

Pupil Premium Strategy Statement

Imberhorne School 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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 | Imberhorne School |
| Number of pupils in school (Years 7-11) | 1,352 |
| Proportion (%) of pupil premium eligible pupils | 185 (13.68%) |
| Academic year/years that our current pupil premium strategy plan covers 2023 – 2036 (3 Years) | 2023-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Lee Walker |
| Pupil premium lead | Christian Fallick |
| Governor lead | Alyson Tonge |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £199,725 |
| Recovery premium funding allocation this academic year | £40,020 |
| Pupil premium funding carried forward from previous years | £31,309 |
| Total budget for this academic year | £271,054 |

Part A: Pupil premium strategy plan

Statement of intent

Our primary objective is to deliver a high-quality education that empowers students from diverse backgrounds with the skills and qualifications necessary to lead fulfilling lives. For our disadvantaged students, our unwavering commitment is to provide effective and adaptable teaching approaches that elevate their academic achievements, nurture a positive attitude toward learning, and ensure equitable access to the curriculum.

Our intent on the use of this additional funding is simple and clear: we aim to ensure every disadvantaged pupil in our school can achieve highly, is offered a wide range of stimulating and enriching experiences and has the same opportunities for progression to the next stage of their education, employment and training as every other child in our school.

The key to sustained impact is our focus on learners' experiences in the classroom and wider culture across the school. We have an ambitious curriculum that seeks to stretch and challenge all pupils through academic rigour. A strong care, support and guidance structure supports learning throughout the school. We widen the aspirations of all pupils, to help them to reach destinations that are ambitious and fulfilling.

Our Pupil Premium strategy is directly linked to our school priorities and focuses on ensuring students achieve their aspirations both personally and for their onward progression into careers. We recognise the fundamental importance of building positive relationships with disadvantaged students and their families and achieving a school ethos which is owned by everyone.

Our approach to accelerating the progress of disadvantaged pupils has been developed by drawing on the best current research in education, by spending time with our pupils and understanding their experiences, and by gathering and analysing information, both from our feeder schools and from our own baseline assessments.

Our objectives are as follows:

- To ensure that the Pupil Premium Funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- To provide additional educational support to improve the progress and raise the achievement for these students.

- To narrow and close the gap between the achievement of these students and their peers.
- To use the funding to address any underlying inequalities between children eligible for the Pupil Premium and others.
- To promote a whole-school ethos of inclusivity, encompassing disadvantaged students and their families.
- To develop a school-wide understanding of how disadvantage impacts students' learning and broader experiences.
- To ensure adaptive teaching, allowing all students, regardless of their starting points and barriers, to thrive.
- To promote good attendance.
- To ensure that disadvantaged pupils receive high levels of literacy support across all subject areas.
- To ensure that we diagnose the challenges faced by disadvantaged learners in regular reviews and act early to intervene when needs are identified

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Low outcomes of disadvantaged students</p> <p>The overall attainment and progress of disadvantaged students is lower than that of their peers at the end of Key Stage 4.</p> <p>2022/23 Progress 8: PP -1.05 nPP -0.11 Gap: -0.96 2022/23 Eng+Maths 4+: PP 47.5% nPP 75% Gap: 27.5</p> <p>The pandemic has hindered the progress of many students, but has had the most detrimental impact on disadvantaged students resulting in a widening of the attainment gap and increase in numbers of students falling behind age-related expectations.</p> |
| 2 | <p>Attendance of disadvantaged students</p> <p>Attendance - attendance of disadvantaged students was 10% lower than the overall cohort in 2022/23.</p> |
| 3 | <p>Study skills of disadvantaged students</p> |

| | |
|---|--|
| | Attitude to learning scores are lower for disadvantaged students. |
| 4 | <p>Low parental engagement</p> <p>Our observations and data collected from attendance to Parent Evenings and School events show that PP students do not have the same amount of parental support and engagement with school in comparison to their nPP peers.</p> |
| 5 | <p>Literacy levels of disadvantaged students</p> <p>Vocabulary and reading - disadvantaged students have, on average, lower reading scores and vocabulary than non-disadvantaged peers. This impacts upon progress in all subjects.</p> |
| 6 | <p>Numeracy levels of disadvantaged students</p> <p>Numeracy - disadvantaged students have, on average, lower reading scores and vocabulary than non-disadvantaged peers. This impacts upon progress in all subjects.</p> |
| 7 | <p>Extra-Curricular</p> <p>PP students are poorly represented in our extracurricular clubs, trips and student leadership programmes narrowing their range of wider experience and symptomatic of poorer engagement with school.</p> |
| 8 | <p>Well-being</p> <p>Some pupils have low self-esteem, lack of adequate parental support and therefore lack resilience, motivation and learning skills. The impact of COVID-19 has made this more acute. Wellbeing surveys demonstrated anxiety around school.</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 |
|---|--|
| Successful outcomes for pupil premium students. | <ul style="list-style-type: none"> KS4 Disadvantaged Progress 8 at least at the national average. |
| Improved school attendance of pupil premium students. | <ul style="list-style-type: none"> Whole school attendance above 95% |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Attendance of pupil premium students above 95% • Persistent Absence below national figure each half term. |
| Improved literacy and numeracy levels of pupil premium students | <ul style="list-style-type: none"> • 100% of pupil premium students below expected levels offered intervention in literacy and numeracy. • 45% to achieve Grade 5+ in English and maths • 65% to achieve Grade 4+ in English and maths • Improved reading ages of disadvantaged students of 18+ months over an academic year (evidenced by ongoing collection of case studies) |
| Increased parental engagement of disadvantaged students | <ul style="list-style-type: none"> • Attendance registers implemented and monitored showing an increase in engagement over time • Communication strategy for disadvantaged students developed and embedded (evidenced by ongoing collection of case studies) • 95% engagement from families of disadvantaged students (High Vi, PP, FSM, LAC) at consultation evenings. Improvement in attendance at school information events evidenced by keeping attendance registers over time. |

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: £104,404

| Activity | Evidence that supports this approach | Challenge number (s) |
|--|---|----------------------|
| Literacy across the curriculum (intervention tuition, accelerated reader, homework club for disadvantaged students, purchase of resources such as exam texts, revision guides) | https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy | 1,5 |
| CPD for all staff on vulnerability index, supporting PP and vulnerable students academically and holistically, workshops on PP teaching and learning strategies | 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) Maths teacher and support staff | https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning | 1, 3, 5, 6 |
| Maths and English intervention at KS3 and KS4 | Engagement figures from previous sessions run (below), improved attendance and improved P8 score for disadvantaged students in English and maths. (below). | 1, 3, 5, 6 |

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

Budgeted cost: £92,089

| Activity | Evidence that supports this approach | Challenge number (s) |
|--|---|----------------------|
| Recruitment of new assistant to each Key Stage | Ongoing case studies show importance of relationships across school and tracking purposes | 1,2,4 |
| Support staff used for reading intervention | https://researchschool.org.uk/unity/news/addressing-the-catch-up-conundrum | 1, 3, 5 |
| Curriculum support intervention sessions | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning- | 1, 2, 3, 4, 5 |

| | | |
|---|---|------------------|
| | toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term Data from previous sessions run in English and Maths as outlined below | |
| LSA support for disadvantaged students | 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, 3, 4, 5, 6 |
| Counselling prioritised for vulnerable and disadvantaged students | 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: £ 51,228

| Activity | Evidence that supports this approach | Challenge number (s) |
|--|---|----------------------|
| Attendance on trips and admin time | 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, 5, 6 |
| Uniform expenses | 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, 4 |
| Learning mentor training and staff. Weekly mentoring of disadvantaged students | ELSA training https://www.elsanetwork.org/about/ https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/ | 1, 2, 3, 4 |

| | | |
|--|---|------------------|
| Family engagement officer supporting disadvantaged students | Case studies. Communication logs. Student progress meeting minutes. | 2, 3, 6 |
| Visitors to school, for example: safe drive stay alive, peripatetic music tuition, subject specific workshops and study skill sessions | 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, 5, 6 |
| Wellbeing Wednesday tutor time centralised resources are planned and delivered for all students across the school. | https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning | 1, 2, 3, 4, 5, 6 |

Total budgeted cost: £247,721

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 2022 to 2023 academic year.

Year 11 outcomes shows that our gap has widened slightly:

| | Inc. in P8 | | Mean A8 | P8 | EM5 | En5+ | Ma5+ | EM 4 | En4+ | Ma4+ | EBacc Entry | Ebacc 4+ | Ebacc 5+ |
|---------------|------------|-----|---------|-------|-------|-------|-------|-------|-------|-------|-------------|----------|----------|
| PP | 30 | 88% | 34.3 | -1.05 | 26.5% | 44.1% | 32.4% | 47.1% | 55.9% | 47.1% | 32.4% | 14.7% | 8.8% |
| Not PP | 211 | 91% | 49.9 | -0.11 | 51.3% | 71.1% | 57.3% | 75.0% | 84.5% | 76.7% | 45.7% | 33.6% | 23.3% |

Unfortunately, the gap has widened in other key areas too.

Attendance for disadvantaged students was lower than for non-disadvantaged peers. Absence, persistent absence and serious absence continues to be a focus of the strategy and full school driver.

Percentage of 4+ in English and Maths –

Narrow the gap between DA and Non DA pupils.

Overall increase in performance from 2019 but gap of 22%

Teaching and Learning

Learning walks and curriculum dives established a greater need of focus on adaptive teaching and QA across both sites. The school will be focusing a whole school approach on retrieval practice, classroom routines from TLAC 3.0 across both key stages.

Parental Engagement

Parental engagement across both sites remains a real focus for the school. It is within our overall school priorities SDP. There is work to be done here following the Covid-19 pandemic and parental events. We plan on reviewing our face to face events throughout this year to work with our hard to reach families.

Behaviour and Mental Health

Our internal monitoring suggests that behaviour, wellbeing and mental health were still significantly affected last year by the disruption of the Covid lockdowns. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have reviewed our behaviour systems and this is our number one school priority for this year.

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 | N/A |
| Accelerated Reader | Accelerated Reader |
| Sparks Maths | Maths Online |
| PiXL | Build Up / Wellbeing |

Service pupil premium funding (optional)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | We had 5 students 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 all subjects |

Further information

At Imberhorne 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, giving us even more information on which to provide support for our students.

Assembly programme - assemblies are always focussed on our school ethos of opportunity, community and our character framework, highlighting the inclusive culture we promote and the high expectations that we have. Assemblies are sent via video if they cannot be done live as they are a crucial vehicle for communitywide communication of our values and expectations. This is particularly important for our disadvantaged students as it is one of our main vehicles for setting a tone and ethos in the school of high expectations and aspirations for all, and one of our key channels for advocating inclusive practice.

Similarly, personal development curriculum including RSHE is delivered through KS3-KS5 in order to cover important content. In some cases disadvantaged students have had less experience of secure relationships and this education is therefore particularly beneficial.

Tutor mentoring - once every 6 weeks tutors have time for mentoring with disadvantaged students in order to be able to identify challenges and offer bespoke support. Homework club is provided as an intervention to targeted students and can particularly benefit disadvantaged students who we can see from our data find it harder to keep up with homework. Teaching and Learning CPD is always evidence based and it has been shown that good teaching and learning practice will benefit disadvantaged students more significantly than their non-disadvantaged peers. Adaptive provision is a whole school priority for 2022-2023