP visit reports • QAR records • CPD calendar • SGP calendar	1, 3, 6
Instructional Coaching The college continue to adopt the Walkthrus toolkit to support teachers. Using instructional coaching methods, bespoke training is received and implemented directly into the classroom to impact directly on students. College and faculty priorities will be addressed using the coaching.	• Coaching Trackers • Faculty meetings • Instructional Coaching calendar • Staff Performance Management	1, 3
Appointment of a Key Stage 3 and a Key Stage 4 PP Progress Lead Through the appointment of these roles to the Teaching and Learning team, the current cohorts of PP students can be closely monitored. Their specific learning needs can be identified, and in turn action points are set to inform whole staff training. These roles can also closely monitor attainment, attendance and attitude to learning data to respond to needs by working with the staff teaching and supporting them. This will allow for a healthy balance of strategic approaches and responding to current need in our PP students.	• Meeting Minutes • Scheduled meetings with HoFs/HoYs • CPD	1, 2, 3
Whole School Literacy Lead	• CPD	1, 2, 3, 5

Through this appointment, the specialist leadership of literacy will ensure common approaches to reading, writing and oracy, improve rates of progress for PP students and skilling up all teaching staff. Through specific interventions and utilising resources in the library, a clear whole college approach to literacy will ensure all students are more literate. In addition, there will be specific training for the newly appointed librarian to support this.	• External references from EEF • LLP visit report • Whole school literacy • Monitoring • QAR records	
Key Stage 3 Literacy Lessons Specific lessons on all Key Stage 3 student timetables to address literacy needs. This will have a direct impact on student outcomes.	• External references from EEF	1, 2, 3, 5
Regular PP SGP Session A minimum of one PP focused Sharing Good Practice session per term to be calendared to highlight key PP student groups, share information, latest research and best practice to all staff.	• External references from EEF	1, 2, 3

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 and 11 Mentoring Focus Groups Using whole school data systems, key PP students in Y7 and Y11 will be identified to support through one-to-one mentoring and improve their progress across the curriculum.	• Mentoring Tracker • External References from EEF	1, 2, 4
Rebranding of Pen Portraits System Tutor led meetings to complete a pen portrait of Pupil Premium students so that more information is known about them to inform all teachers and build positive relationships.	• Responses from Tutors • External References from EEF	1, 2, 4
Literacy and Numeracy Intervention Targeted intervention programmes in school for students needing additional support to access the curriculum in line with age related expectations.	• External References from EEF	1, 3, 5
Alternative Course Provisions Working with external providers, including tutors, to offer alternative school provision for those PP students who need an alternative to full time mainstream education to increase their engagement with learning.	• External references from EEF	1, 6

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

Budgeted cost: £ 28,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Breakfast club for PP and disorganised students. Breakfast is provided along with positive staff support at the start of the day to ensure uniform and equipment are correct.	• Attendance data	1, 4
Gateway Room A member of staff will be employed to work directly with those students most at risk of persistent absence and struggling to get into school. They will be working directly with young people to re-engage them with education.	• Attendance data	1, 4, 6
Whole School Attendance Tracking To create and implement a robust system of monitoring attendance through the new Pastoral system and the Attendance officer. To create clearer communication around the strategies to be used to support and improve attendance.	• Attendance data • Attendance tracker	1, 2, 4, 6
Attendance Clinics To run short, targeted 6-week programme of bespoke support and mentoring for those students identifiedas at risk of PP.	• External references from EEF	1, 2, 4, 6
Community Engagement Running events onsite and in the community to engage with PP parents, support families and increase access to school support.	• Parent survey data • Attendance at events	4
School Event/ Subject Evening PP Parent Priority Booking A proactive approach to contacting parents and carers prior to booking windows opening to se-cure appointments for school events to increase parental engagement. Providing transport for those parents struggling to get to the site.	• Parent attendance at subject consultation evening and schoolevents	1, 3, 4
Duke of Edinburgh (DoE) Enrolling the college as a DofE centre and targeting PP students in the first cohort to develop social skills, increase range of out of	• Enrolment of Year 9 student cohort show increased resilience and self-confidence, levelling the playing field.	4

school learning experiences and discover new interests.		
School Production Increasing opportunities and cultural opportunities. Pupil Premium studentswill be highlighted and specifically spoken to by performing arts teachersto improve confidence in auditioning. Some targeted rehearsals to increase sense of belonging and offer support.	• External references from EEF	4
Summer School The running of a summer transition school to support the Key Stage 2 to 3 process. Building relationships with PP students, their families and key members of staff before the start of Year 7.	• External references from EEF	4

Total budgeted cost: £ 167,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcomes:

We are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above).

Our current internal data (from the GCSE Summer examination of 2024) shows that the Progress 8 for all students was –0.53. Within this data the gap between Pupil Premium students and their non-Pupil Premium counterparts was –0.29 (-0.78 PP; -0.49 non-PP). Unfortunately, this was a more negative PP score for all students but our gap between PP and non-PP students was smaller than last year (-0.55).

The scheduled CPD calendar has been significantly improved this year and as a result there is staff CPD sessions focusing on information sharing, quality first teaching for all and attendance. In addition, QAR this term has focused on both Teaching and Learning and the Pastoral system.

Activities in this Academic Year:

Rebranding of Pen Portraits
The use of the Pen Portrait has been replaced by a live tutor information spreadsheet. The aim is to ensure that Tutors update this information at regular intervals through the year so that students transferring between tutor groups or moving to another tutor will have their information tracked.

Appointment of a Key Stage 3 and a KeyStage 4 PP Progress Lead
Unfortunately, the KS3 PP lead that was appointed left the school in July 2023. The KS4 PP lead for KS4 PP lead has started to work alongside the Year 11 cohort, but in January he will assume the role of Head of Faculty of Science and PE.

Appointment of Whole School Literacy Lead
Our Whole school Literacy Lead has already made a significant impact on literacy at Henry Cort. She delivered CPD sessions, introduced a literacy program which is delivered to all year groups through tutor-time and helped in the appointment of an enthusiastic librarian who started her role in October 2024.

Regular PP SGP Session
These have been calendared and already delivered.

Breakfast Club
Between 10-12 students attend this every day.

Whole School Attendance Tracking
The move to a Year Group system is having a positive impact on the analysis of data and monitoring of attendance.

Community Engagement
We ran a Pizza and Pop evening for Year 7 students in October and were pleased to establish positive relationships with 7 families.

Duke of Edinburgh

5 out of the 16 students enrolled are PP students; it was promoted to just the PP students to start with but there were not enough takers.

Summer School
There are 30 PP students in year 7 and 19 of them attended at some point.
Day 1 116 students attended, 17 of them PP
Day 2 94 attended, 17 of them PP
Day 3 79 attended, 15 PP
It is normal for the numbers to drop throughout the summer school and some only sign up to the start.
Summer School is always good fun and has a lovely atmosphere. It has been a selling point, along with the rest of our transition activities, but hard to judge whether it has a massive impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Trade skills and self-regulation	NXT
Boat building, functional skills and self-regulation	Oarsome Chance
Sailing Course	Andrew Simpson
Future You	Hampshire County Council