

Southend High School for Boys



PUPIL PREMIUM STATEMENT 2021-22

Pupil Premium Strategy Statement 2021-22

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 pupils.

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	Southend High School for Boys
Number of pupils in school	1317
Proportion (%) of pupil premium eligible pupils	5.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- July 2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dr Robin Bevan
Pupil premium lead	Mr John Brandon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,082.50
Recovery premium funding allocation this academic year	£ N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43,394.00
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	£100,476.50

Part A: Pupil premium strategy plan

Statement of intent

Southend High School for Boys is a high performing school that has been providing students from across the Southend area with an outstanding Grammar School Experience since 1897. Our vision is to set all pupils on the path towards adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society. We want this for all, regardless of background or socioeconomic status. We know that providing a broad and rich education will enable our young people to reach their maximum potential and live successful and fulfilled lives..

Southend High School for Boys has a relatively low number of pupil premium students when compared to the national mean average. Whilst our pupil premium students consistently make better progress than the national average and achieve superb results, there are sometimes a small group who make less progress than their peers. This pupil premium strategy outlines the framework that we will use to help us ensure that all pupils achieve the very best results they can, and make the most of all that our school has to offer.

In line with the Education Endowment Foundation guidance, this strategy will form the basis of a long term, tiered approach that will focus on the following key areas:

- Development of teaching and learning
- Academic Intervention
- Wider Approaches

These tiers form the basis of our strategy and will be implemented as part of a two-year plan to develop a collective culture of providing our disadvantaged students with the best possible educational experience.

We will review this plan on an annual basis to consider our changing learner needs and evaluate the impact of our actions.

Challenges

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

Challenge number	Detail of challenge
1	Some PP children do not have a quiet place to study or access to resources or ICT resources when they need them
2	Some PP students may have gaps in learning due to the impact of remote education
3	Some PP students may lack confidence due to the impact of isolation during COVID restrictions
4	Sometimes, individual PP students do not achieve as well or better than their peers.
5	Some PP students experience limited parental support around apprenticeships and university application processes – building aspiration
6	Some PP students do not join in with any extra-curricular school activities

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>Participation in enrichment activities</p> <p>SHSB already provides a large number of opportunities for students to participate in extra-curricular activities. We will continue to promote participation amongst our PP students</p> <p>Increased enrichment opportunities such as being able to take part in field trips, extracurricular trips, student voice, music lessons and ensembles, drama lessons and performances, local and national competitions such as maths challenges and the Jack Petchey Speak Out Challenge.</p>	<p>All Pupil Premium students will regularly attend at least one extra-curricular activity. Membership of clubs and participation in enrichment activities will be closely tracked via SHSB passport.</p> <p>Staff to hold regular meetings with these students to monitor and track their progress.</p>
<p>Academic Progress</p> <p>Pupils who have fallen behind will be swiftly identified and a support plan will be actioned to ensure that academic progress is achieved.</p>	<p>Pupil Premium Pupils will perform in line with or better than their peers</p>

<p>Teaching and Learning</p> <p>All staff to receive training focused on EEF research and the Sutton Trust Toolkit, to ensure that the most effective teaching strategies are employed within the classroom.</p> <p>Specific focus during CPD sessions on meta-cognition and self-regulation. Building skills that enable Pupil Premium students to choose the most appropriate strategy for a given task.</p>	<p>Pupil Premium Pupils will perform in line with or better than their peers.</p> <p>Pupil Premium students can talk about their own learning,</p>
<p>Confidence boosting</p> <p>Boosting the self-esteem of pupil premium students who may lack confidence.</p>	<p>Pupil Premium pupils participating in the specific activities provided say that they feel more confident, and behave in a more confident manner.</p>
<p>Attendance</p> <p>Pupil Premium students attend school regularly.</p>	<p>There is discernible gap between the attendance of pupil premium and their peers.</p>
<p>Study Spaces</p> <p>Pupil Premium students to have access to the ICT devices that they need, and make good use of the spaces in school for effective study during the school day, including homework club.</p>	<p>Pupil Premium students complete independent work effectively.</p>
<p>Aspiration</p> <p>Pupil Premium students have access to high quality careers advice and support in the university application/apprenticeship processes. They also attend activities designed to promote aspiration and enrichment.</p> <p>Students and families will be encouraged to engage with ‘Make it Happen’ events and activities, promoted through careers lead and pastoral team.</p> <p>Careers interview reports used as basis for ongoing discussions with students and parents.</p>	<p>Pupil activity tracked through Provision Map.</p> <p>Pupils participate in ‘Make it Happen activities’</p> <p>Students have a planned pathway post-16 and post-18.</p>

Activity 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly staff training sessions for all staff sharing best practice. {Particular emphasis on ECTs.</p>	<p>The most effective pupil premium strategies require a collective understanding of how 'disadvantage' impacts upon pupils learning and how the school will address this impact (M. Rowland). https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf</p> <p>All teachers must be familiar with the pupil premium students within their groups and</p>	<p>2,3,4</p>
<p>High impact classroom strategies shared and implements by all teaching staff across all key stages. The EEF toolkit will provide the basis from strategies used within the classroom</p>	<p>The EEF is a widely respected and valued resource, with research specifically focused on the use of pupil premium Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>
<p>Teachers to identify when students may need intervention, and using the 'SHSB meta-cognition bank' implement personalised strategies to help individual pupils. Personalised learning plans will be places on Provision Map.</p>	<p>Metacognitive teaching strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>

Developing metacognitive awareness and self-regulation skills in all pupils.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in all subjects through 'catch up classes', delivered by SHSB staff. Using data, underperforming pupils will be targeted for this additional targeted support.	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: Small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3,4
Online 1 to 1 tuition will be delivered in core subjects through the NTP and our own provider. Using data to identify individual pupil premium students, we will provide a tailored programme to help those students who are not achieving their full potential.	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: Small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3,4
A mentoring programme will be established, led by our MAT students in Key Stages 4 and 5. This will be subject focused.	Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Peer tutoring EEF (educationendowmentfoundation.org.uk)	2,3,4
All Pupil Premium students to have access to Seneca Premium and GSCE Pod to	Access to online learning activities enables students to access high quality resources as and when they want to. Our pupil access rates to both Seneca and GCSE Pod are extremely high, leading to the manufacturers contacting us to ask how we have promoted the use of the their products so effectively. Many	1,2,3

	parents feel unable to support learning effectively themselves, but are happy to encourage the students to log in.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all Pupil Premium students have access to all that they need to help them learn effectively – both at home and school. Achieved through an annual survey to all families asking questions about the quality of provision and any barriers to learning (at home or at school).	A DFE EdTech survey demonstrated that access to devices and the ability to access resources online is a major barrier to learning. <u>Education Technology (EdTech) Survey 2020-21 (publishing.service.gov.uk)</u>	1,2,3,4,5
Improve the confidence of those Pupil Premium students who may have been affected by the forced COVID isolation. This input will be provided by an external organisation.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	3
Keep close track on the mental health and wellbeing of Pupil Premium students. SHSB are working with flourish DX to allow all PP students the ability to express their feelings through the use of the app. This will be	DFE guidance on wellbeing in schools states: Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and pupil emotional health and wellbeing which can help readiness to learn. <u>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</u>	2,3,4,

monitored by the PP lead.		
Ensure that all PP students are actively involved in extracurricular activities through the development of the SHSB passport.	Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a wellrounded education. https://nces.ed.gov/pubs95/web/95741.asp	3,6
Effective careers provision ensures that all pupil premium students receive regular interviews with the careers advisor. Reports will be shared with parents and the pastoral team to help identify barriers to future progression. All Key Stage 4 and 5 students have an experience of their chosen industry through the Make it Happen scheme.	Aspirations relate to the things that young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions EEF (educationendowmentfoundation.org.uk) In addition, DfE guidance on the importance of Careers guidance states: High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. Careers guidance and access for education and training providers (publishing.service.gov.uk)	3,4,5
Ensure that Pupil Premium students have access to trips, competitions and relevant external events. These may include curriculum-based field trips as well as theatre visits, language exchange trips and participation in the Duke of	These activities enhance teamwork skills and boost the confidence of the students who take part. Outdoor adventure learning approaches vary widely. A potential mechanism for impacting pupil outcomes might be through the development of non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	2,3,5,6

Edinburgh Award Scheme.		
Provision of after school homework club, with specific invitations sent to pupil premium children.	Provision of a quiet learning environment after school to enable students to complete homework with access to study materials including books and several computers/laptops giving access to online learning methods as well as providing access to printers.	1,2,5

Total budgeted cost: £50 000

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 pupils in the 2020 to 2021 academic year.

During 2020/21 there were 80 Pupil Premium students on roll, including 15 in Year 11.

We know that no government assessment comparisons were produced across the last two years. Nevertheless, our internal tracking demonstrates that our Pupil Premium cohort did not perform in line with their peers in 2020-2021 in all subjects. We will continue to support the delivery of the curriculum in all subjects, working with the subject leaders to ensure that Pupil Premium children are identified, delivery of curriculum is accessible and that interventions are targeted on those who need it.

Our focus last year was on maintaining quality contact with students during periods of lockdown. We boosted our IT provision significantly to ensure that all disadvantaged students had access to a laptop or suitable device to ensure that they did not face any additional barriers to learning.

A full timetable of lessons was therefore taught during lockdown with regular catch ups with students to promote wellbeing and consistency to their school life, maintaining the school's sense of community whilst students were at home. This investment in the school's IT provision will continue to be hugely beneficial in future years since students now have access to IT resources in all subjects.

Many of our Pupil Premium plans for 2020/21 were unable to come to fruition due to lockdown and the impact of COVID. It is true that even once schools opened their doors to pupils, it is only now that we are seeing a return to welcoming external organisations and visiting groups into schools. Nevertheless, there is much from our work with PP students that we are proud of.

Our student engagement with the Seneca Pro and GCSE pod learning platforms are exceptionally high. Pupils talk of the effective learning opportunities that are offered, as do staff. We also made use of clickview during lockdown to help with the delivery of online learning. This was a product purchased specifically to support this process, and we have continued to subscribe upon our return to school. This provides access to high quality video resources that can be annotated and 'paused' to provide questions opportunities at key moments.

Whilst precise data analysis is difficult given the mechanisms for calculating grades over the last two years, ambitious targets have been set for the 2022 examination series. These include a Progress 8 target of 0.5 for Pupil Premium children, together with 100% Grade 5+ in English and Maths.

It is clear that the purchase of Provision Map is going to help us in our monitoring and support of pupil premium children. We have already seen the benefit of the personalised learning plans and data tracking tools.

We have also found the EEF (Education Endowment Foundation) teaching and learning toolkit an invaluable resource. Whilst this has been used to plan our CPD across the school this year, it is extremely helpful in enabling us to target specific strategies in our work with Pupil Premium students, knowing that they have been tested and proven effective.

We are proud of our work in this important area of school life. Our Pupils Premium students are known, encouraged and supported by teachers and support staff across the school site, and we will continue to work hard to create a environment within which our most disadvantaged students can thrive.