

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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	Helena Romanes School
Number of students in school (Year 7 - 11)	1102 (154 DA Students)
Proportion (%) of pupil premium eligible students	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium leads	Tony James/Chris Allom
Governor / Trustee lead	Mark Hayes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,675
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent- YEAR 1-3 VISION

Our intention is that all students, irrespective of their background or the challenges they face, make strong progress and are successful across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high achievers.

We have considered the unique challenges faced by our disadvantaged students, including the most vulnerable students, using this information to underpin and inform the range of strategies we are implementing. In particular, the Covid-19 pandemic has presented an unprecedented set of challenges to our students. We have worked closely with the parents and carers of our disadvantaged students to identify the additional barriers that have resulted from Covid and have tried to mitigate and minimise the impact of these where possible.

The strategies outlined in this statement are intended to complement and support the whole school strategies to raise the outcomes of all students, whether they are disadvantaged or not. Our strategy will look to progressively close the gap in attainment between DA and non-DA students. We recognise that any effective strategy to address educational disadvantage needs to avoid short term 'fixes' and instead be embedded at the heart of school culture. Therefore, we have a series of targets that build incrementally over a period of three years to address the students' needs. One of the key pillars in this strategy will be a continual review process that allows the school to monitor and review the effectiveness of this strategy, whilst being able to respond to the changing needs of our students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time it will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged students are exposed to constantly high quality teaching that challenges them to make outstanding progress.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge	Detail of challenge			
1	On average, our disadvantaged students have <a href="#">lower prior attainment</a> when they join the school compared to their non-disadvantaged peers, this gap appears to have widened due to the impact of the Covid pandemic.			
	EM KS2 CAT scores	Non DA students	DA students	Gap
	20-21	104.14	103.62	-0.52
	21-22	104.34	101.56	-2.78
	During their time at Helena Romanes, internal and external assessments show that this gap widens. (2019 P8 -0.5) (2022 P8 -0.98)			
2	Our observations and data analyses show that a minority of disadvantaged students present particularly <a href="#">challenging behaviour</a>			
3	Our records show that disadvantaged students are <a href="#">less likely to be involved in school and extracurricular activities, and undertake fewer positions of responsibility.</a>			
4	<a href="#">Attendance</a> of disadvantaged students is lower than their non-disadvantaged peers (85.62% compared to 92.15%). There is a bigger gap in relation to persistent absence (25% compared to 12%). Although Covid has impacted the attendance of all students, it has widened the attendance gap amongst some key disadvantaged students.			
5	<a href="#">Engagement</a> from the parents/carers of disadvantaged students can be more inconsistent compared to their non-disadvantaged peers. This includes attendance at Parents Evenings, where in previous years DA attendance has been approximately 10% lower than those who are non-DA.			
6	Our assessments and observations have shown that the <a href="#">progress</a> of disadvantaged students at the school has suffered the most due to the impact of Covid-19.			
7	Disadvantaged students enter the school with a <a href="#">lower chronological reading age</a> compared to non-disadvantaged students. Research suggests that disadvantaged students may struggle to access the required GCSE texts.			
8	Disadvantaged students often lack the <a href="#">high aspirations</a> demonstrated by many of their non-disadvantaged peers.			
9	We have a number of students that have joined the school from The Ukraine and Afghanistan, who have <a href="#">English as an additional language</a> , which has formed a barrier to them accessing the curriculum.			

## 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 2021-22	Success criteria 2022-23	Success criteria 2023-24
<a href="#">KS4 progress</a> gap to reduce	GCSE P8 gap to be within national figures.	GCSE gap to be in line with national figures.	GCSE gap to be in line with national figures or better.
<a href="#">KS3 Progress</a> gap across the core subjects to close	Reduce the gap in attainment in core subjects between DA and non DA students to less than 15% in each year group.	Reduce the gap in attainment in core subjects between DA and non DA students to less than 10% in each year group.	Reduce the gap in attainment in core subjects between DA and non DA students to less than 5% in each year group.
To improve the overall <a href="#">reading age</a> of DA students	To close the gap in chronological reading ages between DA and non DA students to less than 1 year.	To close the gap in chronological reading ages between DA and non DA students to less than 9 months.	To close the gap in chronological reading ages between DA and non DA students to less than 6 months.
Reduced <a href="#">suspensions</a> for disadvantaged students.	Less than 35% of DA students receive a suspension	Less than 30% of suspensions involve a DA student	Less than 25% of suspensions involve a DA student
Improved <a href="#">attendance</a> of disadvantaged students	Narrow the gap in attendance between disadvantaged and non-disadvantaged students to less than 4%	Narrow the gap in attendance between disadvantaged and non-disadvantaged students to less than 5%	Narrow the gap in attendance between disadvantaged and non-disadvantaged students to less than 4%
Improved <a href="#">engagement</a> with the parents of	80% of all disadvantaged student's parents attend Parents' Evening/ attendance is within	85% of all disadvantaged student's parents attend Parents' Evening/ attendance is within 5%	90% of all disadvantaged student's parents attend Parents' Evening/ attendance is in line with

disadvantaged students	10% of non-disadvantaged peers.	of non-disadvantaged peers.	non-disadvantaged peers.
To provide effective <a href="#">social, emotional and mental health</a> support for students	Due to staff absence this was unable to be completed.	<p>Responses from students/parent surveys improve from year 2021-22</p> <p>85% of students who have received support from the LRC demonstrate sustained improvements (especially in attendance)</p> <p>75% of all DA students attend extra curricular clubs.</p>	<p>Responses from students/parent surveys improve from year 2022-23</p> <p>90% of students who have received support from the LRC demonstrate sustained improvements (especially in attendance)</p> <p>80% of all DA students attend extra curricular clubs.</p>
To ensure that all disadvantaged students have <a href="#">high aspirations</a> as a result of receiving high quality Careers Education, Information, Advice and Guidance (CEIAG).	<p>All DA students in year 11 receive a careers meeting.</p> <p>40% of DA students in Year 10 receive early careers appointments.</p> <p>Key DA students in KS3 to be given access to careers guidance by either external careers adviser or PPC.</p>	<p>All DA students in year 11 receive a careers meeting. All DA students given priority to visit careers fair during the school day to support with careers support.</p> <p>60% of DA students in Year 10 receive early careers appointments.</p> <p>Key DA students in KS3 to be given access to careers guidance by either external careers adviser or PPC.</p>	<p>All DA students in year 11 receive a careers meeting. All DA students given priority to visit careers fair during the school day to support with careers support.</p> <p>80% of DA students in Year 10 receive early careers appointments.</p> <p>Key DA students in KS3 to be given access to careers guidance by either external careers adviser or PPC.</p>

## Activity in this academic year (2022-23)

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: £ 63295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure quality first teaching for all students through the recruitment and retention of high-quality teachers in the core subjects.</p> <p>A presentation with strategies to support DA students was given to staff in September 2022. Additionally, PPC provided a briefing for new staff explaining the routes of support available to DA students.</p>	EEF identifies that teaching and learning is the key principle for supporting the progress of disadvantaged students.	1,2,6
Develop a shared vision for effective teaching and learning, underpinned by high-quality, tailored CPD	<p>Consistently high quality teaching leads to better outcomes.</p> <p>All HRS staff have been involved in creating the HRS 10, giving staff empowerment over their teaching and making all staff aware of expectations regarding teaching and learning</p>	1,2,6
<p>Ensure all disadvantaged students are known by teachers and that they are supported to make good progress by implementing the following measures:</p> <ol style="list-style-type: none"> <li>1. Inset training provided.</li> <li>2. Disadvantaged student register.</li> <li>3. Supporting disadvantaged students document.</li> <li>4. Regular staff updates regarding disadvantaged students.</li> <li>5. Increased awareness of staff and the specific needs of disadvantaged students.</li> <li>6. Key information to be logged on class charts.</li> </ol>	The EEF highlights the importance of highlighting the individual disadvantaged students' needs to allow for tailored solutions.	1,2,4,6
To continue to ensure the KS3 and KS4 curriculum remains broad with schemes of work challenging and sequenced to enable disadvantaged students to make progress.	Experience suggests that having a challenging curriculum is the foundation that underpins high quality teaching and learning, which in turn	1,3,6,8

Additionally to ensure that the curriculum is adapted to meet the challenges caused by the pandemic.	leads to high quality outcomes for students.	
CAT testing has continued this year.	Although SATs have taken place for the first time in two years, the additional information has proved useful when identifying those students that are in need of support.	1,6
Working in tandem with the literacy coordinators to improve literacy in all subject areas in line with the recommendations by the EEF.  Professional development focussed on improving the literacy of all students. Staff training provided by the literacy coordinators introducing reading comprehension into all subjects. CPD training provided by literacy coordinators based around the Frayer model.  Introduction of a guided reading programme into tutor groups.	Evidence from the EEF suggests that students with low reading levels often fail to access the curriculum fully and this becomes a significant barrier to achievement.	1,6,8

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

Budgeted cost: £ 51225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and improve the mentoring programmes to provide pastoral support. (Role of the tutor sept 22)  PPC to provide mentoring for Key DA students.  Key disadvantaged students will be allocated experienced mentors to support them.	The DfE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement.  We are experiencing an increased number of Social services and CAMHS referrals. Our mentoring and student support services are essential in supporting well-being and achievement.	5,7
Provide 1-1 or small group tutoring/withdrawal for students in core subjects using overstaffing/Covid catchup funding.	Evidence from the EEF suggests that 1-1 and small group tutoring results in students making accelerated progress	5,7
Key mentoring info to be added to class charts and the DA register, this will be used to support key disadvantaged students.	Disadvantaged students often do not make expected progress both nationally and locally, as a result of complex factors	4, 6, 7

New LRC- to provide a tailored alternative education provision for vulnerable students.	Disadvantaged students often do not make expected progress both nationally and locally, as a result of complex factors  The PLC has a track record in success when supporting students facing complex difficulties.	4, 6, 7
Disadvantaged students are encouraged to attend additional impact sessions. PPC to monitor rates of attendance. Disadvantaged students meet PPC to catch up and discuss progress throughout the year.	The school has found that there is a strong correlation between attendance to impact sessions and students outcomes.	1, 5, 6,7
To support disadvantaged students with organisational skills and ensure disadvantaged students have access to the resources and equipment required to be successful.	Evidence from SIMS has shown that DA students accrue some behaviour points for equipment.	2, 6
Intervention form groups and support sessions used to target key weakness in core subjects. Disadvantaged students prioritised.	The school has had success in the past in using intervention tutor groups to close the achievement gap.	1, 6
Using the school based tutoring support to employ an experienced English teacher to provide additional English lessons to small group support to students most affected by Covid-19.	Evidence from the EEF suggests that 1-1 and small group tutoring results in students making accelerated progress.	1, 6, 8

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

Budgeted cost: £ 38155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: PPCs meet with the Attendance Officer and HOYs every fortnight to discuss disadvantaged students.</p> <p>PPCs identify the underlying barriers to attendance and work in conjunction with HOYs to help support disadvantaged students to attend school.</p> <p>Regular personal contact is made by PPCs and admin support with disadvantaged student's parents to ensure clear communication is maintained between parents and school.</p>	<p>If students are attending school they are more likely to make more progress in their different subject choices.</p> <p>Attendance of disadvantaged students still remains a concern and is a key factor in student performance.</p> <p>Improving the contact made at home through a phone call will improve the communication to parents.da</p>	1, 4, 5
Provide enrichment days/events and cultural experiences for disadvantaged students that they may not have the opportunity to experience.	Disadvantaged students often have less access to enrichment activities and/or academic parental support.	3, 4, 5, 7



This would include university visits and educational trips such as museums and the theatre.	Evidence has shown that fewer applications to 6th form and university are made by disadvantaged students.	
Primary liaison officer, SENCO, HOY, PPC to work with feeder primary schools to help ensure a smooth transition from primary to secondary education.	Experience has shown that a positive start to school for students makes a big impact on confidence and settling into a new school.	1, 2, 3, 4, 5, 6
PPC to meet/contact disadvantaged student's parents regularly.	<p>Having regular contact with parents will improve engagement.</p> <p>Disadvantaged student's parents will be kept up to date with important dates such as exams and parents evenings.</p> <p>Disadvantaged students will have priority access to careers interviews. CA/CW to review and support DA students with options choices.</p>	2, 3, 4, 5
Disadvantaged students will have priority access to careers interviews. PPC/HOY to review and support DA students with options choices.	Greater access to next-step advice is proven to improve aspiration and motivation in school.	9
A contingency fund will be used to quickly respond to essential items for disadvantaged students may suddenly need.	Experience has shown that disadvantaged students may need access to support on an immediate basis to help resolve unexpected situations.	All

**Total budgeted cost: £ 152675**

## 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 students in the 2020 to 2021 academic year.

- In relation to student progress, the 2021-22 performance of DA students at the end of KS4 was lower than 2019/20. However, DA progress in both of the last two years has been much lower than in previous years. The impact of Covid has shown a bigger impact on Disadvantaged students within this cohort. Obviously, there are many caveats around student performance data across the last two years.
- Although the school performance mirrored the increasing gap nationally between DA and Non-DA students, the school achieved significant success in ensuring those DA students that attend school regularly narrowed the attainment gap between DA and Non-DA students. Students who were persistently absent below 90% achieved a P8 score of -1.17 with those students attending 95% or more of school days achieving a P8 score of -0.36.
- KS3 academic progress was particularly pleasing, 68.33% of Non-DA pupils were on track, on average in the core subjects compared to 78.28% of Non-DA students. Although this represents a gap of 9.95%, this is well ahead of the target of a gap of within 15% by the end of the 21-22 year. This would suggest that the NTP tutoring program which was targeted mainly at DA students has had a positive impact in English and Maths.
- Overall DA attendance for 2021-22 was lower than in the previous years at 85.62% (89.34%) with persistent absence 25.8% (25.1%) remaining a concern. However, DA absence was relatively stable compared to whole school absence. Unfortunately due to staffing issues, the school wasn't able to implement the intended attendance strategies.
- Attendance continues to be a focus for the school with increased support from the administrative team to try to address the gap in attendance.
- In terms of behaviour, the percentage of DA students that received FTEs remained similar to in previous years, 21-22 36% of FTEs were for DA students, the same as 20-21 at 36%. Unfortunately this more than double the percentage of DA Students in the school at approximately 13%. Therefore, further measures (please see activity section) will be put in place to reduce this percentage.
- In 21-22 extra-curricular trips and activities started to return, DA students were supported with the cost of participating in these activities. In particular, all the DA students that wanted to, and that met the qualifying criteria, participated in the end of year rewards trip.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
National Tutoring Programme	Pet-Xi

### Further information (optional)

We used the EEF's implementation guidance to help develop our strategy and will continue to use this through our implementation phase. We have also attended seminars with Marc Rowland in identifying key areas to focus on within our plan. We attend regular meetings within Essex to support and share strategies for our disadvantaged students.