

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Haggerston School
Number of pupils in school	1063
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ciara Emmerson, Headteacher
Pupil premium lead	Thomas Larini, Assistant Headteacher
Governor / Trustee lead	Ethan Worth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£482,310
Recovery premium funding allocation this academic year	£120,888
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	£603,198

## Part A: Pupil Premium Strategy Plan

### Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Haggerston School, our mission statement is built around the values of Aspiration, Creativity and Character. We pride ourselves on academic rigour and high expectations for every child.

We believe that all students, irrespective of background, should make excellent progress and achieve their aspirations.

The focus of our pupil premium strategy is to support all disadvantaged pupils, across the ability range, to realise that goal. The activities outlined in this statement are also intended to support the needs of vulnerable pupils, such as those who have a social worker and young carers, regardless of whether they meet the definition of 'disadvantage' or not.

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 shown by research to have the greatest impact on closing the attainment gap for pupil premium students. These strategies, in turn, bring benefits for all students. Implicit in our approach is the intention that all students' attainment will be raised by improved standards and quality of education even though these actions are driven by the needs of the most disadvantaged.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified, with a focus on literacy and numeracy
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Literacy and Numeracy</b> as barriers to attainment - 60% of students eligible for PP are on Pathway C or D based on KS2 attainment. Assessments on entry to year 7 indicate that in terms of reading ages on average our disadvantaged pupils are 23 months behind the students not eligible for PP (increase by nearly 12 months since last year). Historically, fewer disadvantaged pupils achieve GCSE grades 5 and above in both English and maths (25% gap on average over the past four years - 39% gap last year). Our assessments have allowed us to identify the core challenges some pupils are facing in reading, in writing and in maths.
2	<b>Lack of metacognitive / self-regulation strategies, lack of self-study skills and lack of cultural capital and breadth of knowledge</b> as barriers to attainment. Our assessments, observations and discussion with pupils suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in Ebacc subjects. <i>Historically, the progress 8 scores of disadvantaged pupils has always been lower than the progress 8 scores of their peers (1 grade gap on average over the past four years).</i>
3	<b>Attendance</b> - 28% of students eligible for PP have attendance figures below 90% (classified as 'persistently absence') vs. 16% of non-disadvantaged students / <i>Nationally, attendance rates for PP students are generally lower than the attendance rates for others. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i>
4	<b>Behaviour</b> - Students eligible for PP are more likely to face FTE, be internally isolated and other more minor negative consequences for poor behaviour. <i>Last year, 64% of suspensions were awarded to pupils eligible for PP as opposed to 36% for non-PP pupils, and 68% of Internal Exclusions were awarded to students eligible for PP as opposed to 32% for non-PP pupils. Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress.</i> Our observations and discussion with pupils and parents suggest that disadvantaged students are more at risk of being internally or externally excluded as a result of persistent disruptive behaviour or/and inability to regulate their emotions.
5	<b>Access to resources</b> - <i>Students eligible for PP are less likely to be able to access resources such as computers, revision material, extracurricular activities. Our internal qualitative data suggest that enrichment opportunities for the most disadvantaged have been restricted.</i>
6	<b>Wellbeing and mental health</b> - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. A total of 70 pupils required additional support with social and emotional needs, with 50 pupils receiving one to one support through A Space and 30 students receiving small group WAMHS interventions.

## 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>Increased % of students achieving a Grade 4 and 5 in English and maths.</p> <p>Close Literacy gaps and increase student access for examinations.</p> <p>Close gaps in basic arithmetic and increase student opportunity of examination practice.</p>	<p>Whole School Target of 83% of students achieving at least Grade 4 in both English and maths by 2024 - PP within 1% of whole school target</p> <p>Whole School Target of 60% of students achieving at least Grade 5 in both English and maths by 2024 - PP within 1% of whole school target</p>
<p>Increased overall progress scores by increasing the percentage of students achieving at least expected progress.</p>	<p>Whole School Target of progress 8 score of 0.5 for all pupils (including disadvantaged pupils) by 2024. Whole School Target for EBacc Average Grade of 5.5 for all pupils (including disadvantaged pupils) by 2024. Whole School Target for Attainment 8 Score of 51 for all pupils (including disadvantaged pupils) by 2024.</p>
<p>Improved whole school attendance.</p>	<p>Whole School Target of 94% - PP attendance in all years within 1% of non-PP</p>
<p>Improved teaching and learning across the school with a focus on thinking hard, modelling and deliberate practice and feedback in order to improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Lesson observations, work scrutinies, learner voice (students focus groups and surveys) to suggest that disadvantaged pupils are more able to access the curriculum and resources and monitor and regulate their own learning. This finding is to be supported by homework completion rates across all classes and subjects as well as feedback from lesson observations (increased areas of strengths / decreased areas for development).</p>
<p>Increased enrichment offer.</p>	<p>All students take part in enrichment opportunities to include trips and school clubs. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. One aspect of the WAMHS action plan is to reduce disproportionality including among financially disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</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: £250,000 (inc. staffing cost for Teaching & Learning Faculty / extra ML / SLT - inc. CPD + Analysis)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the use of the DPR to facilitate online home learning, set homework and allow parents, carers and students to track progress in relation to each subject's Key Learning Objectives. PP students receive high quality teaching and learning experiences whilst in school and at home. Collaboration with external high performing schools (through HLT and CST networks) to identify good practice.	Evidence from <a href="#">EEF</a> that high quality teaching is the most effective method for raising PP attainment. Targeted response to more challenging GCSE examinations. Outcomes over time suggest that students require greater stretch and challenge.  Regular consultation of the <a href="#">EEF Teaching and Learning Toolkit</a> and The Key websites to gain greater knowledge and understanding of the most effective teaching strategies.  Evidence from <a href="#">EEF about homework</a> supports our rationale for setting homework on the DPR.	1, 2, 5
Knowledge organisers are effectively embedded as practice across all subject areas in order to increase cultural capital and improve students' self-study skills.	Student self-study skills and confidence of subject content have been identified as an area for improvement.  PP students are less likely to be able to access resources such as computers, revision material, extracurricular activities.	1, 2, 5
The Faculty of Teaching and Learning facilitates regular whole staff CPD with a focus on intellectual preparation for this academic year (last year the focus was on Feedback).  This involves ongoing teacher training and support to include the Good to Great programme which aims to develop "Expert" and "Exemplary" teachers.  Implement live coaching and high quality subject mentoring to accelerate ECT progress through the rubric from novice to expert.	Effective feedback is perhaps the most crucial aspect of high-quality teaching and has a real impact on pupil progress. <a href="#">SecEd</a> . Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. According to the EEF, effective feedback can help students make an average of 6 months progress. <a href="#">EEF Teacher Feedback to Improve Pupil Learning</a> . Low attaining pupils tend to benefit more from explicit feedback than high attainers. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.  Regular consultation of the <a href="#">EEF Teaching and Learning Toolkit</a> and monitoring of students' progress thanks to lesson observations, work scrutiny, learner voice and standardised assessment outcomes.	1, 2, 5

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

Budgeted cost: £200,000 (inc. staffing cost for Maths/Numeracy & English/Literacy Faculties and cost for online tuition and to pay staff during Saturday & holiday intervention classes)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality intervention / revision lessons to close gaps, which includes online tutoring programmes for Y10 and Y11 students with lowest engagement during and post-lockdown.</p> <p>Academic mentors in English, maths and science delivering intervention to target students.</p> <p>System in place to monitor and evaluate the impact of intervention on students' progress and attainment.</p>	<p>Importance of 1:1 Tuition (+5) and Small Group Tuition (+4) highlighted in <a href="#">EEF Teaching and Learning toolkit</a>.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>Use of the National Tutoring Programme to offer online tuition to targeted students in science and maths in order to increase the percentage of disadvantaged students achieving at least expected progress in maths and science.</p> <p>After school, lunchtime and Saturday/Holiday intervention and revision classes targeted to underachieving students as well as small group intervention delivered by academic mentors in English, maths and science.</p>	1, 2, 5
<p>Additional targeted Literacy lessons in small group settings.</p> <p>Additional staffing to deliver Literacy/English lessons in order to reduce class size.</p> <p>Reading intervention for targeted Y7/8 students.</p>	<p>21% of PP students are on Pathway D based on KS2 data where their average scaled score is 99 or below.</p> <p>Low Literacy levels and low reading ages identified as a barrier to learning.</p> <p>Literacy is critical in the progress of all learners at all key stages. PP students typically have lower levels of literacy than non-PP students (<a href="#">Improving Literacy in Secondary Schools EEF Report</a>)</p>	1, 2, 5
<p>Additional targeted Numeracy lessons in small group settings.</p> <p>Additional staffing to deliver Numeracy/Maths lessons in order to reduce class size.</p>	<p>21% of PP students are on Pathway D based on KS2 data where their average scaled score is 99 or below.</p> <p>Low 'fluency' levels identified as a barrier to learning in Maths.</p> <p>Historically a significant number of students are secured in English (4+) but not in maths - currently our greatest barrier to increase % of students achieving a Grade 4 in English &amp; Maths. (<a href="#">Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</a>)</p>	1, 2

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consolidate behaviour strategy to ensure consistent whole school application in order to reduce corrections for all students, particularly those in groups who have been identified as vulnerable.</p> <p>PP FTE within 5% of national average (all students)</p> <p>Number of PP sent to the IEU in line with all students by 2023</p> <p>Increased capacity of agencies. City Year to provide additional pastoral support. IEU staff mentor target students.</p>	<p>Internal data shows PP students are more likely to be adversely affected by negative behaviour consequences. Number of corrections issued for defiance, repeated defiance and defiance after escalation increased from 66% to 69% for PP from 2020.21 to 2021.22. In 2022.23, it went back down to 66% - PP students received 10988 corrections whilst non-PP students received 5575 corrections. The number of corrections for low level disruption increased from 61% to 65% from 2020.21 to 2021.22. In 2022.23, 22999 for PP students versus 15937 for non-PP students so it went down to 59%. It is worth noting that our percentages of PP students also decreased from 51% in 2021.22 to 48% in 2022.23.</p> <p>PP students are the most disadvantaged by disorderly classrooms. An orderly school reduced the risk of year/full school lockdowns which would have a greater negative impact on PP students as highlighted by national figures.</p> <p>Internal data highlights low completion rates of homework as an area for improvement. PP students received more corrections than non-PP students for incomplete / no homework (16447 (61%) for PP vs 10448 (39%) for non-PP)</p>	4, 6
<p>Consolidate implementation of external attendance agency, Synergy, to target students with low attendance and raise expectations of the wider school community in relation to attendance.</p> <p>Ensure that the attendance of PP students is reviewed regularly in order to swiftly intervene where attendance falls below expected.</p> <p>Sustainability and Re-engagement Coordinator appointed to work with targeted winnable low attenders</p>	<p>30% of disadvantaged students have attendance figures below 90% vs. 24% of non-disadvantaged students. Many of our disadvantaged have medical concerns which impact their attendance, they are often the pupils with the highest amount of FTE.</p> <p>Last year, 68% of suspensions were awarded to pupils eligible for PP as opposed to 32% for non-PP pupils, and 70% of Internal Exclusions were awarded to students eligible for PP as opposed to 30% for non-PP pupils.</p> <p>Average GCSE grades are proportional to students' percentage attendance. At Haggerston, students with attendance of 97% or above achieve on average a grade 6 whilst students with attendance of 99% or above achieve on average a grade 7.</p> <p>Out of 17621 latenesses to school from September 2022 to September 2023, 8445 (48%) were from disadvantaged students against 9176 (52%) from non-disadvantaged students.</p>	3
<p>Restructured school day to facilitate enrichment activities as part of the school</p>	<p>Lack of exposure to wider curriculum opportunities for disadvantaged students.</p> <p>Review the quality and content of the Friday 3a enrichment</p>	2, 3, 5



timetable to increase opportunity & access for all students.	period for Year 7, 8, 12 and 13 to evaluate the benefits of attendance and involvement in enrichment through students survey.	
<p>Monitor students' wellbeing and offer support to students' mental health and wellbeing</p> <p>Increase A Space provision in order to allow a larger number of students to have access to mentoring and counselling.</p>	<p>All students who present wellbeing concerns to be identified and to be given access to mentoring and counselling so they can receive emotional and wellbeing support. Targeted students in touch with a mentor to improve confidence, self-esteem, target setting and career planning.</p> <p>Responses from wellbeing surveys used to identify target students and monitor progress.</p> <p>Character days used to support wellbeing &amp; mental health including external organisations and book looks of workbooks from the day to ensure quality teaching.</p> <p>Training for staff on delivering sensitive topics to help support students well being</p>	2, 3, 4, 6
<p>Deliver a full programme of revision techniques in order for students to develop strong revision techniques.</p> <p>This will involve workshops from externals for Year 10/11 students.</p> <p>Parents webinar to help support students in becoming independent learners.</p>	<p>Exam skills are crucial to support students with their revision and examinations.</p> <p>Full programme of revision techniques to be delivered during PSHE sessions during Character Days and Tutor Time.</p> <p>Teaching revision techniques and how to manage stress effectively are helpful ways of preparing students for their mock exams.</p> <p>Research in education has shown that parental support is crucial to help raise attainment. The more involved and engaged parents are in the education of their children the more likely their children are to succeed. When schools, families and communities work together to support learning, children tend to do better in school. Parental engagement is heavily linked to socio-economic status. Parental engagement increases with social status, income and parents' level of education. A major factor mediating parental involvement is parental socio-economic status whether indexed by occupational class or parental (especially maternal) level of education. (<a href="#">Engaging Parents in Raising Achievement: Do Parents Know They Matter?</a>)</p>	1, 2, 5

**Total budgeted cost: £650,000**



## 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 2022 to 2023 academic year.

2023 GCSE exam results suggested that the performance of disadvantaged pupils was slightly higher than in 2022 in key areas of the curriculum (gap decreased from 1.18 to 0.70). The KS4 disadvantage gap has risen nationally to its highest level in 10 years. The KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. It is now at its highest level since 2011. We saw a narrower gap in percentages of students securing grades 9-5 in English and maths (29% PP vs 74% of non-PP in 2022 against 36% PP vs 75% of non-PP in 2023) and we saw an overall improvement in English and maths outcomes for grades 9-4 (from 63% in 2022 to 78% in 2023) and grades 9-5 (from 47% in 2022 to 55% in 2023) which suggest that the literacy and numeracy intervention put in place had an overall positive impact on students' progress.

The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not realised for disadvantaged students but we have increased the accuracy of our assessment data and predictions thanks to a combination of in depth scrutiny around assessment and moderation and the use of mock moderation services.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. The DPR platform played a pivotal role to facilitate home learning during national lockdown and live teaching was implemented for every lesson during the second lockdown period. We have continued to use the DPR software to set all homework and for communication to students and parents.

We failed to meet our target of 94% attendance in 2023, as the overall attendance was 88.2% which is lower than the national average. In 2022/23, 53% of pupils eligible for PP qualified as persistent absentees against 36% of non-PP pupils. The average attendance of pupils eligible for PP was 85.9% against 90.2% for pupils not eligible for PP. We will continue to work to improve the attendance of PP pupils to bring it in line with the attendance of their peers.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## 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
NTP / Online Tuition	Engage Education Fleet Tutor Step Into Teaching
Study Skill Programme	Elevate Education Innerscope Study Skills Zone
Moderation Service	The Assessment Box MarkMyPapers Pearson
CPDs and Conferences	PiXL Pearson AQA OCR CST
Counselling	A Space
Attendance	Synergy

## Further information (optional)

*Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:*

- *embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- *ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.*
- *utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.*
- *offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, school clubs), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

### **Planning, implementation, and evaluation**

*In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.*

*We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.*

*We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.*

*We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.*

*We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.*