

# Pupil premium strategy statement – Henry Cort Community College

This statement details our school's use of pupil premium (and recovery 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	881
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/2024 – 2026/2027
Date this statement was published	March 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Claudia Cabbage, Principal
Pupil premium lead	Kelly Kent, Vice Principal
Governor / Trustee lead	Kelly Denton, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,230
Recovery premium funding allocation this academic year	£38,270.14
<b>Total budget for this academic year</b>	<b>£222,500.14</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# 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 levels of 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 to 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. For students who do struggle to attend, our robust attendance monitoring must ensure we identify patterns of attendance, apathy and destructive behaviour. We have identified that the proportion of Pupil Premium Students that are absent is higher than in our non-Pupil Premium Students and this must improve. We will identify the barriers and 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 other ways 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 students.

## Challenges

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

Challenge number	Detail of challenge										
1	<p><b>Progress</b></p> <p>Our data suggests that there is a negative gap between the Pupil Premium and the non-Pupil Premium students at Henry Cort in most year groups using Progress 8 data.</p> <table border="1"> <thead> <tr> <th>Current Year Group (Jan 2024 SMID data)</th> <th>Progress 8 Gap between PP and non-PP</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>0.37</td> </tr> <tr> <td>9</td> <td>-0.27</td> </tr> <tr> <td>10</td> <td>-0.66</td> </tr> <tr> <td>11</td> <td>-0.09</td> </tr> </tbody> </table> <p>Using data from the GCSE Summer examination of 2023 our Progress 8 for all students was <math>-0.23</math>. Within this data the gap between Pupil Premium students and their non-Pupil Premium counterparts was <math>-0.55</math>.</p>	Current Year Group (Jan 2024 SMID data)	Progress 8 Gap between PP and non-PP	8	0.37	9	-0.27	10	-0.66	11	-0.09
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2	<p><b>Raise the profile of disadvantaged students</b></p> <p>There is not a coherent approach to understand the specific needs and support Pupil Premium students and what can be done across the college to support them to do their best both in and out of school.</p>										
3	<p><b>High Quality Teaching and Learning</b></p> <p>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 to embed learning.</p>										
4	<p><b>Sense of community and belonging</b></p> <p>Rates of participation in extra-curricular activities by Pupil Premium students at Henry Cort are lower than non-Pupil Premium. Using data from the Autumn 2023 data collection window, the Key Stage3 attitude to learning score for Pupil Premium is lower than non-Pupil Premium students in Year 7 and 8. Year 9 is the same but the overall average is lower for all students at 2.82. The attendance of Pupil Premium parents at subject consultation evening is lower than non-Pupil Premium.</p>										
5	<p><b>Literacy</b></p> <p>The college does not have a whole college approach to literacy. Pupil premium students are more likely to have poor literacy skills and therefore are more likely to disengage with learning due to poor literacy skills. They have less access to high quality reading material and word rich conversation. Pupil Premium students at Henry Cort have a lower reading standardised score than non-Pupil Premium, for example on average in the current Year 8 their score is 0.3 lower.</p>										
6	<p><b>Attendance</b></p>										

	There is a significant gap in the persistent absence of Pupil Premium students and non-Pupil Premium students. At the time of writing the attendance of Pupil Premium students with persistent absence is 54% compared to 17% of non-Pupil Premium students. Average attendance of all Pupil Premium students is 85%, whilst all student attendance is just above national.
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## 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 Pupil Premium and non-Pupil Premium students will be smaller.	By the end of 2026/27 the Progress 8 data will demonstrate the gap between Pupil Premium and non-Pupil Premium will have narrowed.
Staff have a greater awareness of who their Pupil Premium 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 Pupil Premium. Alternative provisions are used where students are unable to access the mainstream curriculum.
Professional discussion and sharing of information and best practice on Pupil Premium is commonplace at Henry Cort.	Pupil Premium 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 reflected in student attainment. Tutors are fully aware of their Pupil Premium students through Pen Portraits and are central to the communication around the Pupil Premium 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 Pupil Premium and non-Pupil Premium 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 Pupil Premium 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 Pupil Premium students will be aligned with non-Pupil Premium students.	By the end of 2026/27 attendance data will demonstrate the attendance gap between Pupil Premium and non-Pupil Premium will have narrowed. Persistent absence in Pupil Premium students will have at least halved.

The college has an inclusive and community ethos where Pupil Premium students feel they belong and contribute.	Increased attendance of Pupil Premium students to extra-curricular clubs and activities. Pupil Premium students represented in College Student Leadership Team and student panels.
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## 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: £148,333.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality CPD for Staff</b></p> <p>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, 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 current cohort Pupil Premium issues.</p>	<p>External references from EEF</p> <p>Staff Performance Management</p> <p>LLP visit reports</p> <p>QAR records</p> <p>CPD calendar</p> <p>GPS calendar</p>	1, 3, 6
<p><b>Instructional Coaching</b></p> <p>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. This has been relaunched this year to ensure college and faculty priorities have been addressed using the coaching.</p>	<p>Coaching Trackers</p> <p>Faculty meetings</p> <p>Instructional Coaching time calendar</p> <p>Staff Performance Management</p>	1, 3
<p><b>Appointment of a Key Stage 3 and a Key Stage 4 PP Progress Lead</b></p> <p>Through the appointment of these roles to the Teaching and Learning team, the current cohorts of Pupil Premium students can be closely monitored. Their specific learning needs can be identified, and in turn action points set to inform whole staff training.</p>	<p>Meeting Minutes</p> <p>Scheduled meetings with HOFs/ HPLs</p> <p>CPD</p>	1, 2, 3

<p>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 approach and responding to current need in our Pupil Premium students.</p>		
<p><b>Appointment of Whole School Literacy Lead</b>  Through this appointment, the specialist leadership of literacy will ensure common approaches to reading, writing and oracy improve rates of progress for Pupil Premium 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 to the newly appointed librarian to support this.</p>	<p>CPD  External references from EEF  LLP visit report  Whole school literacy monitoring  QAR records</p>	<p>1, 2, 3, 5</p>
<p><b>Key Stage 3 Literacy Lessons</b>  Specific lessons on all Key Stage 3 student timetables to address literacy needs. This will have direct impact on student outcomes.</p>	<p>External references from EEF</p>	<p>1, 2, 3, 5</p>
<p><b>Regular PP GPS Session</b>  A minimum of one Pupil Premium focused good practice session per term to be calendared to highlight key Pupil Premium student groups, share information, latest research and best practice to all staff.</p>	<p>External references from EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £74,166.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 7 and 11 Mentoring Focus Groups</b> Using whole school data systems, identifying key Pupil Premium students in Y7 and Y11 to support through one-to-one mentoring to improve their progress across the curriculum.</p>	<p>Mentoring Tracker External Reference EEF</p>	<p>1, 2, 4</p>
<p><b>Rebranding of Pen Portraits System</b> 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.</p>	<p>Pen Portrait responses from Tutors External Reference EEF</p>	<p>1, 2, 4</p>
<p><b>Literacy and Numeracy Intervention</b> Targeted intervention programmes in school for students needing additional support to access the curriculum in line with age related expectations.</p>	<p>External Reference EEF</p>	<p>1, 3, 5</p>
<p><b>Alternative Course Provisions</b> Working with external providers, including tutors, to offer alternative school provision for those Pupil Premium students who need an alternative to full time mainstream education to increase their engagement with learning.</p>	<p>External reference EEF</p>	<p>1,6</p>

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

Budgeted cost: £ 74,166.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Breakfast Club</b> Breakfast club for Pupil Premium and disorganised students. Breakfast is provided along with positive staff support at the start of the day to ensure uniform and equipment are correct.</p>	Attendance data	1, 4
<p><b>Gateway Room</b> A member of staff employed to work directly with those students most at risk of persistent absence and struggling to get into school. Working directly with young people to reengage with education.</p>	Attendance data	1, 4, 6
<p><b>Whole School Attendance Tracking</b> To create and implement a robust system of monitoring attendance through the House Progress Leader and Head of Year systems. To create clearer communication around the strategies to be used to support and improve attendance. To appoint a specific Attendance Officer to oversee this.</p>	Attendance data Attendance tracker	1, 2, 4, 6
<p><b>Attendance Clinics</b> To run short, targeted 6-week programme of bespoke support and mentoring for those students identified as at risk of Pupil Premium.</p>	External references from EEF	1, 2, 4, 6
<p><b>Community Engagement</b> Running community coffee meetings onsite and in the community to engage with Pupil Premium parents, support families and increase access to school support.</p>	Parent survey data Attendance at events	4
<p><b>School Event/ Subject Evening PP Parent Priority Booking</b> A proactive approach to contacting parents prior to booking windows opening to secure appoints for school events to increase parental engagement. Providing transport for</p>	Parent attendance at subject consultation evening and school events	1, 3, 4



those parents struggling to get to the school site.		
<b>Duke of Edinburgh (DofE)</b> Enrolling the college as a DofE centre and targeting pupil premium students in the first cohort to develop social skills, increase range of out of school learning experiences and discover new interests.	Enrolment of Year 9 student cohort show increased resilience and self-confidence, levelling the playing field.	4
<b>School Production</b> Increasing opportunities and cultural opportunities. Pupil Premium students will be highlighted and specifically spoken to by performing arts teachers to improve confidence in auditioning. Some targeted rehearsals to increase sense of belonging and offer of support.	External reference EEF	4
<b>Summer School</b> The running of a summer transition school to support the Key Stage 2 to 3 process. Building relationships with Pupil Premium students, their families and key members of staff before the start of Year 7.	External reference EEF	4

**Total budgeted cost: £ 222,500.14**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Trade skills and self-regulation	NXT
Boat building, functional skills and self-regulation	Oarsome Chance
Sailing Course	Andrew Simpson
Hair and Beauty Course	Ha Ha Hair and Beauty

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*