

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Helena Romanes School
Number of students in school (Year 7 - 11)	1143
Proportion (%) of pupil premium eligible students	117 (10.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Daniel Gee
Pupil premium leads	Tony James/Chris Allom
Governor / Trustee lead	Mark Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,150
Recovery premium funding allocation this academic year	£ 20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 144,740

Part A: Pupil premium strategy plan

Statement of intent- YEAR 1-3 VISION

Our intention is that all students, irrespective of their background or the challenges they face, make strong progress and are successful across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high achievers.

We have considered the unique challenges faced by our disadvantaged students, including the most vulnerable students, using this information to underpin and inform the range of strategies we are implementing. In particular, over the past two years, the Covid-19 pandemic has presented an unprecedented set of challenges to our students. We have worked closely with the parents and carers of our disadvantaged students to identify the additional barriers that have resulted from Covid and have tried to mitigate and minimise the impact of these where possible.

The strategies outlined in this statement are intended to complement and support the whole school strategies to raise the outcomes of all students, whether they are disadvantaged or not. Our strategy will look to progressively close the gap in attainment between DA and non-DA students. We recognise that any effective strategy to address educational disadvantage needs to avoid short term 'fixes' and instead be embedded at the heart of school culture. Therefore, we have a series of targets that build incrementally over a period of three years to address the students needs. One of the key pillars in this strategy will be a continual review process that allows the school to monitor and review the effectiveness of this strategy, whilst being able to respond to the changing needs of our students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time it will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged students are exposed to constantly high quality teaching that challenges them to make outstanding progress.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge	Detail of challenge (NB: all of these challenges have been exacerbated by the impact of Covid-19)
1	On average, our disadvantaged students have lower prior attainment when they join the school compared to their non-disadvantaged peers (DA avg EM KS2 CATs 103.62 and a reading age of 10 years and 1 month compared to non-DA students who have scores of 104.14 and 11 years 11 months respectively). During their time at Helena Romanes, internal and external assessments show that this gap widens. (2019 P8 -0.5)
2	Our observations and data analyses show that a minority of disadvantaged students present particularly challenging behaviour
3	Our records show that disadvantaged students get less involved in school and extracurricular activities, and undertake fewer positions of responsibility.
4	Attendance of disadvantaged students is lower than their non-disadvantaged peers (89% compared to 94%). There is a bigger gap in relation to persistent absence (25% compared to 12%). Although Covid has impacted the attendance of all students, it has widened the attendance gap amongst some key disadvantaged students.
5	Engagement from the parents/carers of disadvantaged students is more mixed than from their non-disadvantaged peers. This includes attendance at Parents Evenings, where in previous years DA attendance has been approximately 10% lower than those who are non-DA.
6	Our assessments and observations have shown that the progress of disadvantaged students at the school has suffered the most due to the impact of Covid-19.
7	Our assessment, observations and discussion with DA students and families have shown an increase in students' social, emotional and mental health needs . This has been exacerbated by the impact of Covid-19..
8	Disadvantaged students enter the school with a lower chronological reading age compared to non-disadvantaged students. Research suggests that disadvantaged students may struggle to access the required GCSE texts.
9	Disadvantaged students often lack the high aspirations demonstrated by many of their non-disadvantaged peers.

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 2021-22	Success criteria 2022-23	Success criteria 2023-24
KS4 progress gap to reduce	GCSE P8 gap to maintain as -0.5 (2019)	GCSE gap to reduce to -0.4 or less	GCSE gap to reduce to -0.3 or less
KS3 Progress gap across the core subjects to close	Reduce the gap in attainment in core subjects between DA and non DA students by 15% in each subject per year group.	Reduce the gap in attainment in core subjects between DA and non DA students by 15% in each subject per year group.	To close the gap in attainment between DA and non DA students in core subjects across all years.
To improve the overall reading age of DA students	To close the gap in chronological reading ages between DA and non DA students to less than 1 year.	To close the gap in chronological reading ages between DA and non DA students to less than 9 months.	To close the gap in chronological reading ages between DA and non DA students to less than 6 months.
Reduced suspensions for disadvantaged students.	Less than 35% of DA students receive a suspension Historic S3 analysis unavailable	Less than 25% of DA students receive a suspension Reduction in S3s from previous year (TBC)	Less than 20% of DA students receive a suspension Reduction in S3s from previous year (TBC)
Improved attendance of disadvantaged students	Narrow the gap in attendance between disadvantaged and non-disadvantaged students to less than 4% (3.7%- 2018-29). PA less than 25% (29% 2018-19)	Narrow the gap in attendance between disadvantaged and non-disadvantaged students to less than 3%. PA less than 20%	Narrow the gap in attendance between disadvantaged and non-disadvantaged students to less than 2.5%. PA less than 15%
Improved engagement with the parents of disadvantaged students	80% of all disadvantaged student's parents attend Parents' Evening/ attendance is within 10% of non-disadvantaged peers.	85% of all disadvantaged student's parents attend Parents' Evening/ attendance is within 5% of non-disadvantaged peers.	90% of all disadvantaged student's parents attend Parents' Evening/ attendance is in line with non-disadvantaged peers.

<p>To provide effective <u>social, emotional and mental health</u> support for students</p>	<p>Responses from students/parent surveys improve from year 2020-21</p> <p>80% of students who have received support from the PLC demonstrate sustained improvements (especially in attendance)</p> <p>70% of all DA students attend extra curricular clubs.</p>	<p>Responses from students/parent surveys improve from year 2021-22</p> <p>85% of students who have received support from the PLC demonstrate sustained improvements (especially in attendance)</p> <p>75% of all DA students attend extra curricular clubs.</p>	<p>Responses from students/parent surveys improve from year 2022-23</p> <p>90% of students who have received support from the PLC demonstrate sustained improvements (especially in attendance)</p> <p>80% of all DA students attend extra curricular clubs.</p>
<p>To ensure that all disadvantaged students have <u>high aspirations</u> as a result of receiving high quality Careers Education, Information, Advice and Guidance (CEIAG).</p>	<p>All DA students in year 11 receive a careers meeting.</p> <p>40% of DA students in Year 9/10 receive early careers appointments.</p> <p>40% of DA students in Year 7/8 given early careers advice by PPC.</p>	<p>All DA students in year 11 receive a careers meeting.</p> <p>60% of DA students in Year 9/10 receive early careers appointments.</p> <p>60% of DA students in Year 7/8 given early careers advice by PPC.</p>	<p>All DA students in year 11 receive a careers meeting.</p> <p>80% of DA students in Year 9/10 receive early careers appointments.</p> <p>80% of DA students in Year 7/8 given early careers advice by PPC.</p>
<p>Disadvantaged students <u>participate in a wider range of trips, clubs</u> and visits, as well as taking on more positions of responsibility in school.</p>	<p>Disadvantaged students' attendance at clubs and trips is within 10% of non-disadvantaged students.</p>	<p>Disadvantaged students' attendance at clubs and trips is within 5% of non-disadvantaged students.</p>	<p>Disadvantaged students' attendance at clubs and trips is in line with non-disadvantaged students.</p>

Activity in this academic year (2021-22)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 59,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure quality first teaching for all students through the recruitment and retention of high-quality teachers in the core subjects.</p> <p>PPG booklet and presentation given to staff Sept 2021.</p>	<p>EEF identifies that teaching and learning is the key principle for supporting the progress of disadvantaged students.</p>	1,2,6
<p>Develop a shared vision for effective teaching and learning, underpinned by high-quality, tailored CPD</p>	<p>Consistently high quality teaching leads to better outcomes.</p> <p>All HRS staff have been involved in creating the HRS 10, giving staff empowerment over their teaching and making all staff aware of expectations regarding teaching and learning</p>	1,2,6
<p>Ensure all disadvantaged students are known by teachers and that they are supported to make good progress by implementing the following measures:</p> <ol style="list-style-type: none"> 1. Inset training provided 2. Disadvantaged student register 3. Supporting disadvantaged students document 4. Regular staff updates regarding disadvantaged students. 5. Increased awareness of staff and the specific needs of disadvantaged students. 6. Spotlight profiles to be used to support key disadvantaged students. 	<p>The EEF highlights the importance of highlighting the individual disadvantaged students' needs to allow for tailored solutions.</p>	1,2,4,6
<p>To continue to ensure the KS3 and KS4 curriculum remains broad with schemes of work challenging and sequenced to enable disadvantaged students to make progress.</p> <p>Additionally to ensure that the curriculum is adapted to meet the challenges caused by the pandemic.</p>	<p>Experience suggests that having a challenging curriculum is the foundation that underpins high quality teaching and learning, which in turn leads to high quality outcomes for students.</p>	1,3,6,8

Routine CAT testing and follow-up responses.	With the effect of the pandemic removing SATs in year 6. The CAT testing enabled the school to identify a clear starting point for Year 7 students, particularly disadvantaged students.	1,6
Improving literacy in all subject areas in line with the recommendations by the EEF. Professional development focussed on improving the literacy of all students. Staff training provided by the literacy coordinators introducing reading comprehension into all subjects. CPD training provided by Literacy Champions based around the Frayer model. Introduction of a guided reading programme into tutor groups.	Evidence from the EEF suggests that students with low reading levels often fail to access the curriculum fully and this becomes a significant barrier to achievement.	1,6,8

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

Budgeted cost: £ 44,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and improve the mentoring programmes to provide pastoral support. PPC to provide mentoring for Key DA students. Key disadvantaged students will be allocated experienced mentors to support them.	The DfE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement. We are experiencing an increased number of Social services and CAMHS referrals. Our mentoring and student support services are essential in supporting well-being and achievement.	5,7
Provide 1-1 or small group tutoring/withdrawal for students in core subjects using overstaffing/Covid catchup funding.	Evidence from the EEF suggests that 1-1 and small group tutoring results in students making accelerated progress	5,7
Spotlight profiles to be used to support key disadvantaged students.	Disadvantaged students often do not make expected progress both nationally and locally, as a result of complex factors	4, 6, 7
Personalised Learning Centre- to provide a tailored alternative education provision for vulnerable students.	Disadvantaged students often do not make expected progress both nationally and locally, as a result of complex factors The PLC has a track record in success when supporting students facing complex difficulties.	4, 6, 7

Disadvantaged students are encouraged to attend additional impact sessions. PPC to monitor rates of attendance. Disadvantaged students meet PPC to catch up and discuss progress throughout the year.	The school has found that there is a strong correlation between attendance to impact sessions and students outcomes.	1, 5, 6,7
To support disadvantaged students with organisational skills and ensure disadvantaged students have access to the resources and equipment required to be successful.	Evidence from SIMS has shown that DA students accrue some behaviour points for equipment.	2, 6
Intervention form groups and support sessions used to target key weakness in core subjects. disadvantaged students prioritised.	The school has had success in the past in using intervention tutor groups to close the achievement gap.	1, 6
Pastoral Leaders (including the employment of an additional PL via Recovery Premium funding), PLC staff and councillors to actively monitor the behaviour and well-being of disadvantaged students through reports, tracking on SIMS and learning walks. Staff to make regular contact with parents where necessary.	There is a strong correlation between well-being and levels of attendance, which in turn affects student outcomes. Experience has shown that disadvantaged students benefit from increased levels of support from members of staff.	2, 6,7
Working with the National Tutoring programme to provide support for key students using a mixture of tuition, mentoring and school led tutoring. Disadvantaged students will be prioritised in receiving the support. Knowledge gaps identified to ensure tuition is effective.	Evidence from the EEF suggests that 1-1 and small group tutoring results in students making accelerated progress.	1, 6, 8
Using the school based tutoring support to employ an experienced English teacher to provide additional English lessons to small group support to students most affected by Covid-19.	Evidence from the EEF suggests that 1-1 and small group tutoring results in students making accelerated progress.	1, 6, 8

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

Budgeted cost: £ 40,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: PPCs meet with the Attendance Officer and HOYs every fortnight to discuss disadvantaged students.</p> <p>PPCs identify the underlying barriers to attendance and work in conjunction with HOYs to help support disadvantaged students to attend school.</p> <p>Regular personal contact is made by PPCs and admin support with disadvantaged student's parents to ensure clear</p>	<p>If students are attending school they are more likely to make more progress in their different subject choices.</p> <p>Attendance of disadvantaged students still remains a concern and is a key factor in student performance.</p> <p>Improving the contact made at home through a phone call will improve the communication to parents.</p>	1, 4, 5

communication is maintained between parents and school.		
Provide enrichment days/events and cultural experiences for disadvantaged students that they may not have the opportunity to experience. This would include university visits and educational trips such as museums and the theatre.	Disadvantaged students often have less access to enrichment activities and/or academic parental support. Evidence has shown that fewer applications to 6th form and university are made by disadvantaged students.	3, 4, 5, 7
Primary liaison officer, SENCO, HOY, PPC to work with feeder primary schools to help ensure a smooth transition from primary to secondary education.	Experience has shown that a positive start to school for students makes a big impact on confidence and settling into a new school.	1, 2, 3, 4, 5, 6
PPC to meet/contact disadvantaged student's parents regularly.	Having regular contact with parents will improve engagement. Disadvantaged student's parents will be kept up to date with important dates such as exams and parents evenings. Disadvantaged students will have priority access to careers interviews. CA/CW to review and support DA students with options choices.	2, 3, 4, 5
Disadvantaged students will have priority access to careers interviews. CA/CW to review and support DA students with options choices.	Greater access to next-step advice is proven to improve aspiration and motivation in school.	9
A contingency fund will be used to quickly respond to essential items for disadvantaged students may suddenly need.	Experience has shown that disadvantaged students may need access to support on an immediate basis to help resolve unexpected situations.	All

Total budgeted cost: £ 144,740

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 students in the 2020 to 2021 academic year.

- In relation to student progress, the 2020-21 performance of DA students at the end of KS4 was lower than 2019/20. However, DA progress in both of the last two years was much improved on 2017-18 and 2018-19. Obviously, there are many caveats around student performance data across the last two years.
- The disruption that was caused, particularly resulting from school's closure after Christmas, was extremely detrimental to our disadvantaged students. All disadvantaged students were given the opportunity to attend school during the closure but some students did not take this option. Staff were providing students with 'live lessons' frequently to improve the uptake and engagement within home learning. However, despite regular contact at home from the Pupil Premium Champions, a number of disadvantaged students struggled to engage with the online learning. We are building targeted interventions into our new plan, with the addition of Covid funding, to bolster resources.
- Overall attendance for 2020-21 was lower than in the previous years at (89.34%) with persistent absence (despite improvement from the previous year) remaining a concern (25.1%). However, DA absence was relatively stable compared to whole school absence and we know that whole school absence decreased less during the Covid pandemic than attendance nationally. It is, therefore, reasonable to assume a relative improvement in DA attendance compared to the national picture.
- Various strategies were implemented to improve attendance during this time, such as increased contact with parents of those who were disadvantaged and we feel that attendance levels may have dropped further without this intervention. This continues to be a focus for the school with increased support from the administrative team to try to address the gap in attendance.
- DA parental engagement did improve during the lockdown period with regular calls made for wellbeing checks and supportive conversations relating to student's work being produced. This regular contact did build relationships between the school and hard to reach parents which will be beneficial going forward.
- We did see a rise in the amount of referrals which were made through behaviour, wellbeing and mental health last year, particularly for disadvantaged students. We organised additional mentoring to take place with support from non-teaching staff to provide our students with extra resources upon returning back to school. This was effective with a reduction in referrals towards the end of the year.
- Students' access to extracurricular clubs and trips was severely affected during this period with a reduced number of clubs returning in the summer term. We will be offering a range of experiences for disadvantaged students, when Covid restrictions allow, in our new plan.
- Targeted intervention will be provided for key students with key areas being at the forefront of our student Premium strategy.

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
National Tutoring Programme	Pet-Xi

Further information (optional)

We used the EEF's implementation guidance to help develop our strategy and will continue to use this through our implementation phase. We have also attended seminars with Marc Rowland in identifying key areas to focus on within our plan. We attend regular meetings within Essex to support and share strategies for our disadvantaged students.