

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Earls High School
Number of pupils in school	1220
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jamie Fox Headteacher
Pupil premium lead	Amie Houlston Assistant Headteacher
Governor / Trustee lead	William Whiting Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,380
Recovery premium funding allocation this academic year	£37,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,651
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297,151

Part A: Pupil premium strategy plan

Statement of intent

At The Earls High School we pride ourselves on ensuring that no child is left behind. We believe that no student should be disadvantaged by their socio-economic background. Therefore, our overall aim is for disadvantaged students to achieve both strong outcomes and make excellent progress, in line with their peers in school and nationally, whilst enhancing their character through involvement in the vast array of extracurricular and enrichment opportunities offered to them.

Guided by the Education Endowment Foundation's extensive research-based approach, our budget allocation and strategy focuses first and foremost on effective Teaching and Learning.

Following this, we will adopt a robust diagnostic approach when evaluating individual challenges our disadvantaged students may face. This will enable identification of the most appropriate targeted academic support and wider strategies to ensure these challenges are overcome.

We have a range of provision for our students and we will select the most appropriate based on the needs of the individual. To ensure these approaches are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point when need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>According to diagnostic assessment, within our current year 7 cohort, on average, there is a gap of 18 months between the reading ages of our disadvantaged and non-disadvantaged cohorts. The correlates with the English attainment of disadvantaged pupils generally being lower than their peers.</p> <p>Over the last three years, 25% more of our non-disadvantaged students achieved grade 5 in both English and maths. Therefore, the literacy gap between disadvantaged and non-disadvantaged seems to be sustained throughout their time in school. Research suggests that low literacy levels will have a negative impact not only on performance in English, but across the curriculum.</p>

2	<p>55% of safeguarding referrals have mental health issues at their core. Disadvantaged students are more than twice as likely to experience mental health issues as their peers. We also recognise that many mental health issues go unrecorded. Wellbeing issues impact significantly on attendance and attainment.</p> <p>This year we are applying for the Carnegie Award in Mental Health to raise the profile and to reduce the stigma around mental health. We are upskilling staff to deliver in house interventions.</p>
3	<p>Attendance data for the last three years indicates a widening attendance gap between disadvantaged and non-disadvantaged students, on average by 5.2%.</p> <p>According to attendance data in Autumn 1 of 2021-22 Disadvantaged students are more likely to be persistently absent than other students. Our observations and assessments of these students indicate that attendance is having a significant detrimental impact on disadvantaged pupil progress.</p>
4	<p>Our observations and national research suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers within a classroom setting. However, this is also replicated within social interactions and unstructured time where, in context at The Earls High School, we have noticed a correlation between poor self-regulation of behaviour from our Pupil Premium students leading to a higher number of behaviour points and fixed-term exclusions.</p>
5	<p>National research suggests that Socioeconomic status is a significant factor determining participation in extracurricular activities. Children from more wealthy households are much more likely to take part in every type of activity, but especially music classes and sport. Barriers to taking part in extra-curricular activities for those from low-income households include their high cost, a lack of confidence, and difficulties in access.</p> <p>This is seen in context at The Earls High School with a historically lower percentage of disadvantaged students taking part in extracurricular activities and achieving the Earls Gold award.</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
Disadvantaged students in year 7 and 8 to improve their reading age to at least 12 years by the end of year 8.	STAR reading tests demonstrate an improved reading age among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers by the end of year 8. Teachers should also have recognised this improvement through progress in lessons.

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Achievement of the Carnegie Mental Health Award • Mental Health and Wellbeing policy created and adopted
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than national average. • The percentage of all pupils who are persistently absent being below 8% and the gap between disadvantaged pupils and their peers to have narrowed when compared to 2021/22 data.
Improved metacognitive and self-regulatory skills, both academic and social and emotional, among disadvantaged pupils across all subjects and within unstructured time.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Measures of impact could include:</p> <ul style="list-style-type: none"> • Homework completion rates across the curriculum. • Improved average attitude to learning grades with no difference between disadvantaged and non-disadvantaged. <p>We would also see this self-regulation in social situations through a reduction in exclusions for disadvantaged students both fixed term and within our refocus provision.</p>
To increase and sustain numbers of disadvantaged students taking part in extracurricular activities and achieving Earls Gold.	<p>More than 60% of disadvantaged students engaging in sustained extracurricular activity and at least 50% of disadvantaged students achieving Earls Gold each year.</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: £98,756.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the ADAPTs cycle and purchase of the walkthrus programme based on Rosenshine's principles. Over the next three terms, staff CPD will focus on deliberate practice, modelling, questioning and effective feedback.	Teacher Feedback to Improve Pupil Learning EEF Metacognition and Self-regulated Learning EEF Feedback in particular is shown, from a strong evidence base, to have high impact on the progress of students. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.	4

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

Budgeted cost: £60,234.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the National Tutoring Programme to provide academic support for those students who have been most disadvantaged by the impact of school closures due to Covid-19. A large number of students will be disadvantaged with particular focus on those who are borderline for English and Maths at 4+ and 5+	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

Academic mentor support to focus students with significant gaps in learning as a result of covid-19 and targeted to those students who are disadvantaged and making less progress than expected in year 11.	One to one tuition EEF (educationendowmentfoundation.org.uk) The National Tutoring Programme, supported by extensive research from the EEF has suggested that an Academic Mentor, if deployed effectively, can improve the progress of pupils, particularly those from disadvantaged backgrounds.	1,2,4
Use of the catch-up reading intervention specifically for students in year 7 and 8 who are identified as having poor comprehension skills. We will fund purchase of the programme materials.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Strategies that focus on reading comprehension are shown to have a very high impact for relatively low cost.	1
Accelerated Reader Programme	Accelerated Reader EEF (educationendowmentfoundation.org.uk) The EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	1
Assertive Mentors	Mentoring EEF (educationendowmentfoundation.org.uk) anne_horsley.pdf (farnborough.ac.uk) Farrar and Judson have advocated their 'assertive mentoring approach' for transforming their outcomes. This assertive approach has been replicated in many schools since rather than the more traditional 'soft mentoring' option. The EEF maintains that some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	2,3,4,5

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

Budgeted cost: £17,743.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a range of extracurricular activities and explore the use of outside agencies. Funding allocated to subsidise disadvantaged students in attending extracurricular trips and taking part in enrichment activities.	<p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>This report suggests alongside, research in other national contexts that there is strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills.</p>	5
Develop a diagnosis approach to tackling attendance issues with particular focus on disadvantaged students who are PA or at risk of PA. Use of attendance officer to implement any identified support needed such as increased home visits and engagement with parents.	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3, 2
Embed two pastoral Teaching Assistants within the middle and upper school teams to focus on supporting our disadvantaged students with specific SEMH needs. CBT training to be given to both members of staff.	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	3, 2

TLR for supporting disadvantaged students within extracurricular	An Unequal Playing Field report.pdf (publishing.service.gov.uk) This report suggests alongside, research in other national contexts that there is strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills.	5
Implement the use of Class Charts to promote positive behaviours between staff and students and improve communication with parents. The attendance module will also enable more precise and timely intervention for students who are 'at-risk' of PA. Earls Gold will also be monitored through Class Charts.	Treorchy Comprehensive School - ClassCharts Parental engagement EEF (educationendowmentfoundation.org.uk) EEF research suggests Parental engagement has a positive impact on average of 4 months' additional progress. Based on the experiences of similar schools, we have adopted Class Charts this academic year to help facilitate more effective communication with parents.	3,4,5
Design and evaluate pastoral support programmes so that by the end of 2022 we have a menu of eight proven interventions in place	Behaviour interventions EEF (educationendowmentfoundation.org.uk) The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	2,3,4
Mental health lead training	Mental health and behaviour in schools (publishing.service.gov.uk) This report, alongside others, suggests that frequent training for Mental health leads is crucial when supporting students' mental health as well as staff.	2,3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £297,151

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their peers in key areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. The focus of our support for disadvantaged pupils during the pandemic centred on ensuring that they were not digitally disadvantaged and we sought to provide the digital resources needed for them to fully engage in home learning and provided 63 laptops to our most disadvantaged students who were unable to access remote learning.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94.5%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6.8% higher than their peers and persistent absence 8% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required which had significant impact on our exclusion data. In 2018-19 17.1% of students who were excluded were disadvantaged, In 2020-21 it was reduced to 5.9%. We are working towards building a package of support for students in the form of a pastoral support programme. One of our school priorities for this year is to design and evaluate pastoral support programmes so that by the end of 2022 we have a menu of eight proven interventions in place so that fixed term exclusions for Pupil Premium students are reduced.

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
Accelerated Reader	Renaissance Learning
CAT4 Testing	GL Assessment
Zones of Regulation	Zones of Regulation
Catch-up literacy	Catch up literacy

Further information

Our school priorities for 2021-22 are aligned with our overall intent for Pupil Premium provision:

- Support Pupil Premium students in Year 11 to improve their Progress 8 projections to national average by May 2022.
- Reduce the percentage of Pupil Premium students who are Persistently Absent from 38% in 2020-21 to 19% in 2021-22.
- Continue to embed Rosenshine's Principles of Instruction with a focus on presenting new material in small steps with student practice after each step, asking a large number of questions and checking for student understanding.
- Improve effectiveness of SEND provision through new organisational structure, more systematic provision mapping, a renewed focus on before and after school interventions and additional training for in class support.
- Design and evaluate pastoral support programmes so that by the end of 2022 we have a menu of eight proven interventions in place so that fixed term exclusions for Pupil Premium students are below 10%.
- Create a reading comprehension strategy to ensure that all students have a reading age of 12 years by the end of Year 8.
- Develop a staff and student well-being policy and improve our procedures in this area so that we achieve the Carnegie Mental Health Award by July 2022.
- Redesign our system of marking, assessment and reporting to parents so that parents feel better informed about their child's progress, students are able to receive meaningful feedback, leaders are able evaluate progress made by students and staff workload is reduced.
- Re-establish a wide range of extra-curricular activities and opportunities for social action so that student engagement is maximised and more than 60% of Pupil Premium students have been involved in a sustained extra-curricular activity.