

# Southend High School For Boys Pupil premium strategy statement 2021 - 2022

## School overview

Metric	Data
School name	Southend High School For Boys
Pupils in school	
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	
Academic year or years covered by statement	2019 – 2020
Publish date	October 2021
Review date	October 2022
Statement authorised by	Mr John Brandon
Pupil premium lead	Mr John Brandon
Governor lead	Chair, C&PM

## Disadvantaged pupil performance overview for last academic year

Progress 8	
Ebacc entry	
Attainment 8	
Percentage of Grade 5+ in English and maths	

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.5	August 2022
Attainment 8	Top 20% in the country	August 2022
Percentage of Grade 5+ in English and maths	100%	August 2022
Other		
Ebacc entry	N/A	N/A

## Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Termly training sessions held by PP lead sharing best practice with all staff. Particular emphasis on ECT's.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p>
Priority 2	<p>High impact classroom strategies shared and implemented by ALL staff across all three key stages. The Sutton Trust Toolkit will provide the base for the strategies that are implemented within the classroom.</p> <p>The two that we will focus on the strategy with the highest impact in the classroom;</p> <ul style="list-style-type: none"> <li>• Feedback</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p>
Priority 3	<p>All teachers recognise when pupils need intervention and using 'SHSB Meta-Cognition bank' are able to implement personalised strategies to help individual pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>PP pupils will have a personalised learning plan created and placed on the SHSB Provision Map. This will allow teachers to be able to access strategies that are specific to the individual to allow them to achieve their full potential.</p>
<b>Barriers to learning these priorities address</b>	
Priority 1	Overloading staff
Priority 2	Having CPD time put aside to train teachers in understanding the strategies
Priority 3	Ensuring that teachers know when to intervene with a pupil using more than just data. We will be training the staff to recognise early signs of disaffection and disengagement.
<b>Projected spend</b>	£5,000

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### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Small group tuition of ALL subjects through ‘catch up’ classes delivered by SHSB staff. Using data we will target those students in all year groups who are under performing and ensure that the affected departments are able to offer small group tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>
Priority 2	<p>Online 1to1 tuition delivered in core subjects for ALL pupils in KS3, 4 &amp; 5 who are in need. Using the governments NTP and our own provider we will use historic and current data to provide a tailored program of sessions designed to help those students that have fallen behind in subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>
Priority 3	<p>Mentor program with MAT KS5 pupils helping KS3 &amp; KS4 pupils. SHSB will use Seneca Premium and GCSE Pod as the base for the activities provided for the students who are in need of intervention. KS5 MAT students will provide deep understanding to help students in need to understand difficult topics.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/</a></p>
<b>Barriers to learning these priorities address</b>	
Priority 1	<p>Necessity to ensure that pupils core curriculum timetable is not adversely affected. We feel strongly that no pupil is taken out of their structured timetable. It does mean that sessions for small group tuition and 1to1 will happen outside of lesson time. Lunchtime and after school activities may be impacted. We will work hard to organise effectively with family and the pupil to ensure they do not have to miss any extra curricular activity.</p>

Priority 2	We will send out regular emails to families to ensure they have full access to the sessions and that things are going well for the individual in need of help.
Priority 3	The NTP and our other online provider are external groups and there is a worry that teaching styles will differ from what the pupil is used to. In some cases this could be a difficult change. We will ensure that feedback is given after each session to ensure the pupil has a voice.
<b>Projected spend</b>	£25,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Ensure that all PP pupils have access to all SHSB systems. At the start of October 2021 we will send a survey home to all families and ask questions about the quality of provision at home that may be a barrier to pupils learning at home. We will use this information to formulate a plan for the academic year. We will also offer some upskilling courses for parents that may help them in the home environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>
Priority 2	Improve the confidence of PP pupils in Year 7 & 8 who have been affected by Covid 19 through a variety of workshops delivered by an external group.
Priority 3	Keep close track on all PP pupils and their mental health through use of personalised system. SHSB are working with Flourish DX to allow all PP pupils the ability to express their feelings through the use of an app. This will be monitored by PP lead.
Priority 4	Ensure that all PP pupils are actively involved in an extra - curricular activity through SHSB passport

	<p>system. We have recognised that the uptake of clubs was low in KS3 and especially due to the pandemic. We have implemented a passport system where through the attendance of clubs and activities we are able to track the attendance of PP pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>
Priority 5	<p>Ensure all KS4 &amp; KS5 are fully informed and have an experience of their chosen industry through Make Happen scheme to help their aspirations. Through previous surveys we have found that KS4 &amp; KS5 are very interested in having more specific knowledge about career pathways. SHSB will ensure that students have a 'taster day' in the profession of their choice.</p>
<b>Barriers to learning these priorities address</b>	
Priority 1	<p>Reliance on parents and pupils filling out the termly questionnaire correctly and accurately. We will monitor the replies and ensure that personal contact is made with the families of the students who do not respond.</p>
Priority 2	<p>Pupils missing some lunchtime and tutor time. We do not want the social element of school impacted, so we must try to balance the amount of time the pupils spend out of social environments</p>
Priority 3	<p>Reliance on families to record their feelings accurately and honestly</p>
Priority 4	<p>Possible conflict with different clubs and activities happening at the same time as others. We have created a timetable and we will be ensuring all PP pupils attend clubs to enhance their confidence and help them explore their full potential.</p>
Priority 5	<p>Make Happen process happens during holidays and may create conflict between valuable family time.</p>
Projected Spend	£20,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of additional time being recognised by Senior Leadership

Targeted support	Ensuring pupils timetable is not affected by extra support	Effective use of pupils lunchtime and tutor time
Wider strategies	Reliance on all parents and pupils being honest and being accurate with information	Personal meeting with family and/or pupil will happen