

Pupil premium strategy statement – 2022/23 Review

This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we actually spent the funding in 2022/23 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	1048
Proportion (%) of pupil premium eligible pupils	15.84%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	5 th December 2022
Date on which it will be reviewed	March 2023 September 2023
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	£148,088
Recovery (catch up) premium funding allocation this academic year	£23,463
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,021.37
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	£172,572.37

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 enjoy a wide rich set of experiences and enhanced cultural capital.
- For disadvantaged students, to receive high quality pastoral and attendance support.

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.

Intended outcome	Success criteria	Review
To strive to close the attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none">- GCSE results including EBACC entry- Internal school assessment data	<ul style="list-style-type: none">- EBACC entry = 67.9% (19 out of 28 students)- Refer to Appendix 1
To strive to reduce the attendance gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none">- Attendance data- Trust monitoring and analysis of all sanctions	<ul style="list-style-type: none">- 5 vulnerable students accounted for 2% of attendance- Refer to Appendix 4

To reduce the persistent absence of disadvantaged pupils.	- Attendance data	- Refer to Appendix 4
To reduce the number of repeat sanctions for disadvantaged pupils and to ensure disadvantaged pupils are not disproportionately sanctioned in comparison to their non-disadvantaged peers.	- School sanction data - Trust monitoring and analysis of all sanctions	- Refer to Appendix 3
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	- Refer to Appendix 5

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: £6,000

Actual Spend: **£6,474.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review / Spending
Departmental Bursaries £5,000	Collaborative learning approaches: Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) Mastery Learning: Mastery learning EEF (educationendowmentfoundation.org.uk)	1	- KS3 reading books, English - Calligraphy club - Post boxes, pastoral - FT ingredients - Red Medusa - Ray Start - Beyond This - Sparx £6,474.25
CPD	Promoting effective Professional Development (CPD) plays a crucial role in	1	- Managing exam stress/anxiety

£1,000	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. Effective Professional Development EEF (educationendowmentfoundation.org.uk)		- ELSA CPD Free
--------	--	--	------------------------

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

Budgeted cost: £38,000

Actual spend: £39,539

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review / Spending
English Teacher / AQA Examiner Part of £25,000	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision: Small group tuition EEF (educationendowmentfoundation.org.uk)</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) Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning: Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1	<p>0.3 grade added, on average, to student attainment</p> <p>Refer to Appendix 1</p> <p>Part of £21,691 catch up funding</p>
Maths and Science Tutor Part of £25,000	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school</p>	1	<p>0.3 grade added, on average, to student attainment</p> <p>Refer to Appendix 1</p>

	<p>programmes (including additional small group or one to one tuition)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning: Mastery learning EEF (educationendowmentfoundation.org.uk)</p>		£16,998
<p>Educational Psychologist</p> <p>£1,000</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: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1 4	<p>£850 – 1 student</p> <p>Other EP costs for ongoing EHCPs had been absorbed into the previous years budget.</p>
<p>MyTutor</p> <p>£12,000</p> <p>2 * 12-week programmes for 20 students each time</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>After school small group online intervention targeted specifically on the individual need of the child. Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning: Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1 5	<p>0.3 grade added, on average, to student attainment</p> <p>Refer to Appendix 1</p> <p>Part of £21,691 catch up funding</p>
<p>Spanish Teacher Tuition – Aid Ebacc entry</p> <p>Part of £25,000</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1	<p>0.3 grade added, on average, to student attainment</p> <p>Refer to Appendix 1</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>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning:</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>		<p>Part of £21,691 catch up funding</p>
<p>Geography Teacher Tuition - Aid Ebacc entry</p> <p>Part of £25,000</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</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>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning:</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1	<p>0.3 grade added, on average, to student attainment</p> <p>Refer to Appendix 1</p> <p>Part of £21,691 catch up funding</p>
<p>History Teacher Tuition - Aid Ebacc entry</p> <p>Part of £25,000</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1	<p>0.3 grade added, on average, to student attainment</p> <p>Refer to Appendix 1</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>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning:</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>		Part of £21,691 catch up funding
<p>Home Learning Support</p> <p>Part of 'Disadvantaged Student Mentor Department Role' – see below</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>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>In school, 'Homework Clubs' give pupils the opportunity to complete homework in school but outside normal school hours.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1 5	N/A

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

Budgeted cost: £128,410

Actual Spend: **£133,107.88**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review / spend
Disadvantaged Student Mentor Department	At Hall Mead School, internal attitude to learning data (effort scores) suggests that school mentoring has a positive impact on	1 2	Refer to Appendix 2 – evidence of positive attitude of PP

<p>£102,240</p> <p>2 * Full time staff</p>	<p>academic outcomes. External research data has found increased positive impact 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: Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</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>3 4 5</p>	<p>students to education</p> <p>Refer to Appendix 3 – low number of sanctions and repeat sanctions</p> <p>£102,240</p>
<p>Music Tuition</p> <p>£3,000</p> <p>Approx. 10 students every half term</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.</p> <p>Research based decision: One to one tuition EEF (educationendowmentfoundation.org.uk)</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>5</p>	<p>14 students – vocal, piano, drums and guitar</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: Arts participation EEF (educationendowmentfoundation.org.uk)</p>		£3,855
<p>School Trips</p> <p>£4,500</p> <p>English and drama theatre trips, history, geography, PGL and DoE</p>	<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> <p>Research based decision: Arts participation EEF (educationendowmentfoundation.org.uk)</p>	5	Refer to Appendix 5 £5,766.45
<p>Post 16 Educational Opportunities</p> <p>Future Frontiers – Yr10 * 20 students (at least 80% disadvantaged)</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>	5	Refer to Appendix 5

<p>£1,900</p> <p>Careers and guidance, mentoring programme – continues in Yr11</p>	<ul style="list-style-type: none"> • Guidance on the knowledge, skills, and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. • Opportunities for pupils to encounter new experiences and settings. • Additional academic support. <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>		<p>£1,900</p>
<p>Duke of Edinburgh Award</p> <p>See School Trips</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>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>	<p>Refer to Appendix 5</p>
<p>Life Coach</p> <p>£5,170</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 and belief, particularly in</p>	<p>4</p>	<p>Refer to Appendix 2 – evidence of positive attitude of PP students to education</p>

	<p>relation to school-work; aspirations for future studies and career options</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>		<p>Refer to Appendix 3 – low number of sanctions and repeat sanctions</p> <p>£7,755</p>
<p>Uniform</p> <p>£2,500</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: School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>	<p>£2,676.26</p>
<p>Resources</p> <p>£200</p>	<p>Providing essential equipment for students such as pens, pencils, calculators and books ensures that they are ready to learn.</p>	<p>1 4</p>	<p>£1,235.54</p>
<p>Alternative Provision</p> <p>£2,000</p>	<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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4 5</p>	<p>Refer to Appendix 2 – evidence of positive attitude of PP students to education</p> <p>Refer to Appendix 3 – low number of sanctions and repeat sanctions</p> <p>£1,000</p>
<p>Lunch Provision</p> <p>£1,500</p>	<p>School lunch is critical to student health and well-being, especially for low-income students and ensures that students have</p>	<p>5</p>	

	<p>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>Benefits of School Lunch - Food Research & Action Center (frac.org)</p>		<p>£926.35</p>
<p>Awards and Rewards</p> <p>£600</p>	<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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>	<p>Refer to Appendix 2 – evidence of positive attitude of PP students to education</p> <p>Refer to Appendix 3 – low number of sanctions and repeat sanctions</p> <p>£900</p>
<p>My Concern – Safeguarding</p> <p>£1,400</p>	<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> <p>DfE (2003) Every Child Matters</p> <p>Policy paper overview: Every child matters - GOV.UK (www.gov.uk)</p>	<p>2 3 4 5</p>	<p>Additional resource – MyVoice £353</p> <p>MyConcern £1,329.28</p> <p>£1,682.28</p>
<p>Transport</p>	<p>Providing transport to and from school ensures that the student is safe and that their attendance in school is maintained.</p>	<p>2 3</p>	

£200			£480
SISRA £2,700	Data collection and analysis tool. More efficient analysis to target interventions (like tuition) to ensure better academic results.	1	£2,691
Havering Mentoring Programme – Evolve and Adapt £500	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. The development of trusting relationships with an adult or older peer can provide a source of support. Mentoring EEF (educationendowmentfoundation.org.uk)	5	Refer to Appendix 2 – evidence of positive attitude of PP students to education Refer to Appendix 3 – low number of sanctions and repeat sanctions N/A
Lunchtime Activities Monitored by mentors. Costed on a bespoke basis.	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. 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. Physical activity EEF (educationendowmentfoundation.org.uk)	5	N/A
Opportunities Passport	Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	5	N/A
Bereavement Counselling	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	2 3 4	

	<p>can lead to learning gains of +4 months over the course of a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>		<p>N/A</p>
--	--	--	------------

Total budgeted cost: £172,410

Total actual spend: £179,121.13

- Additional income: £1,200 (NISA – Making a Difference Locally – Charitable donation)
- Additional income: £300 (Upminster Old British School Foundation – Charitable donation)
- Additional income: £6,432.50 (CLA funds from Local Authorities via PEP meetings)

Additional income total: £7,932.50

- Total spend – additional income = £179,121.13 - £7,932.50 = £171,188.63
- Carryover to 2023/24 = £172,572.37 - £171,188.63 = £1,383.74

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.

See additional column in 'Part A' titled 'Review / spend' 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.

Narrowing the disadvantaged gap remains our school's driving ambition and is a challenge that, as a learning community, we fully embrace. The challenge to this school aspiration however, is important to note, with current research confirming that it would take over 500 years to close the disadvantaged gap and suggesting that 'without systemic change, the gap will never close, or worse, it will increase further' (2020).

Following a scrutiny of GCSE outcomes, the school has given new vigour and vitality to the disadvantaged agenda. This enhanced spotlight focuses on the consistent delivery of inclusive quality first teaching and sharing good practice, across subjects and our Trust.

With a targeted whole-school strategy, and unrelenting focus on inclusive quality first teaching, we strive to close the gap. This targeted support from all staff provides the disadvantaged student mentor team the time they need to embrace and tackle the increasing workload attached to SEMH needs. In addition to these challenges, the cost-of-living crisis and the continued fallout from the disruption to learning and routine from the COVID pandemic, continue to slowly filter through and the pastoral nature of the job requires full time commitment, energy and dedication.

Despite these barriers, we successfully 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 confirms that out of a cohort of 28 children, 6 children went to a Sixth Form school (including Westminster Harris – a known Oxbridge feeder school), and 12 children went to the local New City College, taking A-Level qualifications. We are awaiting confirmation of destinations for the remainder, but are confident that at least 7 are in a Further Education setting with the other 3 in some kind of employment/apprenticeship.

Our 'challenges' remain the same and reflect the national picture, especially around attendance, and our 'statement of intent' is more relevant than ever as the social and emotional needs of our children has become more prevalent. The disadvantaged team appreciate the importance of school attendance, not only for attainment, but also for their SEMH needs and mirror the approach suggested in: [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Working_together_to_improve_school_attendance.pdf) (DfE, 2022).

In addition to the school EWO, the disadvantaged team conduct weekly reviews of absence and attendance sits as a fixed agenda item at all link meetings with the dedicated SLT member. This focus will continue in the 2023/24 academic year, engaging with parents/carers to ensure their child has the best chance to benefit from the rich curriculum the school offers through excellent attendance.

We were pleased to see our trip spend increase by 20% from the previous academic year as venues opened up following the pandemic. This ensured that our disadvantaged students accessed a

plethora of cultural capital opportunities, activities and trips. These are always deliberately curriculum enhancing and/or relevant to wider projects and we also take full advantage of our geographical position and access to London.

As part of our commitment to a wider school CEIAG strategy, we invested in a 2-year programme with Future Frontiers (FF), this is for Year 10s continuing into Yr11. 19 Year 10 students (15 were PP - 79%) were mentored by industry professionals. As part of the programme, the professionals met with the students on four occasions, over the course of a month, at their London HQ. They discussed their own journeys and the students openly shared their aspirations. This experience gave the children a valuable insight into the working life of a busy insurance company in the City of London and afforded them something to aspire to. The professionals mentored the students individually (all professionals had undertaken a mentoring course with FF) and took them through a guided programme of career pathways and further education requirements. During the 2023/24 academic year, the students will attend numerous meetings with an FF mentor who will help them with post-16 applications and getting them 'workplace ready'. We will continue with FF for the new Year 10s.

We set ourselves the challenge to reinstate university visits and have made contact with outreach teams but sadly were unable to set these up within the 2022/23 school year. We have however secured visits for the 2023/24 school year. These included two separate trips to Queens' College, Cambridge for our Year 10 (33% PP) and Year 11 (25% PP) high attainers. These trips took place in November 2023 and opened the students' eyes to the Oxbridge experience. One PP student commented ***'this is amazing, I'm coming here!'***.

We will continue to provide a well-implemented, focussed and targeted 1:1 small group tuition. During the 2022/23 school year, this targeted our GCSE students (Year 10/11) as well as, our CLA students across all year groups. All students reported increased confidence in the subjects they studied with our in-house tutors and/or subject teachers. The data shows that the tutored students made approximately 0.3 grade better progress than those that did not.

Going forward, increased focus will be given to early KS3 strategies to try and reduce the KS2 gaps. 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 (2022).

As a staff, we continue to address the need rather than the label. This mindset is evident across the school and feeds 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 continually have a large number of disadvantaged students accessing the full EBacc, much higher than the national average (2022/23, 67.9% of the Year 11 PP cohort had an EBacc entry).

We are proud of the breadth of our curriculum, the aspirational pathway our students follow and our unwavering commitment to the disadvantaged.

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
Life Coach	Y. O. U / Simon Glover
Emotional Literacy Support	ELSA
Counselling	Peace of Mind
Counselling	EHMP, Trial
Alternative Provision	Positive Support for Change, Mike Lane
Alternative Provision	Koru

Appendix

1. GCSE Summer 2023 Exam Results
2. End of Year Effort Scores
3. End of Year Sanction Data
4. End of Year Attendance Data
5. Enrichment and Cultural Capital

1. GCSE Summer 2023 Exam Results

Headlines



	All	PP	EHCP
No. of pupils in the cohort	199	31	20
No. of pupils entered for the EBacc	142	19	4
KS2 Average Fine point score	105.5	104	101.5
Average Attainment 8 grade	4.67	3.54	2.7
Average Ebacc attainment	4.37	3.32	2.36
Average Open attainment	4.46	3.33	2.68
Percentage with 5 or above in English & maths	51.8%	35.5%	30.0%
5 or more strong passes including English & maths	43.7%	25.8%	20.0%
5 or more standard passes including English & maths	66.3%	45.2%	40.0%



2. End of Year Effort Scores

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

Year 7

	Boundaries	ALL	PP	NPP
Outstanding	125-140	71	11	60
Good	88-124	134	20	114
Requires Improvement	68-87	9	4	5
Cause for Concern	67 or below	0	0	0

Year 8

	Boundaries	ALL	PP	NPP
Outstanding	125-140	36	3	33
Good	88-124	156	15	141
Requires Improvement	68-87	11	3	8
Cause for Concern	67 or below	5	2	3

Year 9

	Boundaries	ALL	PP	NPP
Outstanding	125-140	44	5	39
Good	88-124	157	25	132
Requires Improvement	68-87	11	6	5
Cause for Concern	67 or below	4	1	3

Key Stage 3 Analysis

	Boundaries	ALL	PP	NPP
Outstanding	125-140	151	19	132
Good	88-124	447	60	260
Requires Improvement	68-87	31	13	18
Cause for Concern	67 or below	9	3	6

Year 10 – Effort Score Analysis

	Boundaries	ALL	PP	NPP
Outstanding	125-140	49	2	47
Good	88-124	138	13	125
Requires Improvement	68-87	17	4	13
Cause for Concern	67 or below	7	5	5
No effort Score Awarded		2	2	0

3. End of Year Sanction Data

a. Reflection Data

	HM – Autumn Term	HM- Spring Term	HM – Summer Term
7 - PP	11	4	5
7 - NPP	8	6	8
8 - PP	1	1	4
8 - NPP	1	5	1
9 - PP	4	6	12
9 - NPP	2	7	6
10 - PP	10	7	8
10 - NPP	13	13	7
11 - PP	1	0	1
11 - NPP	8	5	3
TOTAL - PP	27	18	30
TOTAL - NPP	32	36	25

- A total of 75 PP reflections were issued.
- A total of 93 NPP reflections were issued.
- 45% of all reflections issued were to PP students.
- PP students are not disproportionately receiving a reflection when compared to NPP students.

b. Suspension Data

	HM Autumn Term	HM Spring Term	HM - Summer Term
7 - PP	3	0	0
7 - NPP	1	0	1
8 - PP	0	0	0
8 - NPP	4	4	2
9 - PP	1	0	0
9 - NPP	7	0	3
10 - PP	3	1	3
10 - NPP	4	2	7
11 - PP	2	1	0
11 - NPP	3	4	1
TOTAL - PP	9	2	3
TOTAL - NPP	19	10	14

- A total of 14 PP suspensions were issued.
- A total of 43 NPP suspensions were issued.
- 25% of all suspensions issued were to PP students.
- PP students are not disproportionately receiving a suspension when compared to NPP students.

c. Repeat Offender Data - Reflections

	HM - Autumn Term	HM - Spring Term	HM - Summer Term
7 - PP	2	0	1
7 - NPP	1	0	1
8 - PP	0	0	1
8 - NPP	0	1	0
9 - PP	1	1	2
9 - NPP	0	1	0
10 - PP	3	2	2
10 - NPP	2	3	0
11 - PP	0	0	0
11 - NPP	2	0	0
TOTAL - PP	6	3	6
TOTAL - NPP	5	5	1

- A total of 19 PP reflections were repeat offenders for a reflection.
- A total of 11 NPP reflections were repeat offenders for a reflection.

- 63% of all repeat reflections issued were to PP students.
- PP students were more likely to receive a reflection as a repeat sanction. This is aligned with our behaviour approach and adapting sanctions according to vulnerability.

d. Repeat Offender Data – Suspensions

	HM – Autumn Term	HM Spring Term	HM – Summer Term
7 - PP	1	0	0
7 - NPP	0	0	0
8 - PP	0	0	0
8 - NPP	0	1	1
9 - PP	0	0	0
9 - NPP	1	0	1
10 - PP	0	0	0
10 - NPP	1	0	2
11 - PP	0	0	0
11 - NPP	0	0	0
TOTAL - PP	1	0	0
TOTAL - NPP	2	1	4

- 1 PP repeat offender suspension was issued.
- A total of 7 repeat offender suspensions were issued.
- 13% of all repeat offender suspensions were issued to PP students.
- PP students are not disproportionately receiving a repeat suspension when compared to NPP students.

4. End of Year Attendance Data

Indicator	HM - Autumn Term	HM - Spring Term	HM - Summer Term
ALL	92.3%	93.2%	93.51%
Male	92.8	93.3%	93.69%
Female	93.3	93.1%	93.26%
FSM	87.5	87.2%	89.07%
NFSM	93.7	94%	94.07%
CLA	89.3	86.7%	80.79%
PP	88.4	89%	89.94%
NPP	93.7	94%	94.15%
SEN	90.7	91.3%	90.70%
Non-SEN	93.4	93.7%	94.21%
Traveller	44.3	51.2%	30.13%
Non-Traveller	93.5	93.7%	93.81%

- There is a gap of 4.21% between the end of year attendance figure of PP versus NPP.
- 5 PP students did not attend Hall Mead due to a number of reasons such as accessing medical tuition, attending an alternative and mental health issues. Collectively these students negatively impacted the PP attendance figure by approximately 2%.
- PP attendance remains a continued focus for the school.

5. Enrichment and Cultural Capital

An Inspector Calls (Theatre – English)	4 students fully funded – 2 PP, 2 non-PP
Bank Of America – Inspiring Women (part of IWD)	Free – 6 PP, 5 non-PP
Tokio Marine Kiln – Futures Frontiers (CAEIG)	19 students fully funded – 15 PP, 4 non-PP
Kinky Boots (Theatre - Drama)	5 students fully funded – all PP
Back to the Future (Theatre - Drama)	2 students fully funded – 1 PP, 1 non-PP
Jekyll & Hyde (Theatre – English)	3 students fully funded – all PP
Macbeth (Theatre – English)	4 students fully funded – all PP
South Coast of England (Geography)	5 students fully funded – all PP
WW1 Experience (In-school – History)	15 students fully funded – all PP
Battlefields (Ypres – History)	3 students fully funded – all PP
Canterbury Cathedral (History/RS)	10 students fully funded – all PP
PGL - reward	5 students fully funded – all PP
Med Trip - reward	1 student partially funded - PP
Colchester Zoo (Science)	12 students fully funded – all PP