

## Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Shoeburyness High School				
Academic Year	2020/21	Total PP budget	£449,328	Date of most recent PP Review	11/11/20
Total number of pupils	1784	Number of pupils eligible for PP	592	Date for next internal review of this strategy	October 2021

2. Previous Years' attainment 2019-2020		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) 2019
% achieving 9-4 E & M	50.5%	64.6%
% achieving Double award Science	35.2%	55.0%
Progress 8 score average	0.0	-0.03
Attainment 8 score average	39.17	46.50

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Between 23% and 51% depending on the year group have additional SEN so will receive additional support to ensure they reach their personal targets
B.	A significant proportion of our PP students are looked after children so will receive additional support to ensure they reach their personal targets
C.	Due to the lock down significant numbers of our PP students are not secondary ready in English and Maths so will receive additional support to ensure they reach their personal targets through both PP funding and the catch-up funding plans
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Although Pupil Premium attendance is above Pupil Premium attendance nationally it is below other pupils nationally in some years previously and we need to make sure that this cohort is attending to the school target of 96%

<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil premium achieve as well as Non-pupil premium	Pupil premium Attainment 8 the same as Non-pupil premium Attainment 8 Attainment 8 matches National Attainment 8
B.	Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium	Pupil premium Progress 8 the same as Non-pupil premium Progress 8 Progress 8 matches National Progress 8
C.	Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	Pupils meet personal targets in English and Maths at the end of Year 7
D.	High ability Pupil premium make accelerated progress	High ability Pupil premium match progress made by other High ability Pupils

## 5. Planned expenditure

**Academic year**

**2020-21**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupil premium achieve as well as Non-pupil premium</p> <p>Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium</p>	<p>Academic mentoring each half term by a qualified teacher for years 7-10 in term 1 and then some selected Yr 11 in terms 2 and 3.</p> <p>Year 11 will have additional maths teaching period 1 to ensure they are supported and stretched in their sets.</p>	<p>Sutton Trust show high impact</p>	<p>Canteen. Mentoring will be monitored and organised by Progress Leaders.</p> <p>This policy has been very effective in the past and we will return to this as soon as is possible according to Government guidelines and school RA</p> <p>Maths period 1 in term 1 will be monitored and led by the HOD for maths and his line manager</p>	<p>Academic Year Leaders</p>	<p>Annually</p> <p>Costed below within staffing to support learning and each other</p>
<p>Period 1 to be maths taught lessons for Year 11.</p> <p>Literacy and English for Year 7</p> <p>Aspiration and ambition curriculum for years 8-10</p>	<p>Year 11 will have additional maths teaching period 1 to ensure they are supported and stretched in their sets.</p> <p>Year 7 receive additional English lessons focused on reading</p> <p>Year 8-10 will focus on careers, target setting, PSHEE etc in P1</p>	<p>Reading will support entry into secondary school and support transition</p> <p>Fundamentally, the change for Period 1 to be a taught period was support great progress in year 11 and 7 pupils and purposeful use of all contact time.</p> <p>We feel that this needs to be less structured this year for the middle years and more about supporting learning in all subject areas.</p>	<p>Learning walks</p> <p>Curriculum mapping</p> <p>Line management</p> <p>Pupil Voice</p>	<p>TT DHT curriculum</p> <p>Line managers</p>	<p>Annually</p> <p>Costed below within staffing to support learning and each other</p>

<p>Pupil premium achieve as well as Non-pupil premium Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium</p>	<p>Peer academic mentoring by years 12 and 13 each half term</p>	<p>Sutton Trust show high impact</p>	<p>Canteen. Monitored and organised by Progress Leaders.  This is a desirable policy as it has had impact in the past. We will aim to start this as soon as RA and government guidelines dictate that we can.</p>	<p>Progress Leaders</p>	<p>Annually</p>
<p>Raise aspirations as well as achievement of pupil premium pupils</p>	<p>Period 1 Curriculum Assemblies  External Speakers and trainers  AMA mentoring  Cambridge University trip  Sixth form Taster days  Independent Careers provision for all  College Visit to talk to pupils about apprentice routes.</p>	<p>Pupils in year 11 last year recorded too many grade 3s in core subjects.  2019 52 3s in Eng Lan 47 3s in Maths  The desire to achieve to their target grades rather than the minimum. Was an issue. The work in raising aspiration appears to have been effective as in  2020 the were only: 15 3s in Eng Lan 20 3s in Maths.  Therefore, we need to maintain this policy.</p>	<p>Sow in place for all year groups for P1 that is monitored by Line managers  SLT delivery of Assemblies  Progress leaders arrange enrichment opportunities  Outside Speakers to drive motivation for revision</p>	<p>SLT</p>	<p>costed within staffing below to support learning and each other</p>
<p><b>Total budgeted cost</b></p>					<p>AYL to co-ordinate, track and implement. 20% of their TLR x 5 AYLs. = £9000  10 Year 11 period 1 maths tutors = 10% of teacher's salaries. Ave Salary =£40k = £40,000</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	1-2-1 mentoring in Literacy and numeracy	Has been successful in previous years.  Pupils are set ambitious targets of 5 sub levels minimum for their progress by the end of yr. 11.	Mentors embedded in the English and Maths department so intervention matches current needs of Pupil premium students.  This is still going to occur the covid RA. Mentors will need to work in smaller groups and with fewer children per term though.	English / Maths HOF and English / Maths Mentor	Termly assessment data collection  £52,000
Improve reading to chronological age	Reading Champions SOW embedded into Period 1 for all year 7s  English mentor leads reading interventions with target pupils based on their KS2 end data	This strategy has been successful in previous years at raising reading scores and the GCSE outcomes in English Language and Literature for the past few years would suggest this as they have been significantly above national average with below national average intakes.	Learning walks and HOF monitoring  English mentor responsible for the reading intervention takes the reading to the pupil's timetabled lesson to minimise loss of learning. If reading is not caught up within 2 terms then the pupil is referred to the SENCO.	English HOF and English Mentor	Termly  Costed immediately above

<p>Accelerate progress of pupils with multiple and extensive barriers to learning</p>	<p>14 pupils have been placed in an intensive literacy and numeracy pathways with low pupil to teacher ratios based on the Primary model.</p> <p>We have also added an additional achievement class in 2020 of 12 pupils in Year 8</p> <p>4 classes of 20, 19, 15 and 18 pupils have been created to support low pupil-teacher ratios. These are in years 7 and 8.</p> <p>Of these 112 pupils, this year, 62 of these pupils this year are pupil premium.</p>	<p>Last year 45 pupils were placed in these pathways. 18 Pupils have already left and successfully moved to the mainstream pathway.</p>	<p>Highly targeted curriculum delivered by specialist teachers within a learning base. Each specialist base has a Curriculum Progress and Development Leader responsible for the Progress and Attainment of the pupils within the specialist pathways. These pathways follow the same assessment points as the rest of the school.</p>	<p>HOF for Achievement</p> <p>HOF for Excel</p>	<p>Termly assessment data collection at KS3 and KS4.</p> <p>Proportion of staffing costs for these pathways. Slightly higher than the school % of PP as there are more PP in these classes.</p> <p>100% Achievement =£422500 Excel=£194700</p> <p>Therefore: 50% of these staffing budgets = £308,600</p>
<p>High ability Pupil premium make accelerated progress</p>	<p>Targeted High ability Pupil premium receive an Individual Challenge plan laying out strategies to meet their personal targets in all subjects</p>	<p>AMA pupils are targeted in each year group. This supports them in achieving their challenging targets.</p>	<p>Internal data, boosting progress meetings to monitor impact and implement the new terms interventions</p>	<p>Progress leader responsible each year group to focus on the PP AMA provision in their year group</p>	<p>Incorporated above.</p> <p>Moderate admin costs</p>

Attendance of pupil premium matches that of other pupils	Dedicated attendance team	Attendance of pupil premium has improved since this intervention has been in place. Attendance of pupil premium is above pupil premium nationally.  Attendance of all focus groups has improved to be above that nationally.  PP attendance in 2018-2019 was as follows: 94.8 against National for PP of 93.94%. This trend continued in 2020 and so we will continue this send through 2021	Internal data, attendance reviews and targets met	Attendance Leader	£43600
<b>Total budgeted cost</b>					£420,900
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved mental well-being and behaviour support of targeted pupils	Dedicated Year managers and Counsellors on site	Improved attendance and attainment of individual pupils has been in evidence in the past.	Monitoring by Staff lead and evaluation by students. Increase in attendance and reduction of barriers to learning such as exclusions and acting out behaviours of individual pupils.	Assistant Head teacher Pastoral	Annually 40% of total staffing = £27300
Access to online support for H/W and teaching	Access to online website and app provision – address cultural capital deficit with access to support materials outside of school hours Through: TEAMS / GCSE POD	Equality of access required Need to raise % of pupils engaging in offsite work in their homes Issues with access to materials in first lockdown Issues with engagement in first lockdown	AYL to attack engagement statistics HOF to use for H/w tracking and monitoring Class teachers to set h/w and communicate via these methods to parents and pupils Revision exercises and materials used from these apps and sites	AYLs	40% of total spend on these materials = £3000
<b>Total budgeted cost</b>					<b>£ 453,200 (including additional staffing estimations)</b>

## 6. Review of expenditure

Previous Academic Year

2019-20

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																														
<p>Pupil premium achieve as well as Non-pupil premium</p> <p>Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium</p>	<p>Academic mentoring each half term by a qualified teacher for years 7-10 in term 1 and then some selected yr 11 in terms 2 and 3.</p> <p>Year 11 will have additional maths teaching period 1 to ensure they are supported and stretched in their sets.</p>	<table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Nat PP 2019</th> <th>SHS 2020</th> </tr> <tr> <th></th> <th>PP</th> <th>PP</th> <th>PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td><b>A8</b></td> <td>39.11</td> <td>36.63</td> <td><b>36.70</b></td> <td><b>38.99</b></td> </tr> <tr> <td><b>P8</b></td> <td>-0.11</td> <td>-0.70</td> <td><b>-0.45</b></td> <td><b>-0.01</b></td> </tr> <tr> <td><b>9-4 Basics</b></td> <td>49.50</td> <td>42.40</td> <td><b>44.70</b></td> <td><b>50.5</b></td> </tr> <tr> <td><b>9-5 Basics</b></td> <td>26.70</td> <td>27.20</td> <td><b>24.70</b></td> <td><b>26.7</b></td> </tr> </tbody> </table>		2018	2019	Nat PP 2019	SHS 2020		PP	PP	PP	PP	<b>A8</b>	39.11	36.63	<b>36.70</b>	<b>38.99</b>	<b>P8</b>	-0.11	-0.70	<b>-0.45</b>	<b>-0.01</b>	<b>9-4 Basics</b>	49.50	42.40	<b>44.70</b>	<b>50.5</b>	<b>9-5 Basics</b>	26.70	27.20	<b>24.70</b>	<b>26.7</b>	<p>Outcomes improved on 2019 and supposed 2019 National Picture for PP pupils from 2019.</p> <p>Half a grade better than National 2019 in terms of progress</p> <p>Over 2 points higher on average A8 outcomes</p> <p>6% better basics measures for our PP pupils</p> <p>Matched 5+ basics to 2018 outcomes</p> <p>Period 1 curriculum appears to have had an impact on maths outcomes</p>	<p>Costed within staffing</p>
	2018	2019	Nat PP 2019	SHS 2020																														
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<p>Period 1 to become a taught period to extend contact in specific subject areas for specific years</p>	<p>Year 11 will have additional maths teaching period 1 to ensure they are supported and stretched in their sets.</p> <p>Year 10s will be in Humanities lessons</p> <p>Year 9 will receive additional Languages lessons to ensure that all could take two languages</p> <p>Year 8 receive additional Science lessons</p>	<table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <th></th> <th>PP</th> <th>PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td><b>Maths A8</b></td> <td>7.11</td> <td>6.93</td> <td>7.29</td> </tr> <tr> <td><b>Maths P8</b></td> <td>-0.24</td> <td>-0.72</td> <td>0</td> </tr> <tr> <td><b>9-4 Maths</b></td> <td>53.50</td> <td>48.90</td> <td>51.5</td> </tr> <tr> <td><b>9-5 Maths</b></td> <td>35.60</td> <td>29.30</td> <td>29.7</td> </tr> </tbody> </table>		2018	2019	2020		PP	PP	PP	<b>Maths A8</b>	7.11	6.93	7.29	<b>Maths P8</b>	-0.24	-0.72	0	<b>9-4 Maths</b>	53.50	48.90	51.5	<b>9-5 Maths</b>	35.60	29.30	29.7	<p>Period 1 curriculum appears to have had an impact on maths outcomes</p> <p>This will continue next year with Yr 11 continuing to be allocated additional teaching time in period 1.</p> <p>Due to covid restrictions we will have to limit the Period one curriculum being driven by subject areas. For years below 11, we will revert to the previous well-being social skills and pastoral curriculum across all pupils. This will be prepared by the Academic Year leaders.</p>	<p>Costed within staffing</p>
	2018	2019	2020																									
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<p>Pupil premium achieve as well as Non-pupil premium Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium</p>	<p>Peer academic mentoring by years 12 and 13 each half term</p>		<p>This cannot continue this year due to bubbles of Year groups.</p> <p>As soon as we are able to – we will look at this again as it has been effective in previous years.</p>	<p>none</p>																								

<p>Improved targeted and focused support in lessons through additional qualified teachers in all faculties</p>	<p>Co-teaching (subject specialists) work with groups in addition to the main class teacher to accelerate progress within KS4 subjects</p>		<p>PP pupils hitting 0 for P8 would be strong evidence that general interventions across subjects were effective. This has increased grades by a half since 2019 and so Co-Teach appears an effective model to ensure that all intervention is not just about maths and English.</p>	<p>£455000</p>
<p>Raise aspirations as well as achievement of pupil premium pupils</p>	<p>Period 1 Curriculum  Assemblies  External Speakers and trainers  AMA mentoring  Cambridge University trip  Sixth form Taster days  Independent Careers provision for all  College Visit to talk to pupils about apprentice routes.</p>	<p>Period 1 curriculum effective at moving Maths outcomes along as per above.  External speakers for revision and aspiration were arranged for all year groups and well received on the whole  External trips and visits scheduled for after term 3 didn't happen this year  Sixth form taster days could not be scheduled either  All PP pupils received their independent careers advice prior to lockdown and colleagues from the SECC came into school to deliver talks on vocational next steps. The impact of this is seen in the NEET % of PP pupils being 0%</p>	<p>Alternatives to the external support for aspiration are going to need to be sought this year.  We need to be ready to roll out options for this once they are allowed again.  The Period one curriculum will be altered as mentioned above to include significant EMSC additions to address covid related issues.</p>	<p>Costed within staffing</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	1-2-1 mentoring in Literacy and numeracy	The impact of these actions in 2019-20 was limited due to the time constraints of only having 3 terms to work directly with pupils.	<p>We will maintain the 1-2-1 mentoring and extend through catch-up funding</p> <p>We will maintain 4 nurture sets in the mainstream of the school with reduced class numbers.</p> <p>We will maintain two intervention nurture pathway classes in the achievement path way into Year 8</p>	£52,000
Improve reading to chronological age	<p>Reading Champions SOW embedded into Period 1 for all year 7s</p> <p>English mentor leads reading interventions with target pupils based on their KS2 end data</p>	The impact of these actions in 2019-20 was limited due to the time constraints of only having 3 terms to work directly with pupils.	<p>We will maintain the 1-2-1 mentoring and extend through catch-up funding</p> <p>We will maintain 4 nurture sets in the mainstream of the school with reduced class numbers.</p> <p>We will maintain two intervention nurture pathway classes in the achievement path way into Year 8</p>	£30,000

Accelerate progress of pupils with multiple and extensive barriers to learning	40 pupils have been placed in an intensive literacy and numeracy pathways with low pupil to teacher ratios based on the Primary model. Of these 40 pupils, this year, 23 of these pupils this year are pupil premium and 3 who are LAC	The impact of these actions in 2019-20 was limited due to the time constraints of only having 3 terms to work directly with pupils.	<p>We will maintain the 1-2-1 mentoring and extend through catch-up funding</p> <p>We will maintain 4 nurture sets in the mainstream of the school with reduced class numbers.</p> <p>We will maintain two intervention nurture pathway classes in the achievement path way into Year 8</p>	<p>Termly assessment data collection at KS3 and KS4.</p> <p>Full costs of staffing for these pathways</p> <p>Achievement =£422500 Excel=£194700</p>												
High ability Pupil premium make accelerated progress	Targeted High ability Pupil premium receive an Individual Challenge plan laying out strategies to meet their personal targets in all subjects	<table border="1" data-bbox="562 722 1308 895"> <thead> <tr> <th>High Ability PP Pupils</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.82</td> <td>-0.11</td> </tr> <tr> <td>A8</td> <td>52.88</td> <td>58.51</td> </tr> <tr> <td>Basics 5+</td> <td>64.3%</td> <td>69.6%</td> </tr> </tbody> </table>	High Ability PP Pupils	2019	2020	P8	-0.82	-0.11	A8	52.88	58.51	Basics 5+	64.3%	69.6%	<p>Clear improvement in the outcomes of HAP PP</p> <p>However, still not where it needs to be in the end. Improvements to get to 0 for this group need to be worked on next year.</p>	<p>Incorporated above.</p> <p>Moderate admin costs</p>
High Ability PP Pupils	2019	2020														
P8	-0.82	-0.11														
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Basics 5+	64.3%	69.6%														
Attendance of pupil premium matches that of other pupils	Dedicated attendance team	Pupil premium attendance 2020 = 94.63% Non PP for 2020 = 96.11% And National PP for 2019 was 93.9%	The processes in the school need to remain as they're effective.	£43600												
Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	1-2-1 mentoring in Literacy and numeracy	The impact of these actions in 2019-20 was limited due to the time constraints of only having 3 terms to work directly with pupils.	<p>We will maintain the 1-2-1 mentoring and extend through catch-up funding</p> <p>We will maintain 4 nurture sets in the mainstream of the school with reduced class numbers.</p> <p>We will maintain two intervention nurture pathway classes in the achievement path way into Year 8</p>	<p>Termly assessment data collection</p> <p>£52,000</p>												

iii. Other approaches							
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.				Lessons learned (and whether you will continue with this approach)	Cost
Improved mental well-being and behaviour support of targeted pupils	Dedicated Year managers and Counsellors on site	Measure / Year	2017-18	2018-19	2019-20* year truncated	Winter term 2020 National Figures	Winter Term 2020 Southend Figures
		% Absence	4.1	3.9	3.9	4.7	4.2
		PA	4.1	3.9	7.88	10.9	9.2
		FTE rate	1.6	1.0	0.9	10.75	7.92
		PEX rate	0	0.06	0.1	0.20	0.12
						It's clear from the figures to the left that the pastoral systems in the school promote inclusion and wellbeing for all learners. As PP pupils represent around 30-40% of our school, it is clear that this provision and spending of funds to support learning need to remain.	Annually £27300

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

2020

The plan for 2019-20 was effective at raising PP outcomes in comparison to 2019. The additional staffing to support attendance, mentor and manage pupils' pastoral wellbeing is effectively spent. The budget to support additional maths and English work across the school is also effective and secures better than national outcomes. On the whole the budget will remain as it was and spent in very similar ways next year.