



Pupil Premium statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Year 7-11)	697
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Malcolm Kelly - Headteacher
Pupil premium lead	Nick Watts - Deputy Headteacher
Governor / Trustee lead	Caroline Barth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,155
Recovery premium funding allocation this academic year	£39,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£194,195

Part A: Pupil premium strategy plan

Statement of intent

At Anthony Gell School, we believe all students should be entitled to achieve their potential in order to access successful transitions and enable the student to contribute to the workplace and communities in which they live in years to come.

The school supports students to make good progress and achieve high attainment across the curriculum, and if appropriate, particularly in EBacc subjects. Our focus is supporting disadvantaged students to achieve that end, including those who have already secured high levels of attainment.

We will consider the barriers vulnerable students face, such as those whose families rely on support from social workers, or those who are young carers. Our strategy aims to support their needs, irrespective of whether they are disadvantaged or not.

Excellent teaching is at the heart of our mission, and we prioritise areas in which disadvantaged students require the most support. EEF research points to this having the most significant impact on closing the disadvantage attainment gap. This approach will also mean that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy aligns with plans for education recovery following the COVID-19 pandemic, inclusive of targeted support through the National Tutoring Programme for students who have fallen behind, including non-disadvantaged students. We will take a dynamic approach, based on individual need, rooted in diagnostic assessment, which is regularly reviewed and improved.

Our strategy aims to

- create a culture where all staff take responsibility for disadvantaged students' outcomes
- equip staff with the expertise required to provide high quality teaching
- ensure our curriculum enables disadvantaged students to thrive
- to provide the support needed to enable the disadvantaged gap to close

Challenges

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

Challenge number	Detail of challenge																														
1	<p>At the start of this plan period, the reading age of disadvantaged students, determined by 'Accelerated Reader' lags other students on entry. The average reading age, on entry, of disadvantaged students is currently 10 years 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 (EEF)</p>																														
2	<p>At the start of this plan period, the maths ability of the disadvantaged cohort lags 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="343 1075 1412 1332"> <thead> <tr> <th colspan="5">Target Grade Distribution by Academic Band</th> </tr> <tr> <th></th> <th colspan="2">Disadvantaged Students</th> <th colspan="2">Other Students</th> </tr> <tr> <th>Band</th> <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						Disadvantaged Students		Other Students		Band	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. At the start of this plan, in 2021-2022, 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 that of 'other' students and attendance is cited as a significant barrier to achievement by the EEF.</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 with 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 EEF 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.</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
<p><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></p>	<p>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.</p>
<p><i>Numeracy interventions show a sustained improvement of acquisition of maths skills, leading to improved assessment outcomes for disadvantaged students.</i></p>	<p>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.</p>
<p><i>Attendance of the disadvantaged cohort improves and is sustained through the period of this plan.</i></p>	<p>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).</p>
<p><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></p>	<p>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.</p>
<p><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></p>	<p>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.</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: N/A - built into the main budget as school strategy

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support metacognition.</p> <p>Sharing of best practice embedded into our CPD programme.</p> <p>Revised QA systems mean all forms of QA focus on Pupil Premium students.</p> <p>Autumn review of provision by School Improvement Partner (Link Advisor).</p> <p>Autumn Term 2022 CPD focussed on SEND students with re-visits planned for the Spring Term inclusive of ongoing curriculum review.</p>	<p>EEF - metacognition 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: https://www.oecd.org/site/educeri21st/40554221.pdf</p> <p>Current curriculum review aims to embed this range of approaches into classroom practice through shared resources and consistent schemes of work.</p>	<p>5, 4</p>
<p>Use of Accelerated Reader</p> <p>Diagnostic testing continues to be delivered through the English curriculum.</p> <p>Reading for pleasure and increased access to literature continues to be a focus with a published author visiting in Autumn term.</p> <p>CPD provided in Autumn term with a focus on use of technology to make adaptations.</p> <p>Learning mentors continue with targeted support.</p> <p>Better teacher awareness to lead to better adaptations.</p> <p>Think Reading consultation and programmes to be phased in over spring and summer term.</p>	<p>EEF Reading Comprehension Strategies</p> <p>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.”</p> <p>https://www.renaissance.com/products/accelerated-reader/explore/ 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 https://p.widencdn.net/ipvvlr/R58148</p>	<p>1</p>

<p>Faculty/subject ‘pupil premium first’ practices across all Key Stages.</p> <p><i>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>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>	<p>1, 3, 4</p>
<p>Improving literacy in all subject areas</p> <p><i>in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</i></p> <p>Whole school literacy strategy developed and shared at Faculty and staff level with a focus on disciplinary literacy.</p> <p><i>We will fund professional development and instructional coaching focussed on each teacher’s subject area.</i></p> <p><i>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1, 2</p>

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

Budgeted cost: **£68,155**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support for literacy & numeracy interventions.</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 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></p>	<p>KS3 and KS4 small group and 1:1 interventions to support improved literacy. EEF One to One Tuition 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, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF Small Group Tuition</p>	1, 2, 4, 5
<p>Targeted Faculty led interventions/tuition sessions</p>	<p>Following data collection points, small group interventions will take place led by teachers and other support staff</p>	1, 2, 3

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

Budgeted cost: **£126,000** includes £21,500 toward targeted support from RP

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contingency fund to support engagement and attainment. <i>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></p>	<p>This fund ensures that students from disadvantaged backgrounds can access all aspects of the curriculum, including enrichment opportunities (cultural capital).</p>	4, 5

<p>Attendance monitoring through the deployment of the Pastoral Managers</p> <p><i>The Pastoral Managers, along with the tutor system, delivers first day response and longer-term interventions to improve student attendance. The 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></p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>There is a clear link between school attendance, attainment and examination outcomes. The Key - report on attendance and attainment</p>	<p>3, 4, 5</p>
<p>Behaviour for learning management through the Pastoral Managers.</p> <p><i>The delivery of behaviour interventions with students and their families who display higher level and persistent behaviour concern.</i></p> <p><i>The development of House and School Ethos to celebrate positive behaviour alongside the above.</i></p> <p>Appointment of an additional Inclusion Manager</p>	<p>EEF Behaviour interventions Behaviour interventions are seen as having moderate impacts. More specialised programmes targeting students with specific behavioural issues may improve student behaviour.</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</p> <p><i>The creation of a new role supporting primarily disadvantaged students who face social and emotional barriers, inclusive of targeted support and additional curriculum provision.</i></p>	<p>4, 3</p>
<p>Deployment of the Family of Schools Workers to work with the families of vulnerable students to improve engagement</p>	<p>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.</p>	<p>3, 4, 5</p>

Total budgeted cost: £194,155

Part B: Review of the previous academic year

Outcomes for disadvantaged student

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using Key Stage 4 performance data and our own internal assessments.

In 2022, the Progress 8 score for our disadvantaged students at AGS was -0.85 . The national average score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15 .

In Attainment 8, our score for disadvantaged students was 31.11 . The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 . Our English Attainment 8 figure for our disadvantaged students was 7.31 (double weighted) and a Progress 8 equivalent of -0.69 . Our Maths Attainment 8 figure for our disadvantaged students was 5.9 (double weighted) and a Progress 8 equivalent also of 0.69 .

See [DfE guidance](#) for more information about KS4 performance measures.

Key Stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2021/22 was below our targets.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged students has also grown since the start of the pandemic, in-line with the national gap. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflected in national figures demonstrating the additional impact of the pandemic on disadvantaged students. In addition, we also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated.

In the academic year 2021-22, absence among disadvantaged students was 83.5% compared with 92.4% for non-disadvantaged. In terms of persistent absenteeism, 45.9% of disadvantaged students were persistently absent compared with 18.82% of non-disadvantaged students. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our monitoring of behaviour data demonstrated that student behaviour improved last year, but challenges around wellbeing and mental health remain higher than before the pandemic. Disadvantaged students have been disproportionately impacted in this regard.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We set up clubs for all children and ensure service children are included or offered a place in addition to enrichment activities such as music lessons and cultural visits. This supports friendships between service students. Pastoral staff are available to support service students with anxiety and loss when a family member is deployed. We can offer support through funding requests if appropriate.

The impact of that spending on service pupil premium eligible students

All service children attended class visits and other educational experiences offered; and they can make additional requests for support where appropriate and as such feel supported by Anthony Gell. Staff notice an improvement in their engagement socially and in lessons as a result.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around **retrieval practice**, feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged students.
- ensuring students **understand our 'catch-up' plan** by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Carrying out a **pastoral survey** which will better enable students to report barriers to their mental health and well-being – leading to targeted interventions from the pastoral team.
- offering a range of high-quality **extra-curricular activities to boost wellbeing**, behaviour, attendance, and aspiration.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

The main development for this academic year are revisions to our QA systems which mean that the progress and wellbeing of PP students will be the key focus of any activity undertaken. Provision will, therefore, be more routinely reviewed and any adjustments made more quickly.

In addition, the development of an additional provision for students struggling with SEMH issues should have a disproportionately big impact on PP students.

The above endeavours are further to research on other schools' provision where those schools have seen significantly improved outcomes for PP students. We also commissioned a **pupil premium review** to get an external perspective.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.