

## Pupil Premium Strategy Statement – 2021/22 Review

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

It outlines our pupil premium strategy, how we actually spent the funding in the 2021/22 academic year and the effect it had on the disadvantaged students.

### School overview

Detail	Data
School name	Hall Mead School
Number of pupils in school	1033
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	30 <sup>th</sup> November 2021
Date on which it will be reviewed	28 <sup>th</sup> September 2022
Statement authorised by	Maria Ducker
Pupil Premium Lead	Kevin Cole
Governor / Trustee Lead	Michelle McKee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,000
Recovery premium funding allocation this academic year	Segregated from PP budget. 2022/23 it will be absorbed into the PP budget to aid the 1:1 and small group tuition offer.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,400
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185,400

## Part A: Pupil premium strategy plan

### Statement of intent

- For disadvantaged students, to achieve consistently high outcomes as a result of quality first teaching.
- For disadvantaged students, to have a wide rich set of experiences and enhanced cultural capital.
- For disadvantaged students, to receive high quality pastoral care.

*Aspire, Act, Achieve...*

### Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged and non-disadvantaged pupils.
2	Attendance gap between disadvantaged and non-disadvantaged pupils.
3	Persistent absence of disadvantaged pupils.
4	Repeat sanctions for disadvantaged pupils.
5	Engaging disadvantaged pupils in enrichment activities and ensuring whole school inclusion.

### 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. Review column for impact now included.

Intended outcome	Success criteria	Review
To strive to close the attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>- GCSE results including EBACC entry</li> <li>- Internal school assessment data</li> <li>- School reading data</li> </ul>	<ul style="list-style-type: none"> <li>- See GCSE results data at end of report – unvalidated data until released in November 2022 (Appendix #5).</li> <li>- See reading data (Appendix #6)</li> </ul>
To strive to reduce the attendance gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Attendance data</li> <li>- School attendance data to be above national average</li> </ul>	<ul style="list-style-type: none"> <li>- See attendance data (Appendix #1)</li> </ul>
To reduce the persistent absence of disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Attendance data</li> <li>- School attendance data to be above national average</li> </ul>	<ul style="list-style-type: none"> <li>- See attendance data (Appendix #1)</li> </ul>
To reduce the number of repeat sanctions for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- School data in regards to Reflections and FTEs</li> </ul>	<ul style="list-style-type: none"> <li>- See sanction data (Appendix #3 &amp; #4)</li> </ul>

For disadvantaged pupils to participate in enrichment activities and ensuring whole school inclusion.	- Monitoring and tracking of pupil attendance in enrichment activities to ensure whole school inclusion.	- See enrichment log (Appendix #7) - School did not have a full enrichment offer in place due to previous COVID restrictions.
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**Activity in the 2021/22 academic year**

This details how we spent our pupil premium (and recovery premium funding) for **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

- Budgeted cost: £20,000
- Actual Spend: **£21,254.88**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review / Spending
Departmental Bursaries	Collaborative learning approaches: <a href="https://www.educationendowmentfoundation.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> Mastery Learning: <a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	1	- Ingredients - PSHE - Rough books - Football goals  <b>£2,204.88</b>
SEND English Teacher	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1	- Reviewed and to be discontinued in 2022/23 as SEN teaching model has been adjusted.  <b>£18,500</b>
CPD	Promoting effective Professional Development (CPD) plays a crucial role in improving and enhancing classroom practice and pupil outcomes. This guidance below will support school to select external PD and design and deliver their own PD. <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1	- KS – ELSA Qualification - KS – Anna Freud Mental Health Training - KC – ‘Making the Difference for Disadvantaged Pupils’ extended CPD  <b>£550</b>

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

- Budgeted cost: £25,000
- Actual Spend: **£30,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review / Spending
English Teacher / AQA Examiner	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition</a>   <a href="https://www.educationendowmentfoundation.org.uk/eeef">EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/extending-school-time">Extending school time</a>   <a href="https://www.educationendowmentfoundation.org.uk/eeef">EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning</a>   <a href="https://www.educationendowmentfoundation.org.uk/eeef">EEF (educationendowmentfoundation.org.uk)</a></p>	1	<ul style="list-style-type: none"> <li>- 14/29 Year 11 PP students (48%) received small group or 121 in-person tuition.</li> <li>- Impact of tuition from PPE result to actual GCSE Grade: 1.6 grades.</li> <li>- 4 PP Year 11 students received NTP and improved, on average, 1.25 grades from PPE1 to actual GCSE results.</li> </ul> <p><b>Part of £29,750 total tuition spend</b></p>
Maths and Science Tutor	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition</a>   <a href="https://www.educationendowmentfoundation.org.uk/eeef">EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/extending-school-time">Extending school time</a>   <a href="https://www.educationendowmentfoundation.org.uk/eeef">EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning</a>   <a href="https://www.educationendowmentfoundation.org.uk/eeef">EEF (educationendowmentfoundation.org.uk)</a></p>	1	<p><b><u>Maths Impact</u></b></p> <ul style="list-style-type: none"> <li>- 10/29 Year 11 PP students (35%) received small group or 121 in-person tuition.</li> <li>- Impact of tuition from PPE result to actual GCSE Grade: 1.6 grades.</li> <li>- 1 PP Year 11 student received NTP and improved, on average, 2 grades from PPE1 to actual GCSE results.</li> </ul> <p><b><u>Science Impact</u></b></p> <ul style="list-style-type: none"> <li>- 7/29 Year 11 PP students (24%) received small group or 121 in-person tuition.</li> <li>- Impact of tuition from PPE result to actual GCSE Grade: 0.73 grades.</li> </ul> <p><b>Part of £29,750 total tuition spend</b></p>

<p>Educational Psychologist</p>	<p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 4</p>	<ul style="list-style-type: none"> <li>- 3 Educational Psychologist reports actioned and used as supporting evidence in EHCP applications for 2 students.</li> <li>- Pupil Profiles created for all 3 students using recommended EP strategies.</li> <li>- Case Conferences with staff held for 2 students.</li> </ul> <p>£900</p>
<p>LSME</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>After school small group online intervention targeted specifically on the individual need of the child.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 5</p>	<ul style="list-style-type: none"> <li>- Maths LSME Group – consisted of 80% PP students.</li> <li>- Impact of LSME programme from PPE result to actual GCSE Grade: 1.6 grades.</li> </ul> <p>£0 – fully funded programme</p>

<p>Spanish Teacher Tuition</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils or those falling behind.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>	<ul style="list-style-type: none"> <li>- Tuition programme, as a result of LAC PEPs, focused on 3 PP students – Year 10 (1) and Year 8 (2).</li> <li>- End of year effort scores: <table border="1" data-bbox="1066 342 1501 474"> <tr> <td>Year 8</td> <td>B</td> </tr> <tr> <td>Year 8</td> <td>C</td> </tr> <tr> <td>Year 10</td> <td>B</td> </tr> </table> </li> </ul> <p>End of year attainment scores:</p> <table border="1" data-bbox="1066 557 1501 689"> <tr> <td>Year 8</td> <td>Low to Mid</td> </tr> <tr> <td>Year 8</td> <td>Mid</td> </tr> <tr> <td>Year 10</td> <td>3</td> </tr> </table> <p>Part of £29,750 total tuition spend</p>	Year 8	B	Year 8	C	Year 10	B	Year 8	Low to Mid	Year 8	Mid	Year 10	3
Year 8	B														
Year 8	C														
Year 10	B														
Year 8	Low to Mid														
Year 8	Mid														
Year 10	3														
<p>Geography Teacher Tuition</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils or those falling behind.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>	<ul style="list-style-type: none"> <li>- Small group tuition with 3 Year 11 students; 33% PP.</li> <li>- 121 tuition offered in Summer Term to 1 PP Year 10 student as part of a bespoke timetable.</li> </ul> <p>Part of £29,750 total tuition spend</p>												

<p>History Teacher Tuition</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils or those falling behind.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p><a href="https://www.educationendowmentfoundation.org.uk/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>	<p>121 tuition offered to 2 Year 11 students who were late starters to the school.</p> <table border="1" data-bbox="1038 230 1528 427"> <thead> <tr> <th></th> <th>PPE Result</th> <th>Actual Result</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>7</td> </tr> <tr> <td>2</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Both late joiners, with two whole modules missing from their learning.</p> <p>Part of £29,750 total tuition spend</p>		PPE Result	Actual Result	1	8	7	2	4	4
	PPE Result	Actual Result										
1	8	7										
2	4	4										
<p>Home Learning Support</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning so providing homework clubs are important.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In school, 'Homework Clubs' give pupils the opportunity to complete homework in school but outside normal school hours.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 5</p>	<ul style="list-style-type: none"> <li>- Space and equipment provided for students to complete homework in school.</li> <li>- Laptops and other resources available for home use.</li> </ul> <p>£0 – Existing department resources/staff time</p>									

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

- Budgeted cost: £140,305
- Actual Spend: **£145,088.44**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review / Spending
Disadvantaged Student Mentor Department	<p>At Hall Mead School, internal attitude to learning data suggests that school mentoring has a positive impact on academic outcomes. External research data has found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>The development of trusting relationships with an adult or older peer can provide a source of support.</p> <p>In school, conversations between mentors and mentees may address, but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception, regulation and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p>	1 2 3 4 5	<ul style="list-style-type: none"> <li>• Positive effort score data (See Appendix #8)</li> <li>• Low repeat sanctions (See Appendix #3)</li> <li>• High success rate for PP students for non-reoffending (See Appendix #3)</li> <li>• No PP permanent exclusions (See Appendix #3)</li> <li>• Strong tuition programme with high impact results (See Appendix #9)</li> </ul> <p><b>Two full time members of staff - £96,500</b></p>
Educational Welfare Officer	Embedding principles of good attendance practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	2 3	See attendance data (Appendix #1)  <b>£7,000</b>



	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.		
Music Tuition	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of arts' participation on other areas of academic learning appears to be positive but moderate, approximately an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is a potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Providing pupils with the opportunity to participate in music tuition enhances the cultural capital of pupils.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation-eef">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	5	<p>- 13 PP students accessed extra-curricular music lessons across the whole school year.</p> <p>£3,877.40</p>
School Trips	<p>The average impact of arts' participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	5	<p>See Appendix #7</p> <p>£4,981.70</p>

	<p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>														
<p>Post Educational Opportunities</p> <p>16</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p>When implementing aspiration interventions, school will consider:</p> <ul style="list-style-type: none"> <li>• Guidance on the knowledge, skills, and characteristics required to achieve future goals.</li> <li>• Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</li> <li>• Opportunities for pupils to encounter new experiences and settings.</li> <li>• Additional academic support.</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5	<p><b><u>Post-16 Destination Information</u></b></p> <table border="1"> <thead> <tr> <th>Number of Students</th> <th>Setting</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>NCC</td> </tr> <tr> <td>1</td> <td>Avalon</td> </tr> <tr> <td>2</td> <td>Chelmsford college</td> </tr> <tr> <td>1</td> <td>London school of fashion</td> </tr> <tr> <td>1</td> <td>Campion</td> </tr> </tbody> </table> <p>£0</p>	Number of Students	Setting	24	NCC	1	Avalon	2	Chelmsford college	1	London school of fashion	1	Campion
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<p>Duke of Edinburgh Award</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/outdoor-adventure-learning">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p>	5	<p>3 PP students full cost covered – Bronze qualification.</p> <p>Part of £4,981.70 school trips spend</p>												

	<p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>+</p>		
Life Coach	<p>In school, conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4	<ul style="list-style-type: none"> <li>- 12 students – 9 PP, 3 NPP</li> <li>- Every week for half hour.</li> <li>- 4 fully completed programme.</li> </ul> <p>£7,087.50</p>
Uniform	<p>Whilst academic impact is low, this costly element is to ensure whole school inclusion and disadvantaged students feel fully incorporated into the school community.</p> <p>There is evidence to suggest that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	5	<p>Range of uniform provided for up to 60 PP students to ensure access to PE and enable inclusivity within school setting.</p> <p>£4,757.55</p>
Resources	<p>Providing essential equipment for students such as pens, pencils, calculators and books ensures that they are ready to learn.</p>	1 4	<p>To enable full access to school curriculum.</p> <p>£1,676.22</p>
Alternative Provision	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to</p>	4 5	<ul style="list-style-type: none"> <li>- 1 student on AP whilst awaiting school place – FSM funding transferred to AP provider.</li> <li>- 1 student given external mentor (Mike Lane) to help with behaviour in school</li> </ul>

	<p>aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>There is evidence to suggest both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>		£911								
Lunch Provision	<p>School lunch is critical to student health and well-being, especially for low-income students and ensures that students have nutrition they need throughout the day to learn.</p> <p>Research shows that receiving free school lunches reduces food insecurity, obesity rates, and poor health. In addition, the new school meal nutrition standards are having a positive impact on student food selection and consumption, especially for fruits and vegetables.</p> <p><a href="https://www.frac.org">Benefits of School Lunch – Food Research &amp; Action Center (frac.org)</a></p>	5	<p>Ensuring student wellbeing by accessing a nutritional food throughout the school day.</p> <p>£2,342.79</p>								
Awards and Rewards	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>There is evidence to suggest both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1	<ul style="list-style-type: none"> <li>- Postcards</li> <li>- Vouchers</li> <li>- Trips – rewards</li> </ul> <p>£1,600</p>								
My Concern – Safeguarding	<p>My Concern is a safeguarding software package that allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns. Additionally, it helps to protect those at risk by allowing early intervention using a trusted, secure and intuitive platform. It also provides the safeguarding leads with the peace of mind by meeting the statutory, legal and moral obligations they have to those in their care.</p>	2 3 4 5	<p><b><u>Number of Concerns recorded:</u></b></p> <table border="1"> <tr> <td><b>2018-2019</b></td> <td>383*</td> </tr> <tr> <td><b>2019 – 2020</b></td> <td>498</td> </tr> <tr> <td><b>2020-2021</b></td> <td>697</td> </tr> <tr> <td><b>2021-2022</b></td> <td>1027</td> </tr> </table> <p>£1,392.28</p>	<b>2018-2019</b>	383*	<b>2019 – 2020</b>	498	<b>2020-2021</b>	697	<b>2021-2022</b>	1027
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<b>2021-2022</b>	1027										

	DfE (2003) Every Child Matters  <a href="#">Policy paper overview: Every child matters – GOV.UK (www.gov.uk)</a>		
Head of Year TLR	Enhance pastoral capability and capacity within the school. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 4 5	Refer to increased number of concerns recorded above.  £5,900
Transport	Providing transport to and from school ensures that the student is safe and that their attendance in school is maintained.	2 3	4 students – ensuring safe travel when needed and attendance to school.  £741
Mintclass – Seating Plan	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5	PP referencing and identification system  £1,160.70
Online safety/Malicious Communications – Havering Workshop	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.  The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5	- 5 PP students out of 8 - There have been no reported incidents involving these students since this education programme.  £260
Drug and Gangs Awareness Workshop and Assembly	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.  The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5	- Drugs – 0 concerns recorded - 1 gang concern recorded  £1,018.98

<p>Havering Mentoring Programme – Evolve and Adapt</p>	<p>Mentoring appears to have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>The development of trusting relationships with an adult or older peer can provide a source of support.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>	<p>2 students – one taken from Life Coach</p> <p>£510</p>
<p>Lunchtime Activities</p>	<p>Research suggests the average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>	<p>Football goals</p> <p>Accounted for in department bursaries section</p>
<p>Opportunities Passport</p>	<p>Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>	<p>Whole school programme aiming to raise aspirations</p> <p>Accounted for in department bursaries section</p>
<p>Bereavement Counselling</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Indeed, evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 3 4</p>	<p>5 PP students completed programme run by HBBS.</p> <p>£390</p>
<p>Summer School</p>	<p>There is evidence to suggest that Summer Schools have a positive impact on average (three months' additional progress).</p> <p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are</p>	<p>1 5</p>	<p>Did not run due to lack of parental interest</p>

	known to the pupils (typically +4 months overall). <a href="http://www.educationendowmentfoundation.org.uk">Summer schools   EEF (educationendowmentfoundation.org.uk)</a>		
Other IT systems	SISRA – School data system LBoFH PP identifier	5	£2,412
FT ingredients	Ensuring participation in FT and allowing disadvantaged students access to the full curriculum	5	£244.99
Other	Staff expenses	5	Train tickets to CP meetings, parking and other work-related costs  £324.33

**Total budgeted cost: -£185,305**

**Total spend: -£196,993.32 (actual)**

- Additional income: £1,000.00 (NISA – Making a Difference Locally – Charitable donation)
- Additional income: £16,974.02 (CLA funds from Local Authorities via PEP meetings)

**Additional income total: £17,974.02**

- Total spend – additional income = -£179,019.30
- Carry over to 2022/23 = £185,400 - £179,019.30 = £6,380.70

### 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
Mentoring	Evolve and Adapt
Counselling	HBBS
Safeguarding Software	My Concern
Seating Plan	Mintclass
Life Coach	Simon Glover – Y.O.U Life Coaching

## 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 2020 to 2021 academic year.

*See additional column in 'Part A' titled 'Review' for specific details and measures of impact. There is also reference to the Appendix at the end of this document for supporting data and summaries.*

The COVID pandemic has had a detrimental impact on all students but, as national research suggests, the impact on the disadvantaged students has been greater; as detailed in: EEF publishes new analysis on impact of Covid-19 on attainment... | EEF (educationendowmentfoundation.org.uk)

The learning loss, as a result of prolonged school closures, has created a wider gap. Narrowing these gaps remains the school's driving ambition and is a challenge that, as a school and learning community we fully embrace. It is important to note that 'The Educational Policy Instrument Report' states it would take **over 500 years** to close the gap. Without systemic change, this gap will never close, or worse it will increase further.' (27 Nov 2020)

With targeted, well-implemented strategies around disadvantaged students and the continued focus on quality first teaching in the classroom we can, at the very least, ensure these gaps do not widen further. We aim to provide our disadvantaged students with a solid platform (attainment, well-being and cultural capital) to go on and succeed in their post 16 education and futures. Post 16 destination data shows that the majority of our disadvantaged cohort (24 students) went on to continue their education at the local sixth form college (NCC).

Our 'challenges' remain the same, especially around attendance, and our 'statement of intent' is more relevant than ever post COVID. In addition to the school EWO, the disadvantaged team undertook weekly reviews of absence data. It became an agenda item at all link meetings with the disadvantaged SLT member. This will continue in the 2022/23 school year, engaging with parents and carers to ensure their child has the best chance to benefit from the rich curriculum the school offers.

Our trip spend was significantly reduced due to restricted travel and venue closures but we endeavour to expand this again to ensure our disadvantaged students can access cultural capital opportunities, activities and trips. These are always curriculum enhancing and/or relevant to wider projects. We aim to take full advantage of our geographical position and access to London. The disadvantaged team will also reinstate university visits which were sadly placed on hold due to the pandemic; this will give disadvantaged students, that may not see university as a possibility, a sense of it being a 'real' option and achievable. They can tie this pathway back to their GCSE studies.

We will continue to provide a well implemented and focussed 1:1/small group tuition package as, within the disadvantaged cohort, we saw approx.  $\frac{3}{4}$  grade improvement from PPEs to actual GCSE results for our Year 11 students that embraced extra tuition vs those that did not. An area



of development is to ensure **all** disadvantaged students attend these sessions and have access to these opportunities.

Attainment gaps are wider and more evident, post COVID, with our new Year 7 intake. More focus will be given to early KS3 strategies to try and correct these issues. The disadvantaged team will engage with our main feeder schools to see if PP funds can be utilised in KS1 and KS2 to address early years gaps in reading (refer to EEF link at the start of this section). Our rationale for this approach is embedded from: 'The Language Gap is the Disadvantaged Gap', Marc Rowland, Making the Difference for Disadvantaged Students CPD, East London Research School. (26<sup>th</sup> May 2022)

As a staff we continue to 'address the need rather than the label'. This is already evident across the school and it will become embedded dialogue feeding into our culture that 'no one is left behind'. The disadvantaged team will continue to have a bespoke approach to the academic and pastoral needs of the individual student.

We no longer require the support of a specialist teacher in SEND as the school SEN structure has been adapted with more focus on students accessing their education from the delivery of mainstream lessons and adaptive teaching approaches. The original set up focussed on withdrawing students from a language to focus on English; this worked with a certain cohort but does not 'fit' with the current school structure and is counterproductive to the school's ethos of ensuring students access the full EBacc curriculum. We aim to continually have a larger percentage of our disadvantaged students accessing the full EBacc offering than the national average and picture. We are proud of the breadth of our curriculum and the aspirational pathway our students follow.

The strategy for 2022/23 will be published by 31<sup>st</sup> December 2022 and uploaded to the school website.

## Appendix

### 1. Appendix 1 - Attendance Data

Attendance date range: 4/9/21 to 27/5/22

	cohort		% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	#	%	School	National average for secondary schools	School	National average for secondary schools
National figures: (2017 to 2018 Full-year release)						
<b>All Pupils</b>	812		● 7.7%	5.5%	● 18.5%	13.9%
<b>Gender</b>						
Male	460	56.7%	● 7.0%	5.5%	● 15.0%	13.9%
Female	352	43.3%	● 8.6%	5.5%	● 23.0%	13.9%
<b>Ever 6 FSM</b>						
Ever 6 FSM	144	17.7%	● 10.0%	8.1%	● 29.2%	24.6%
Non Ever 6 FSM	668	82.3%	● 7.2%	4.5%	● 16.2%	9.3%
<b>English First Language</b>						
English first language	736	90.6%	● 8.0%	5.7%	● 19.2%	14.5%
English additional language	75	9.2%	● 5.3%	4.7%	● 12.0%	10.8%
Unclassified	1	0.1%	● 1.3%	6.1%	● 0.0%	17.4%
<b>Special Educational Needs</b>						
No SEN	707	87.1%	● 7.6%	5.1%	● 18.0%	12.2%
SEN support	39	4.8%	● 8.7%	8.0%	● 17.9%	23.4%
SEN with EHC plan	66	8.1%	● 8.6%	8.2%	● 24.2%	23.6%
<b>Ethnic Group</b>						
<b>White</b>						
British	634	78.1%	● 8.2%	5.8%	● 20.0%	14.8%
Irish	1	0.1%	● 4.6%	6.2%	● 0.0%	16.2%
Traveller of Irish heritage	2	0.2%	● 10.2%	17.4%	● 50.0%	56.8%
Gypsy / Roma	0	-	-	14.6%	-	52.2%
Any Other White Background	44	5.4%	● 5.9%	5.4%	● 9.1%	13.7%
<b>Mixed</b>						
White and Black Caribbean	16	2.0%	● 7.5%	7.2%	● 18.8%	21.3%
White and Black African	5	0.6%	● 4.4%	5.4%	● 0.0%	13.9%
White and Asian	13	1.6%	● 4.2%	5.2%	● 7.7%	12.7%
Any other mixed background	15	1.8%	● 10.8%	5.4%	● 26.7%	13.9%
<b>Asian or Asian British</b>						
Indian	11	1.4%	● 3.6%	3.7%	● 0.0%	6.1%
Pakistani	9	1.1%	● 4.4%	5.3%	● 22.2%	12.6%
Bangladeshi	3	0.4%	● 2.9%	4.7%	● 0.0%	9.6%
Any other Asian background	7	0.9%	● 12.8%	3.9%	● 14.3%	7.2%
<b>Black or Black British</b>						
Black Caribbean	7	0.9%	● 4.3%	5.4%	● 14.3%	14.8%
Black African	21	2.6%	● 4.3%	3.2%	● 4.8%	5.7%
Any Other Black Background	6	0.7%	● 6.2%	4.1%	● 33.3%	9.9%
<b>Chinese</b>	8	1.0%	● 5.1%	2.3%	● 0.0%	3.0%
Any Other Ethnic Group	1	0.1%	● 3.6%	4.7%	● 0.0%	10.3%
Unknown ethnicity	5	0.6%	● 5.4%	6.4%	● 20.0%	18.6%
<b>Year Group</b>						
Year 11	1	0.1%	● 5.2%	5.5%	● 0.0%	13.9%
Year 10	191	23.5%	● 9.4%	5.5%	● 21.5%	13.9%
Year 9	197	24.3%	● 8.5%	5.5%	● 19.3%	13.9%
Year 8	213	26.2%	● 7.2%	5.5%	● 19.2%	13.9%
Year 7	210	25.9%	● 5.9%	5.5%	● 14.3%	13.9%
<b>Leavers</b>	0		-	-	-	-

#### Key

- Equal to or below national average
- Close to the national average (within 1%)
- More than 1% above national average

## 2. Appendix 2 - National Figures – PA – School

Academic Year	National Figure – Whole School	Whole School Figure	School PP - PA	School NPP - PA
2019 - 2020	10.9	15.4	25	7.2
2020-2021	12.1	15.0	25.8	8.2
2021-2022	38.6	18.5	29.2	8.1

### Summative Comments:

- PP PA has increased from the previous academic year.
- 6 PP students attended an alternative provision in 2021/22, they were dual-registered and their attendance data was frozen as a result of this dual registration.
- PP attendance, excluding specialised cases such as SEN/LAC residential placements, alternative provision, equated to 92%.
- School benchmark for PP PA is set at 95% and below, rather than absences <90% for early intervention.
- PA NA for all students in 2021-2022, according to DfE is 38%; school PP PA was 29.2%.
- New national attendance data is due to be released in March 2023.

## 3. Appendix 3 - Sanction Data – Equality Analysis

	Reflections		DOS		FTE		P/E	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
2020-2021*	43	47	3	0	39	33	0	0
2021-2022	63	113	29	56	40	7	0	0

## 4. Appendix 4 - Impact of Sanctions - Non-Repeat % Rate

### a. All Students

	Reflections	DOS	FTE	P/E
2020-2021	83%	100%	87%	0
2021-2022	76%	82%	85%	0

**b. NPP v PP**

	Reflections		DOS		FTE	
	PP	NPP	PP	NPP	PP	NPP
2020-2021*	77%	89%	100%	100%	82%	94%
2021-2022	71%	78%	66%	86%	87%	85%

**Summative Comments:**

- PP students are not disproportionately more likely to receive a formal sanction than NPP students.
- 7 PP students sit in each sanction area and have a bespoke pastoral plan of support and intervention such as SEN testing, EP assessment, Pupil Profile, CAMHS intervention, EWO intervention, educational behaviour workshops. These students are progressing through the behaviour levels and tariff in line with the school behaviour policy.

**Impact of Sanction:**

- For a Reflection, 71% success of non-reoffending for PP.
- For a DOS, 66% success of non-reoffending for PP.
- For a FTE, 87% success of non-reoffending for PP. 96% success rate of non-reoffender for FTE for PP students; a fall of 1%.

**5. Appendix 5 - GCSE Data 2021/22 Yr11 cohort**

Number of pupils at end of KS4	193
Number of disadvantaged pupils at end of KS4	31
% of disadvantaged pupils at end of KS4	16%
P8 score for all pupils	0.09
No. of disadvantaged pupils in P8 score	30
P8 score for disadvantaged pupils	-0.31

	All 2019	Est 2022	All 2022	PP 2019	Est 2022	PP 2022
No. of pupils in the cohort	185	194	194	27	30	30
No. of pupils entered for the EBacc	100	131	131	11	14	14
KS2 Average Fine point score	4.88	105	105	4.58	101	101
Attainment 8	49.5	51.7	52.0	37.6	39.5	39.54
Ebacc attainment <sup>(1)</sup>	4.5	4.8	4.87	3.5	3.6	3.7
No of entries achieving grade 9	63	99	82	0	5	0
Percentage of pupils at 4 or above in English	85%	80.9%	85.6	72%	60%	70.0
Percentage of pupils at 5 or above in English	70%	62.4%	72.2	44%	33.3%	50.0
Percentage of pupils at 4 or above in Maths	80%	75.3%	76.8	60%	46.7%	53.3
Percentage of pupils at 5 or above in Maths	54%	58.8%	61.9	36%	33.3%	40.0
Percentage of pupils at 4 or above in English and maths	76%	71.1%	75.8	52%	40%	53.3
Percentage of pupils at 5 or above in English and maths	51%	51%	57.2	32%	23.3%	33.3

### **Summative Comments:**

- There was a small increase in the number of PP students following an EBACC entry pathway; this increased from 11 to 14 (2019 to 2022).
- Attainment 8 has increased from 37.6 to 39.5 from 2019 to 2022.

### **Attainment in English**

- There has been a small drop in the % of students achieving a Grade 4 in English from 2019; this equates to a reduction of 2% - from 72% to 70%.
- There has been an increase in the % of students achieving a Grade 5 in English from 2019; this equates to an improvement of 6% - from 44% to 50%.

### **Attainment in Maths**

- There has been a decrease in the % of students achieving a Grade 4 in Maths from 2019; this equates to a reduction of 7% - from 60% to 53%.
- There has been an increase in the % of students achieving a Grade 5 in Maths from 2019; this equates to an improvement of 4% - from 36% to 40%.

### **Attainment in English and Maths**

- There has been a nominal improvement in those students achieving a Grade 4 in English and Maths; this equates to an improvement of 1.3% - a shift from 52% to 53.3%.
- There has been a nominal improvement in those students achieving a Grade 5 in English and Maths; this equates to an improvement of 1.3% - a shift from 32% to 33.3%.

## **6. Appendix 6 – Reading Data**

### **i. Year 7 – Reading Data:**

	TEST 2	TEST 3	DIFFERENCE
Overall	53% green 42% red 4.2 % untested	53.5% green 44.6% red 1.8% untested	+0.3 +2.6
Boys	49.1% green 44% red 7% untested	50% green 47.4% red 2.5% untested	+0.9 +3.4
Girls	58.2% green 41% red	57.7% green 41.2% red	-0.5 +0.2
PP	51% green 37% red 12% not tested (SEN, 3 pupils)	57.6% green 42.3% red	+6.6 +5.3
SEN	41.4 % green 38% red 21% untested	29.5% green 65.9% red 4.5 % untested	-11.9 +27.9

**ii. Year 8 – Reading Data**

	TEST 2	TEST 3	DIFFERENCE
Overall	45% green 52.1% red 3.3 % untested	48.6% green 49.7% red 1.8% untested	+3.6 -2.4
Boys	42.2% green 53.9% red 3.9% untested	48.4% green 47.6% red 3.1% untested	+6.2 -6.3
Girls	48.2% green 49.4% red 2.4% untested	50% green 50% green	+1.6 +0.6
PP	38% green 54% red 8% untested	31.3% green 64% red 3.9% untested	-6.7 + 10
SEN	26.1% green 64.2% red 6% untested	27.5 green 69.5 red 2.8% untested	+0.4 +5.3

**iii. Year 9 – Reading Data:**

	TEST 2	Test 3	DIFFERENCE
Overall	48.8% green 48.3% red 2.8% untested	58% green 38.3% red 3.3% untested	+10 -3
Boys	48.3% green 47.1% red 4.3% untested	55.2% green 40.7% red 4.5% untested	+6.9 -7
Girls	49.5% green 49.5% red 1 pupil untested	61.2% green 35.7% red 3.06% untested	+11.7 -13.8
PP	30.4% green 52.2% red 17.4% untested	36.6% green 50% red 13.6% untested	+6.2 -2.2
SEN	30.7% 61.5% 7.7% untested	32.8% green 54.7% red 13.2% untested	+2.1 - 6.8

## 7. Appendix 7 - Enrichment Tracker

Enrichment Activity	PP - % Attendance or number of students paid for
Year 11 – Theatre Trip – ‘A Christmas Carol’	40%
Year 11 – Theatre Trip – ‘Macbeth’	33%
Paul Hannaford – Drugs Awareness	161
DoE – Bronze Award	3
Rewards	16
West Ham Match	25%
Eton – Summer School	50%
PGL	7 students
Battlefields – History	5 students
Year 10 / 11 – Theatre Trip – Drama	16 students
West Ham / London Stadium Tour	20%
National Gallery	100%
Year 11 – Prom	10 students
Hampton Court	1 student
Colchester Zoo	8 students

### Summative Comments:

- A limited extra-curricular offer was still in place following COVID.
- A range of extra-curricular activities were supported financially via the PP.
- Trips were used as a motivator for students as a reward.

## 8. Appendix #8 – Effort Scores

**Year 7**

	<b>Boundaries</b>	<b>ALL</b>	<b>PP</b>	<b>NPP</b>
<b>Outstanding</b>	125-140	47	1	46
<b>Good</b>	88-124	162	24	138
<b>Requires Improvement</b>	68-87	4	0	4
<b>Cause for Concern</b>	67 or below	2	1	1

**Year 8**

<b>Outstanding</b>	125-140
<b>Good</b>	88-124
<b>Requires Improvement</b>	68-87
<b>Cause for Concern</b>	67 or below

	<b>Boundaries</b>	<b>ALL</b>	<b>PP</b>	<b>NPP</b>
<b>Outstanding</b>	125-140	48	8	40
<b>Good</b>	88-124	154	37	128
<b>Requires Improvement</b>	68-87	6	4	2
<b>Cause for Concern</b>	67 or below	3	1	2

**Year 9**

	<b>Boundaries</b>	<b>ALL</b>	<b>PP</b>	<b>NPP</b>
<b>Outstanding</b>	125-140	38	0	38
<b>Good</b>	88-124	147	17	130
<b>Requires Improvement</b>	68-87	21	3	18
<b>Cause for Concern</b>	67 or below	7	3	4

**KS3 – Overall Figures**

	<b>Boundaries</b>	<b>ALL</b>	<b>PP</b>	<b>NPP</b>
<b>Outstanding</b>	125-140	133	9	124
<b>Good</b>	88-124	463	78	396
<b>Requires Improvement</b>	68-87	31	4	35
<b>Cause for Concern</b>	67 or below	12	5	17



	<b>Boundaries</b>	<b>ALL</b>	<b>PP</b>	<b>NPP</b>
<b>Outstanding</b>	125-140	48	7	41
<b>Good</b>	88-124	125	20	105
<b>Requires Improvement</b>	68-87	12	1	11
<b>Cause for Concern</b>	67 or below	14	6	8

#### **Summative Comments:**

- 24% of all students in Yr 10 have an outstanding effort score.
- 63% of all students in Yr10 have a good effort score.
- 87% of all students in Yr 10 have a good or outstanding effort score.
- 6% of all students in Yr 10 have an effort score which requires improvement.
- 7% of all students in Yr 10 have an effort score which is a cause for concern.

#### **PP Analysis:**

- 27/34 PP students have a good effort score. 1 student requires improvement and 6 students are a cause for concern.

#### **Summative Comments:**

- 19% of all students in KS3 have an outstanding effort score.
- 72% of all students in KS3 have a good effort score.
- 93% of all students in KS3 have a good or outstanding effort score.
- 5% of all students in KS3 have an effort score which requires improvement.
- 2% of all students in KS3 have an effort score which is a cause for concern.

#### **PP Analysis:**

- In Year 7, 24/25 PP students have a good or outstanding effort score. 1 student is a cause for concern.
- In Year 8, 49/50 PP students have a good or outstanding effort score. 1 student is a cause for concern.
- In Year 8, 17/23 PP students have a good effort score. 3 students require improvement and 3 students are a cause for concern.

#### **Years 7 – 10 PP Analysis:**

- 117 PP students have a good or outstanding effort score.
- 15 PP students have an effort score which requires improvement or is a cause for concern.
- The average PP effort score is good.
- Pastoral teams are working hard closely monitoring and supporting those students where there is a low effort score. Year 10 has the highest number of students who sit within the cause for concern and requires improvement categories. To support this group of students, 15 students have taken part in a pilot Borough led bespoke behaviour support programme.