

Pupil premium strategy statement – Southend High School for Boys

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	1317
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Mr John Brandon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 12,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£57,000

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	Not all children were having access to healthy food
2	Some students were not fully prepared for examinations in KS4
3	Some pupils in KS3 were struggling to find their 'place' in school
4	Teachers were not aware of all the available teaching strategies to help the disadvantaged gap narrow

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
To ensure all students have access to a healthy meal each day	Using the budget effectively to pay for the meals of eligible FSM children
To ensure all KS4 students are prepared and ready for examinations	To organise a targeted Easter revision school for all PP students to attend
To ensure all KS3 pupils are settled and thriving in the school environment	To create and monitor the KS3 passport system to ensure all PP pupils are actively involved in the 'life' of the school
To ensure staff are aware of the different teaching strategies to enhance T&L	To meet with specialist teachers each half term to discuss PP pupils and strategies

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Half termly meetings with PP Coordinators</i>	<p>Scheduled time in calendar that allows for teachers to discuss strategies and trends. We will use the recommended EEF toolkit.</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Easter School</i>	<p>A 3 day targeted Easter School is organised ensuring all PP students are invited to the sessions that they need the most.</p> <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS3 Passport</i>	All pupils in KS3 to be given a passport and challenged to attend a certain number of clubs throughout each term. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
<i>Food provision</i>	All FSM children are given a hot meal each day to ensure they are performing at their best	1

Total budgeted cost: £58,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2022-2023 we had 68 pupil premium children on roll, including 5 in Year 11.

The progress 8 was +1.08, which was pleasing as it clearly showed that the interventions that were put in place, worked. This statistic meant that the disadvantaged children performed above our no disadvantaged cohort as the whole school progress 8 was +0.72.

All pupil premium children achieved a grade 5 and above in English and Maths and all pupils secured 10 GCSE's.

We had a number of areas that we wanted to address in the pupil premium plan, and it was pleasing to see the impact of the interventions.

Teaching and Learning

Five Pupil Premium Coordinator meetings took place across the year and we had over 20 members of staff taking part and disseminating the information back to departments. It was evident through our learning walks, that teachers were adopting the strategies that were discussed within the meetings.

Meta cognition booklets were created and personalised for all PP children. This helped the pupils in and around examinations as they were able to revise effectively and secure outstanding results.

Targeted academic support

100% of all Pupil Premium children were directly impacted by one of our five targeted academic support strategies.

All KS4 PP pupils had access to our online tutor that delivered English, Maths, Science and MFL sessions, bespoke to the individual.

All Year 11 PP children were part of our small group tuition, which combined with the school led tuition program, allowed expert teachers to spend over 10 hours with targeted PP children in KS4.

All PP children had access to two online programs and the data showed that not only did 100% of PP children in KS4 access the program, it showed that 20% of our entire PP cohort accessed 45% of our entire schools usage.

Wider Strategies

The wider strategies are important, and we were proud of the impact these strategies had.

All PP children were given (if needed) a device to access curriculum and ensure homework was organised and completed effectively.

In the academic year, only 7 PP children missed a single homework deadline, showing that all were organised and supported.

Our strategy for tracking mental health and wellbeing was quite successful, but is a strategy that we have adjusted for next academic year, due to high cost.

Our Post 16 target of helping pupils understand pathway options into post 18 was most pleasing. All PP children who stayed on into our sixth form attended university. Two children attended Cambridge and Oxford University respectively and two PP children interviewed for Harvard and MIT. This shows that the aspirational work had an enormous impact on the cohort.

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
Online Tutor	My Tutor

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.