

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	The Earls High School
Number of pupils in school	1265
Proportion (%) of pupil premium eligible pupils	19.3%
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 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jamie Fox Headteacher
Pupil premium lead	Amie Houlston Assistant Headteacher
Governor / Trustee lead	Andrew Harwood Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,925
Recovery premium funding allocation this academic year	£77,832.00
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

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 Personal Development 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 attendance.

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 and supported in the work that they are 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 Attendance	Attendance data for the last three years indicates an attendance gap between disadvantaged and non-disadvantaged students, on average by 5.2%. According to attendance data in Autumn 1 of 2023-24 and national trends, 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 pupils' progress.
2 Reading	According to diagnostic assessment, our current Year 7 cohort has a 12-percentile rank gap between disadvantaged and non-disadvantaged students. Over the last three years, 20% more of our non-disadvantaged students achieved grade 5 in both English and maths. Therefore, the reading gap

	between disadvantaged and non-disadvantaged seems to be sustained throughout their time in school. Research suggests that lower reading ages will have a negative impact not only on performance in English, but across the curriculum.
3 Improving Mental Health	<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 at The Earls High School. We also recognise that many mental health issues go unrecorded. Wellbeing issues impact significantly on attendance and attainment.</p> <p>This year we are continuing to embed the processes that led to us gaining the Carnegie Award in Mental Health in 21/22. This includes upskilling staff to deliver interventions in this area and working with the newly established Reflexions team.</p>
4 Self-regulation	<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. Therefore, ensuring students have access to high quality modelling, scaffolding and feedback is essential for disadvantaged progress.</p> <p>However, self-regulation also manifests within social interactions and unstructured time. In context at The Earls High School, we have noticed a correlation between poor self-regulation of behaviour from our disadvantaged students leading, historically, to a higher number of behaviour points and suspensions.</p>
5 Personal Development	<p>National research suggests that socio-economic status is a significant factor in 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. Analysis of our destination data also suggests that our disadvantaged students are less likely to go onto further education to study appropriate level 3 or A level courses, they are also more likely to become NEET.</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
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<p>1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils 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 national average and the gap between disadvantaged pupils and their peers to have narrowed when compared to 2021/22 data.
<p>2) A vast majority of disadvantaged students are on or above the 40th percentile for reading comprehension at end of Year 7 and as they transition to GCSE at the end of Year 9, and that those who are significantly below are making rapid progress.</p>	<p>Reading tests demonstrate an improved Reading Percentile Rank among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers by the end of year 8.</p>
<p>3) To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<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 within school as well as across Stour Vale Academy Trust
<p>4) Improved metacognitive and self-regulatory skills, both academic and social and emotional, among disadvantaged pupils across all subjects and within unstructured time.</p>	<p>A fully embedded package of pastoral interventions aimed at improving self-regulation of students are in place by 2024/25. The outcomes of each programme are tracked, evaluated, and communicated with staff.</p> <p>We would also see this improved self-regulation in social situations through a reduction in suspensions for disadvantaged students.</p> <p>We would also expect the gap in attitude to learning grades to be closed by 2024/25</p> <p>Outcomes for disadvantaged students improve because of excellent modelling, scaffolding and systematic use of a wide range of feedback to facilitate progress. Staff developing confidence in using feedback strategies will be evidenced in ADAPTS cycle feedback.</p>

5) To increase and sustain numbers of disadvantaged students taking part in extracurricular activities and achieving the Earls Gold Award.	More than 60% of disadvantaged students engaging in sustained extracurricular activity and at least 50% of disadvantaged students achieving The Earls Gold Award each year. All disadvantaged students to receive 1-1 careers guidance and no NEET disadvantaged students in destination data.
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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: £150,033.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD around behaviour routines	CPD is focusing on establishing clear behaviour routines to equip staff and students with consistent and shared expectations for behaviour for learning. This will help students who find self-regulation a challenge. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	4
ADAPTS cycle focusing on feedback for 23-24	Feedback is shown, from a strong evidence base, to have high impact on the progress of students. This year, our CPD ADAPTS cycle is focusing on improving feedback within the classroom with specific focus on effective strategies for disadvantaged and High Prior Attaining disadvantaged students. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	4
Teach first careers leader programme	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	5
Recruitment of two Associate Assistant Headteachers to lead	The priority of this position is to implement a range of personal development and teaching strategies, which are informed by the EEF and primarily	4,5

on improving the progress of high potential, Pupil Premium students and to Improve on self-regulation strategies, careers and student safety	dimension four of The Great Teaching Toolkit – ‘Thinking Hard’, to ensure that the progress of high potential, pupil premium students is in line with national averages for 2024 to 2026 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £75,919.28

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. The majority 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 and small group tuition is shown to be effective. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Academic mentor support to focus on 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 following interventions for students primarily in Year 7 and 8: Bedrock Learning Catch-Up Literacy	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Catch Up Literacy EEF (educationendowmentfoundation.org.uk)	2

Word-Wise Flash Academy	According to the EEF: 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction'	
Employment of a Level 2 Teaching Assistant for reading	Using the small group tuition model, and 1:1, employment of a level 2 teaching assistant with a narrow focus on delivery of small group interventions for reading. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
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.	2
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.	1,3,4,5
Elevate sessions targeting underperforming disadvantaged students in Year 11	These sessions are designed to improve students' metacognitive and self-regulation approaches to exam preparation and revision. The EEF suggests that metacognitive approaches have a very high impact on outcomes. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	3,4,5

Small group tutoring led by class teachers during holidays	Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £191,723.35

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 diagnostic and proactive 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>	1
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	<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</p>	3

to be given to both members of staff.	<p>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>	
TLR for supporting disadvantaged students within extracurricular	<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
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 and tracked.	<p>Treorchy Comprehensive School - ClassCharts Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	1,4,5
Design and evaluate pastoral support programmes so that by the end of 2022 we have a menu of six proven interventions in place	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	4
Mental health first aid training for 6 members of staff	<p>Mental health and behaviour in schools (publishing.service.gov.uk)</p> <p>This report, alongside others, suggests that frequent training for Mental health leads is crucial when supporting students' mental health as well as staff.</p>	3
Post Graduate Certificate in Mental Health Leadership	<p>Mental health and behaviour in schools (publishing.service.gov.uk)</p> <p>This report, alongside others, suggests that frequent training for Mental Health leads is crucial when supporting students' mental health as well as staff.</p>	3

Employment of Family Support Worker to engage hard to reach families.	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) According to the guidance report published by the EEF, making services welcoming and less intimidating—for instance, by employing staff who can relate to parents, and making repeated attempts, if needed, to engage the families concerned can help increase parental engagement.	1,3
Increased careers provision for disadvantaged students with level 6 Yeti careers advisor	SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) All disadvantaged students in KS4 to have a 1-1 meeting with a level 6 careers advisor. This report from the EEF outlines the most effective ways careers advice can be utilised, particularly for disadvantaged students.	5
Sparks resilience programme	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) All Year 7 students as part of PSHE to receive Sparks resilience training.	3,4,5
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.	1,2,3,4,5

Total budgeted cost: £341,757

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p><u>Academic Outcomes and Key Performance Indicators</u></p> <p>For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged students was -0.88. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.4.</p> <p>29% of Pupil Premium students achieved grade 5 and above in maths and English. Whilst these outcomes overall are disappointing, they were adversely affected by outliers within our Pupil Premium cohort of 22-23, most of these students were High Prior Attaining disadvantaged students. If these outliers are excluded from data our overall progress 8 increases by 0.13 to -0.06 and disadvantaged outcomes increase to -0.39 which is above the collaboration data from Sisra</p>

at -0.41. Although we pride ourselves on being an inclusive school, we recognise that more needs to be done to support potential outlier students earlier.

At the time of writing internal data indicated the following for Pupil Premium students:

Progress	PP progress Dec 22	PP progress Dec 23
English	-1.02	-0.20
Maths	-0.77	-0.23
Ebacc	-0.89	-0.05
Open	-0.73	0.11
Overall P8	-0.81	-0.07

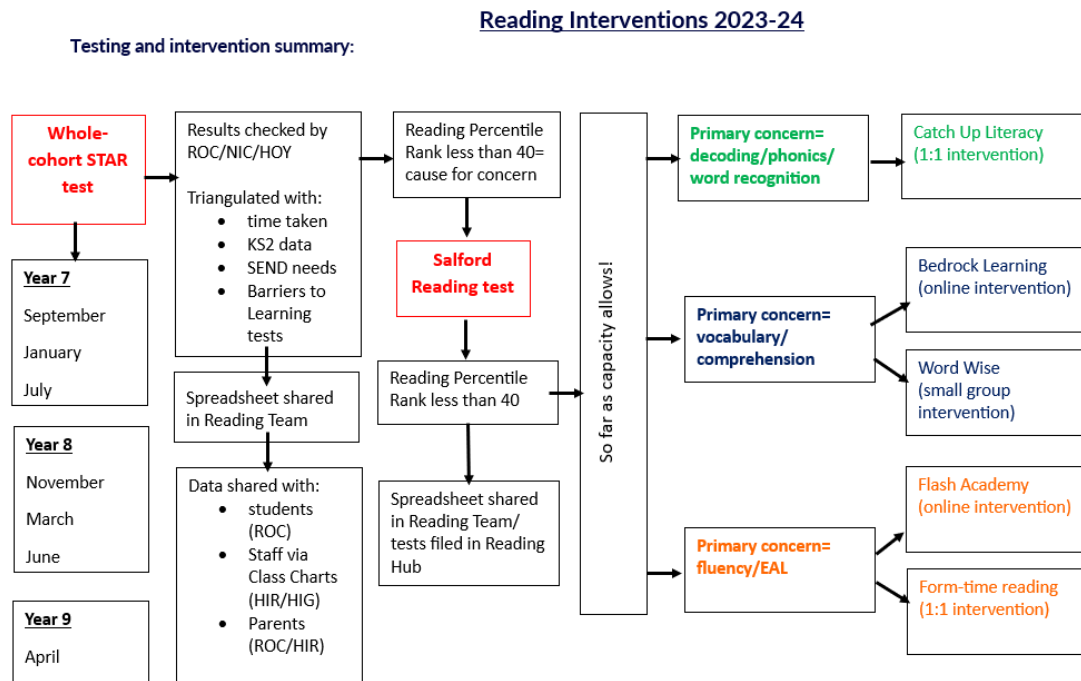
The projected improvement in Year 11 is likely to be attributed to the 5 strands of our Pupil Premium strategy having collective impact. This cohort of students has benefited from robust focus on areas that we know are likely to prevent them from reaching their full potential. Through CPD focused on feedback for 23-24 alongside ensuring challenge and exam exposure within lessons, we will continue to improve our teaching practice to ensure that, when Pupil Premium students are in our classrooms, with barriers removed, they can thrive.

Attendance

One of the main barriers for our Pupil Premium students is their attendance. However, our strategies in 2022/23 led to an overall increase in attendance which was above national average. The cumulative total attendance for Pupil Premium students in 22-23 was 89% which is in line with the national average for all students (as of 17th April 2023) at 89.9%. Although the Persistent Absence rate for our PP students reduced from 44% to 36% in 22-23, we recognise that more work needs to be done to improve this. Therefore, improving persistent absence within our Pupil Premium cohort remains a focus for 23-24.

Reading

Our strategy for improving reading in 22-23 focused on embedding a formalised and strategic approach which involves: regular STAR reading tests for students in Key Stage Three; catch up interventions for lowest 20% of students and 1:1 reading with Teaching Assistants for targeted students. In 22-23 we also embedded a reading curriculum in year 7 and 8 as well as systematic form time reading. Our approach to interventions is summarised below:



- KS4 students who are still significantly below will access same intervention pathway.
- Concerns raised during year 10 and 11 RAG meetings will be followed up by WYC / FER.

94% of disadvantaged students who took part in intervention made progress. The average progress made was 2 years and 6 months. Within our current year 8 cohort, 80% of students are now above the 40th percentile and in Year 9 82% are above the 40th percentile.

Improving Mental Health

Achieving the silver standard of the Carnegie Mental Health Award in 21-22 has meant that our structures for supporting students with signs of poor mental health are embedded. Having six trained members of staff in Mental Health First Aid as well as two members of staff in Cognitive Behavioural Therapy means that some of our most vulnerable students can access support and guidance within school much quicker than before. We have added capacity to supporting students in this area by appointing two pastoral assistants specialising in supporting students with Social, Emotional and Mental Health concerns. In 21-22 we had 60 Mental Health safeguarding concerns which is reduced from 65 in 20-21. For 22-23 there were 117 mental health safeguarding concerns. This increase can be partly attributed to having more referral routes for pupils due to our embedded structures.

A Mental Health and Wellbeing policy which covers our processes for supporting both staff and students was adopted not only by The Earls High School but by the Stour Vale Academy Trust in 22-23. Our work in this area was also recognised at the national ARC conference where we were nominated for the Alex Timpson award for inclusive support for all students for the academic year 22-23.

Self-Regulation

Impact from our work on improving self-regulation strategies for students, with particular focus on unstructured time has led to a substantial decrease in suspensions for Pupil Premium students going from 48 suspensions in 2018/19 down to 28 suspensions with a suspension rate of 10%. Overall, suspension rates continue to be well below local and national averages. This decrease can be attributed to the six pastoral programmes that are now in place to support students who display behaviour which suggests their ability to self-regulate needs support. These programmes are:

- Healthy Relationships
- Violence prevention
- Anger Management
- Regulating Emotions
- Drugs and Alcohol
- Diversity Matters

In 21-22 52% of students who were referred to a programme were Pupil Premium students. However, no students received a further suspension on completion of the programme which can be correlated to our overall reduction in school suspensions. In 22-23 36% of students referred to a pastoral programme were disadvantaged.

Personal Development

Students are exposed to a wide variety of extracurricular opportunities. Last year we were able to take all Year 7 students to the Birmingham Symphony Orchestra as part of their enrichment programme and 54% of Year 7 disadvantaged students were involved in sustained extracurricular involvement, 55% of Year 8 disadvantaged students were involved with extracurricular and 25% of disadvantaged Year 9 students were involved with extracurricular. Our extracurricular provision can be found here [Extra-Curricular-2023-24.pdf \(earlshighschool.org\)](https://www.earlshighschool.org/Extra-Curricular-2023-24.pdf). Destination data for 2022 is 93% therefore this year we will be prioritising working with our disadvantaged students on improved careers provision.

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
Zones of Regulation	Zones of Regulation
Catch-up literacy	Catch up literacy
Maths and English online tutoring	MyTutor
Bedrock Learning	Bedrock Learning
Flash Academy	Flash Academy
Academy 21	
Sparks resilience	

Further information

Our School Priorities for 23-24, which aligns with the focus for our Pupil Premium strategy, are to:

- Develop a range of personal development and teaching strategies to ensure that the progress of high potential, pupil premium students is in line with national averages for 2024 to 2026.
- Establish a common framework for managing student behaviour so that students are clear about expectations and routines and staff are confident to implement them consistently.
- Embed Rosenshine's Principle of 'Check for Student Understanding' by developing and implementing a feedback policy so that the vast majority of students agree that they receive feedback that improves their learning.
- Embed strategies to reduce the percentage of both Pupil Premium and SEND students who are Persistently Absent from 44% in 2021-22 to 30% in 2023-24.
- Improve students' perception of safety so that 90% of students agree with the statement 'I feel safe at school'.
- Embed and extend systems, processes and training to improve progress for SEND.
- Faculties develop subject specific strategies to develop reading comprehension, with a focus on vocabulary knowledge.

In 23-24 we will continue to work with Dudley Local Authority on the Raising Attainment for Disadvantaged Youngsters project in order to further improve the implementation of our Pupil Premium strategy.