



Pupil Premium Strategy Statement 2021-22

This statement details Plashet School's use of pupil premium and recovery premium funding for 2021 to 2022. 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
Plashet School	Comprehensive Girl's
Number of pupils in school	1,500
Proportion (%) of pupil premium eligible pupils	40%
Academic years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	01.11.21
Date on which it will be reviewed	14.06.22
Statement authorised by	Governing Board
Pupil premium lead	Tomas O Donnell
Governor lead	Dona Henriques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£574,910
Recovery premium funding allocation this academic year	£84,280
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£659,190



Part A: Pupil Premium Strategy plan

Statement of intent

Plasht is a school where our young women can be accepted for who they are whilst growing to be the best version of themselves they can be. We are a school where academic habits are embedded early on. We are a school where the rules are clear and everyone knows them. We are a school with mature systems. We aim to ensure our young women are happy and successful whilst at Plasht. This means developing resilience, high levels of self-esteem and a sense of being empowered to think critically and make decisions. We strive to ensure that students leave us able to be safe, healthy, economically independent adults who enjoy learning and who can make a personal contribution to society. We have determined at Plasht that, for our young women, the key areas of personal development that will help them to do this are the acquisition of confidence, having an awareness of how personal decisions affect the future and how to develop a love of learning.

The Sutton Trust report of 2011 on the impact of teachers on pupil achievement found that: *The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. It is obvious, then, that the single most important thing any school can do to support vulnerable students is improve the quality of teaching and learning.*

We have made the recruitment, development and retention of expert subject specialist teachers our main focus for the last 7 years and continue to do so. For our teachers we have created a collaborative working environment that uses educational research to support experience in terms of developing the 'what and how of teaching'.

Challenges

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

Challenge number	Detail of challenge
1	To increase the attainment of all our girls and to minimise the gap in attainment between disadvantaged and non disadvantaged. In the 2020-21 academic year our Attainment 8 gap between disadvantaged and non disadvantaged Year 11 girls was 5 points - 57 as compared to 62 - roughly half a grade per subject. It is clear to us that the Covid-19 pandemic has disproportionately affected our disadvantaged girls.
2	To improve the attendance and punctuality of all girls with a focus on those who are disadvantaged through increased capacity in the attendance team which will allow greater capacity to tackle issues, notably lateness, persistent absence and frequent casual absence daily. Increased capacity will allow the attendance team to action "first day calling" earlier in the day for all students without a valid reason for absence. Increased capacity will allow the attendance team to deepen their relationship with hard to reach families and vulnerable girls as well as Newham's Attendance Management Service.

3	To support the health and wellbeing of students through the work of our Wellbeing Mentors, our School Nurses, our Safeguarding Team and our School Counselor. Through the past 18 months our students' mental health and wellbeing has suffered due to the lack of routine and normal schooling. Our Team will support our students through mentoring, health checks, counselling and access to external Health and Wellbeing Services.
4	To support students in Year 7 to Year 9 who have been identified as having the most significant learning decay in English and Maths through use of the national tutoring programme.
5	To support all students to develop their reading skills through our <i>Reading Aloud</i> pastoral curriculum activity. Funding will allow us to purchase at least 5 books for each year group which will be read aloud in form time on a weekly basis.

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
Improved attainment of Disadvantaged students over the year over the next 3 years.	Improved A8 and P8 scores for 2021-22, 2022-23 and 2023-24 that are well above the female national average.
Improved attendance and punctuality over the next 3 years.	Reduction in student absence and in persistent absence. Improvement in student punctuality. Plasht statistics are well above the national averages.
Improvement in student Health and Wellbeing and the development of more mental resilience in our students.	Reduced wellbeing mentor, counsellor & safeguarding officer caseloads. Reduced number of girls on Team Around the Child agendas.
Improvement in students' reading habits and enjoyment from reading for pleasure.	Increase in the number of books borrowed from the libraries over the next three years. Increased reading ages for students in all year groups.

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending the school day on Monday, Tuesday, Wednesday & Thursdays by 1 period per day to allow additional teaching for our Year 10 & Year 11 girls by their expert subject teachers.	<p><i>"The term 'extended schools' can be applied in a lot of different ways from a formal, longer school day to a range of informal activities and clubs. In this context, we are recommending that schools should be open before and after normal school hours for pupils to engage in a range of programmes."</i></p> <p>Our approach reflects EEF evidence which shows that there can be gains in attainment of up to 2 months (closer to 3 months for disadvantaged pupils) as well as improved attendance, behaviour and relationships with peers.</p>	1
Provision of a revision programme for Year 11 students in preparation for their GCSE exams over the Spring half term, Easter & Whitsun Holidays.		1

Targeted academic support

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National Tutoring Programme from January 2022 to support girls in Year 7 to Year 9 who have been identified as having the most significant learning decay in English and Maths.	The focus on tuition reflects existing evidence that it can secure progress of around 5 months, on average. The EEF teaching and learning toolkit finds that, in order to secure optimal impact, tuition should be high-quality, supported by normal teaching, and that teachers should monitor progress of tuition. Tuition should ideally be delivered by experienced and trained teachers but, where this is not possible, teaching assistants and volunteers should have access to training and a structured programme to deliver tuition. The EEF also finds that the impact of tuition is larger for primary-aged pupils and those from disadvantaged backgrounds.	4

<p>Tutor time "Reading Aloud" programme across the school to support all students to improve their reading skills and widen their vocabulary.</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Developing a reading habit is perceived as helping students to get better at reading. Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so – building both the will and the skill. Likewise, Jerrim and Moss (2018) argue that reading fiction is a predictor of long-term academic success.</p>	<p>5</p>
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Wider strategies

Budgeted cost: £300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a full-time Attendance Assistant.</p>	<p>The Department for Education (DfE) published research in 2016 that found: The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve GCSE Level 4 or above, and 3.1 times more likely to achieve Level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs or equivalent including English and mathematics at Level 4 or above than pupils that missed 15-20% of KS4 lessons.</p>	<p>3</p>
<p>Employment of 2 part time school nurses (2 x 0.6fte).</p>	<p>Although the long-term impact remains unclear, there are indications that the mental health and wellbeing of young people, already deteriorating prior to the pandemic, has worsened particularly amongst those who were already vulnerable. Tamsin Ford, Ann John, and David Gunnell, "Mental health of children and young people during pandemic" BMJ, 2021. According to England's <i>Mental Health of Children and Young People Survey</i>, probable mental health conditions increased from 10.8 per cent of children aged five to sixteen in 2017 to 16 per cent in July 2020 across all age, sex, and ethnic groups. The best evidence on how to support children's mental health in schools is through a 'whole-school approach'. This means school leaders prioritise mental health and wellbeing alongside attainment, in recognition of the evidence that they are interlinked. The literature on adverse childhood experiences shows that positive experiences and</p>	<p>3</p>
<p>Years 7, 8, 9 & 10 have their own full-time Wellbeing Mentor & Year 11 has 2 x 0.6 mentors.</p>		<p>3</p>
<p>Increased capacity in our Safeguarding Team from 1.8 fte to 2.8 fte.</p>		<p>3</p>
<p>Employment of a school counselor (0.4fte).</p>		<p>3</p>

	relationships accessed through schools can be a crucial source protective against some traumatic experiences in children’s lives and help to mitigate the impact of trauma on long-term outcomes. Christina Bethell, et al. " <i>Positive childhood experiences and adult mental and relational health in a statewide sample: associations across adverse childhood experiences levels.</i> " JAMA pediatrics 173, no. 11 (2019): e193007-e193007	
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Total budgeted cost: £ 420,000

Part B: Review of Pupil Premium Strategy outcomes in the previous academic year

The Covid-19 pandemic means that there is no meaningful national comparison data that reflects the attainment and progress of the summer 2020 or 2021 Year 11 cohorts of. We have therefore provided a review of disadvantaged pupil performance for the 2018-19 academic year and in school teacher assessed grades data for results in August 2021

August 2021 Teacher Assessed Grades Data	Disadvantaged	Non Disadvantaged
Cohort	131	135
Average Attainment 8 point score	57	62
% Achieving Grade 5+ in Eng & Maths	56	62
% Achieving 5+ Subjects at Grade 5+ including Eng & Maths	56	62
% Achieving EBacc	50	59

2019 Outcomes	Full Cohort	Average P8	Aver A8	No. & % Achieving EBacc	English Bucket A8 Average Score (max 18)	Maths Bucket A8 Average Score (Max 18)	EBacc Buckets A8 Average Score (max 27)	Others Bucket A8 Average Score (Max 27)
Disadvantaged	127	0.59	53.6	53 42%	11.72	9.64	16.11	16.13
Other	141	0.65	54.2	56 40%	11.73	9.96	16.24	16.29
Total	268	0.66	53.9	40.7%	11.72	9.81	16.18	16.22

Further information

This document should be read in conjunction with our Interrupted Learning Recovery Strategy and School Improvement Plan 2021-22.