

Pupil Premium Strategy Statement

Imberhorne School 2021-2024

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
Number of pupils in school	1580
Proportion (%) of pupil premium eligible pupils	159/1322 12.02%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Barr
Pupil Premium lead	Ceri Price
Governor lead	Alyson Tonge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,295
Recovery premium funding allocation this academic year	£23,055
Pupil premium funding carried forward from previous years	£7,864
Total budget for this academic year	£185,214

Part A: Pupil premium strategy plan

Statement of intent

Imberhorne School is committed to:

- Valuing all students equally
- Focusing on the needs and levels of progress of all students
- Addressing challenges to learning
- Meeting the academic, social and pastoral needs of all students
- Encouraging the aspirations and ambitions of all students
- Narrowing the attainment gap between disadvantaged students and their peers
- Supporting students personal and emotional development so that they attend school regularly, manage their behaviour appropriately and engage with their learning effectively
- Keeping stakeholders informed of how the pupil premium is allocated and used
- Transparency in reporting and a robust monitoring of the use and impact of the pupil premium
- Encouraging the take up of FSM by working proactively with our parents and carers

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment
2	Being study ready
3	Parental engagement
4	Literacy levels
5	Numeracy levels

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
<p>In line with our current School Improvement Plan:</p> <ul style="list-style-type: none"> Developing effective literacy skills, focussing on the skills of reading, extended writing and oracy 	<p>Using 'star reader' to measure success</p> <p>Attendance at reading club</p> <p>Literacy across the curriculum, led by the Leader of English</p> <p>Identify weak readers in KS3 (at least 3 years below chronological age) and put in place intervention that enables them to make rapid progress - faster than chronological aging</p>
<ul style="list-style-type: none"> Closing any gaps that may exist, providing cultural/social and/or academic opportunities and experiences that bring equity to disadvantaged students 	<p>Very good attendance of PP students at events and on trips (over 50% per year group)</p> <p>Updated trip policy, to ensure PP students are prioritised</p> <p>Create structures and policies around communication with parents to ensure equitable access, for example for revisions guides and course materials</p> <p>Progress of Year 11 disadvantaged students with subject specific support</p> <p>OUTCOME - at least 50% of PP students in Year 11 will make positive progress</p>
<ul style="list-style-type: none"> Ensuring that all students become effective learners, equipping students with the skills and attributes to maximise their learning (study skills) 	<p>Very good attendance at study sessions</p> <p>Targeted study support</p> <p>'I-club' – targeted homework support</p> <p>Retention numbers into Sixth Form making an improvement on the 26% retention in 2020/2021 (Covid)</p> <p>Intervention sessions in English and Maths making an improvement on current numbers attending:</p> <p>Maths KS3 33% PP</p> <p>Maths KS4 15% PP</p> <p>English KS3 year 10 13%</p> <p>English KS4 year 11 all PP students targeted</p>

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: £ 80,214

Activity	Evidence that supports this approach	Challenge number (s)
Literacy across the curriculum co-ordinators time	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	4
CPD for all staff	https://www.suttontrust.com/our-research/developing-teachers-professional-development-pupil-attainment/	1, 2, 4
Specialist teaching timetables English and Maths enhancement (11 classes for 9 forms)	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1,2,4,5
Maths and English intervention	Data from previous sessions run	4, 5

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number (s)
Support staff for reading club	https://researchschool.org.uk/unity/news/addressing-the-catch-up-conundrum	4
Marie Yates - Role	Local in school evidence. Numerous case studies.	3
Curriculum support intervention sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-	2 4, 5

	tuition&utm_medium=search&utm_campaign=site_searchh&search_term Data from previous sessions run in English and Maths	
LSA (Learning Support Assistant) Support	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=send	1,2,4
Learning Mentors	https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/	1, 2,3
Councillor	https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf	1,2,3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number (s)
Attendance - Trips	https://researchschool.org.uk/billesley/news/cultural-capital?utm_source=unity&utm_medium=search&utm_campaign=site_search&search_term=cultural-cap	1, 2, 3 and 4
Uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform	1, 2, 3 and 4
Learning Mentors	ELSA training https://www.elsanetwork.org/about/	1 and 2

Visitors to school e.g. Herstmonceaux	https://researchschool.org.uk/billesley/news/cultural-capital?utm_source=unity&utm_medium=search&utm_campaign=site_search&search_term=cultural-cap	1, 2, 3, 4
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Total budgeted cost: £185,124

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 main aim of '**Priority**' was a key feature of our support for students during lockdown; all staff were asked to keep records of vulnerable students not attending and therefore could flag any issues to the relevant support staff. Key staff met weekly to discuss these students to ensure that any concerns were flagged to the relevant authorities if necessary.

English and maths intervention ran in an adapted form this year using PP and and COVID catch up money.

In English, 100% of the pupil premium students made positive progress as a result of the intervention sessions.

In Maths, 14 Key Stage 3 students received a 6-week intervention programme and 18 students had a different 5-week intervention. The results were largely positive but were affected by COVID. In Year 11 intervention helped 77% of the students targeted who went on to achieve grade 4.

Targeted intervention happened within school when our most vulnerable students were invited into school to work in the bubbles. The bubbles were staffed using study supervisors and learning support assistants.

All vulnerable students were closely monitored over lockdown, with key staff making contact at specified periods. The vulnerable students were identified quickly and monitored closely. This all supported our aim of improving contact with key families.

We now have a councillor in school which has impacted on our PP students with 57% of Key Stage 3 students being PP and 46% at KS4.

Again because of lockdown the target of improving attendance was more difficult to monitor however we did have key staff contacting home if students weren't attending live lessons. This meant that any issues were solved promptly.

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
None	None

Service pupil premium funding (optional)

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?	We had one student last year who received English support/ numeracy support/ attendance mentoring
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance and on target for subjects

Further information

At Imberhome we believe that pupil premium is not the only tool to identify our vulnerable students. Every student is ranked on our Vulnerability Index which allows us to focus our support much more effectively. This index is used across the school by all staff and is updated regularly to reflect any changes in circumstances. We are also starting to introduce it to local feeder primary schools which is significantly supporting our transition programme.