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Pupil premium strategy statement 2021/2022

Our primary aim is to ensure that our disadvantaged pupils make rapid and sustained progress during their time at Hurstmere School, enabling them to move on to the next stage of their education; more confident and academically empowered. Through a focused and systematic approach, we will be able to close the attainment gap between the disadvantaged and their peers both in the school and nationally.

In 2011/2012 schools were allocated Pupil Premium (PP) funding to address inequalities between pupils eligible for free school meals (FSM) or had been looked after continuously for six months, and their wealthier peers by ensuring that the funding reaches the pupils who need it most.

From April 2012 the Pupil Premium Grant (PPG) was extended to include pupils who had been eligible for FSM at any point in the last six years. Additionally, our pupils who are Children in Care are entitled to Pupil Premium Plus funding along with children adopted from Local Authority Care.

We are currently funded at the following rate:

- £955 per pupil of secondary-school age
- £955 per pupil whose parent(s) are currently serving in the Armed Forces
- £2345 per pupil for looked-after children who:
 - have been looked after for 1 day or more.
 - are adopted.
 - leave care under a Special Guardianship order or a Residence Order.

Hurstmere School has the freedom to allocate the Pupil Premium grant as it deems necessary to raise attainment and broaden aspirations for disadvantaged or other vulnerable pupils. For looked-after pupils' allocation of funding and the expenditure is managed and allocated by the local authority who that pupil is under. Funding for interventions is agreed with that Local Authority.

School overview

Detail	Data
School name	Hurstmere School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms Lynn Bennett



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Pupil premium lead	Mr Jamie Lever
Governor / Trustee lead	Mr Nick Osbourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,285
Recovery premium funding allocation this academic year	£19,140

Part A: Pupil premium strategy plan

Statement of intent

Our rationale

At Hurstmere School we aim to diminish the barriers that may be in the way for our boys ensuring that all boys regardless of their situation, have the opportunity to make excellent progress and succeed. Our structure allows us to have a personalised provision that is not only linked to aspects of achievement in the classroom, but also attendance, aspiration and wider experiences. We therefore use the PPG strategically to support disadvantaged pupils to ensure that they 'believe and achieve.' However, through our provision we aim to help broaden the support we offer to other groups of pupils where appropriate. For 2021/2022 **12.3%** of our pupils receive PPG funding.

Our approach to improving the outcomes for our disadvantaged pupils is firmly based on the most up to date and effective research. At Hurstmere, we use the guidance from the EEF, including

- *Using pupil premium funding effectively*

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

- *The Teaching and Learning Toolkit*

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>

We also use guidance from the strategy contained in the book. *Addressing Educational Disadvantage in schools and colleges, The Essex Way*, based on an 18-month project with 14 schools in Essex.

Much of the research is based on and dovetails with the EEF guidance. The overarching approach to tackling disadvantage in schools is,

Respect ● Teamwork ● Resilience ● Ambition ● Integrity ● Leadership ● Self-Belief



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“The foundation of an effective approach to addressing disadvantage is that a school’s strategy should focus on the impact of socioeconomic disadvantage on learning. It should focus relentlessly on addressing this”

Rowland. M ed. (2021) *Addressing Educational Disadvantage in Schools and Colleges, The Essex Way*. John Catt Publication

This project also produced several recommendations on addressing disadvantage, many of which we incorporate in our own.

1. Address school culture and expectations.
2. Have a robust assessment of pupil need.
3. Identify the impact of disadvantage on learning in the classroom.
4. Adopt a tiered approach to Teaching and Learning, Academic intervention and Wider approaches based squarely on pupil need, not labels.
5. Evaluation is based on understanding what has worked, not attempting to ‘prove’ something has worked and viewing all approaches through the lens of disadvantaged pupils

Specific research is referenced next to our planned interventions for this academic year.

Intended outcomes

This explains the main outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved, including key performance indicators at the end of each academic year where appropriate.

Intended outcome	Success criteria
Improved attainment and progress for disadvantaged pupils across the curriculum at the end of KS4	2021/22 - outcomes for disadvantaged pupils have narrowed between disadvantaged and non-disadvantaged pupils compared with 2019 KS4 results. Disadvantaged pupils are engaged in a range of positive interventions. 2022/23 - outcomes have continued to narrow and there is only a small gap between disadvantaged and non-disadvantaged pupils 2023/24 - KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their peers and no/negligible gap exists in their progress and attainment
Improved reading ages and abilities for	2021/22 regular testing and analysis of reading comprehension embedded for disadvantaged pupils and strategies for improving reading ages rolled out across KS3. These strategies are starting



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<p>disadvantaged pupils in KS3.</p>	<p>to narrow gap between disadvantaged and non-disadvantaged pupils.</p> <p>2022/23 regular testing and analysis continues and whole school interventions and the reading strategy are having a positive impact on reading ages and abilities for KS3 pupils. The gap between disadvantaged and non-disadvantaged pupils continues to narrow</p> <p>2023/24 Improved reading ages and abilities evident for disadvantaged pupils with no/negligible gap between disadvantaged pupils and their peers.</p>
<p>Improving the metacognition and self-regulation skills of disadvantaged pupils in all year groups.</p>	<p>Disadvantaged pupils understand what is meant by metacognition and self-regulation and demonstrate increased levels of resilience and regulation in their own learning.</p> <p>They can apply metacognition and self-regulation skills in their subject.</p>
<p>To achieve and sustain positive attitudes towards life, school and self, amongst disadvantaged pupils so they develop into happy and resilient young adults, ready to face life's challenges and be successful.</p>	<p>Disadvantaged pupils display positive attitudes towards school through</p> <ul style="list-style-type: none"> - Pupil and parent voice - Engagement and achievement in lessons - Increased engagement in extracurricular activities. - Post 16 destination data so no pupil is classified as NEET.
<p>To improve the attendance of disadvantaged pupils so they learn more, know more and achieve well.</p>	<p>2021/22 - Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed over the course of the year.</p> <p>2022/23 - Attendance interventions are firmly embedded, and gap continues to close.</p> <p>2023/24 - Attendance for disadvantaged pupils is in line with their peers.</p>



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Challenges

At Hurstmere School we firmly believe in a personalised approach to be able to meet the needs of our disadvantaged pupils. We therefore conduct start of year interviews with all our Pupil Premium eligible pupils with the sole aim to establish their challenges that may prevent them from reaching their potential. This also provides us with an opportunity to check in on them and discuss how they have settled into the new year.

From this point we analyse the findings and look to address the needs that are raised with whole school, small group and individual support initiatives.

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

Challenge code	Detail of challenge
C1	Special Educational Needs
C2	Low aspirations especially for the most able pupils
C3	Low levels of family stability
C4	Location - transport to and from additional interventions and extra-curricular activities
C5	Access to ICT within the home
C6	Reduced capacity within the home to broaden their child's life experiences offering music lessons, trips outside of the local environment etc
C7	Reduced capacity to complete homework/revision within the home
C8	Low literacy/numeracy levels (also see Catch up (Build-Up) funding document) as identified by an analysis of their CATs data.
C9	Historic attendance issues and poor punctuality, much of which is parentally condoned
C10	Lack of support/capacity for mental, emotional and social development
C11	Lack of Higher Education experience amongst some parents
C12	High levels of anxiety especially in relation to exams/assessment
C13	A lack of opportunities or motivation to participate in enrichment/co-curriculum activities (inside and/ or outside of the school)

Planned activities for 2021/2022 with intended outcomes

Key: RA = Raising Achievement WD = Wider Development

Respect ● Teamwork ● Resilience ● Ambition ● Integrity ● Leadership ● Self-Belief



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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,000

Activity	Action and evidence base	Intended Impact/Outcome	Challenge number(s) addressed
<p>Raising Standards Leads x 5</p> <p>RA/ WD</p>	<p>RSL to take strategic oversight of the pupil premium pupils within their year group, meeting with them on a termly basis, offering mentoring style conversations focusing on academic progress, personal development, the identification of attainment barriers and seeking appropriate support.</p>	<p>Disadvantaged pupils progress will be in line with their peers. Attendance is above national average, and they feel happy and safe in their environment.</p>	<p>C1>C12</p>
<p>Inclusion Team (including DSL, Inclusion Manager and Support Staff)</p> <p>RA/WD</p>	<p>DSL – where safeguarding concerns are raised, the DSL will ensure that the pupil will receive the necessary support in a timely manner so that their progress is not adversely hindered.</p> <p>Inclusion Manager – The inclusion manager will oversee inclusive support strategies aimed at reengaging disaffected pupils or those with significant behavioural challenges. These programmes are bespoke in nature and aimed at reengaging pupils in their mainstream curriculum as soon as possible.</p> <p>EEF reports that behaviour interventions of this nature can have a moderate impact for a minimal cost</p>	<p>Pupils who have been referred to Safeguarding are assessed, and the appropriate interventions are put in place to help support that pupil. The aim is to provide continuity of education for those pupils enabling them to progress.</p> <p>Help support the pupils who have been identified as requiring support to enable them to reengage in their mainstream lessons</p>	<p>C1>C12</p>



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	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>through building confidence, providing self-regulation strategies and better resilience to setbacks.</p>	
<p>Quality first teaching for disadvantaged pupils</p> <p>RA</p>	<p>The biggest influence on attainment and progress of PP pupils is the quality of education they receive. Quality first teaching for PP pupils is a strategic priority.</p> <p>Teachers will know their PP pupils, clearly identified on the seating plans, with a strategic rationale for why they are position where they are.</p> <p>PP need more regular feedback both in lesson and in their books. Regular checking in on PP pupils in lessons is a core expectation, as is giving them greater and more detailed feedback on their work, this can be verbal, peer or written. The EEF cites feedback as one of the most effective interventions for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p><i>Teachers and other staff should have a shared understanding of the components of inclusive quality first teaching, specific to their subject and phase. Subject and phase leaders should ensure that their daily practice and that of the teachers in their teams is inclusive and high quality for all. There should be memorable learning experiences in which all pupils,</i></p>	<p>Improved progress and attainment for PP pupils closing the attainment gap between them and their peers.</p>	<p>C1>C12</p>



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	<i>particularly the disadvantaged, are expected and encouraged to participate” (Rowland 2021 p.32)</i>		
Use of LSAs in classrooms to support disadvantaged pupils - especially in English and maths RA	<p>Learning Support Assistants to support PP pupils in addition to their designated statemented pupils to improve outcomes</p> <p>Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. See the EEF guide on making the best use of Teaching Assistants</p> <p>EEF guidance - TAs</p>	<p>To provide additional support to disadvantaged pupils within curriculum areas which should have a positive impact on results. (RA)</p> <p>Improved outcomes for PP pupils in English and maths</p>	C1, C2, C3, C5, C7, 8, C10, C12
Librarian RA/WD	<p>Supports the reading schemes and other interventions to include PP pupils and other pupils who are underperforming. The librarian manager also runs the librarian and provides a location for more vulnerable pupils outside of lesson time.</p>	<p>To improve literacy levels and encourage reading at school and at home. Ensure that all pupils have access to the same reading materials and resources, so PP pupils are not disadvantaged and continue to make good levels of progress</p>	C1, C5, C6, C8, C9

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

Budgeted cost: £33,269

Activity	Action	Intended Impact/Outcome	Challenge number(s) addressed
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<p>Build Up programme – in conjunction with Pupil Premium Funding.</p> <p>RA</p>	<p>Year 7 and 8 PP pupils to engage in weekly small group intervention led by Hurstmere teachers. PP pupils selected based on school data to close gaps in their attainment, to ensure they are making progress in line with their peers.</p> <p>Intervention will initially take place in the following subjects.</p> <p>Maths Intervention</p> <p>English Intervention</p> <p>Science Intervention</p> <p>EEF research indicates small group intervention, particularly for low attaining pupils can have an impact on progress and attainment</p> <p>EEF guidance - Small group tuition</p>	<p>Gaps in English, Maths and Science between PP pupils and their peers will close</p>	<p>C1-C12</p>
<p>Build up programme – PP mentoring from Raising Standards Leads and other staff</p> <p>RA & WD</p>	<p>RSLs in year 9 and 11, inclusion team and other key staff, undertake structured mentoring with key PP pupils. Through this process they identify barriers to learning and foster a positive, supportive partnership to school and their learning.</p> <p>Although the EEF reports only a small positive impact of mentoring overall, it can have</p>	<p>PP pupils being mentored display positive attitudes to school, make expected progress or better in their subjects and play a full part in the life of the school</p>	<p>C1-C12</p>



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	<p>a greater impact with disadvantaged pupils, and those that show low engagement with school.</p> <p>EEF guidance - mentoring</p> <p>Mentoring has more of an effect when it is about building relationships and trusts and The Essex Way makes relationships a core element of their strategy.</p> <p><i>'To be successful, disadvantaged pupils will need to feel like they belong in our schools and our classrooms' (Rowland 2021 p.45)</i></p>		
<p>Hands On Programme</p> <p>RA &WD</p>	<p>Yr. 7 RSL leads program of alternative provision for 10-12 pupils in year 7, delivered by Hurstmere staff. Staff will deliver hand on practical sessions in a range of subjects including,</p> <p>Mechanics</p> <p>Plumbing/gardening</p> <p>Carpentry</p> <p>Science experiments</p> <p>Psychology</p> <p>Music</p> <p>Duke of Edinburgh activities</p> <p>First Aid/life skills</p> <p>Cultural capital</p>	<p>To engage/reengage pupils with school and provide a range of activities they would not normally have access to, to inspire and engage pupils with education. PP pupils in the programme will show positive attitudes towards the programme and school more widely</p>	<p>C2, C6, C8, C9, C11, C12</p>



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	This is aimed at increasing engagement with school and developing skills for life.		
Revision sessions and other interventions run throughout the year, including after school and Easter holiday sessions and early morning pre-exam sessions. RA	To hold revision for targeted PP pupils to help improve levels of attainment. Early morning pre-exam revision with breakfast to specifically target PP pupils. EEF research indicates small group intervention, particularly for low attaining pupils can have an impact on progress and attainment EEF guidance - small group tuition	Improved attainment for PP pupils and other targeted groups through focused intervention.	C1, C2, C4, C5, C7, C8, C10 C12
Chromebooks for all Year 7 PP pupils if required	All year 7 PP pupils provided with Chromebook to help pupils access learning activities and opportunities inside and outside the classroom.	Improve levels of homework completion, make good progress and improve levels of attainment. RA	C2, C3, C5, C7, C8, C12
Chromebooks for PP pupils in year 11 if required RA	Pupils in year 11 who identify access to a computer as a barrier to revision, will be loaned a Chromebook for the year.	Help pupils complete work both within the school and at home. This will aid revision and other online materials needed to be successful	C2, C3, C5, C7, C8, C12
Metacognition and self-regulation – inc. study skills workshops	Teaching of metacognition and self-regulation to pupils can have a large impact on learning. All pupils will receive workshops in study skills, metacognition, and self-regulation.	Improved confidence	C2, C4, C5, C6, C7, C9, C11, C12



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<p>RA</p>	<p>EEF guidance report - Metacognition and Self Regulation</p> <p>The aim is to provide the pupils with guidance and strategies that are proven to work in helping pupils achieve their potential. For so many pupils, the exams are hard to navigate, and this session will help alleviate some of those concerns.</p>	<p>Improved knowledge and understanding on how to be successful in exams and assessments</p>	
<p>1 to 1 tuition- through existing contacts to support English and maths progress</p> <p>RA</p>	<p>Selected pupils provided with tutors either 1-2-1 or in small groups to enhance understanding and application and prepare for examinations. This will help pupils catch up lost learning through being in lockdown.</p> <p>One to one tuition can be very effective in raising attainment and progress as cited by the EEF</p> <p>EEF guidance - one to one tuition</p> <p><i>“One-to-one and small group tuition has a good evidence base when used carefully” (Rowland 2021 p.85)</i></p>	<p>To boost confidence within the core subjects and lead to higher outcomes for pupils who are borderline 4+ and 5+ for English and/or Maths.</p>	<p>C2, C3, C4, C5, C6, C8, C12</p>
<p>Success Lounge for pupils in year 7, 8, 9 and 10. Three sessions per week are offered after school between 3.20 –</p>	<p>Year 7, 8, 9 and 10 pupils encouraged to attend success lounge, where they can complete work with the support of a teaching assistant</p>	<p>Help pupils improve learning and to supply a safe environment for pupils to work after school hours. (RA)</p>	<p>C1, C2, C3, C5, C7, C8, C10, C12</p>



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<p>4pm, focusing on literacy and numeracy catch up / support with homework.</p> <p>RA</p>			
<p>Literacy Interventions including accelerated reader, literacy planet and bedrock learning</p> <p>Bedrock learning to be offered at tutor time for pupils</p> <p>RA</p>	<p>To ensure that all PP pupils in year 7 and targeted PP pupils in year 8 access the programme to improve their reading ages (where applicable)</p> <p>To offer additional literacy support to the weakest year 7 pupils to boost their basic reading ability and comprehension</p> <p>These interventions are part of the wider whole school approach to reading. A focus on reading is highlighted in the EEF literacy report.</p> <p>EEF guidance report - Improving literacy in secondary schools</p>	<p>To improve PP pupils reading ages so they are in line with their chronological age.</p> <p>To improve the reading ages of pupils with the lowest reading ages to ensure they can access more of the curriculum, raising their levels of attainment.</p>	<p>C1, C2, C3, C5, C7, C8, C10, C12</p>

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

Budgeted cost: £24,946

In this section, wider approaches are included as part of the tiered approach recommended in both evidence bases listed above. These strategies fall under the scope of pastoral care. *'Strong pastoral care is a foundation of a successful strategy to address disadvantage'* (Rowland 2021 p. 87)



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Activity	Action	Intended Impact/Outcome	Challenge number(s) addressed
Parental /carer coffee mornings WD	PBR/JLR and RSL to meet with parents of PP parents in year 7 early in academic year to foster positive home school relations and use parent voice to identify barriers which can be addressed early in school experience. EEF guidance report - supporting parents	Parents of PP pupils view school positively, barriers to success are identified early and acted upon by PP team.	C1>C12
Motivational Initiative - Year 11 RA & WD	This is a 10-week programme for 18 targeted year 11 pupils that may have low self-esteem, poor attendance, challenging behaviour etc. They will receive 1-2-1 guidance, coaching and mentoring as well as bespoke career guidance. This programme is based on internal competition that will add to its value and purpose.	Improved attendance Improved focus and effort in lessons Improved attainment and GCSE outcomes Post 16 destinations secure resulting in no NEETs	C2, C4, C5, C6, C7, C9, C11, C12
Recharge Motivational Sessions RA & WD	Selected pupils will participate in motivational workshops facilitated by Recharge. Pupils will participate in a series of interactive sessions focusing on setting goals, exercise and the importance of healthy living, motivational speakers and nutritional advice and guidance.	Raising aspirations Improved motivation and determination Improved attainment and GCSE outcomes Post 16 destinations become a reality	C2, C4, C5, C6, C7, C9, C11, C12



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<p>Attendance and Welfare Officer</p> <p>RA/WD</p>	<p>To track attendance of PP pupils and other vulnerable groups and to coordinate interventions alongside the behaviour support mentors, RSLs, senior leaders and outside agencies. This will include, parental meetings, and home visits where applicable</p>	<p>Increased rates of attendance for PP pupils to at least 95%</p>	<p>C3, C4, C9, C10, C12</p>
<p>Alternative provision</p> <p>RA/WD</p>	<p>To provide a placement at an external school for PP pupils at risk of permanent exclusion or if it is collectively agreed by all stakeholders that the pupil needs a new educational setting.</p>	<p>To help those pupils who would otherwise struggle at mainstream schools</p>	<p>C3, C6, C8, C9, C10</p>
<p>Pupil Well-being</p> <p>School trips</p> <p>RA/WD</p>	<p>Support for curriculum resources and equipment.</p> <p>Extra-Curricular Activities</p> <p>Uniform</p> <p>Books/ revision materials</p> <p>Club memberships etc</p> <p>Please note, this is on a case-by-case basis depending on year, programme of study and level of need.</p> <p>Specific GCSE educational trips aimed at raising aspirations of PP and contributing to their academic success.</p>	<p>Increase motivation of all pupils including PP, improving their drive and desire to achieve well and be successful and to avoid pupils being penalised if their families cannot afford certain resources. (RA/WD)</p> <p>To ensure that pupils can take part in all activities and ensure PP pupils are not disadvantaged and that their aspirations are raised</p>	<p>C1, C2, C4, C5, C6, C11</p> <p>C2, C6, C9, C11</p>
<p>Attendance - Breakfast Club from 8am - 8.30 am</p>	<p>To offer a hot drink and either cereal or bacon/sausage bap to ensure that disadvantaged pupils</p>	<p>To ensure that disadvantaged pupils start their day by eating breakfast.</p>	<p>C9</p>



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RA/WD	<p>start their learning having had something to eat.</p> <p>Those PP pupils who used the service in 2020-2021 will be given the provision from September</p>	<p>To improve attendance of disadvantaged pupils by offering something to eat in the mornings before lessons</p>	
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Total budgeted cost: £121, 185]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 11

Since 2019 disadvantaged pupils the P8 score for disadvantaged pupils has improved, year on year. Although in 2020 we were faced with the TAG process to be succeeded with the CAG method of awarding grades, our disadvantaged achieved a p8 score of -0.35 and -0.25 respectively. Considering that the school was closed for a few months, the pupils persevered and achieved. Through the support they received to get them through the CAG process, all of our disadvantaged pupils went on to their post 16 destinations. The primary destinations included:

- Blacken School for Girls
- North West Kent College
- Beths Grammar School
- Chislehurst & Sidcup Grammar School
- Bexley College
- Bomley College

Attainment and Progress Summary 2021 (based on CAG data submitted and agreed)

Attainment/Progress 8 Summary

Measure	Disadvantaged		Non-disadvantaged	
	Total	%	Total	%
Average Total Attainment 8	44.97		51.69	
Average Total Progress 8	-0.25		0.2	
Positive Progress 8				
Measure	Total	%	Total	%



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Pupils achieving a Positive Overall Progress 8 score	11	37.9	98	60.1
Students Achieving 9-7 in English and Maths	3	10	22	13.2
Students Achieving 9-7 in English	5	16.7	30	18
Students Achieving 9-7 in Maths	4	13.3	43	25.7
Students Achieving 9-5 in English and Maths	10	33.3	104	62.3
Students Achieving 9-5 in English	15	50	117	70.1
Students Achieving 9-5 in Maths	18	60	113	67.7
Students Achieving 9-4 in English and Maths	19	63.3	125	74.9
Students Achieving 9-4 in English	21	70	144	86.2
Students Achieving 9-4 in Maths	22	73.3	127	76

Attainment/Progress 8 - English

Measure	Total	%	Total	%
Average English Attainment 8	9.27		10.53	
Average English Progress 8	-0.33		0.1	

Attainment/Progress 8 - Maths

Measure	Total	%	Total	%
Average Maths Attainment 8	9.07		10.17	
Average Maths Progress 8	0.01		0.32	

Attainment/Progress 8 - EBacc

Measure	Total	%	Total	%
Average EBacc Attainment 8	13.6		15.48	
Average EBacc Progress 8	0.02		0.37	

Attainment/Progress 8 - Open

Measure	Total	%	Total	%
Average Open Attainment 8	13.03		15.51	
Average Open Progress 8	-0.63		-0.02	

Subject Analysis

Disadvantaged pupils outperformed their peers in the following subjects:

- French
- Media
- Music NCEF

In July 2021 all the disadvantaged pupils were asked to complete a questionnaire to gauge their experiences over the past year. This survey helped to build a picture of their thoughts and feelings, and this was used to help create the spending plan for 2021/2022.

One of the key resources that we invested in was the new Inclusion Hub. By converting a large classroom into a bespoke provision based on The newly created Inclusion Hub for 2021/22 will be multi-faceted in its use and will see the introduction of two separate areas: Personalised Learning Zone and the Reflection

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Zone. Both areas will support pupils with their emotional wellbeing and their behaviour choices but will offer different intervention within the Hub. In keeping with the school's vision of 'Believe and Achieve' and 'R-Trails, the provision will be an intervention to help pupils reflect on their emotional wellbeing or behaviour choices through reflective practice, combined with a mentoring approach. The ethos of the provision is to support pupils in recognising and understanding their emotional wellbeing and / or behaviour choices and explore new, preferred ways of addressing future situations. It is also an opportunity for the school to offer pupils an alternative educational provision more suited to their individual needs.

Funding from the Pupil Premium grant was allocated to help fund the redevelopment and ensure that we are able to more effectively meet the needs of our pupils.

Externally provided programmes

Programme	Provider
My Tutors	National Tutoring Service