

Review of expenditure and impact

2023 – 2024

Please evaluate below how you allocated and used the Pupil Premium Funding and whether it had the desired impact on the quality of education and outcomes for eligible pupils.

(1) Attendance and persistent absence

Our Disadvantaged students do not attend school as regularly as our non-PP students, resulting in learning gaps that negatively impact disadvantaged pupils' progress. .

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not why?	Lessons learned
<p>Improved attendance for all students, especially those who belong to key groups such as PP and SEND, so that their attendance is in line with national average expectations for all pupils.</p> <p>Success criteria:</p> <p>PA figures for PP will be in line, or lower than national averages.</p> <p>PP students will achieve, or exceed, attendance percentages in line with national averages in all year groups, and whole school.</p>	<ul style="list-style-type: none"> - Implementation of new attendance policy (shared with parents / carers Sept 23) which takes a robust approach to student attendance / punctuality to ensure high levels of attendance for all students - Develop and sustain a whole school approach to monitoring and improving attendance - Introduction of prominent display board in school (updated weekly) - Enhanced monitoring, tracking and intervention for disadvantaged students - strategic weekly attendance meeting (every student discussed) - Increased celebration of attendance successes - Streamlined attendance letter procedures - Regular reminders to students regarding the importance of good attendance in school. 	<p>Attendance for Disadvantaged students has increased by 8.2% and the gap in attendance between PP and non-PP students narrowed from 11.6% to 6%.</p> <p>There does however remain a gap in attendance between PP and non-PP students and PA figures for PP increased</p>	<ul style="list-style-type: none"> - Increased tracking and monitoring is needed to identify and breakdown barriers to accessing school earlier. - Closer identification of the triggers for non-attendance (identifying students don't want to school). - Increased home visits are needed to raise awareness of the importance of school attendance. - Further opportunities are needed to discuss attendance with parents. Attendance meetings at the end of the year were poorly attended and therefore parent/carer evenings need to be utilised to discuss school attendance.

	<ul style="list-style-type: none"> - Financial support for PP students e.g. uniform and travel - Offer more intensive support from the Safeguarding and Attendance Officer / Year Managers for families in crisis. 		
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(2) Access to the curriculum is limited by low literacy levels

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not why?	Lessons learned												
<p>Improved reading fluency so that all students can read with sufficient accuracy, automaticity, and prosody, enabling them to access the curriculum in full</p> <p>Success criteria:</p> <p>Standardised reading scores are in line, or above national averages.</p> <p>90% of KS3 PP students read at, or above chronological reading age.</p> <p>Number of students testing in RP groups 1-3, 4-6 and 7-9 to be at least in line with national</p>	<ul style="list-style-type: none"> - Develop a whole-school approach to developing reading and embed strategies to support the weakest readers within the curriculum. - Implement a bespoke and targeted intervention progress across KS4 and KS3 for all students, including those with additional needs. - NGRT screening of all pupils (Y7-10 in 2023/24 and all year groups in successive years) - Appointment of a Librarian and Literacy Development Manager - Appointment of a Reading and Pupil Premium Champion - Implementation of a tiered model of support, which increases in intensity in line with student needs and disciplinary literacy is embedded across the curriculum to develop vocabulary knowledge. 	<p>Provision data for Summer 2024 shows that the P8 score for PP students has moved from -0.93 to -0.18. Whilst there remains a gap between PP and non-PP students, the progress of PP students has improved and the gap has narrowed between PP and non-PP students which suggests that PP students are experiencing greater success in accessing the curriculum across all subjects.</p> <table border="1" data-bbox="1010 1118 1505 1289"> <thead> <tr> <th>P8 score</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.11</td> <td>0.27</td> </tr> <tr> <td>PP</td> <td>-0.97</td> <td>-0.18</td> </tr> <tr> <td>Non-PP</td> <td>0.11</td> <td>0.33</td> </tr> </tbody> </table> <p>Reading Interventions have shown a positive impact on reading fluency for PP students. The total number of students in RP7-10 (students whose reading is</p>	P8 score	2022/23	2023/24	All	-0.11	0.27	PP	-0.97	-0.18	Non-PP	0.11	0.33	<p>Tutor time reading needs to be reviewed. Tutors need to be directed to read to their tutor groups so that students have fluent reading and reading with prosody modelled to them.</p> <p>Further CPD to embed the Walkthru for Whole Class Reading Routines. Research indicates that students who are routinely read to make an additional year's progress, so teachers will be directed to read all texts unless there is a specific pedagogical reason not to.</p> <p>Disciplinary literacy must be prioritised across the curriculum.</p> <p>All subject areas must be responsible for developing students' ability to read complex academic texts.</p> <p>Strategies targeting vocabulary instruction in every subject must be reviewed. An alternative approach to 'Word of the lesson' must ensure</p>
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<p>averages (23% 1-3, 53% 4-6, 23% 7-9)</p> <p>Teachers recognise this improvement through engagement in lessons and book scrutiny.</p>	<ul style="list-style-type: none"> - Use of Lexonic Leap - Use of Sparx Reader - Upskill TAs to deliver targeted interventions. 	<p>limited by poor vocabulary, syntax and grammar or whose reading is below age expectations or has phonics gaps) reduced from 24% of students to 13% and is significantly below the national figure of 23%, but we must ensure further interventions lifts students out of these categories.</p> <p>NGRT screenings show that 53% of PP students increased their SAS (Standard Age Score) between Autumn 2023 and June 2024 compared to 51% on non-PP students and 71% of PP students accessing interventions increased their SAS score compared to 66% of non-PP students.</p>	<p>that vocabulary instruction is a routine part of knowledge delivery.</p> <p>Further work needed to ensure reading is prioritised across the school.</p> <p>Continue to refine the reading intervention offering by incorporating the Herts 4 Learning programme into our offer.</p> <p>Further refinement of reading lessons.</p> <p>Rigorous process of quality assurance of reading in tutoring times and across the curriculum.</p>
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(3) Poor pupil behaviour for learning and engagement in lessons can negatively impact overall outcomes and progress.

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not why?	Lessons learned
<p>To improve pupil behaviour for learning and engagement in lessons to improve overall outcomes and progress.</p> <p>Success criteria:</p> <p>Sustained high levels of wellbeing by 2023/25 demonstrated by:</p> <p>Qualitative data from student voice, student</p>	<p>Review of whole-school behaviour policies and procedures</p> <p>CPD for teaching staff and pastoral staff</p> <p>Graduated approach to support pupils who are not meeting expectations.</p> <p>Implementation of whole school rewards strategy.</p> <p>Targeted SEMH interventions</p> <p>Ensuring PP provision in the Wellbeing Centre</p>	<p>The implementation and embedding of the Behaviour Curriculum has reduced the number of PP students being Permanently Excluded (3 disadvantaged students were permanently excluded in 2021-22 and 2022-23, and only disadvantaged student was permanently excluded in the academic year 2023/24 for a one-off reason).</p> <p>However, PP students continue to receive a higher proportion of suspensions compared to non-PP students and</p>	<p><u>Increased sanctions</u></p> <p>Further CPD is required on the importance of building strong relationships with students and on the importance of staff fully understanding the needs of students who are PP and SEND by fully utilising pupil passports.</p> <p>Continued CPD is required to ensure inclusive teaching is embedded in the NMS lesson plan structure.</p> <p>Continued CPD to ensure all students receive consistently good teaching and learning.</p>

<p>and parent surveys and teacher observations.</p> <p>Qualitative and quantitative data from SEMH interventions.</p> <p>Increased engagement and self-regulation in lessons demonstrated by:</p> <p>Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students.</p> <p>Reduce the number of suspensions for PP students and bring % suspensions for PP in line with average for all students.</p> <p>R point scores demonstrate PP students learning behaviours are as strong as non-PP.</p> <p>Reduced incidents of internal truancy for PP and SEND students.</p>		<p>receive more sanctions at each stage of the behaviour system per student when compared to non-PP students (the exception is S4's where PP students receive fewer sanctions than non-PP students).</p> <p>Data indicates incidents of internal truancy have declined however PP students are more likely to truant lessons.</p>	<p>Continued scrutiny of data to ensure that individuals accruing high level sanctions are identified at an earlier stage, and appropriate intervention is put in place for that student.</p> <p>Increased work is needed with staff on the importance of using rewards as a behaviour management tool for PP students.</p> <p>Use pupil voice to identify reasons why PP students are receiving more sanctions than non-PP students and use the information to inform an action plan.</p> <p><u>Internal truancy</u></p> <p>An alternative approach is needed to deal with those students who remain persistent internal truants. We are developing an Internal Alternative Provision to support students who struggle to attend school and who struggle to go to lessons.</p> <p><u>Suspensions and Permanent Exclusion</u></p> <p>The use of Behaviour Support Plans and a broader intervention offer have contributed to a reduction in the number of students being permanently excluded.</p> <p>Continue to refine the process of reinduction to reduce the likelihood of students being suspended on more than one occasion.</p>
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			Investigate alternatives to suspension in cases where suspension is not a deterrent.
(4) Lack of exposure and access to cultural experiences could lead to low aspirations.			
<p>Desired outcome</p> <p>All students, inc. PP, receive high quality CEIAG, PSHE and are provided with opportunities for enhancing ‘cultural capital’ through extra-curricular and in-class experience</p> <p>Success criteria:</p> <p>100% of PP students will have received high quality careers advice linked to the Gatsby Benchmark guidance and KS4 students will have appropriate and ambitious career pathways resulting in 0% NEETS.</p> <p>All PP students will visit an HE establishment whilst in KS3 and in KS4.</p> <p>Increased PP participation in enrichment</p>	<p>Chosen action / approach</p> <p>Strategically plan for curricular and extracurricular opportunities that enhance/develop students’ cultural capital, character, and all aspects of their personal development</p> <p>This includes:</p> <p>Targeted PP attendance at extracurricular activities</p> <p>Targeted PP attendance at enrichment opportunities</p> <p>High quality personalised CEIAG for PP students</p> <p>Homework club in school</p> <p>Arts participation e.g. Free Music lessons</p> <p>A wide range of extracurricular and enrichment activities which extend students’ learning and develop their passions and interests beyond the classroom.</p> <p>Trips and visits aimed at raising aspirations and engaging students with further/higher education.</p>	<p>Impact: Did you meet the success criteria? If not why?</p> <p>Pupil destinations (2021 leavers) show that we are broadly in line with national averages.</p> <p>2021 Leavers data shows that NEETs were 7% was the school compared to 5% nationally. 52% of pupils were in FE compared to 35% of pupils nationally and 7% of our students were in an apprenticeship compared to 3% of pupils nationally.</p> <p>All PP students received IAG during their GCSEs and had meaningful encounters to support their future pathways.</p>	<p>Lessons learned</p> <p>More extra-curricular clubs have been offered by staff this academic year, but to broaden the offer further, the expectation to offer an extra-curricular club will be factored into directed time.</p> <p>PP students must be specifically targeted for attendance at extra-curricular clubs / activities.</p> <p>DLY to continue to develop the Careers programme across the school (with a targeted focus on PP students).</p> <p>Attendance to IAG events must include targeting PP students to attend.</p>

opportunities / extra-curricular provision (attendance of PP students to be in line with cohort proportions).			
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(5) Inconsistency of quality first teaching could negatively impact outcomes, including those for PP students.

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not why?	Lessons learned																											
<p>Improved quality of teaching and learning across the school to improve the overall outcomes for all students, especially those who belong to key groups such as PP, SEND and low ability (progress and attainment)</p> <p>Success criteria:</p> <p>PP students to achieve or exceed 4+ and 5+ basics in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages in line with national averages for all students.</p> <p>All key groups (PP, SEND, low ability) to achieve, or exceed, ATT8 averages, in</p>	<ul style="list-style-type: none"> - Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. - Development a common framework to lesson structure across the school to ensure accessibility and inclusivity. - Enhance Quality Assurance procedures - Establish a core series of WalkThrus to provide a clear model for learning. - Use of Steplab to support teacher improvement and establish Instructional Coaching. - Whole school focus on academic interventions. - Revision support for students, including revision guides / 	<p>The gap between PP and non-PP students has continued to narrow in P8 and A8 measures, however, there remains a gap in progress and attainment between PP and non-PP students.</p> <p>Summer 2022</p> <table border="1" data-bbox="1010 815 1507 943"> <thead> <tr> <th></th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>0.23</td> <td>50.41</td> </tr> <tr> <td>PP</td> <td>-1.06</td> <td>33.15</td> </tr> </tbody> </table> <p>Summer 2023</p> <table border="1" data-bbox="1010 1018 1507 1145"> <thead> <tr> <th></th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>0.13</td> <td>46.64</td> </tr> <tr> <td>PP</td> <td>-0.97</td> <td>32.7</td> </tr> </tbody> </table> <p>Summer 2024 (unconfirmed data)</p> <table border="1" data-bbox="1010 1220 1507 1348"> <thead> <tr> <th></th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>0.33</td> <td>51.60</td> </tr> <tr> <td>PP</td> <td>-0.18</td> <td>38.7</td> </tr> </tbody> </table> <p>Basics measures</p>		P8	A8	Non PP	0.23	50.41	PP	-1.06	33.15		P8	A8	Non PP	0.13	46.64	PP	-0.97	32.7		P8	A8	Non PP	0.33	51.60	PP	-0.18	38.7	<p>Quality first teaching will remain the strongest strategy for ensuring that our PP students perform at least as well as non-disadvantaged students. An enhanced Quality Assurance process to review the implementation of the curriculum will be launched in September and this will also ensure basic standards are being implemented across departments.</p> <p>An instructional coaching model will be launched in September to improve Teaching and Learning.</p> <p>Alterations will be made to the NMS Walkthru cluster to address areas for development identified through QA this academic year. Short Feedback Looks will be added to secure immediate learning gains around specific knowledge and modelling handover through ‘I do, we do, you do’ will reduce cognitive load during handover to students.</p> <p>Further work is needed to embed the Walkthrus on Whole Class Reading and Whole Class Feedback.</p> <p>A new assessment and feedback policy will be launched in September 2024 to ensure that</p>
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<p>line with national averages for all students.</p> <p>Quality first teaching embedded across the school, as evidenced through QA procedures.</p>	<p>materials / packs where appropriate.</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home related to supporting children with reading and homework. - Review school communications to ensure a positive dialogue about learning 	<p>The gap between PP and non-PP students has continued to narrow in terms of Basics 9-4 and Basics 9-5, however there remains a gap in progress and attainment between PP and non-PP students.</p> <p>Summer 2023</p> <table border="1" data-bbox="1010 352 1509 480"> <thead> <tr> <th></th> <th>Basics 9-5</th> <th>Basics 9-4</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>40.9%</td> <td>65.2%</td> </tr> <tr> <td>PP</td> <td>11.8%</td> <td>41.2%</td> </tr> </tbody> </table> <p>Summer 2024 (forecast grades)</p> <table border="1" data-bbox="1010 552 1509 679"> <thead> <tr> <th></th> <th>Basics 9-5</th> <th>Basics 9-4</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>44.1%</td> <td>74.5%</td> </tr> <tr> <td>PP</td> <td>15.4%</td> <td>46.2%</td> </tr> </tbody> </table> <p>Lesson drop-ins demonstrate that:</p> <ul style="list-style-type: none"> - The majority of staff establish, re-inforce and sustain expectations. - Live modelling is firmly embedded in the majority of lessons, with very few missed opportunities - Cold calling is regularly used in lessons to ensure that PP students are more engaged in learning. - NMS Walkthru cluster is becoming more embedded. 		Basics 9-5	Basics 9-4	Non-PP	40.9%	65.2%	PP	11.8%	41.2%		Basics 9-5	Basics 9-4	Non-PP	44.1%	74.5%	PP	15.4%	46.2%	<p>practice is brought in line with relevant T&L Walkthrus and to ensure it reflects the latest evidence and best practice. CPD will focus on purple pen, live marking and whole-class feedback as highly effective strategies.</p> <p>Continue a more forensic approach to the use of data to ensure that students are identified more swiftly for intervention.</p> <p>Greater use of Question Level Analysis to ensure intervention is more targeted.</p> <p>The intervention programme and improved curriculum this year has had impact and therefore the programme will be launched in September for the new year 11 cohort. Students will be directed to intervention sessions for the core during registration and Period 6 interventions will be run by all subject areas. Attendance to intervention sessions will be targeted (with a focus on PP and SEND). As for last year, the content of the period 6 sessions will be based on question level analysis to make sure there is a clear understanding of what the students do and do not know.</p>
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