

Pupil Premium Strategy Statement 2023-2024

Platanos College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	857
Proportion (%) of pupil premium eligible pupils	66%
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	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Executive Headteacher
Pupil premium lead	Ms A. Henry
Governor / Trustee lead	Mr H. Whyte

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£ 587,880
Recovery premium funding allocation this academic year	£ 156,768
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 744,648

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all disadvantaged pupils receive the targeted support to ensure that their outcomes are in line with their peers, and that it provides them with a fulfilling, holistic learning experience.

When making these decisions in relation to the pupil premium strategy, we consider the unique context of our school, the pupils, their starting points, background and overall context. This is coupled with consideration from established research such as from the EEF.

Our strategy identifies the main barriers, or challenges, and involves systematically addressing these through a tailored approach. This is in line with the DfE and EEF's 3-tiered 'menu of approaches'. This is first achieved by ensuring that the whole school are conversant with the issues and challenges, are adequately trained and developed, so that they can effectively implement the strategies.

We adopt a self-evaluative approach, where a feedback loop ensures that we continually monitor and refine our practices to enable a holistic support mechanism for our pupils and families that meet their needs.

We have an unshakeable belief in our pupils, who actively embrace our motto 'Attitude Determines Altitude'. This successfully ensures that expectations are high from all staff, pupils, parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	EAL/Literacy The percentage of our pupils who have English as an additional language is significantly higher than the national average. In addition to this, literacy can be a barrier for some of our pupils with some of them not reaching the national standard at the end of Key Stage 2.
2	Safeguarding, Health and Well-being

	High levels of deprivation in the local area and associated social issues in the community (increased numbers with social care involvement, crime in the local area).
3	<p>Behaviour</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Socio-economic factors</p> <p>High levels of deprivation in the local area and associated social issues in the home (overcrowding; cost of living crisis affecting quality and quantity of meals and quality of life; access to devices and the Internet; additional household responsibilities for young people; lack of space and time to work at home; lack of parental engagement)</p>
5	<p>Attendance</p> <p>The attendance of pupils who are eligible for the Pupil Premium Grant is slightly below the national average.</p>
6	<p>Achievement / stretching of pupils (particularly the most able disadvantaged)</p> <p>The estimated Progress 8 score highlights that pupils who are listed as Most Able for 2022/23 was -0.46 compared with a Progress score of -0.21 for Most Able Other pupils. The school will aim to close this gap in the academic year 2023-24.</p>
7	<p>SEND</p> <p>The number of our pupils with additional needs is above the national average. This can impact upon pupils and the levels of support that they require in order to access the curriculum.</p>
8	<p>Parental involvement</p> <p>This is an on-going area of focus for the school. Working with parents and carers is an on-going area of focus for the school. We recognise that parental commitment to a child's learning supersedes socio-economic status and that high parental aspirations correlate to better performance at school.</p>

9	<p>Aspirations</p> <p>As a school, we have high aspirations for all of our pupils. We recognise the importance of these high aspirations in supporting pupils to achieve the best possible outcomes.</p>
10	<p>Covid: impact on learning</p> <p>Many of our most disadvantaged pupils start secondary schools with Key Stage 2 outcomes that are below the national average. In addition, the national data highlights that pupils who are eligible for the Pupil Premium Grant fell furthest behind during periods of national lockdown.</p>

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
<p>Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>The achievement gap between pupils who are eligible for the Pupil Premium Grant and those who are not will close.</p> <p>The progress gap between Pupil Premium and non-Pupil Premium will close. By the end of 2013/24, pupils who are eligible for the Pupil Premium Grant will achieve a Progress score of at least 0 and achieve an Attainment score of at least 50.</p>
<p>Improved progress and attainment among SEND pupils across the curriculum at the end of KS4.</p>	<p>SEND pupils will achieve in line with their peers both in the school and nationally.</p> <p>The additional needs of pupils with SEND will be identified at the earliest possible opportunity and will have access to a wide range of interventions to support them to make rapid progress.</p>

<p>Improved progress and attainment among EAL pupils across the curriculum at the end of KS4.</p>	<p>EAL pupils will achieve in line with their peers and will have access to literacy support to support them to make rapid progress.</p> <p>As a result of this support, EAL pupils will achieve in line with their peers both in the school and nationally.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests will demonstrate improved comprehension skills among disadvantaged pupils. Disadvantaged pupils will be reading in line with their peers.</p> <p>Assessment data across the curriculum will also demonstrate improved literacy levels among disadvantaged pupils.</p>
<p>Improved numeracy skills among disadvantaged pupils across KS3.</p>	<p>Numeracy tests will demonstrate improved numeracy skills among disadvantaged pupils. Disadvantaged pupils will be reading in line with their peers.</p> <p>Assessment data across the curriculum will also demonstrate improved literacy levels among disadvantaged pupils.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>The school's rewards will highlight that disadvantaged pupils are better able to self-regulate their behaviour.</p> <p>Homework completion rates will highlight that disadvantaged pupils are completing homework at a similar rate to their peers.</p> <p>Disadvantaged pupils will attend the school's homework club which will be highlighted through an analysis of attendance rates.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>The school's rewards system will show the positive attitude of pupils across the school.</p> <p>Engagement in Portfolio for Life lessons and with the Portfolio for Life projects will be high.</p>

	<p>Pupil voice will highlight the sustained levels of wellbeing.</p> <p>Disadvantaged pupils will attend extra-curricular clubs at a similar rate to their peers.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The school's attendance figures will be in line with or above the national average for all pupils including those who are disadvantaged.

Activities in this academic year

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: £ 248,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of specialist literacy intervention programme.</p> <p>Specialist training will be provided for all staff involved in the delivery of this intervention.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	1, 6, 7,9,10
<p>Additional Numeracy lessons to be built into the Key Stage 3 timetable.</p>	<p>The use of structured numeracy interventions can improve pupils' basic numeracy skills and support those pupils who have fallen behind.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1693633418</p>	1, 6, 7,9,10

Recruitment of a coach to support staff development.	Coaching is a tool that has been proven to support develop quality first teaching	1,3,6,7,10
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Pupils are supported to become independent learners and to develop their metacognitive skills through Portfolio for Life lessons. Pupils also learn how to plan and complete large projects in these lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,3,4,5,7,8,9,10
CPD to support the development high-quality teaching and assessment that responds to the needs of the pupils.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	1, 6,7,10

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

Budgeted cost: £ 375,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 6, 7,9,10

been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Recruitment of a range of specialists to support pupils to access this support.	Recruitment of a range of trained specialists to ensure that pupils receive early intervention and support for pupils.	1,2,3,4,5,6,7,8,9,10

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

Budgeted cost: £ 121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff led by our Educational Psychologist.</p>	<p>Social and emotional learning approaches have a positive impact on pupils learning and wellbeing. This specialist support allows pupils to be available for learning and achieve well as a result.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	2,3,4,7,8
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5

appointed to improve attendance.		
Parental engagement	Inviting parents/carers to attend a range of parent/carer workshops throughout the school year to further support parental engagement.	2,3,4,8,9

Total budgeted cost: £ 745,200.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The GCSE results for 2022-23 highlight that the gap between disadvantaged pupils and pupils listed as not disadvantaged has decreased over time.

The results from both the English and Maths departments improved significantly. The results of both departments are significantly higher than the National Average.

The National Averages for both subjects are below:

Subject	National Average
English Language	64.2%
English Literature	73.9%
Maths	61%

Subjects	Average grade	4+%	5+%	7+%	National progress difference
English Language	5.14	83%	64%	20%	0.16
English Literature	5.10	81%	65%	23%	0.12
Maths	5.19	81%	69%	25%	0.25

The school's results for pupils who are eligible for the Pupil Premium Grant were as follows:

	Cohort	Attainment 8	Progress 8 (national est)
Disadvantaged	134	49.49	-0.04
Other	48	52.29	0.34

Whilst pupils who are eligible for the Pupil Premium Grant performed slightly less well than those who are not eligible, this represents a significant improvement in the overall outcomes of pupils who are eligible for the Pupil Premium Grant in Platanos College. (Note: the national outcomes for pupils eligible for the Pupil Premium Grant has not yet been released).

EBACC outcomes for pupils eligible for the Pupil Premium Grant were in line with the outcomes for pupils who were not eligible for the Grant.

The additional support that was put in place for pupils eligible for the Pupil Premium Grant was based on individual needs. It was targeted and carefully tracked throughout the academic year. All pupils who were eligible for additional support received it over the course of the academic year.

Interventions were driven by the needs of pupils and bespoke support was put in place for pupils in order to support them to achieve their targeted grades in their GCSEs.

The attendance for pupils eligible for the Pupil Premium Grant is 91.3%. This is slightly below the National Average of 92.5%.

This can be attributed to the persistent absence of specific pupils which has been referred to the Local Authority.

Our analysis of our CHABOP system (the school's behaviour and rewards system) shows that pupils who are eligible for the Pupil Premium Grant are receiving merits in line with their peers highlighting their positive engagement across all areas of the school.

An analysis of the pupils who have SEND needs and are eligible for the Pupil Premium Grant demonstrates that 100% of pupils who were eligible for the Pupil Premium Grant made progress in at least one area of their IEP though working alongside external professionals with a further 70% of pupils making progress in more than one area of their IEP.

Following on from our review, we will continue to implement a model of bespoke interventions for pupils who are eligible for the Pupil Premium Grant. As outlined in our Intended Outcomes section above, we will use a range of strategies to support pupils to reach their desired outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IXL	IXL
Accelerated Reader	Renaissance Learning Ltd
Literacy Planet	Literacy Planet
Seneca	Seneca Learning
Mathletics	3P Learning Ltd
Tutoring	NTP
Assistant Psychologist support	EdPsychs