

Pupil premium strategy statement 22/23

School overview

Detail	Data
School name	The Angmering School
Number of pupils in school	1355
Proportion (%) of pupil premium eligible pupils	20.07%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2024
Date this statement was published	Now
Dates on which it will be reviewed	10.12.22
Statement authorised by	Simon Liley
Pupil premium lead	Catherine Raynor
Governor / Trustee lead	Nikki Hamilton Street

Funding overview

Detail	Amount
Pupil premium funding allocation this financial not academic year	£243,570
Recovery premium funding allocation this financial year <i>only 50% of £35,778 provisional will be received this financial year.</i>	£17,889
Pupil premium funding carried forward from previous financial years (enter £0 if not applicable)	£1,576
Total budget for this financial not 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	£263,035

Part A: Pupil premium strategy plan

Statement of intent

A strategic aim for the school is to continue to improve the outcomes for disadvantaged students. Our plan to achieve this is to use pupil premium funding to help us reduce not only the variance in outcomes for disadvantaged pupils across the school when compared to their peers, but the variance in engagement through cultural capital opportunities that are currently evident.

- High quality teaching that recognises and plans for the needs of all children
- Improving the literacy of all students especially those who are disadvantaged
- To provide high quality specialist support to students when they need it
- Providing enjoyable and accessible experiences for all students through a range of artistic, scientific and cultural experiences as part of our 'arts-rich' and STEAM strategies linked to Artsmark.
- Implement a high quality curriculum offer which provides bespoke pathways for disadvantaged students in need of a more targeted offer.
- To deliver a rich enhanced transition programme is in place to support the effective integration into the school community for disadvantaged students
- To ensure targeted therapeutic approaches are planned for and reviewed for disadvantaged students with Social, Emotional and Mental Health barriers to their learning.
- To evaluate success throughout the academic year at key milestones (see below)

Challenges

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

Challenge number	Detail of challenge
1	Literacy deficit, reading, writing, oracy Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
2	Self-regulation and appropriate behaviours for learning Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.

4	Social / environmental conditions and levels of cultural capital Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Low attendance / persistent absence Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to maintain a school attendance of 96% or above.

Intended outcomes Activity in this academic year 21/22

Year group	7	8	9	10	11	12+13	Total
PP Student Numbers in Year	46	61	57	48	60	(14)	272

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed literacy approaches to QFP. Inset programme 21/22, work of KS3 subject leaders developing subject specific literacy. Supported by PD objectives and collaborative activities. membership of CCT and National College	Reading comprehension strategies and oral language interventions, low cost high impact in tool kit, Lexonik producing significant increases in reading ages. See results 20/21.(LINK) Inset programmes of at least 6 months duration and which incorporate opportunities for autonomy and collaboration shown to have higher impact (Developing Great Teaching 2016).	1,3
Developing cultural capital through curricula: working towards arts mark status and becoming an arts rich school. reviewing the LOtC curriculum and developing for inclusivity	Arts programme and LOtC the classroom curriculum provides opportunities for social and emotional learning feeding into metacognition and self regulation, both of which are proven to produce 5+ months of progress	4,3,2
PD development objectives and collaboration to develop evidence informed approaches which support disadvantaged students.	Objectives framed around 3 priorities of knowing your students, challenge and questioning give a framework for staff to focus on mastery learning, literacy, individualised instruction all which produce 6+ months of additional progress. Performance development link to performance related pay also produces a positive effect	1,2,3 and 4

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

Budgeted cost: £26,680.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching groups in English and Science	Facilitates small group teaching scenarios shown to produce 4 + months of additional progress	1,2,3
Lexonic	Internal evidence from preceding years show significant increase in reading score.	1,2, 3
Additional capacity 1:1 in Eng, maths and science	Toolkit shows 5+ months additional progress. internal data shows that.....	1 and 3
1:1 KS5 subjects	Toolkit shows 5+ months additional progress. internal data shows that.....	1 and 3
Additional backup group	Facilitates small group teaching scenarios shown to produce 4 + months of additional progress, in this case for students with complex needs	1,2,3
Small holding and land based qualification	Provides opportunities for self regulation, metacognition and general social and emotional learning which produce significant monthly gains	2 and 5
Alternative Provision for selected students at KS4	Proven historically to significantly to be a very effective behaviour intervention and prevention of permanent exclusion	2 and 5

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

Budgeted cost: £179,610.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Restorative Justice coordinator and Attachment /Trauma and family support coordinator	Behaviour interventions proven in terms of additional progress and use a range of levers including self regulation, metacognition and general social and emotional learning. Provides significant opportunity for parental engagement which also adds significant value See Anonymised Case Studies	2 and 5
Increased staffing into LSA SEMH provision	Providing a range of behavioural intervention and learning which evidence base and internal data support in terms of improved progress but also reducing exclusion and boosting attendance. Opportunities within S2L for small group and 1:1 interventions See Anonymised Case Studies	2 and 5
Attendance strategy : nudge	To use nudge theory language in communication with parents and carers with a view to pilot in communication with students if appropriate. See improved attendance percentages in Yr 11 2019	5
Attendance strategy : attendance plans	To use EBSA resources to create clearer attendance reintegration plans, to include COVID specific EBSA resources where suitable.	3 and 5

<p>To improve disadvantaged student engagement in the STEAM subjects in years 7 & 8. Enhancing and creating a climate for oracy; increasing knowledge and skills; improving problem solving techniques and awareness of the Ecosystem. Improving the outcomes of Disadvantaged Students at KS4 particularly in the Science, Mathematics and Arts & Technology subjects.</p>	<p>STEAM Festival at KS3 in the Summer term</p> <p>Supportive evidence of the Festival from 2022 Evaluation Framework:</p> <p>Increased engagement in the STEAM subjects at KS3, increasing uptake by disadvantaged students in Triple Science and Computer Science</p> <p>Improve student oracy by increasing tier 2 & 3 speaking opportunities</p> <p>Improved attendance and well-being through creating a feeling of belonging by developing student active opportunities</p> <p>Improving 'seldom here families' contact through student centric opportunities.</p>	<p>1, 2, 3, 4 & 5</p>
<p>Careers : Bath Scholars</p>	<p>Students linked with the University Student Ambassador/Angmering Scholar programme gain experience of higher education provision. Toolkit shows a weak evidence base. Creative Careers expo in Year 9 and provision in Year 11 and sixth form</p> <p>Evidence: No NEETS in 2021</p>	<p>3,4, 5</p>

Total budgeted costs to date: £ 206,290.00

Part B: Review of outcomes in the previous academic year

Overview

It's difficult to evaluate the impact of the strategy as a consequence of the pandemic. Metrics such as student outcome data are insufficient to account for the complexity of the situation and significant forces that affected the lives of students and their families, especially the disadvantaged. In order to achieve some sense of impact we have approached this holistically using a range of data, qualitative and quantitative, where possible. There were 265 disadvantaged students this last school year.

Response to the pandemic

Like all schools, disruption to attendance, engagement and the curriculum were considerable for the 3rd year running. Having said that, the school reconfigured its operations to provide effective education and pastoral support during this period. This was validated by Ofsted in October 2022. Link :

<https://www.angmeringschool.co.uk/assets/The-Angmering-School-Ofsted-Report-October-2022.pdf>

This was made possible in part by the ongoing strategic approach to disadvantaged children and families. The following provision and processes funded by the PPG made it possible to maintain effective teaching, support and links through this period - namely :

- Student support and attendance officers to provide enhanced level of pastoral care and continued absence monitoring and intervention
- Specialist behavioural, emotional and mental teams providing support for students trauma, anxiety and other mental health issues
- Established practices in Quality First Teaching such as the principle of Pupil Premium First and Know Your Students to ensure engagement in learning in all phases of the pandemic
- Student centred transition process including individual transition activities
- Targeted summer schools for yr 7 intake and specific vulnerable students.
- Targeted IT support for the disadvantaged and vulnerable
- 1:1 tuition when appropriate
- Material support for families - uniform, travel and food parcels
- Key worker school for disadvantaged and vulnerable students

Activity and outcomes

Overview : Whilst the school provided an effective level of education and pastoral care during 21/22, the outcomes for disadvantaged suffered in line with patterns nationally. After 3 years of incremental improvement to the P8 for disadvantaged students, this summers results has produced an increased gap in the Disadvantaged P8 of -1.15. For a fuller evaluation of this gap, outcome data from the GCSEs 2023 is needed. The increased gap is likely to be a result of well documented factors related to conditions and support for learning while at home in lockdown conditions. However, driven by the school teaching and learning priority of "Know your students ", teaching, learning and the curriculum was successfully adapted at each stage of the pandemic. Student engagement in each phase was strong and recognised as such by Ofsted Feb 21 and from parental feedback questionnaires. An important component of this was Key Worker School which provided supported education for 120 students on site during lockdown. Behaviour and engagement for the majority of students was positive but a small number of disadvantaged and vulnerable students presented challenges. Fixed term and permanent exclusions however, remained significantly lower than the local context.

Strategic aims and outcomes

Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Actual outcomes
Improved literacy - reading ages for comprehension	Improved reading scores for all students in receipt of Lexonic training and writing additional English groups .Lexonic assessments has shown a maintained average increase in reading age of 4.5 years.
Effective and timely intervention / support for students with deficits in learning and behaviour resulting from school closure / pandemic scenario	Adjusted behaviour plans for 9 students , learning and attendance plans in place for specific students. Minimal PEX, FTE exclusions lower than local context. Students receiving 6th form 1:2:1 tuition did as well as their peers in their GCSEs
Outcomes : GCSE outcomes have continued to rise, however the Gap between the disadvantaged students and their peers has been exacerbated by the pandemic's remote learning sessions.	18/19 P8 -0.79 ; 19/20 P8 -0.2 or less ; 20/21 -0.77; 20/22 -1.32 2022 A8 score - 28.1 En & Ma Grade 5+ = 12% En & ma Grade 4+ = 30% Employed or in education for 2 terms after KS4 94%
Rebuild improved attendance patterns with Pupil Premium cohort (post school closure)	While attendance of disadvantaged students was affected by pandemic disruption within a local context, school attendance has been significantly higher than the National rate. For eg, In week 12 of 21/22 National Attendance was reported at 89.5% and The Angmering School was at 91.13%. In the same week our PP gap was -7.32% and SEND was -8.98%
Develop and implement a cultural capital curriculum offer. Targeted students participate in cultural experiences	Targeted students in years 7, 8 and 9 participated in end of 20/21 academic year activities such as Festival of Speed, Sea World in Brighton and Marwell Zoo. Disadvantaged students are now targeted and monitored to ensure enrichment activities are enabled and engaged in.

Externally provided programmes

Programme	Provider
Lexonic and Leap	Sound Training Ltd
Secondary School Respite and Alternative Provision	The Russell Martin Foundation
Angling for Education	Angling for Education

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One year 11 in 2021
What was the impact of that spending on service pupil premium eligible pupils?	

Review schedule

Review meeting	Activity	Commentary and evidence to support progress
18.01.22	Meeting in B39 with Link Governor NHS, HKN, NPE and CRA	<ul style="list-style-type: none"> ● Review of PP Strategy Statement Document ● Review of Yr 6 Transition policy and procedures. <i>Improved communication, tracking and early intervention, such as Summer School, has improved the Transition process for all stakeholders.HKN/NPE</i> ● Review of Disadvantaged outcomes after Yr 11 Trial Mocks. <i>Evidence of trial mock and well-being support throughout the two weeks has improved attendance to the exams but has also highlighted areas for improvement, such as, 1:2:1 tutoring in maths, targeted masterclass changes and support for students prior to exams. CRA/AAN</i>
15.03.22	Meeting in B39 with Link Governor NHS, HKN, NPE and CRA	<ul style="list-style-type: none"> ● Review of Back to Normal effects on Students and their learning - <i>Empowerment Curriculum to enhance Cultural Capital growth for disadvantaged students.HKN</i> ● Transition Process in action NPE/HKN with HST School cloud meetings scheduled and Edukey to be used to reduce paperwork and improve communication ● 1:2:1 tutoring in action in Maths - 20 students receiving weekly 1 hour targeted maths tuition delivered after school by 6th form students - <i>10% improvement in current grade PPs at grade 4 and 5 in Maths CRA</i> ● Easter Holiday 1:2:1 revision sessions ready for two days in English, Maths, Science and Geography. CRA
08.06.22		<ul style="list-style-type: none"> ● 1:2:1 targeted revision sessions at Easter and the half- term break. <i>An extra 64 hours of Maths; 32 hours of English; 16 hours of Science and 4 hours in Geography, history and Business Studies. CRA</i> ● GCSE breakfast club for all students & staff each day for two weeks before half term and for the seven core exams after half-term.<i>100% attendance for students during the GCSE examinations. 100% of PPs had breakfast before the morning exams with no Xs. CRA/AFO</i> ● Lexonic evaluation- all year 10 students from wave 1 have continued to maintain the

		<p>improvement seen after their initial sessions. Some students have made continued improvement in their reading age 6th months after their last session. CRA to action meeting with LKe to review implementation and action further in 2022</p> <ul style="list-style-type: none"> ● Focus for 2022/23 - Cultural Capital in the form of support for trips. Approximately only 20% of PPs engage with any curriculum based trips. - Duke of Edinburgh Awards - CRA has met with DAT and have started to plan for a group of Yr9 & 10 (50% PPs) to work towards Bronze award. - 5/6 ETCs to become involved and complete the 14 week training, KMI to be organiser to spread load of Dof E workload. Possible support time on timetable to enable staffing.CRA - Robot Club is finally now up and running on Wednesday lunchtimes, with 50% Yr7 & Yr8 disadvantaged boys engaged.
<p>Autumn 2022</p>	<p>Review Student Outcomes and Literacy focus for 2022/23</p>	<ul style="list-style-type: none"> ● 1:2:1 or 2:2:1 sessions up and running in Maths for 40 students ● Planned 1:2:1 in English, Media, Business & Geography ● Covid Catch up 16-18 budget claw back but planned intervention for Year 12 starting ● Early bird Trip & Activity discounts in action- 58% on Art Trip ● CC as a planned offer for each year group - ongoing ● LW evidence-- application of skills and knowledge is more challenging for our disadvantaged students ● Main focus this year is lived experience of our disadvantaged students ● Year Lead meetings have disadvantaged focus for highlighted students