

The Thomas Lord Audley School

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	
School name	Thomas Lord Audley
Number of pupils in school	896
Proportion (%) of pupil premium eligible pupils	35.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simon Essex Headteacher
Pupil Premium leads	Michael Pulford Deputy Headteacher Katie Dunne School Improvement Leader
Governor / Trustee lead	Stephen Whitfield Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,000
Recovery premium funding allocation this academic year	£75,762
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,000
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	£386,762

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Thomas Lord Audley School, we strive to ensure that all pupils are supported to enable them to be the very best version of themselves and to maximise their personal potential. Our values, ready, respectful and responsible are embedded into our schools ethos and culture. We understand some pupils have additional challenges and barriers however we strongly believe that every child deserves to make good progress in a range of contexts, enabling pupils to have positive life long learning outcomes; including but not limited to creative, cognitive, social and personal skills.

We embrace and take pride in our responsibility to meet the pastoral, social and academic needs of our students within a caring and nurturing environment and to build mutually respectful relationships with pupils, carers, colleagues and the local community. We foster a strong sense of moral purpose linked to our pupils, school and local community and continue to strengthen and develop this.

All students qualifying for Pupil Premium benefit from additional social, emotional and academic support as needed. The Thomas Lord Audley School recognises pupils as individuals with unique challenges and ensures pupils receive the most suitable provisions available. Our aim is to reduce and close any gap in attainment and achievement between pupils in receipt of Pupil Premium and their peers as a whole.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum. Pupils are supported to access and develop rich cultural capital, increase their confidence and resilience, have high ambitions and to prepare them for the next stages of their learning journey. The Thomas Lord Audley school prides itself on its reflective and adaptive approach to supporting pupils' needs and our intention is that all our disadvantaged pupils including prior high attainers, EAL pupils and pupils with additional needs make good progress during their time at the school and are prepared for their next steps.

This statement is also intended to support the needs of our vulnerable pupils, regardless of whether they are disadvantaged or not, considering the range of challenges faced by our young carers, pupils with complex needs or pupils who have a social worker for example. Our school ethos and culture helps to raise pupils' self-esteem, enables them to articulate their needs and for pupils to see limits are not set on what they can achieve.

High-quality teaching has been proven to have the greatest impact on closing the disadvantage attainment gap and remains at the heart of our approach. Whilst there is a strong focus on areas in which disadvantaged pupils require the most support, our approach ensures all pupils within our school benefit. Our intention is that all pupils attainment will be sustained and improved through these measures and this is implicit in the intended outcomes detailed below. Furthermore we continue to offer targeted support for pupils whose education has been worst affected by the disruption to learning caused by Covid-19, including non-disadvantaged pupils, as part of our wider school plans for education recovery.

The approaches we have adopted have been carefully considered to ensure they complement each other and help pupils to maximise pupils personal potential. Robust diagnostic assessments have been used to support the development of the approach, which is responsive to both common challenges and individual needs.

To ensure our approaches are effective we will:

- ensure all disadvantaged pupils are provided with work that challenges and enriches them
- identify and address barriers to learning
- intervene at the point a need is identified
- adopt a whole school approach ensuring all colleagues 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	Detail of challenge
1	<p>Students underestimate their potential and lack confidence</p> <p>Internal and external observations, assessments of pupil voice, discussions with teachers, pupils and families have all indicated a significant lack of confidence and self-esteem among our disadvantaged pupils with a significant number of pupils underestimating their potential despite high expectations of teachers. A recent trust review highlighted confidence as a key priority and this links well with our second strand and the underdeveloped language skills discussed in strand 4 as pupils were unable to articulate their opinions and needs during an external pupil panel.</p>
2	<p>Barriers to learning of individuals not identified and addressed</p> <p>Our assessments, observations and discussions with teachers, pupils and families have indicated some pupils' barriers to learning have historically not been identified swiftly or addressed. Pupils are unable to identify personal barriers or communicate their needs effectively. Furthermore when pupils' circumstances change, some pupils do not feel able to communicate their changing needs. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

3	<p>Underdeveloped reading comprehension, vocabulary and language skills</p> <p>Our internal assessments including specific reading assessments, book scrutiny, observations and discussion with pupils and teachers indicate that disadvantaged pupils generally have underdeveloped reading comprehension, vocabulary and language skills than their peers.</p> <p>This gap prevents pupils from thriving in all areas and impacts pupils progress in all subjects. The ability to communicate effectively is an essential ingredient to both success in school and beyond. Oracy is vital for pupils' educational progress and life prospects.</p>
4	<p>Low attendance</p> <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been between 7-8% lower than for non-disadvantaged pupils.</p> <p>Last Academic Year:</p> <p>50% of disadvantaged pupils have been 'persistently absent' compared to 33.96% of their peers during that period. Our assessments and observations demonstrated the persistent and poor attendance resulted in reduced outcomes with the 25 pupils with the lowest attendance ranking in the bottom 30 pupils.</p>
5	<p>Underdeveloped self-regulation strategies</p> <p>Both internal and external data indicates that lower attaining disadvantaged pupils lack self-regulation strategies and / or the skills necessary to modify and adapt their behaviours. Pupils require additional support to develop a wider range of self-regulation strategies to support them in making better choices. A small number of students have received more than one fixed term suspension.</p> <p>Last Academic Year:</p> <ul style="list-style-type: none"> ● Disadvantaged pupils accrued 360 days of fixed term suspensions from 609 days issued. This was 59% of the days issued. ● 13% of our disadvantaged students received a fixed term suspension compared to 5% for their peers ● 30% of disadvantaged pupils received at least one day in the Internal Suspension Unit.
6	<p>Complex social and emotional issues experienced by pupils and families</p> <p>Our assessments, observations and discussions with pupils and families have identified a range of social and emotional issues many of our disadvantaged pupils and / or their families have experienced, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <ul style="list-style-type: none"> ● A significant number of students received additional support for their mental health needs. ● A significant number of the children who accrued multiple causes for concern were disadvantaged.

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
A) Students achieve age related expectations ensuring they are ready for the next stage of their education or employment.	Teachers deliver high quality teaching in line with school expectations and Teaching and Learning priorities, evidenced through department reviews. Students maximise learning opportunities and develop a rich understanding of the curriculum evidenced through department reviews and assessment data. Students demonstrate positive behaviours for learning and strive to be 'Ready, Responsible and Respectful' at all times, evidence through behaviour tracking. Students develop a greater understanding of their future pathways and options. Evidence through careers provisions.
B) Students' attendance improves in line with the school action plan.	The attendance of disadvantaged students is in line with the national average. Attendance is monitored and effective support is given when needed to address barriers to attendance. Evidenced through attendance tracking.
C) Students access a wider curriculum with embedded opportunities to develop cultural capital.	Students have a greater understanding of the world around them and engage in wider learning opportunities. Students are offered a greater range of cultural capital opportunities within lessons, school and through external agencies and or organisations. Evidenced through department reviews, pupil voice and cultural capital tracking.
D) Students improve their competency of reading, literacy and numeracy skills	Students' reading fluency improves as does their reasoning and ability to write extended answers. Pupils have access to the TLA reading offer and are supported to enable them to 'close the gap'. Pupils have access to reading and numeracy interventions. Pupils receive high quality literacy and numeracy sessions during tutor time. Evidenced through Literacy and Numeracy data tracking and general assessment data.
E) Students behaviour is in line with expectations and students show the appropriate attitude and resilience to learning.	Students shower greater resilience to their learning and rates of internal and external exclusion are reduced in line with national averages. Pupils develop the skills they need to effectively self regulate and are given opportunities to develop these skills. Support is put in place for pupils who find self regulation difficult. Evidenced through Provision Map and/or pastoral tracking and behaviour data.

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of an agreed approach to supporting students with their reading so that engagement with reading and reading related activities increases	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. EEF Reading Comprehensions Strategies</p> <p>TLA reading pathways support pupils to develop skills in four key areas reading, reasoning, writing and speaking.</p>	1/2/3
Reduced class sizes, additional teaching sets have been added to reduce the number of students in teaching sets, particularly in English, Maths and Science.	<p>Decreasing class sizes can have a positive effect on academic progress if the reduction allows for different teaching styles to be deployed and improve the quality of feedback. EEF Reducing Class Sizes</p> <p>A range of pupils at the Thomas Lord Audley school benefit from smaller class sizes. Pupils with previous PA, poor self regulation and low confidence among others.</p>	1/2/3/4/5
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Whole school approach to literacy is delivered during regular sessions and opportunities to promote a love of reading are available in a range of contexts including, group reading, tutor sessions, assemblies, interform competitions and subject specific opportunities among others</p>	2/3

<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1/2/3</p>
<p>Recruitment of a Cover Supervisor to release subject specialists</p>	<p>Evidence shows that historically at TLA staff that produces a more productive learning environment. Developing positive meaningful relationships is critical to supporting pupils progress and a cover supervisor ensures during periods of staff absence there is an element of consistency and familiarity, ensuring pupils remain focused and feel supported. Consistency of colleagues, behaviour systems and routines are core elements of supporting pupils to develop effective behaviour for learning. EEF Review Improving Behaviour in Schools Evidence Review</p>	<p>1/2/4/5/6</p>
<p>Recruitment of a reflection room manager / mentor</p>	<p>Evidence shows that historically at TLA staff that produces a more productive learning environment. Developing positive meaningful relationships is critical to supporting pupils progress and a reflection room manager that then builds relationships and supports our disadvantaged pupils to develop social and emotional skills and self regulation strategies supports pupils to maximise their potential and reduce negative incidents. EEF SEL improving disadvantaged pupils outcomes</p>	<p>1/2/4/5/6</p>
<p>Advance Mental Health Training and Mental Health First Aider</p>	<p>Colleagues develop a rich and deep understanding of mental health and are able to effectively support our most vulnerable pupils as well as support colleagues. Early identification enables them to receive the support they require and reduces the risk of problems escalating. Transforming children and young peoples mental health provision</p>	<p>2/4/5/6</p>

Resilience programme CPD	Implementation of the resilience programme delivered by external provider Kierran Pearce workshop using a phased approach	1/2/3/4/5/6
Changing language CPD	High quality CPD in order to support the whole school priority of 'changing language' Increasing positive framing and considering the language used in everyday interactions.	1/2/3/4/5/6
Speech and Language CPD	High quality CPD provided by Kierran Pearce to increase awareness of The language development pyramid and the different stages and levels of communication to better support our pupils develop the necessary skills to become effective communicators.	1/2/3/4
Numerstacks CPD	Comprehensive CPD for key teaching and intervention colleagues to deliver high quality numeracy and core skills sessions to lower confidence learners ensuring they have the building blocks to maximise their potential and improve outcomes.	1/2/4
Maximising meaningful participation CPD's	A range of high quality internal CPD's and Twilights using an evidence informed approach to support teachers to maximise pupils meaningful participation using a range of techniques to increase confidence in the use of 'no opt out' strategies.	1/2/3/4/5/6

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individualised interventions and instruction, including the use of digital technology are in place for PPG Students to achieve expectations and increase academic performance. This is in conjunction with provisions provided by our SEN department.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities within the whole class setting and is better utilised through personalised interventions.</p> <p>EEF Individualised Instruction</p> <p>Personalised interventions are also provided as part of our wider school provisions and can include core subject KS4 interventions, pre teaching sessions, Toe by Toe sessions, social stories, Speech and Language 1:1, SEMH sessions, spelling, handwriting and touch-typing, Bright Minds Bright Moods, Elklan and Thrive.</p>	<p>1/2/3/4/5</p>
<p>Target intervention in core subjects. Maths, English, Science</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low confidence pupils.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1/2/3/4/5</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1/2/3</p>
<p>Students are ready for the next stage of their education or employment by having careers support from a trained Careers</p>	<p>Ensuring students receive guidance on the knowledge, skills, and characteristics required to achieve future goals and undertake activities to support pupils to develop self-esteem, motivation for learning or self-efficacy can help increase aspiration and attainment.</p>	<p>1/3/5/6</p>

<p>Leader. Raising aspirations and guiding them to make the appropriate choices post 16.</p>	<p>Providing pupils with additional opportunities to develop the skills needed for their next steps such as personal statement, CV and application letter writing and mock interviews with members of the local community.</p> <p>EEF Aspiration Interventions Guidance.</p>	
<p>Provide opportunities for cultural capital experiences and extra-curricular activities. E.g. Stem clubs, Brilliant club, Music tuition for those taking music, etc.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating education. There is evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention.</p> <p>EEF Arts Participation EEF Physical Activity</p>	<p>1/2/5/6</p>
<p>Students access a wider curriculum with embedded opportunities to develop cultural capital and soft skills.</p>	<p>Creation of a new post of Assistant Headteacher Culture and Ethos. Strategic support to expand cultural aspects of the curriculum. Developing character, virtues and values.</p> <p>Jubilee-centre-for-character-and-virtues</p> <p>Range of additional opportunities such as whole year group cultural trips, Duke of Edinburgh Award 'host school', Increased student leadership opportunities and opportunities to develop soft skills to increase pupils confidence and sense of belonging.</p> <p>Extra-Curricular Activities, Soft Skills and Social Mobility</p>	<p>1/4/5/6</p>
<p>The curriculum to be adapted to ensure greater opportunities for students and ensuring the needs of students who require alternative provision is met e.g. ASDAN, Rally Sport</p>	<p>Delivering different pathways within our core curriculum can enable pupils of varying abilities and skills to follow a personalised learning route and ensure their individual needs are met.</p> <p>Alternative Curriculum To Re-engage Pupils Alternative Curriculum Research Results</p>	<p>1/2/3/4/5/6</p>
<p>Mentoring - Attendance. Whilst there is a blended / whole school approach to attendance and</p>	<p>Attendance/Pastoral leaders to implement strategies to improve attendance including targeted mentoring using a 'Let's talk, we miss you' approach.</p> <p>Improving School Attendance.</p>	<p>1/2/4/5/6</p>

behaviour tailored interventions are also offered to maximise pupils potential.		
Mentoring - Behaviour. Whilst there is a blended / whole school approach to attendance and behaviour tailored interventions are also offered to maximise pupils potential.	Behaviour/Pastoral leaders to implement strategies to improve behaviour including targeted mentoring. Using the resilience programme pupils develop the skills needed to develop increased self-regulation, self-awareness and confidence. Unlocking positive learning behaviours	1/2/4/5/6
Targeted 1-2-1 and small group wellbeing and reflection mentoring	Implementation of KS4 targeted wellbeing mentoring sessions. Pupils access additional support and mentoring using a tiered approach will all year 11 pupils having access to a small group or 1-2-1 mentor at least once per fortnight. EEF Mentoring	1/2/3/4/5/6
Numeracy intervention	Small group intervention delivered by key colleagues to develop strong core numeracy skills to better equip pupils for the next stages of their education and lives. Small group tuition Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £52,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a free breakfast club from 7.30am to 8.15am daily to help improve concentration in lessons and attendance to school	DFE evidence suggests that a successful implementation of a Breakfast Club can have an impact on both social and academic progress. Evaluation of School Breakfast Clubs	2/4/5/6
Provide a range of free after school provisions for all pupils including a homework club that includes a warm drink and snack.	DFE evidence indicates among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups and that wraparound childcare has a positive impact on children's outcomes. Wraparound care	
Implementation of access to additional provisions data tracking and analysis	To ensure all groups of pupils are able to and are accessing additional provisions new systems are being trialled to track participation and ensure opportunities are available and accessible for all. EEF Benefits of additional time in school - including non academic activities	1/2/4/6
Implementation of improved tracking and reflection tools, including working parties.	Improving pupil outcomes through academic and wellbeing working parties, reflection tools and enhanced analysis and tracking of pupils data, demographics and barriers. EEF closing-the-attainment-gap	1/2/3/4/5/6
Improving attendance as a whole school priority using a range of stakeholders to maximise impact.	Track and monitor with the support of external support structures in order to increase proportionally the attendance of all pupils across the school including disadvantaged students. Attendance is achievement approach, ensuring attendance is interwoven throughout. Including but not limited to; increased parental communication and engagement, half termly	1/2/4/5/6

	<p>assemblies, phased tiered approaches and student attendance action plans.</p> <p>EEF-evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p>	
<p>To ensure that students at TLA have the necessary equipment and resources to access the full curriculum offer, including Uniform.</p>	<p>The general belief that school uniform leads to improvements in pupils' behaviour, does not necessarily lead to better learning, though it may be an important precondition, however with a uniform policy in place, it is important to consider how to support families that may not be able to afford uniform or other equipment.</p> <p>The Thomas Lord Audely school ensures any pupil who requires support with uniform receives it. The uniform store runs with the support of donations from parents, carers and the local community. We believe every child should have access to uniform and to feel valued members of our school community.</p> <p>EEF School Uniform Findings</p>	1/2/4/5/6
<p>Counselling sessions and adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (Staff and students aware of how to refer)</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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1/2/5/6
<p>When available the school utilises student social workers (on placement) to add an additional layer of support.</p>	<p>THE DFE highlights the reports from What works shows that social care support offered through schools could not only help keep children safe, social workers were able to work with and support a range of pupils, including young carers and pupils with social, emotional and mental health issues.</p> <p>Social-workers-in-schools-Semhs/social-work-in-schools-team</p>	1/2/4/5/6

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. Being adaptable and reflective means we are able to maximise the support available to all groups as needed.	All
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Total budgeted cost: £ 322,107

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.

Our internal assessments, across Years 7-10, plus the GCSE results for Year 11 during 2022/23 suggested that the performance of disadvantaged pupils improved significantly last year reducing the gap by around $\frac{2}{3}$ of a grade.

On average the national picture sits at a gap of -0.70 whereas TLA's disadvantaged gap for Progress 8 was just -0.23. In Maths and English the national gap is widening whereas at TLA the gap for Maths was even narrower at just -0.18 and English saw an improvement from last year reducing the gap to -0.29.

Overall disadvantaged pupils are making progress above the national average however we would like to see this gap reduced even further to ensure we are maximising every child's potential and ability to access their next steps.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This helped to improve attendance, address barriers and raise self esteem. This was complemented by strong pastoral support.

The monitoring and identification of barriers was successful last year and a large number of pupils felt their barriers had been addressed as evidenced through pupil voice and pupil questionnaires and significant progress made. The primary focus last year was on year 11

pupils as part of our academic recovery programme and this will be rolled out to ensure the effective identification of barriers for all pupils at all stages.

Overall attendance in 2022/2023 has improved across the school with a greater improvement of PPG than non PPG, 3.1%. This will be something we continue to develop over the next three years to support pupils in overcoming their attendance barriers and maximise their potential at school.

Our internal analysis and reflection highlighted that pupil behaviour, wellbeing and mental health continued to be impacted last year, the impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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
Sparx Maths	Sparx Learning
Spark Reader	Sparx Learning
Elkan (Secondary)	Elkan Training
Speech and Language Link	Language Link

Service Pupil Premium Funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Dedicated members of pastoral staff are available to support service pupils within the school environment, including access to a trained in school counsellor.</p> <p>Following the research of effective emotional social health and wellbeing (ESHWB) practice we identified the need for pastoral staff to deliver a comprehensive support programme for our service children during periods of parental deployment, on joining and leaving the school and providing an enhanced pastoral provision. This helps and supports key school improvement priorities to close the learning gap as well as the social and economic gap that continue to provide challenges to service pupils and families.</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>A reduction of anxiety in situations and improvement in relationships at home for services students has led to an increase in attendance and improved self-esteem. Students are able to demonstrate and articulate an ability to maintain self-esteem through periods of transition. Through student voice, services students feel that pastoral support has enabled improvements in friendships, improved concentration and participation in class and extra curricular activities as well as opportunities to build resilience</p>
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Further Information

<p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also took part in Trust pupil premium reviews to get an external perspective.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, deep dives, student voice and conversations with parents/teachers in order to identify the challenges faced by disadvantaged pupils.</p> <p>We have two members of staff who have actively taken part in the Essex Schools Disadvantaged Network, naming a Disadvantaged Champion within the school and a number of TLR projects that are undertaking work with our PPG students.</p> <p>We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.</p> <p>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. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.</p> <p>We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.</p>
