

# Pupil Premium Strategy Statement

This statement details our school's use of 'pupil premium' funding (and 'recovery premium' funding for the 2021-2022 academic year), to help improve provision and outcomes for our disadvantaged students.

The statement 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 (where measurable).

## School Overview

Detail	Data
School name	Anthony Gell School
Number of pupils in school (7-11)	690
Proportion (%) of pupil premium eligible students	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	31.12.21
Date on which it will be reviewed	June 27 <sup>th</sup> 2022
Statement authorised by	Headteacher
Pupil premium lead	Paul Lovatt
Governor / Trustee lead	Caroline Mcleod

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
Recovery premium funding allocation this academic year	£20,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,890

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

*All students should be entitled to achieve their potential in order to access successful transitions and, eventually, be able to contribute in the workplace and be part of the communities they live within.*

*Students from disadvantaged backgrounds, irrespective of ability, should be given the resources to be able to become successful, confident learners with good school attendance who are proud of their achievements. As a result of this aim, school systems including behaviour for learning, safeguarding, teaching and learning and attendance should be well resourced to allow timely interventions, along with targeted classroom support, to better ensure students remain engaged and positive about their learning.*

*To facilitate this, resources to promote and support high levels of attendance are key; research shows that where attendance falls below 95%, student achievement falls correspondingly, and our pastoral and well-being teams must be able to respond to concerns in a timely manner. Focusing on first-day response to absence and engaging with parents to encourage positive change to attendance are important factors in achieving success and is a priority for our school.*

*Pedagogical and quality-first teaching approaches recognise the need to adapt teaching and learning practices and modify the curriculum for individual learner needs. It is clear, from prior attainment data, that many of our disadvantaged students have more complex needs, including SEND characteristics, and are more likely to start school with low prior attainment (LPA). Using our Continuing Professional Development programme for staff to help embed the learning sciences and provide specific training will better allow our teachers and support staff to better meet the needs of individual students in each learning space. Our staff training programme is ongoing, with current emphasis being placed on areas such as retrieval, interleaving and dual-coding, to better assist learning.*

*The negative impact of national COVID-19 lockdowns on the acquisition of basic literacy and numeracy skills can be seen in the reading and numeracy data collected from Key Stage 2 and in our own baseline data. Our work must support the acquisition of these skills to help reduce gaps. Diagnostic testing and evaluative tools will continue to be used to help measure impact of our interventions and guide future practice.*

*The use of COVID-19 catch-up funding has been utilised to ensure students are able to access learning and manage their workload, both at home as well as at school. The catch-up funding will be continued to be directed in such a manner as to better ensure learning and engagement gaps narrow. Improved outcomes for all our children, but particularly the disadvantaged cohort, will be one of the measures we use to assess the use of this funding.*

# Challenges

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

Challenge number	Detail of challenge																													
1	<p>The reading age of disadvantaged students, determined by 'Accelerated Reader' lags behind other students on entry. The average reading age, on entry, of disadvantaged students is currently 10yrs and 10 months, compared to 12yrs and 3mths for other students in the school. The average reading age gap, on entry, is, therefore, 17 months and this does not narrow sufficiently with time in Key Stage 3. A smaller number of disadvantaged students experience persistently low reading ages and these students struggle to access the curriculum without significant intervention. Reading presents a barrier to learning across the curriculum where low reading age persists. Reading comprehension approaches are cited as one of the two most significant interventions likely to reduce the performance gaps, equating to 6 months of learning (Education Endowment Foundation)</p>																													
2	<p>The maths ability of the disadvantaged cohort lags behind that of their peers. On entry, Key Stage 3 target grade distribution in Maths shows that half of the disadvantaged cohort is below the national standard compared to 1 in 12 in the national 'other' (non-disadvantaged) cohort. For comparison, those in the middle target and upper target bands are shown below:</p> <table border="1" data-bbox="432 1050 1342 1330"> <thead> <tr> <th colspan="5">Target Grade Distribution by Academic Band</th> </tr> <tr> <th rowspan="2">Band</th> <th colspan="2">Disadvantaged Students</th> <th colspan="2">Other Students</th> </tr> <tr> <th>Number</th> <th>% in band</th> <th>Number</th> <th>% in band</th> </tr> </thead> <tbody> <tr> <td>Low (Grades 1-3)</td> <td>17</td> <td>52</td> <td>8</td> <td>9</td> </tr> <tr> <td>Medium (grades 4-5)</td> <td>6</td> <td>18</td> <td>34</td> <td>36</td> </tr> <tr> <td>High (grades 6-9)</td> <td>10</td> <td>30</td> <td>52</td> <td>55</td> </tr> </tbody> </table>	Target Grade Distribution by Academic Band					Band	Disadvantaged Students		Other Students		Number	% in band	Number	% in band	Low (Grades 1-3)	17	52	8	9	Medium (grades 4-5)	6	18	34	36	High (grades 6-9)	10	30	52	55
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3	<p>Attendance gaps exist for the disadvantaged cohort when compared to other students. In 2020 - 2021, the overall attendance rate of disadvantaged students was 7% lower than other students. The percentage of disadvantaged students defined as 'persistent absentees' was 26% (current Years 8-11) in term 1, but this had increased to 38% in term 2. This is significantly above the persistent absentee rate for 'other' students. The outcomes of disadvantaged students lag behind that of 'other' students and attendance is cited as a significant barrier to achievement by the Education Endowment Foundation</p> <p><i>*N.B. Caution should be exercised in use of attendance figures gathered through periods of lockdown</i></p>																													
4	<p>The incidences of negative behaviour for students in the disadvantaged cohort are greater than in the non-disadvantaged cohort by a factor of 5:1. Equally, disadvantaged students are less likely to be rewarded for positive behaviour and engagement (50% less likely to receive positive points). The use of pastoral support for individual students and families is a key part of the delivery of the pupil premium fund through the use of the pastoral and welfare team.</p>																													
5	<p>Student engagement and, consequently, outcomes of disadvantaged students can be lower as indicated by external exam results and behaviour incidences. Metacognition practices are identified by the Education and Endowment</p>																													

Challenge number	Detail of challenge
	<i>Foundation as high impact for low cost. The school is currently supporting the development of 'learning to learn' and quality-first teaching strategies across the curriculum to allow for improved self-regulation.</i>

## 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
<i>Improved reading and comprehension across the curriculum as a result of the implementation of 'Accelerated Reader' and the reading hour in English lessons, the Sixth Form 'buddy readers' programme and during tutor time.</i>	Accelerated reader will show a narrowing of the gap in improvements in the reading age scores, for pupils in Key Stage 3. The reading age of disadvantaged students improves and the gap to the age-appropriate reading age narrows each year of the programme for this cohort. 1:1 reading interventions, carried out by Learning Mentors and Teaching Assistants, show high levels of engagement - as measured by attendance at sessions and student voice surveys. Skills audits identify gaps in learning and how these change over time. We will aim for a reading age gap of less than 1 year by the end of a student's time in Year 9.
<i>Numeracy interventions show a sustained improvement of acquisition of maths skills, leading to improved assessment outcomes for disadvantaged students.</i>	The 'Progress 8' gap in Maths GCSE outcomes narrows to better than national. In 2019, the percentage of grade 4 GCSE attainment nationally in Maths for disadvantaged students was approximately 50% compared to 70% for other students. The target for AGS is that disadvantaged students achieve at least 55% grade 4 or above in GCSE Maths. Maths intervention, including the use of a learning mentor, shows high levels of engagement as measured by attendance at sessions and student voice surveys. Skills audits identify gaps in learning and how these change over time.
<i>Attendance of the disadvantaged cohort improves and is sustained through the period of this plan.</i>	Attendance of 'other' students is above 95% and the attendance of the disadvantaged cohort improves to 90% or above. Persistent absentee (PA) rates for disadvantaged students improves to not in excess of 20% (at <= 90% attendance threshold) N.B. the national PA figure for disadvantaged students in 2018-19 was 24.7%
<i>Behaviour for learning and behaviour management systems will show high levels of contact and resource allocation (including family of schools worker) directed to disadvantaged students and their families.</i>	Improving 'behaviour' will indicate that disadvantaged students are equally likely to achieve positive behaviour points (1:1 ratio) and are less likely to be awarded negative behaviour points (target area of approximately 2:1 ratio (currently 5:1 ratio), disadvantaged compared to non-disadvantaged students). Soft data will show high rates of contact with the families of disadvantaged students including number of meetings, involvement of early help interventions and student voice.

Intended outcome	Success criteria
<i>Metacognition and improved self-regulation will show improving confidence in all learners but specifically in the disadvantaged cohort with and engagement rates in classroom learning.</i>	Consideration and training around the learning sciences including: retrieval, interleaving, spaced practice and dual-coding, exemplify the intended direction of teaching and learning within the curriculum. Such strategies intend to better embed learning, leading to long-term improvements in knowledge acquisition and deeper learning. Outcomes will be measurable in the Quality Assurance process, altered Schemes of Work, progress data, along with student and staff voice activities.

## 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: N/A

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Strategies to support metacognition. This is embedded into our CPD programme.</i></p> <p><i>Autumn Term 2021 CPD extending into the Spring Term will focus on introducing these strategies and then embedding them into schemes of work. The Quality Assurance process, along with the work of the school improvement partner, will allow the evaluation of these pedagogical practices.</i></p>	<p><a href="#">EEF - metacognition</a> EEF consider this to be one of the most important interventions in developing self-aware and reflective learners. Our CPD programme is designed to utilise the Learning Sciences to better enable students to learn knowledge through retrieval and interleaving practices. Spaced practice and dual-coding are considered important tools to deepen knowledge and to create learners who are more flexible in the digital workplace: <a href="https://www.oecd.org/site/educeri21st/40554221.pdf">https://www.oecd.org/site/educeri21st/40554221.pdf</a></p> <p>Current curriculum review aims to embed this range of approaches into classroom practice through shared resources and consistent schemes of work.</p>	5, 4,
<p><i>Use of Accelerated Reader for diagnostic testing – delivered through the English curriculum The strategy will be to improve consistency of delivery of this tool to ensure equitable opportunities. Along with encouraging reading for pleasure and increase access to</i></p>	<p><a href="#">EEF Reading Comprehension Strategies</a> Literacy remains one of the most significant barriers to learning in the school curriculum. Accelerated Reader aims to “create personalised goals around comprehension, engaged reading time, and students’ reading levels to keep them on the path to future success.” <a href="https://www.renaissance.com/products/ac">https://www.renaissance.com/products/ac</a></p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>literature, the outcomes then inform the work of the learning mentor (literacy), Along with teaching staff, reading ages will then allow the appropriate differentiation of resources to enable all students, including disadvantaged students, to access appropriate learning</i></p>	<p><a href="https://p.widencdn.net/ipvvlr/R58148">celerated-reader/explore/</a> The use of the reading hour in our English curriculum (Key Stage 3), along with weekly reading time in tutor time (Fridays) intends to embed a 'best practice' model of implementation, which, research shows, adds significant value to ability to read and improve comprehension <a href="https://p.widencdn.net/ipvvlr/R58148">https://p.widencdn.net/ipvvlr/R58148</a></p>	
<p><i>Faculty/subject 'pupil premium first' practices across all Key Stages. Prioritising disadvantaged students first through a range of teaching and learning practices and classroom organisation. This involves the consistent identification of disadvantaged students in classrooms and the implementation of additionality, whether in terms of time to work with students or to provide feedback in learning in order to bring about success.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Employing a range of teaching and learning strategies to include adjustments of seating plans, feedback of learning in lessons, targeted questioning, 1:1 intervention in lessons including work with learning mentors, small group work, and provision of paid for resources to support learning from home. These strategies are indicated by EEF as having moderate to high impact when delivered consistently across the curriculum.</p>	5, 4, 3

## Targeted Academic Support (Learning Mentors: literacy and numeracy)

Budgeted cost: £51,894 Catch-up funding £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Mentor support for literacy &amp; numeracy interventions.</i></p> <p><i>Learning Mentors will use performance/progress data (using software such as SISRA), along with 'soft' data from classroom learning to identify key cohorts for intervention. Employing either small group work or one to one tuition, the learning mentors will work to improve targeted areas as identified in skills audits. Cross-phase working with partner</i></p>	<p>KS3 and KS4 small group and 1:1 interventions to support improved literacy. <a href="#">EEF One to One Tuition</a> are considered high impact for moderate cost particularly when these are in addition to the normal teaching delivery model. Such interventions intend to identify learning gaps and to give individualised instruction to improve basic numeracy and literacy skills.</p> <p>Small group interventions are also identified as having a moderate impact. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind,</p>	1, 2, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>primary schools, along with working across all subjects to improve literacy and numeracy, including the use of tutor time, aims to improve basic skills and close gaps, particularly those which widened during COVID.</i>	but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <a href="#">EEF Small Group Tuition</a>	
<i>Catch-up funding</i>	The provision of laptops to support learning - both in terms of learning through lockdown but also to complete on-going assessments and learning tasks. <a href="#">Ofsted - how are schools spending the money?</a> The use of catch-up mentors in literacy and numeracy to support the work of the learning mentors is recognised as additionality and the EEF states this is high to moderate impact for moderate cost. Strategies use specific interventions such as 'inference training' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	5, 4, 1

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

Budgeted cost: £ 67,000 (attendance & behaviour), £8,000 (access to relevant training & equipment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contingency fund to support engagement and attainment. Requests are made by staff to bid for monies to support the delivery of the curriculum and wider school opportunities along with well-being resources</i>	This fund ensures that students from disadvantaged backgrounds can access all aspects of the curriculum, including enrichment opportunities (cultural capital).	4, 5,
<i>Attendance monitoring through the deployment of the Pastoral Managers</i>  <i>The Pastoral Managers, along with the tutor system, delivers first day response and longer-term interventions to improve student attendance. The</i>	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  There is a clear link between school attendance, attainment and examination	3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>response requires consistent communication and delivery of support to students and families to break the cycle of absence which is greater in the disadvantaged cohort than national 'others'</i>	outcomes. <a href="#">The Key - report on attendance and attainment</a>	
<i>Behaviour for learning management through the Pastoral Managers. The delivery of behaviour interventions with students and their families who display higher level and persistent behaviour concern. The development of House Identify and School Ethos to celebrate positive behaviour alongside the above.</i>	<a href="#">EEF Behaviour interventions</a> Behaviour interventions are seen as having moderate impacts. More specialised programmes targeting students with specific behavioural issues may improve student behaviour.  Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning	4, 3
<i>Deployment of the Family of Schools Worker to work with the families of vulnerable students to improve engagement</i>	Early intervention services directed toward families with more complex needs can benefit the child at school by providing support for the family including behaviour management, safeguarding, family communication and accessing basic multi-agency services.	3,4,5

**Total budgeted cost: £ 180,894**



## 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 students in the 2020-2021 academic year.

#### **Assessment data analysis:**

*Internal assessments leading to the generation of Teacher Assessed Grades (TAGs) for students at the end of Year 11 in 2021, show that the proportion of students achieving grade 4+ in English and Maths (EM4+) had improved to 54% from 30% in the last external exams in 2019. This figure is below the level awarded to the proportion of all students achieving these grades nationally (84%). Internal data (collected Autumn term 2021) suggests that the attainment (EM4+) of current exam groups is 50% (compared to 84% for the non-disadvantaged group) and 55% and 88% respectively for current Year 10. These would represent good outcomes, relatively, for the disadvantaged cohort when compared to historic cohorts who achieved 30% in 2019 and 33% in 2018.*

#### **Literacy interventions analysis:**

*The literacy mentor supported targeted intervention with a cohort of 70 students of which the largest proportions were Year 7 and Year 11 (25 and 19 students respectively). The exit questionnaires (Year 7) showed an improvement in confidence as a result of targeted intervention on 'Point, Example, Explanation' from 4.4 (prior to intervention) to 7.1 at the end of the intervention. Year 11 were offered a series of targeted sessions to support catch-up, following return from lockdown, through an after-school revision programme. Non-disadvantaged students attended (on average 2 sessions) compared to the disadvantaged cohort who attended an average of 1 session. Of those disadvantaged students who attended a minimum of 1 session, the average number of sessions attended was 2.1 compared to 4.1 for non-disadvantaged. Accelerated reader showed an average reading age increase of 8 months across the cohort of 63 disadvantaged students in last year's (2020-21) Year 7 and Year 8. Students in Year 7 gained 6 months of reading age (comprehension and vocabulary) whilst Year 8 gained 10 months, an average of 8 months overall. This analysis shows there is impact on terms of literacy interventions but there is more capacity for further development of these programmes.*

#### **Numeracy interventions analysis:**

*Evaluations of learning mentor numeracy intervention shows high levels of positive teacher feedback relating to engagement and positive working approach e.g. 100% in Year 10 (8 students) and 80% in Key Stage 3 (37 students in total). Soft data from students include an increase in confidence in the topics they had been studying with the*

learning mentor, 1.22 increase in confidence level measured on a scale of 1 – 10, from 4.5 to 5.72. This is still some way off high levels of confidence but does signify some value added to learning. Of those who were being supported by the numeracy learning mentor, 56% showed improved outcomes in the performance data, 25% remained the same and 19% saw a fall in their progress and attainment data. The overall analysis is that positive outcomes are identifiable in both hard and soft data.

Maintaining and continuing to support the role of the Learning Mentors is a priority for the school. Identifiable gaps inhibit student progress and supporting students who need to catch-up, along with supporting students to learn key GCSE skills, ready for examination (Year 10 and 11 particularly) is vital to the success of students and their transitions post-16.

### **Attendance interventions analysis:**

Attendance through 2020-21 for the disadvantaged group was 85.4% compared to 92.1% for 'others', a gap of 6.7%. In 2019-20 the corresponding figures were 88.4% and 94.7%, a gap of 6.3%. Whilst this shows a 3% fall in the headline attendance figure for the disadvantaged group, the gap remained broadly the same when compared to 'other' students. The headline attendance for disadvantaged students is relatively similar to national for the same students (87%) <https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak> and illustrates a robust system of interventions. N.B. Given the national pandemic and the return of schools from lockdown, these figures must be considered more carefully and variations between regions and different areas are skewed as a result of local rates of COVID19 and corresponding levels of self-isolation and/or shielding.

[https://www.nfer.ac.uk/media/4060/schools\\_responses\\_to\\_covid\\_19\\_early\\_report\\_final.pdf](https://www.nfer.ac.uk/media/4060/schools_responses_to_covid_19_early_report_final.pdf)

The support of attendance systems will remain an integral part of the strategy outlined on the previous plan.

### **Behaviour analysis:**

Behaviour is complex. The analysis of behaviour points (2020-21) shows that disadvantaged students are almost 5 times more likely to gain negative behaviour points when compared to their non-disadvantaged peers. Conversely, the ratio of positive points is 1: 1.5.

14 of the 20 students with the highest number of negative behaviour points are in the disadvantaged cohort whilst comprising approximately 20% of the total school cohort (Year 7 – 11). Conversely, only 1 disadvantaged student appears in the top 20 students achieving positive points for behaviour.

Upon analysis, approximately 40% of the working hours of the Pastoral Managers are given over to working with the children and families within the disadvantaged cohort,

*particularly where attendance is poor and where SEND and other societal factors are considered.*

*Of those students with more complex needs in the school who have received additional support from the Family of Schools Worker, 14 out of 21 are from disadvantaged backgrounds.*

**N.B. Recovery Premium analysis and evaluation is contained in a separate document and is located on the school website. You can locate the document by following these links:** <https://www.anthonygell.co.uk/our-school/additional-funding/>  
<https://www.anthonygell.co.uk/wp-content/uploads/2021/12/Use-of-Catch-Up-Premium.pdf>

### ***Additional spending to support Aspiration & Engagement***

Spending to support student engagement included a wide range of activities, both within the curriculum and across a range of trips and activities. These included the purchase of ingredients for food technology lessons, materials for projects made in design and technology lessons, personal copies of texts to aid study in English, revision materials for students across the curriculum, maths equipment e.g. calculators, sports kit, music lessons, learning resources for disadvantaged students including SEND (eg. 'reader pens'), and also part-funding of end of term/academic year activities to allow disadvantaged students to attend trips with their peers.