

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 pupil premium (PP) PP has had within our school.

This document uses several terms that may not be familiar to everyone. [Please refer to the key at the end of this document, should you need to.](#)

School overview

Detail	Data
School name	The Henry Cort Community College
Number of pupils in school	863
Proportion (%) of pupil premium eligible pupils	To confirm
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Ms Claudia Cabbage
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

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 that 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 **triple Science**, **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 that 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	<p>Progress gap</p> <p>The progress gap for PP students is higher than their non PP counterparts. Whilst there was a decrease in gap between the 2021 CAG results and our 2022 results, on average, students' value added (VA) score dropped from -1.1 to -0.7. In English and Maths, the progress gap was most pronounced in English (-0.8) whereas Maths was at 0 (FFT early results service).</p>															
2	<p>Attendance</p> <p>At the time of writing, there is an attendance gap between PP and non PP students of 7.1%, an improvement of 1.7%. The PP attendance figure is 85.6%. This compares to a national rate of 86.8%. Non PP attendance is 92.7%.</p>															
3	<p>Engagement & Behaviour</p> <p>There is a significant -0.22 gap in average attitude to learning scores (ATL) from our first impressions data, collected September 2022. Non PP achieved 3.02 average, compared to 2.80 for PP. There are some pockets of poor behaviour, with an average conduct gap of 30 points last year.</p> <p>There is a significant gap between the number of PP students attending period 6 in both year 11 and year 10. Year 11, 31% difference between PP and non PP. Year 10, 23% difference.</p>															
4	<p>Reading and Oracy</p> <p>The NGRT standardised reading score of PP students is 96.7 and non PP 106.16 (September). Through observation and anecdotal evidence, we have also seen a fall in oracy. For examples, requests to drop languages as an option has increased and reading aloud to an audience has been cited by a number of students as a cause.</p>															
5	<p>Numeracy</p> <table border="1"> <thead> <tr> <th>Year</th> <th>CATs numeracy GAP (SAS)</th> <th>KS2 standardised score GAP</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>There is a marked increase in the gap between PP and non PP students' numeracy scores, increasing the need to identify the missing bricks and filling the gaps in year 7.</p>	Year	CATs numeracy GAP (SAS)	KS2 standardised score GAP	2022	13	5	2021	8	N/A	2020	6	N/A	2019	10	9
Year	CATs numeracy GAP (SAS)	KS2 standardised score GAP														
2022	13	5														
2021	8	N/A														
2020	6	N/A														
2019	10	9														

6	<p>Communication/parental engagement</p> <p>Attendance at consultation evenings is lower for PP students compared to their non PP counterparts, alongside SEN and other identified groups. There is also concern of the lower readership levels of our termly reports and newsletter.</p>
7	<p>Education has purpose</p> <p>PP students have decreasing attitudes to learning. The college uses PASS (https://www.gi-assessment.co.uk/assessments/products/pass-for-secondary/). Comparing 2021 to 2022 students “Feelings about school”, “Learner Self Regard”, “Attitudes to Teachers”, and “Attitudes to Attendance” dropped. 2021 average PP score 35.5, non PP 46.3, compared to 2022’s average PP score of 29.9 and non PP 38.4.</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
Equal progress score that becomes positive	Over the next three years, our progress gap narrows and becomes positive from our current position of -0.7 (VA).
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 been placed on the restorative programme, led by behaviour mentors.
Reduce Attendance Gap by Half	Reduced attendance gap between PP and non PP (including period 6 prep lesson). Those students with significant PA have home visits from our outreach officer to provide further support and establish attendance plan.
Literacy and Oracy	Narrowing reading age gap (using NGRT). Participation and implementation of Oracy 21 programme. Students start their journey through our reading cannon (currently reading noughts and crosses).
Communication and Parental Engagement	A wider range of opportunities introduced for parents to engage with the college resulting in an increase in participation by all parents, especially vulnerable families.
Education has purpose	Introduction of intervention programme focussing on becoming an entrepreneur for year 10 girls who have the greatest disparity of PASS results. This will increase the score of the identified elements when the PASS survey is taken again.

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 Quality Assurance Review (QAR) ensures teachers are regularly observed through random drop-ins and scheduled focus days. From these, further lines of enquiry are established to focus on particular aspect of provision (for example questioning, book feedback or stretch and challenge).</p>	<p>Internal “drop in” observations, work scrutiny and attainment tracking of High Priority Students (HPS).</p> <p>CPD programme.</p> <p>External references include Isabelle Beck/Alex Quigle.</p>	<p>1,4,5</p>
<p>Action Research Groups All staff, as part of their performance management target 2, have been provided the freedom to research a project of interest (linked to our College improvement plan) This includes foci relevant to disadvantaged students. Projects include: Respecting our environment Developing independent thinking Parental engagement Scaffolding/Stretch and Challenge</p>	<p>Target 2 tracking paperwork.</p> <p>External references come from a broad range of outside influences and research including ASCL, EEF, TES.</p>	<p>all</p>
<p>Wellbeing, 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:</p> <ul style="list-style-type: none"> • ACE Mentoring • Prejudicial Language Programme • Anger Management Programme • Building Self Esteem and Confidence workshops 	<p>Internal behaviour data collected on class charts and interventions on provision maps (included counselling referrals, Barnardo's relationship guidance, attendance plans, and targeted enrichment).</p> <p>External references research from CAMHs/trauma informed training.</p>	<p>All</p>

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 levels of persistent attendance issues, or SEN needs.	Mr tutor dashboard. External reference: NTP/EEF.	1
Subject specific academic mentors A number of academic mentors have been employed on temporary contracts to focus and support select groups of students with their literacy and oracy skills.	Academic mentor tracking. External reference: NTP/EEF.	1,5,6
Seneca Learning Whole school licensing of the platform to provide guided learning pathways, particularly for those on attendance plans.	SENECA dashboard. External reference: EEF.	8
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. In addition, personal information such as hobbies or anything else the student would like staff to know about them.	Pen Portrait's. External reference: 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
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	Attendance of targeted students will increase.	1,2,3

<p>Many of our families are struggling to maintain boundaries, especially in the aftermath of the pandemic. Parents will be invited to join parenting sessions to help manage their child out of school. A wider range of opportunities for parents to engage will be introduced – including reintroducing coffee mornings etc.</p>	<p>Instances of negative behaviours will decrease.</p>	
<p>Study Support & Prep Staffed drop-in provision for students to support with home learning (Study Support) and PP revision (Prep)</p>	<p>Attendance data and survey data.</p>	1,2
<p>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)</p>	<p>Attendance data, and satisfaction scores. Increased attendance in extracurricular provision.</p>	
<p>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.</p>	<p>Survey data.</p>	1,2,3
<p>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</p>	<p>Attendance of targeted students will increase. Instances of negative behaviours will decrease.</p>	1,2,3
<p>Duke of Edinburgh to improve participation and wide cultural capital the school has invested in the scheme. Targeting 24 student initially.</p>	<p>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.</p>	2,3,7

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 interventions and employ staff to support our students' 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 diverse 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.

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
	Awesome Chance
	Wessex Dance Academy
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 partially pays for our Transition Manager. Who attends Service Family Working Group, this includes using the recently launched Thriving Lives Toolkit, allowing schools to track and evaluate their provision for Service Families.</p> <p>The transition manager tracks the progress of service children and supports parents and students upon request.</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>Through our audit, we have identified the follow areas for development:</p> <ul style="list-style-type: none"> ● Service Children not proportionally represented on our Student Voice and select students will be approached and engaged. ● Following feedback from Service Children, a new group has been created for students to air their views. ● Service Children are prioritised for careers interviews in year 10/11

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, typically around £1000, 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). Children 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
- VA – Value added
- ATL – Attitude to learning
- PASS – Pupil's Attitude to Self and School