

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. In the year 2022–23 the attendance of PP students was 80.9% compared to 93.2% for non-PP students, whilst attendance for the whole cohort was 90.8%. PP attendance has increased at the start of the academic year 2023-24, with attendance of PP students at 89.4% at the end of Half Term 1 meaning there is still an attendance gap (non-PP attendance is 93.3% attendance and 92.4%). Similarly, our SENK and SENE students do not attend school as regularly as non-SEN students. Attendance of SENK in 2022-23 was 84.3% and the attendance of SEN-E students was 85%, whilst attendance for the whole cohort was 92.9% for the same period.

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</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 	<p>Attendance for Disadvantaged students increased by 8.2% from 79.2% to 87.6% 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 from 36.84% to 43.05%.</p> <table border="1"> <thead> <tr> <th>% Attendance</th> <th>2022 - 2023 YTD 05/09/22 - 12/07/23)</th> <th>2023 – 2024YTD 04/09/23 - 12/07/24)</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>88.0</td> <td>91.5</td> </tr> </tbody> </table>	% Attendance	2022 - 2023 YTD 05/09/22 - 12/07/23)	2023 – 2024YTD 04/09/23 - 12/07/24)	All	88.0	91.5	<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.
% Attendance	2022 - 2023 YTD 05/09/22 - 12/07/23)	2023 – 2024YTD 04/09/23 - 12/07/24)							
All	88.0	91.5							

year groups, and whole school.	<ul style="list-style-type: none"> - Streamlined attendance letter procedures - Regular reminders to students regarding the importance of good attendance in school. - 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. 			
		PP	79.4	87.6
		NPP	90.0	93.6

(2) Access to the curriculum is limited by low literacy levels

Lower literacy levels (specifically related to weak reading) leads to difficulties accessing the curriculum across all subjects. Data informs us that our disadvantaged pupils generally have lower levels of reading comprehension than non-PP students. On entry, 44% of our current year 7 PP cohort have a reading age (NGRT) at least 7 months behind their chronological age. SATs reading data shows a gap between the reading ability of PP and non-PP students (PP average standardised score: 102, non-PP average 106, whole cohort average 105).

<p>Desired outcome</p> <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>Chosen action / approach</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) 	<p>Impact: Did you meet the success criteria? If not why?</p> <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="792 1305 1182 1345"> <tr> <td>P8 score</td> <td>2022/23</td> <td>2023/24</td> </tr> </table>	P8 score	2022/23	2023/24	<p>Lessons learned</p> <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>
P8 score	2022/23	2023/24				

<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 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"> - 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. - Use of Lexonic Leap - Use of Sparx Reader - Upskill TAs to deliver targeted interventions. 	<table border="1"> <tr> <td>All</td> <td>-0.11</td> <td>0.18</td> </tr> <tr> <td>PP</td> <td>-0.97</td> <td>-0.49</td> </tr> <tr> <td>Non-PP</td> <td>0.11</td> <td>0.29</td> </tr> </table>	All	-0.11	0.18	PP	-0.97	-0.49	Non-PP	0.11	0.29	<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 that vocabulary instruction is a routine part of knowledge delivery.</p> <p>Further work needed to ensure reading is prioritised across the school.</p>
		All	-0.11	0.18								
		PP	-0.97	-0.49								
Non-PP	0.11	0.29										
<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 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>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>											

Commented [E.1]: Do we know if we have met these data targets?

(3) Poor pupil behaviour for learning and engagement in lessons can negatively impact overall outcomes and progress.

Internal data recognises that disadvantaged students are more likely to be sanctioned repeatedly and are more likely to be identified as less engaged in lessons than their peers. In 2022/23 36% of the students that received more than one suspension were disadvantaged and in Term 1 (2023/24) disadvantaged student continue to disproportionately receive higher tier sanctions (PP students received 35.7% of R2Ls and 27.3% of S4s / SEN students received 42% of R2Ls (on-call requests) and 33% of S4s – exits to another teaching room). Internal data also shows that incidents of PP and SEND internal truancy are above their cohort proportion.

Our assessments, observations and discussions with pupils and families suggest the behaviour of proportion of these pupils is indicative of trauma and attachment inadequacies, wider social and emotional issues including anxiety, low self-esteem and lack of confidence, or an unmet SEND need. Difficulties maintaining strong learning habits and a lack of engagement ultimately results in less successful outcomes at GCSE.

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: Sustained high levels of wellbeing by 2023/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. Qualitative and quantitative data from SEMH interventions.</p> <p>Increased engagement and self-regulation in lessons demonstrated by: Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students. Reduce the number of suspensions for PP students and bring % suspensions for PP in line</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>Our PP students continue to receive more sanctions at each stage of the behaviour system per student when compared to non-PP students (S2s and S3s). The exception is S4's where PP students receive fewer sanctions than non-PP students, however those students who do receive S4s repeatedly receive this sanction.</p> <p>Data indicates that PP students are more likely to truant lessons.</p> <p>The number of PP students being Permanently Excluded has reduced (3 disadvantaged students were permanently excluded in 2021-22 and 2022-23, and only disadvantaged student has been permanently excluded this academic year for a one-off reason.</p> <p>PP students receive fewer rewards compared to non-PP students.</p> <p>PP students receive a higher proportion of suspensions compared to non-PP students.</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>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>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>			2021-22	2022-23	2023-24	<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> <p>Investigate alternatives to suspension in cases where suspension is not a deterrent.</p>
		No on roll (subject to change)	613	669	661	
		No. of students receiving suspensions	37	36	33	
		% of cohort	6.04	5.38	4.99	
		No. of students receiving more than 1 suspension	17	19	20	
		% of cohort with more than 1 suspension	2.77	2.84	3.03	
		Disadvantaged	21	13	11	
		Non Disadvantaged	16	23	19	
		EHCP	4	1	4	
		SEND - K - SEN SUPPORT	14	7	10	
		Non SEND	18	21	16	

(4) Lack of exposure and access to cultural experiences could lead to low aspirations.

Our disadvantaged pupils are more likely to come from families who have had little experience of higher education and wider opportunities. Consequently, going on to university-level study can be seen as an unrealistic goal. Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not why?	Lessons learned
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	Strategically plan for curricular and extracurricular opportunities that enhance/develop students' cultural capital, character, and all aspects of their personal development	<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%</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>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 opportunities / extra-curricular provision (attendance of PP students to be in line with cohort proportions).</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>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>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>
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(5) Inconsistency of quality first teaching could negatively impact outcomes, including those for PP students.

Historical outcomes for Disadvantaged students have been significantly lower than their non-disadvantaged peers at GCSE level. The P8 score for PP students was -0.98 (Summer 2023) compared with a P8 score of +0.13 for non-disadvantaged students and the A8 score for disadvantaged students was 32.7 compared with an A8 score of 46.64 for non-disadvantaged 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 line with national averages for all students.</p> <p>Quality first teaching embedded across the school, as evidenced through QA procedures.</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 / materials / packs where appropriate. - Provide practical strategies to support learning at home related to supporting children with reading and homework. 	<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="797 539 1182 639"> <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="797 699 1182 799"> <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</p> <table border="1" data-bbox="797 858 1182 959"> <thead> <tr> <th></th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>0.29</td> <td>49.17</td> </tr> <tr> <td>PP</td> <td>-0.49</td> <td>38.08</td> </tr> </tbody> </table> <p>Basics measures</p> <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="797 1246 1182 1313"> <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> </tbody> </table>		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	0.29	49.17	PP	-0.49	38.08		Basics 9-5	Basics 9-4	Non-PP	40.9%	65.2%	<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 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>
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	<ul style="list-style-type: none"> - Review school communications to ensure a positive dialogue about learning 	<table border="1" data-bbox="792 252 1182 284"> <tr> <td>PP</td> <td>11.8%</td> <td>41.2%</td> </tr> </table> <p data-bbox="792 316 1093 339">Summer 2024 (forecast grades)</p> <table border="1" data-bbox="792 339 1182 437"> <thead> <tr> <th></th> <th>Basics 9-5</th> <th>Basics 9-4</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>53.9%</td> <td>70.6%</td> </tr> <tr> <td>PP</td> <td>25.0%</td> <td>37.5%</td> </tr> </tbody> </table> <p data-bbox="792 472 1115 496">Lesson drop-ins demonstrate that:</p> <ul data-bbox="824 499 1189 778" 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. 	PP	11.8%	41.2%		Basics 9-5	Basics 9-4	Non-PP	53.9%	70.6%	PP	25.0%	37.5%	<p data-bbox="1205 280 1666 336">Greater use of Question Level Analysis to ensure intervention is more targeted.</p> <p data-bbox="1205 368 1666 759">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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