

Pupil premium strategy statement 23/24

School overview

Detail	Data
School name	The Angmering School
Number of pupils in school	1384
Proportion (%) of pupil premium eligible pupils	20.08%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	November 2023
Dates on which it will be reviewed	September 2024
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 <i>not academic</i> year	£247,430.00
Recovery premium funding allocation this financial year. Spent £22,500 on 22-23. Carried forward for 23-24 is £54,176 with another £41,000 expected this year in two payments of £20,500.	£54,176
Pupil premium funding carried forward from previous financial years (enter £0 if not applicable)	£2,979
Total budget for this financial <i>not academic</i> year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£304,585

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 the pupil premium grant 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 and reading 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	Progress of Learning across the five years of Secondary Education 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 school attendance of 96% or above.

Intended outcomes Activity in this academic year 23-24

Year group	7	8	9	10	11	12+13	Total
PP Student Numbers in Year	69	49	63	55	42	15	296

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 23/24, 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 22/23. 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 becoming an arts rich school. Reviewing the Learning Outside the Classroom (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
Performance development (PD) 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: £28,680.00

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. See Actual Outcomes	1,2, 3
Additional capacity 1:1 in Eng, maths and science	Toolkit shows 5+ months additional progress. Internal data from 22/23 shows that all students who had 1:1 6th form tuition in Maths improved by 1 grade.	1 and 3
Ks 5 student support for reading and in class support	Toolkit shows 5+ months additional progress. Internal data from 22/23 shows that students who had KS5 support improved their attendance, resilience and outcomes.	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: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support 2 Learn key workers 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. Improved attendance percentages for FSM in Autumn 1 for Yr 11 are 8.3% above national.	5
Attendance strategy : attendance plans	To use EBSA resources to create clearer attendance reintegration plans.	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 2023 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 :</p> <p>Bath Scholars for Yr10</p> <p>Bath be ready for Yr12</p> <p>Dare to Dream for Yr9</p> <p>Careers Fair for all year groups</p>	<p>KS4 and 5 Students linked with the University Student Ambassador/Angmering Scholar programme gain experience of higher education provision.</p> <p>KS3 Students linked with work based professionals gain improved motivation and self-confidence</p> <p>Evidence: No NEETS in 2021, 2 students 2022 and 1 student in 2023.</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 272 disadvantaged students this last school year.

Response to the pandemic

Like all schools, disruption to attendance, engagement and the curriculum were considerable during 2020 and 2021. 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
- Exam breakfasts during the mocks and the formal examination period for year 11
- Period 6 revision support for all vulnerable or disadvantaged students in Year 11

Activity and outcomes

Overview : The school strategies were implemented across all year groups, with some evidence of a positive impact across all elements of the tiered approach. Targeted academic support strategies were well designed and well attended, this has led to an increase in the strong basics and the standard basics in comparison to 2019. The next step is to use the interventions at an earlier stage to ensure the gap between disadvantaged students and their non-disadvantaged peers closes further.

The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had and used to thrive throughout the exam period. Attendance continues to remain a challenge and amendments to practise will stay a priority whilst attendance is below 96%. However, strategy changes are starting to show improvements, with Autumn 1 attendance for PP students in Year 11 remaining on average 8.3% above national.

The teaching strategy was consistently implemented, supporting teachers to understand how socio-economic challenges impact our disadvantaged learners. All staff successfully used a range of strategies tailored at supporting individual learners, creating a positive and creative environment where students could thrive. The 2023 A8 gap between our disadvantaged students and their non-disadvantaged peers has halved in comparison to 2019 and is a third of the size compared to 2022. The 2023 P8 gap between our disadvantaged students and their non-disadvantaged peers is smaller than it was in 2019 and is a third of the size compared to that of 2022.

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 have 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	In 2022/23 there were adjusted behaviour plans for 5 students , of these 5 only 1 was a disadvantaged student. Minimal PEX, and FTE exclusions were much lower than local context.
Outcomes : The attainment and progress gap between disadvantaged students and their peers closes	A8 measure for disadvantaged students improved by =7.71 from 2022 and was in line with that of 2019. The A8 measure for disadvantaged students was in line with national and above West Sussex averages. The A8 gap between disadvantaged and their non-disadvantaged peers has halved since 2019. The P8 measure for disadvantaged students is in line with that in 2019 and has improved by +0.6 compared to 2022. The P8 gap between disadvantaged and their non-disadvantaged peers is at its smallest to date at -0.43. Employed or in education for 2 terms after KS4(2021) is 89%
Rebuild improved attendance patterns with Pupil Premium cohort (post school closure)	Whilst attendance of disadvantaged students was affected by pandemic disruption within a local context, school attendance has been regularly higher than the National rate of 87.2%. Disadvantaged students in year 11 have an attendance rate of 92.5%, 8.2% above year 11 attendance nationally for this student group.
Develop and implement a cultural capital curriculum offer. Targeted students participate in cultural experiences	Disadvantaged students are now supported to access culture 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
The Thinking Classroom CPD West Sussex Silver Initiative	The Philosophy foundation

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Four students in 2022-2023 Provision of additional learning resources and 50% funded enrichment trips and activities.
What was the impact of that spending on service pupil premium eligible pupils?	All four students had full access to enrichment activities and trips. One student was supported through the role of a blended learning supervisor, to work through a blended learning programme, tailored to their needs.

Review schedule

Review meeting	Activity	Commentary and evidence to support progress
07.11.2023	Meeting in D1 with Link Governor NH-S	<ul style="list-style-type: none"> Review of PP Strategy Statement Document compared to that of other secondary schools in West Sussex Update of spending of Covid recovery grant <ol style="list-style-type: none"> 6th form reading buddies for year 7 and 8(yellow highlighted students) LSA support in class by Yr 12 ans 13. 8in maths, 5 in English, 3 in Science, 3 in Dance, 2 in History, 1 in PD and 1 in music. Targeted 1:2:1 tuition in place for three year 11 students currently. Update of WSCC Closing the Gap Funding - The thinking classroom programme- Modules of CPD and 8 hours of a philosophy professor in the planning stages. Support For school shoes is currently at 3 pairs per week.