

Pupil premium strategy statement 21/22

School overview

Detail	Data
School name	The Angmering School
Number of pupils in school	1331
Proportion (%) of pupil premium eligible pupils	20.21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	3rd Dec 21
Dates on which it will be reviewed	11.01.22, 25.03.22, 27.05.22, 01.07.22
Statement authorised by	Phil Jobling
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 only 50% of £35,778 provisional will be received this financial year.	£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	£263,035
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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. The consequences of the pandemic give even more urgency to our mission to do this. Our plan to achieve this we believe is achieved through:

- 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 needs it
- To mitigate as far as possible the effects of the pandemic on all students but especially disadvantaged students

- 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
2	Self-regulation and appropriate behaviours for learning
3	Learning loss resulting from school closure / behavioural and emotional issues resulting from school closure
4	Social / environmental conditions and levels of cultural capital
5	Low attendance / persistent absence

Intended outcomes

Intended outcome	Success criteria
To improve educational outcomes of pupil premium students and other disadvantaged and vulnerable students	<ul style="list-style-type: none"> ● To improve the P8 for PP students by 0.5 ● To improve A8 for PP students by 6.00 ● To improve the % of PP students achieving: En at 5+ to more than 35% (Target - 8%) ● Ma at 5+ at more than 21% (Target - 4%) ● En & Ma at 4+ at 48% (Target - 29%) ● Reducing the increased gap from 2020/21 to above 2019 of 40% ● TAS 2021 En&Ma 4+ = 38% down by 2/7% ● P8 = -0.97 A8 = 30.00 ● TAS was 13% below National En& Ma
Improve literacy skills in reading, writing and oracy to enable full access to the curriculum	<ul style="list-style-type: none"> ● Literacy strategy implemented and embedded throughout the year ● Teacher literacy CPD throughout the year ● Reading age scores of pupil premium students are in line with their non-pupil premium peers ● Decoding skills improved - evidenced through Lexonic outcomes

	<ul style="list-style-type: none"> ● Student command of target language – how to measure as evidenced in the vocab sheets in exercise books for each subject.
<p>All students have access to artistic and cultural experiences as part of the ‘arts-rich’ school offer.</p> <p>Targeted students take part in workshops/ visits/projects that make artistic, creative and cultural experiences accessible.</p> <p>All Year 9 students take part in the Creative Careers Expo.</p> <p>Angmering Calling festival used as a vehicle to celebrate and share experiences with families and the local community.</p>	<ul style="list-style-type: none"> ● Artsmark achieved (gold or platinum status) ● Being an ‘arts-rich’ school embraced and promoted by all staff ● KS3 Charter for the Arts in place ● Number of students from disadvantaged backgrounds attending activities, visits and projects to be the same as their classmates? ● Number of students achieving an additional Arts Award qualification (Discover through to Gold) ● Number of families engaging with the festival ● Development of empowerment curriculum
<p>Improve the self-regulation and behaviours for learning of pupil premium and other disadvantaged and vulnerable students to ensure full engagement in learning.</p>	<ul style="list-style-type: none"> ● Targeted and regularly reviewed therapeutic planning for a small number of students with SEMH needs. ● De-escalating pattern of behaviours and resultant engagement in learning for students under these plans. ● Targeted alternative curriculum offer in place for disadvantaged students with SEMH needs. ● Reduce rates of; fixed term exclusions; on call from lessons; escalation in the upper stages of behaviour for disadvantaged students. ● Successful implementation and impact of targeted SEMH interventions.
<p>To break the patterns of persistent absence in disadvantaged and vulnerable families</p> <p>To improve the attendance of pupil premium students</p>	<ul style="list-style-type: none"> ● To reduce the numbers of pupil premium students who are persistent absentees. ● To bring attendance rates of pupil premium students in line with non-pupil premium peers (at or above national for PP)
<p>To continue embed and develop systems, structures knowledge and expertise of support services to compensate for the effects of the pandemic on disadvantaged and vulnerable students</p>	<ul style="list-style-type: none"> ● Students can access specialist and effective in-school support from pastoral, SEMH and SEND teams. ● Targeted interventions for wellbeing, fitness and sustainable living in place for disadvantaged students. ● Lexonik intervention in place for disadvantaged students first. ● Targeted CAG for disadvantaged students.
<p>CPD - focused on further development of QFP but with specific focus on literacy and strategies for SEND. Including therapeutic approaches. Focus also on “working with difference” in twilight sessions.</p>	<ul style="list-style-type: none"> ● Literacy strategies embedded across the curriculum and evidenced by quality assurance activities ● Staff have awareness of therapeutic approaches and language of diversity
<p>Further development of personal development curriculum for empowerment of students with continued focus on careers and aspiration.</p>	<ul style="list-style-type: none"> ● Opportunity mapping across all year groups completed ● Additional experiences offered to pupil premium students relating to positive career role models

Activity in this academic year 21/22

Year group	7	8	9	10	11	12	Total
PP Student Numbers in Year	57	52	46	53	48	9	265

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
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.	The Disadvantaged Team implemented Step 1. Lunchtime club for targeted yr 7 and 8s to plan, design and build Robots Step 2 Plan and Development of a Robot Wars Competition Step 3 Lunchtime club for targeted yr 7 and 8s to design, plan and build an 'eco' school pond. Step 4 Build an eco school pond Hopeful supportive evidence of club from Evaluation Framework: Increased engagement in the STEAM subjects at KS3, increasing uptake by disadvantaged students in Triple Science and Computer Science Improve student oracy by increasing tier 2 & 3 speaking opportunities Improved attendance and well-being through creating a feeling of belonging by developing student active opportunities	1, 2, 3 ,4 & 5

	Improving 'seldom here families' contact through student centric opportunities. New school strategy for 2021-2022	
Careers : Bath Scholars	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 Evidence: No NEETS in 2021	3,4, 5

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 289 disadvantaged students in this year.

Response to the pandemic

Like all schools, disruption to attendance, engagement and the curriculum were considerable for the 2nd 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 Feb 2021 and subsequently from parental questionnaires in the wake of school closures. Link :

<https://www.angmeringschool.co.uk/assets/Ofsted-Additional-Monitoring-Visit-February-2021.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 yr 10.
- 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 20/21, the outcomes for disadvantaged suffered in line with patterns nationally. After 3 years of incremental improvement P8 for disadvantaged students was -0.79 in 2019. This 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 (specific outcomes and how they will be measured)	Actual outcomes
Improved literacy - reading ages for comprehension	Improved reading scores for all students in receipt of Lexonic training and writing additional English groups
Effective and timely intervention / support for students with deficits in learning and behaviour resulting from school closure / pandemic scenario	Adjusted behaviour plans for ? students , learning and attendance plans in place for specific students. Minimal PEX, FTE exclusions lower than local context.
Outcomes : learning deficits recovered in maths and English and continue to improve PP outcomes	18/19 P8 -0.79 ; 19/20 P8 -0.2 or less ; 20/21 -0.77
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 rate for West Sussex. For eg In week 7 of 20/21 West Sussex reported 92%, national was 86% and The Angmering School was at 94.28%. In week 9 20/21 of our PP gap was -4.23%, last year in week 9 it was at 5.25%
Develop and implement a cultural capital curriculum offer. Targeted students participate in cultural experiences	Targeted students in years 7, 8 and 9 participated in Chichester Theatre project, Screen printing project, sculpture project, Angmering Calling festival.

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 improvement seen after their initial sessions.

		<p>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.
September 2022	Review Student Outcomes and Literacy focus for 2022/23	